

# Behaviour and Attitudes Policy

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Governor Committee: Local Governing Body

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Meole Brace School

**Learning – Respect – Success**

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# Meole Brace School

## Values and Beliefs Statement

Our commitment to creating a positive behaviour culture is reflected in our school vision statement and underpinned by our three values.

**At Meole Brace School, we are ready to learn, respectful of all and take responsibility for our actions, so that everyone succeeds.**

We are committed to being an inclusive, safe environment, free from disruption, discrimination or intimidation, so that we can all learn, make progress and thrive.

**LEARNING** – We want our students to enjoy learning, remain curious and be inspired to achieve their very best, through a rich, ambitious and coherent curriculum.

**RESPECT** – We will always endeavour to show care, kindness and tolerance towards each other, valuing and celebrating the contributions and traditions of all. We will use our values to create an inclusive environment and we will learn to take responsibility for our actions.

**SUCCESS** – We recognise and celebrate success in all its forms, both within school and beyond. We learn from our mistakes and persevere to be the very best we can be.

# 1. Introduction

The aim of this policy is to outline our school's approach to promoting positive behaviour and attitudes.

1.1 This policy has due regard to all relevant legislation and statutory guidance from the Department for Education (DfE):

- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Working together to safeguard children - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Education Act 2011 \(legislation.gov.uk\)](http://legislation.gov.uk)
- [Health Act 2009 \(legislation.gov.uk\)](http://legislation.gov.uk)
- [Implementation of the Voyeurism \(Offences\) Act 2019 - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

1.2 This policy operates in conjunction with the following school policies:

- Attendance
- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

1.3 The governing body, Headteacher, school staff, students, parents and carers share responsibility for behaviour and attitudes.

1.4 For the purpose of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. A list of some examples of types of behaviour can be found in Appendix A.

1.5 In accordance with part 1 of the Health Act 2009, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas. The school has a zero-tolerance policy on illegal drugs and legal highs. Our full policy on smoking and controlled substances can be found in Appendix B.

1.6 The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence. Types of conduct that are prohibited in the school and may constitute sexual harassment. Appendix C.

1.7 Items banned from the school premises can be found in Appendix D, along with guidance on searching and confiscation.

## 2. Roles and Responsibilities

2.1 All persons connected with school are responsible for abiding by and supporting our Meole Brace Values.

### **The governing body and trustees have overall responsibility for:**

- The monitoring, implementation and effectiveness of the Behaviour and Attitudes Policy
- Ensuring that this policy does not discriminate against any groups of children
- Handling complaints regarding this policy, as outlined in the MAT's Complaints Procedures Policy

### **The headteacher is responsible for:**

- Establishing the standard of behaviour expected by pupils at Meole Brace and implementing the Behaviour and Attitudes Policy
- Ensuring that safeguarding is effective
- Having high expectations for all
- Educating against, and preventing all forms of, bullying, discrimination, harassment, and violence
- Alongside the leadership team, determining the school rules and any disciplinary sanctions for breaking the rules
- Regular monitoring of behaviour, including the seeking of pupil voice and the 'lived experience' of pupils at Meole Brace School
- Reporting to the governing board on the implementation of this Behaviour and Attitudes Policy
- Publishing this policy and making it available to all stakeholders

### **Teaching staff are responsible for:**

- Creating a calm and safe learning environment
- Knowing and implementing the 'Meole Brace Way'
- Following sanction procedures as determined by the school
- Recording behaviour on Go4Schools and, when relevant, CPOMS
- Being aware of the needs of all their pupils, ensuring that pupil passports for pupils with SEND are followed
- Using adaptive teaching to meet the needs of all learners
- Being responsible and accountable for the progress and development of the students in their class
- Considering that behaviour may be because of unmet need or contextual influences

### **All members of staff, volunteers and support staff are responsible for:**

- Adhering to this policy and ensuring that all students do too
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour
- As authorised by the headteacher, addressing poor displays of behaviour; this responsibility includes the authority to sanction pupils for conduct

### **The SENCO is responsible for:**

- The sharing of relevant information so that staff understand the needs of their pupils
- Supporting subject teachers, and other relevant staff, in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support

