



Positive Behaviour Policy

'Consistent experience of good teaching promotes good behaviour.... Strategies need to be underpinned by a clear range of rewards and sanctions, which are applied fairly and consistently by all staff. It is also vital to teach pupils how to behave well – good behaviour has to be learnt ... good behaviour has to be modelled by all staff in their interaction with pupils.'

The Steer Report 2005

Meden School as a member of the Torch Academy Gateway, is committed to providing high quality education. This means promoting positive attitudes and behaviour so that pupils can develop their abilities and interests and achieve their full potential.

There is an inextricable link between behaviour and achievement. It is, therefore essential that the school **promotes good behaviour and challenges unacceptable behaviour.** This is a basic expectation that must underpin the daily work of the School and the Trust.

High expectations, shared values and fair and consistent application of rewards and sanctions, combined with effective teaching, active tutoring, and early intervention are key to promoting positive behaviour and raising achievement.

The values and principles that underlie the school's behaviour policy are clearly stated.

Legal Powers

Section 91 of the Education and Inspections Act 2006 provides schools with a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct. DFE guidance to schools clearly indicates that teachers can discipline students whose conduct falls below the standard that could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction, school staff can impose a sanction.

This statutory power also extends to the behaviour of pupils off school site, e.g. on school trips, and in situations when off school site and not supervised by school staff, to such an extent as is reasonable. In the latter case the following objectives will guide the school's use of this power:

- Maintaining good order on transport, educational visits, or other placements such as work experience or college courses
- Securing behaviour which does not threaten the health or safety of pupils when linked to school issues
- Providing protection to individual staff from harmful conduct by pupils of the school when not on school site
- Protecting the public reputation of the school. This includes travelling to or from school or wearing school uniform

In such circumstances sanctions may be applied in line with the indicative sanctions outlined in this policy.

The school has the statutory power to direct a student off school site for disciplinary offences. The school reserves the right to make use of this power.

Disciplinary action will be taken against students who are found to have made malicious accusations against school staff. Indicative sanctions for this type of offence are outlined later in this policy.

The school reserves the right to use teachers' powers to search **without consent** for the following items:

- alcohol
- illegal drugs
- offensive weapons
- tobacco and cigarette papers
- fireworks
- pornographic images
- stolen property

This is in accordance with current DFE guidance and in keeping with the school's policy on searching students. The school can require students to undergo screening by a walk-through or hand-held metal (arch or wand) even if we do not suspect them of having a weapon and **without** the consent of the pupils.

The school reserves the right to involve the police if there are grounds for believing that a criminal offence has been committed.

The school has legal duties under the Equality Act 2010 and in respect of students with SEN. As such, each case will be considered individually. This includes the need to consider whether continuing disruptive behaviour might be the result of unmet educational or other needs which may require multi-agency assessment. In any such cases the school reserves the right to refer students for external agency support.

School staff have the power to use reasonable force to support the safety and welfare of students. Detailed guidance on the use of this power can be found in the school's restraint policy.

A Shared Responsibility.

Promoting good behaviour and discipline in pupils should be a partnership between home and school.

We share responsibility with parents for the children in our care and make every effort to provide the care which any responsible parent would expect to give. Parents are a major influence on their children's behaviour and we at school reinforce the attitudes, courtesies and disciplined behaviour that children begin at home.

We aim to ensure that:

- Positive behaviour is rewarded.
- Inappropriate behaviour is dealt with promptly, firmly, fairly and consistently.
- Parents/careers are kept informed and their co-operation and support sought.

Home - School Agreement:

Parents are asked to sign the home-school agreement contained in the student planner.

We want our students' education to be enjoyable, disciplined, challenging and motivating. We wish to develop independent learners with the attitudes, skills and motivation to achieve their full potential, both at school and in their life beyond school. In order to achieve this we place particular emphasis on the following key words: **Pride, Respect and Responsibility**. The following expectations are shared with every school community.