**Students are responsible for:**

- Their own behaviour both inside school and out in the wider community
- Reporting any unacceptable behaviour to a member of staff in person, or through the Meole Brace online reporting system

**Parents and carers are responsible for:**

- Supporting the school values
- The behaviour of their child(ren) inside and outside of school
- Knowing the school's Behaviour and Attitudes Policy and supporting the school to carry out the measures set out within this policy
- Regularly accessing Go4Schools to keep informed of positive and negative behaviour events, including the scheduling of detentions
- Supporting the after-school detention model that is implemented by the school; this includes same day after-school detentions if notified before 2pm
- Informing the school of any changes or circumstances which may impact the behaviour of their child(ren)
- Attending reintegration meetings following a suspension or other pastoral support meetings to support the behaviour of their child(ren)

### 3. The Meole Brace Way

Under each value, our pupils, staff, parents and carers have co-written our key expectations; these capture what it is to be a Meole Brace pupil and 'how we do it here'. These are displayed across school and taught to pupils so that we have a shared understanding of routines, expected behaviours and the culture we promote.

**THE MEOLE BRACE WAY**

LEARNING	RESPECT	SUCCESS
<ul style="list-style-type: none"> <li>• Ready to learn</li> <li> <ul style="list-style-type: none"> <li>✓ Arrive on time</li> <li>✓ Greet at the door</li> <li>✓ Essential equipment out</li> <li>✓ Coat off, bag away</li> <li>✓ Underline date and title</li> <li>✓ Complete R&amp;R</li> </ul> </li> <li>• Take part in the learning and allow others to do the same</li> <li>• Have a positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>• Treat others with kindness and consideration</li> <li>• Take responsibility for your words, actions and choices</li> <li>• Listen to each other and follow staff guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Take pride in what you do</li> <li>• Learn from your mistakes</li> <li>• Persevere - never give up!</li> </ul>

Meole Brace School

## **4. Encouraging a positive attitude**

4.1 There are a wide range of ways in which the school encourages all its pupils to have a positive attitude and to manage their behaviour, including, but not limited to:

- Clear values, expectations and school routines, understood by all
- Having high expectations of our pupils' behaviour and conduct
- Building positive relationships with pupils and their families so that we can work together to overcome barriers
- A praise and rewards system which recognises all aspects of positive behaviour and contribution to school life
- Ensuring that expectations and reward and sanction systems are applied fairly and consistently across the school
- Support and reasonable adjustments for pupils with special education needs and disabilities (SEND)
- Investment in pastoral care
- A robust personal development curriculum, including strong careers and aspiration programmes
- Promoting and teaching a culture of kindness, tolerance and respect

## **5. Positive relationships**

5.1 Positive staff-student relationships are key to how our school works. The school focusses on forming these relationships to allow staff and pupils to work together. Staff will use several strategies to establish positive relationships with their pupils; these include:

- Welcoming pupils by greeting them at the classroom door
- Creating a safe and positive environment so that every student feels comfortable and respected
- Knowing the pupils in front of us, their interests, passions, likes and dislikes
- Engaging with students through their social time and extra-curricular activities
- Focussing on using positive language when interacting with students to guide them towards positive outcomes, identifying mistakes and then offering strategies, opportunities and support to move forwards
- Acknowledging and giving praise when a student demonstrates Meole Brace expectations, such as helping others or showing kindness
- Role-modelling the behaviour we wish to see from others
- Using pupil passports for pupils with SEND so that teachers know their strengths, barriers and preferred strategies to overcome these

## **6. Praise and rewards**

6.1 Praise and recognition is at the heart of a positive behaviour culture; it allows staff to recognise all that we value in our pupils' conduct, contributions and successes and underpins the values of Meole Brace School.

6.2 The school operates a house point system and point are awarded under the following categories:



6.3 The school also recognises and rewards pupils through:

- Verbal praise
- Students of the month, whereby pupils are nominated by each department, ensuring fair and proportionate nominations across pupil groups
- Meeting our attendance target of 96% or making significant improvement in attendance
- Head of House and Head of Year recognition
- Positive calls and postcards home
- House competitions
- Awards evenings and celebration assemblies
- Pupil leadership opportunities, such as Sports Leaders and Prefects

## 7. Classroom Routines

7.1 The school understands that pupils work best when there are predictable, consistent and established routines implemented across the school.

### 7.2 Morning tutor time routines

- Pupils need to be in their tutor rooms by 8.50am
- Be R.E.A.D.Y. is the Meole Brace morning routine which takes place each day in tutor time. It aims to ensure that pupils are punctual, dressed and equipped for the day, that mobile phones are placed in bags and key notices are delivered. See appendix E.
- If pupils have assemblies, they will be taken to assemblies by their tutor, seated in form rows and pupils will start and end assemblies by standing in silence
- Tutor time schedules ensure the start to the school day is orderly and purposeful, whilst allowing time for tutors to establish and build strong working relationships with their tutees

### 7.3 Lesson routines

- Pupils are greeted at the door by their teacher
- Pupils enter the room calmly, sitting in their designated seat, which will be determined by the classroom teacher in their seating plan
- Equipment out, with bags and coats placed out of the way
- Pupils complete the R+R slide, underlining their date and title
- At any time during the lesson when the teacher speaks, pupils listen carefully and in silence
- Pupils are dismissed and leave in an orderly way, ensuring their chairs are tucked in and working space clear
- Different classrooms are dismissed at staggered times to allow for calmer corridors

7.4 Teachers ensure that the routine remains consistent throughout the year to create a predictable and enjoyable environment.

7.5 Teachers employ strategic seating arrangements to promote good behaviour and attitudes and meet the needs of pupils as indicated in pupil passports.

7.6 Students must not leave lessons without obtaining the permission of a member of staff. A yellow corridor pass is given to pupils needed to leave the lesson. Whilst the school does not stop pupils leaving lessons to go to the toilet, pupils are encouraged to use their breaks. We do not typically allow pupils to leave for the toilet in the first or last 20 minutes of a lesson. When pupils do leave the lesson for the toilet, a record is made on Go4Schools; this does not carry any negative weighting. The school will contact home when pupils are regularly missing lessons for toilet breaks to determine a resolution. Toilet passes are given to pupils with medical needs.

## 8. Managing behaviour contrary to our values

8.1 Managing negative behaviour is underpinned by the following approaches:

**Personal development:** Behaviour management is as much about personal development as it is about sanctions. We want every pupil who leaves us to have the skills to operate successfully in society, and addressing negative behaviour is an opportunity for pupils to

learn how to take responsibility for their actions and learn from their mistakes, which is a key skill in adult life.

**Staff ownership:** It is important that the authority of every member of staff (e.g. teacher, learning support assistant, lunchtime supervisor) is supported. As much as is possible, the ownership for the management of behaviour must be with the member of staff with whom the pupil misbehaved – other staff are there to support and facilitate.

**Primary behaviour:** As much as is possible, the focus for behaviour management is to resolve the primary unwanted behaviour.

8.2 The purpose of managing negative behaviour is to seek and encourage a change in behaviour. This is achieved by supporting pupils in recognising how the behaviour came about, what they should have done differently, and in taking responsibility for their actions.

8.3 Generally, the school will use a graded response in line with the sanction guidance (Appendix F). However, the school reserves the right to decide what they consider to be the most appropriate level of sanction, taking into account the severity of misbehaviour (including the impact on others) and the previous record of the pupil, where relevant.

8.4 We endeavour, where possible, to privately reprimand. For example: we will speak quietly to an individual or may ask them to step outside for a private conversation, if appropriate.

8.5 We always endeavour to label the behaviour and not the child. For example: 'Your behaviour is not allowing me to talk to the class,' not, 'You are not allowing me to talk to the class.' The pupil will feel that they can change their behaviour, whereas they may not feel that they can change themselves. This also removes the feeling of 'personal attack' a pupil may feel.

## 9. Consequences for poor behaviour

9.1 The school operates a consequence system which gives a clear indication of the sanction or action applicable for a given negative behaviour. Staff are to apply the ladder with consistency and ensure there is a certainty of action. The ladders are split into two categories:

- **Pupil conduct and standards:** this system covers uniform, equipment, social time behaviour, punctuality and how pupils treat others. This ladder covers serious peer conduct behaviours, such as aggressive, intimidating, discriminatory and bullying behaviour.
- **Classroom behaviour:** this covers behaviour in the learning environment, such as quality of work in relation to a pupil's ability, disruption to learning and homework.

9.2 Actions and consequences of poor behaviour are given in proportion to the behaviour incident. A ladder does not need to be applied in a 'bottom to the top' manner.

9.3 Staff are encouraged to apply professional judgement.

## 10. Strategies and sanctions

10.1 All staff in charge of pupils at Meole Brace School are authorised by the Headteacher to discipline students in line with the school's Behaviour and Attitudes Policy. There are a range of ways in which the school manages negative behaviour, including, but not limited to:

- Clear use of 'Reminders' of the Meole Brace expectations
- Behaviour recording in Go4Schools, including the 'home notes' feature
- Communication with home via email, phone calls or meetings
- Report cards
- Assess, Plan, Do, Review behaviour and pastoral plans
- Issuing sanctions, including loss of privileges (e.g., social time), detentions (break time, lunch time and after school), internal isolations and suspensions (fixed term and permanent)
- External agency and/or local authority support
- Directing to homework support/club
- Interventions
- 'Subject exit' - where a pupil is removed and asked to work in another classroom so that disruption to learning stops and the pupil can reset their behaviour

10.2 We are a school that issues after-school detentions. All parents and carers who send their children to us accept and support the use of this sanction. After-school detentions can be set for the same day. The school will do so up until 2pm on the same day. Parents and carers are responsible for having the Go4Schools app which will ensure they are emailed and notified of all detentions.

10.3 Pupils responsible for damage to the fabric of the school, or other's belongings, will be expected to pay part, or the whole of the cost of repair or replacement.

## **11. Suspensions**

11.1 Suspensions are usually a last resort or are an indicator that behaviour has fallen seriously below the expectations of the school. Suspensions are recognised as a necessary action to ensure school remains a safe and calm environment.

11.2 All decisions of suspension must be authorised by the Headteacher, and in his absence or unavailability, the Deputy Headteachers.

11.3 When a pupil has been suspended, parents/carers and the pupil must attend a reintegration meeting with a relevant member of school staff to ensure that transition back into school is as positive as possible. This includes agreed actions for the school, pupil and parent(s)/carer(s).

## **12. Resolution**

12.1 Rebuilding relationships with pupils and giving pupils a 'fresh start' is a key element of behaviour management. Resolution work is there to model behaviours pupils can use in the next stage of their life.

12.2 Resolution conversations are part of the teacher sanction process which may be supported by other members of staff, such as the Pupil Intervention Team or Head of Department.

12.3. Conflict resolution between pupils is also an important part of encouraging a positive behaviour culture and are facilitated by tutors, Heads of Year, the Wellbeing Team and Pupil Intervention Team.

## **13. De-escalation strategies**

13.1 Where negative behaviour is present, staff members will endeavour to implement de-escalation strategies to diffuse the situation; this includes the following:

- Remaining calm
- Using simple, direct language
- Listening to the voice of the child when possible
- Allowing a short period of time-out, if appropriate
- Subject exit
- Labelling the behaviour and not the child
- Using humour, if appropriate, to diffuse situations
- Showing open, accepting body language
- Using non-verbal communication
- Praising pupils when they make positive steps
- Identifying any points of agreement to build a rapport
- Avoiding making indiscriminate 'threats' of sanctions
- Avoiding generalisations e.g. 'the whole class is being...' or 'you are all...'
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work," becomes, "if you return to your seat, I can help you with your work."
- Allowing students adequate take-up-time to act on the request made and demonstrate improvement
- Prioritising the need for the pupil to be safe and calm before implementing sanctions; these may need to come later when the pupil is better able to reflect on their behaviour

## **14. Physical intervention**

14.1 All members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

14.2 Physical intervention may be appropriate in a range of situations that may include the following:

- A pupil attacks a member of staff or another pupil
- A pupil tries to, or does, conduct deliberate damage or vandalism to property
- A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
- A pupil is behaving in a way that is seriously compromising good order and safety
- A pupil persistently refuses to obey an order to leave the classroom or other area of the premises

14.3 Physical intervention will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

14.4 All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

14.5 Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

14.6 After an instance of physical intervention, the headteacher will be informed immediately and the pupil's parents or carers will be contacted.

14.7 Any incident of restraint is recorded on CPOMS.

14.8 Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is ultimately at the discretion of the headteacher as to what behaviour constitutes a suspension.

14.9 When using reasonable force in response to risks presented by incidents involving students with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

## **15. Behaviour off school premises and online**

15.1 Pupils at the school must agree to represent the school in a positive manner both in person and online.

15.2 The guidance laid out in the Values Statement applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

15.3 Staff can sanction pupils for misbehaviour outside of the school premises or online.

15.4 Staff may discipline pupil for misbehaviour off the school premises when the student is:

- Wearing school uniform
- Travelling to or from school
- Taking part in any school-related activity
- In any way identifiable as being a student at the school
- The behaviour seriously compromises the safety of wellbeing of pupils or staff at school

15.5 Staff may also sanction pupils for misbehaviour off the school premises or online that, irrespective of the above:

- Could negatively affect the reputation of the school
- Could pose a threat to another student, a member of staff at the school, or a member of the public
- Could disrupt the orderly running of the school

15.6 Bullying and non-criminal behaviour outside of school, when evidenced and confirmed, can be sanctioned in school in accordance with the consequence ladder. This includes permanent exclusion.

15.7 Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

15.8 The school will liaise with other schools or agencies where relevant when addressing situations that have occurred off school premises or online.

## **16. Suspected criminal behaviour**

16.1 If a pupil is suspected of criminal behaviour, the school will ascertain facts before reporting behaviour to the police, as well as any other linked agencies, such as children's services. This may include the need to hold evidence, such as confiscating a pupil's mobile phone.

16.2 The school will not interfere with active police investigations and will only conduct their own school investigation if this will not compromise or conflict with police action.

16.3 Records of school action will be held on CPOMs.

## **17. Reasonable adjustments and pupils with SEND**

16.1 The school recognises the need for reasonable adjustments for pupils whose behaviour is impacted by their special educational needs and/or disability. The following will be taken into consideration before the application of the school's sanction procedure:

- Whether the pupil was unable to behave differently
- Whether the pupil understood the instruction or rule in question

16.2 Adaptations might include modified sanctions as well as further support to enable the pupil to better understand or reflect on their behaviour. These could include:

- Time out cards to 'reset' and emotionally regulate
- Specific places in seating plans, especially for pupils with hearing, visual or sensory need
- Adjustments to uniform if there are sensory or medical needs
- Interventions to help pupil organisation
- Silent fidget tools

16.3 Any adaptation made will be recorded by the school.

16.4 If the behaviour of a pupil with SEND continues to breach the behaviour policy, the school may call an early annual review (for EHCP pupils) or conduct a review of the pupil's needs and support to best consider how parents/carers and the school can work together to overcome barriers.

## **18. Malicious allegations**

18.1 In cases where an allegation made by a pupil against another pupil or member of staff is found to be malicious, unfounded or fabricated, the school will decide on the sanction in accordance with this policy. The school will also consider if any additional referrals need to be made, depending on the nature of the false allegation.

## Definitions

For the purpose of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, intimidating, offensive and/or affects the dignity of the individual or group of individuals
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language and/or behaviour
- Fighting or aggression

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

- Repeated or persistent lateness
- Low level disruption and talking in class
- Failure to complete classwork to the standard a pupil is capable of
- Rudeness
- Lack of essential equipment, or equipment needed for PE or technology
- Refusing or failing to complete homework, submitting incomplete homework, or arriving at school without homework
- Disruption on public transport/whilst cycling to/from school
- Use of mobile phones without permission
- Graffiti and vandalism
- Other anti-social behaviours

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

“Challenging behaviour” is defined as:

- Discriminative abuse

- Verbal abuse
- Bullying
- Persistent defiance or destructive behaviour
- Extreme behaviour – e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of students
- Any behaviour that requires the immediate attention of a staff member

## **Smoking, vaping and controlled substances**

In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of students and/or encouraging pupils to smoke.

Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes/vapes, vape fluid, lighters, matches or pipes.

In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.

The school has a zero-tolerance policy on illegal drugs and legal highs.

Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present. The staff member will store the sample in the school safe.

The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols.

The school will not hesitate to name the pupil from whom the drugs were taken to the police, and a full incident report will be completed.

Any further measures will be undertaken in line with the school's Child Protection and Safeguarding Policy.

Where controlled substances are found on school trips away from the school premises, the parents of the pupil, as well as the local police, will be notified.

## **Child on child sexual violence and sexual harassment**

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence. Behaviour of this kind is never tolerated and will be sanctioned.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, or online
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “up skirting”, “down blousing”, or flashing
- Purposefully cornering or hindering an individual’s normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
  - Accessing, downloading or uploading pornography
  - Sharing pornography via the internet or email
  - Creating or maintaining websites with sexual content
  - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection, Safeguarding Policy a Keeping Children Safe in Education; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

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

The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

## Items banned from the school premises

The following items are banned from the school premises:

- Fire lighting equipment (matches, lighters)
- Illegal drugs
- Vapes and e-cigarettes
- Alcohol
- Solvents
- Weapons
- Knives or other sharp/bladed items
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Fireworks
- Dangerous chemicals
- Caffeinated energy drinks
- Pornographic material
- Any item that a member of staff reasonably suspects has been or may be used to:
  - Harm others
  - Commit an offence

The headteacher and the staff they authorise have a statutory power to search a pupil or their possessions when they have reasonable grounds to suspect they have an item from the banned list.

Staff members may instruct a student to remove outer clothing, including hats, scarves, shoes, boots and coats.

A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

The school is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a student.

Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs, vapes or tobacco), from the school office.

The headteacher will always be notified when any item is confiscated.

# GET R.E.A.D.Y!

## R EMINDERS FOR THE DAY

1



Notices from your tutor.  
Check your timetable.  
Is there anything you need to remember to do?

## E SSENTIAL EQUIPMENT



Have you got what you need to be successful today?  
1 black or blue pen  
1 red pen  
1 pencil  
A ruler

## A TTENDANCE: BE PUNCTUAL



Be on time for form, be on time for lessons, be on time to be successful.

## D RESSED CORRECTLY



Are you dressed for success?

## Y OUR PHONE IS IN YOUR BAG



Turned off and out of sight to avoid distractions.

LEARNING



RESPECT

SUCCESS

## CLASSROOM BEHAVIOUR

Consequence level	Pupil behaviour	Consequence	Recommended follow-up actions (optional and to be applied where felt relevant)	Immediate action (if required)
<b>Reminder</b>	Before this point, positive reinforcement, encouragement, and non-verbal strategies will have been employed to help a pupil focus, <b>make the right choices</b> and engage in the learning. At the formalised reminder point, it is a pupil's chance to demonstrate Meole Brace expectations and make a positive change to prevent sanctioning.			
<b>1</b>	<ul style="list-style-type: none"> <li>Disruption to learning</li> <li>Poor quality of work</li> <li>Lack of respect</li> </ul>	<b>Conversation</b> with pupil in their social time		
<b>2</b>	<ul style="list-style-type: none"> <li>Disruption continues</li> <li>Poor quality of work continues</li> <li>Lack of respect continues</li> <li>No homework (<i>after chance to hand in the next day, or repeated missed deadlines</i>)</li> <li>Repeatedly late to lesson</li> </ul>	<b>Detention with class teacher</b>  Teacher to communicate home through Go4Schools home notes	Inform tutor. Inform HoD.  Move seat in classroom <i>if relevant</i>	
<b>3</b>	<ul style="list-style-type: none"> <li>Any C2 behaviour continues or escalates after cycle of teacher sanction</li> </ul>	Department HoD break detention: <b>20 minutes.</b>  Teacher to communicate home through Go4Schools home notes	Subject report if behaviours are persistent.	
<b>Subject exit</b>	<ul style="list-style-type: none"> <li>Persistent disruption to learning</li> <li>Refusal</li> </ul>	Subject exit Contact home		<b>Subject exit</b> Pupil to be placed in a nearby classroom, typically with the Head or Second of department, to reset and continue their learning for the rest of the lesson
<b>4</b>	<ul style="list-style-type: none"> <li>Persistent failure to meet classroom expectations after C1-C3 cycle for disruption, quality of work, homework, or respect etc.</li> </ul>	SLT after-school detention	Meeting Resolution work Report Inform HoY	

<b>ON CALL</b>	<ul style="list-style-type: none"> <li>• Truancy</li> <li>• Unsafe behaviour</li> <li>• Refusal to follow subject exit</li> <li>• High level of disruption which cannot be managed with a subject exit</li> </ul>	SLT after-school detention	Hi-alert register if truancy is not one-off	<b>On call staff to decide on the best immediate response:</b> a. Locate pupil and return to lesson. b. Subject exit facilitated by on-call. c. Isolate pupil for the lesson/period of investigation while sanction is decided.
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## PUPIL CONDUCT AND STANDARDS

Consequence level	Pupil behaviour	Consequence	Recommended follow-up actions (optional and to be applied where felt relevant)	Immediate action if required
1	<ul style="list-style-type: none"> <li>• Incorrect uniform</li> <li>• Missing equipment</li> <li>• Poor language</li> <li>• Inappropriate use of mobile etc.</li> </ul>	Logged on Go4schools by staff member	Conversation with pupil in form time or in the moment, if possible	Provide correct uniform if appropriate or available
2	<ul style="list-style-type: none"> <li>• Late to form or school twice+ in a week</li> <li>• Incorrect uniform continues</li> <li>• Missing equipment continues</li> <li>• Repeated inappropriate use of mobile</li> <li>• Social time behaviour</li> <li>• Disrespectful language</li> </ul>	HoY detention: <b>20 minutes</b>	Tutor to contact home  Conversation with pupil  Inform HoY of concerns	Provide correct uniform if appropriate or available
3	<ul style="list-style-type: none"> <li>• Non-attendance at HoY detention</li> <li>• Persistent lateness to school or form</li> </ul>	SLT after-school detention <b>45 minutes</b>	Attendance procedure Contact home	
<b>ON CALL</b>	<ul style="list-style-type: none"> <li>• Refusal to follow instruction</li> <li>• Unsafe behaviour</li> </ul>	SLT after-school detention  <b>One hour</b>	Contact home Inform Head of Year Family meeting	<b>On Call</b> a. Locate pupil and return to lesson. b. Subject exit facilitated by on-call. c. Isolate pupil for the lesson/period of investigation while sanction is decided.

Incidents at level 5 and 6 are dealt with by the pastoral team, middle leadership team or SLT. Incidents of this nature should be reported as quickly as possible through the on-call system, safeguarding system (CPOMS/DSL/DDSLs), or through speaking to a member of middle or senior leadership.

Repeated poor behaviour at pupil or department level will be dealt with in through 'Improving Behaviour Pathways'.

PUPIL CONDUCT AND STANDARDS				
Consequence level and code	Pupil behaviour	Consequence	Recommended follow-up actions (select as appropriate)	Immediate action (if required)
5	<ul style="list-style-type: none"> <li>Banned item or substance</li> <li>Physical aggression towards peer</li> <li>Verbal aggression towards peer</li> <li>Vaping</li> <li>Theft or vandalism</li> <li>Racism</li> <li>Homophobia</li> <li>Transphobia</li> <li>Harmful sexual behaviour</li> <li>Harassment or bullying</li> <li>Swearing at staff</li> <li>Physical aggression towards staff</li> <li>Persistent refusal or disruption</li> <li>Any form of child-on-child abuse</li> </ul>	<p><b>SLT ASD, isolation or suspension</b></p> <p>Decisions are based on severity and context</p>	<p>Contact home</p> <p>Family meeting</p> <p>Report</p> <p>Zoning of social space</p> <p>Child on child risk assessment</p> <p>Assess, plan, do, review pastoral plan</p> <p>Outside agency referral</p> <p>Local authority / police referral where required</p> <p>Pupil Planning Meeting</p>	<p>Search (if required)</p> <p>Record on CPOMS</p> <p>Isolate pupil</p> <p>Suspensions to be recorded on Sims and Go4Schools</p>