Pride

Students are expected to show pride by:

- Never settling for less than your best.
- Working hard towards your goals and targets.
- Recognising your success and that of others.
- Valuing your own and others progress and contribution to learning.
- Being prepared to participate in activities beyond the normal curriculum.
- Welcoming visitors to school.

Respect and Responsibility

For students:

- Attend school regularly and on time.
- Keep safe (do not take part in dangerous, illegal or anti-social behaviour).
- Follow the school dress code.
- Arrive on time for lessons and registration, with a positive attitude.
- Be prepared for lessons with correct books, pens and other materials.
- Work to the best of your ability.
- Make a positive contribution.
- Tell a member of staff if you are unhappy.

For others:

- Speak reasonably and politely to other students, staff and visitors.
- Recognise the right of other students to learn.
- Carry out the reasonable instructions of all members of staff.
- Treat others well: Do not engage in verbal or physical abuse, or bullying.
- Tell a member of staff if someone else is unhappy.
- Look after property that belongs to others.

For the School environment:

- Take care of all school property and buildings.
- Keep the school free of litter.
- Eat only in the areas designated.

Meden School - Behaviour Strategy

- The Principles & Aims of the Behaviour Policy
 - The Code of Conduct (incorporating the Home-School Agreement)
 - Strategies for Managing Behaviour (including Fixed Term Exclusions)
 - School Uniform Policy
 - Anti-Bullying Policy
 - Behaviour Before & After School
 - Behaviour on Buses
 - Mobile Phones
 - Vandalism
 - Anti-smoking
 - Behaviour Off-Site
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The Principles and Aims of the Behaviour Policy

Meden School's Behaviour Policy is centred on creating and sustaining an effective Climate for Learning. Students and staff should feel safe within an environment that enables teachers to teach and learners to learn.

1. PRINCIPLES

- ❖ Students should respect all members of the school community and should be entitled to respect for themselves, by staff and students.
- ❖ That respect should automatically include care for their own and others' safety, property and well-being at all times.
- ❖ It is the responsibility of all members of the school to be courteous and show consideration for others.
- ❖ Everyone shares the responsibility for maintaining a positive learning environment
- ❖ Staff and students to follow classroom pledges

2. AIMS

We aim to provide:

- ❖ Good adult and peer role models of caring, co-operative behaviour.
- ❖ Reinforcement of positive attitudes to expectations.
- ❖ A positive Climate for Learning.
- ❖ Celebration of a wide range of achievement.
- ❖ Acceptance by all adults in school of a common responsibility for maintaining good discipline and promoting and implementing the school's 'Code of Conduct' and anti-bullying policy.

The Code of Conduct and Home-School Agreement

All students at Meden have the right to be educated to the best of their potential. All students, staff, governors, parents should work in partnership to try to ensure this.

The Home-School Agreement contains the same provisions as this Code of Conduct.

It is:

- ❖ Fundamental to the ethos of Meden because it ensures that pupils should feel secure enough to fulfil their potential without untoward interference from others.
- ❖ Designed to promote and reward positive achievement and attitudes, whilst encouraging pupils to feel responsible for themselves and the world around them.
- ❖ Reminded of it throughout the year by their Tutors, Head of House, Classroom teachers and Senior Leaders.

Teachers and governors will do their best to:

- ❖ provide a secure and caring environment for your child
- ❖ contact parents promptly if there are any concerns
- ❖ provide a balanced curriculum which will meet the needs of your child
- ❖ offer counselling, guidance and advice when needed
- ❖ keep you informed about your child's progress by providing one full report, two progress checks, a parent's evening and a target setting and tutor review meeting each year
- ❖ welcome your involvement in the life of the school

As a parent/carer I will do my best to:

- ❖ ensure that my child attends school regularly on time and properly equipped
- ❖ take advice from school and show an interest in my child's progress
- ❖ support the code of behaviour of the school and the school uniform policy
- ❖ attend parent's evening and support other school activities
- ❖ let the school know of concerns, problems or changes of circumstance which may affect my child's work or behaviour
- ❖ inform the school of my child's absence on the first day

As a pupil I will do my best to:

- ❖ attend school and lessons regularly and on time
- ❖ bring all equipment, books and kit I need for each day
- ❖ wear the correct school uniform and have a clean and tidy appearance
- ❖ be polite and considerate to all members of the school community and follow the code of conduct
- ❖ complete all my classwork and homework on time and as well as I can
- ❖ refuse to take part in bullying or antisocial behaviour
- ❖ respect the environment of the school and its neighbourhood, and help to keep it free from litter and graffiti

Strategies for managing behaviour

All strategies for managing behaviour are centred on achieving a positive Climate for Learning. By implementing a rewards system, by providing support structures, identifying unacceptable behaviours, and by operating clear and appropriate strategies, Meden School will encourage positive behaviour. All aspects of behaviour are monitored through the SIMS system, a database from which staff can respond to patterns of behaviour and devise strategies as appropriate. SIMS is used to track behaviour and attendance over time.

THREE BASIC PRINCIPLES OBSERVED IN MANAGING BEHAVIOUR

- ❖ Rewards - the school's system for rewarding students who try hard, show commitment and demonstrate clear improvement and progress.
- ❖ Identifying and not tolerating behaviour that is anti-social, dangerous or harmful to others AND their learning in the school community.
- ❖ Implementing strategies to deal appropriately with poor behaviour.

1. REWARDS AT MEDEN

- ❖ Verbal praise (To students and informing parents)
- ❖ Written praise (letters of commendation & post cards home)
- ❖ Achievement points and House Coins
- ❖ Student of the Week Award in subjects
- ❖ Trips and activities
- ❖ Awarding of certificates
- ❖ Department/Faculty Awards
- ❖ Extra prizes at the end of the year
- ❖ Award ceremonies in school
- ❖ Awards Evening

- ❖ Success boards
- ❖ Governors meeting with students who achieve significant progress
- ❖ Display of students' work
- ❖ Certificates are rewarded for 100% attendance
- ❖ Non uniform days

2. SUPPORT STRUCTURES

- ❖ Form Tutors
- ❖ Head of House
- ❖ Counselling by staff
- ❖ Department Isolation Base
- ❖ Impact Centre
- ❖ Main school Isolation Room
- ❖ Learning Support Department
- ❖ Mentoring Team
- ❖ School Nurse
- ❖ Outside Agencies
- ❖ Youth Issues Officer (Notts. Police)
- ❖ Parental Involvement
- ❖ Re-admission meetings
- ❖ Inclusion Strategies
- ❖ Intervention Strategies
- ❖ Literacy Support Team

3. IDENTIFYING UNACCEPTABLE BEHAVIOURS

The following behaviours are unacceptable and will result in the schools agreed sanctions and strategies being applied as appropriate.

The list below is illustrative but not exhaustive. The school will exercise discretion over any behaviour perceived as anti-social or in any way harmful to the health, safety and welfare of other individuals or the wider school community. Where relevant, the behaviour policy applies equally to students on school excursions, journeys to and from school on public transport, school transport, on foot or by bicycle.

- ❖ Smoking and/or possession of tobacco products
- ❖ Substance abuse and/or non co-operation with the school drugs policy
- ❖ Possession and/or consumption of alcohol
- ❖ Repeated non co-operation
- ❖ Disruption to learning
- ❖ Physical assault
- ❖ Fighting
- ❖ Incitement
- ❖ Bullying
- ❖ Vandalism
- ❖ Verbal assault
- ❖ Racist behaviour
- ❖ Swearing or use of inappropriate language
- ❖ Sexual abuse and harassment
- ❖ Extortion
- ❖ Theft
- ❖ Bringing electronic player or recording equipment to school
- ❖ Bringing firearms or imitation firearms to school
- ❖ Bringing knives, clubs or other offensive weapons to school
- ❖ Bringing the school into disrepute

- ❖ Inappropriate use of internet or other technology
- ❖ Possession of pornographic and inappropriate materials
- ❖ Dangerous behaviour
- ❖ Anti-social behaviour
- ❖ Truancy from school
- ❖ Truancy from lessons
- ❖ Lateness to lessons
- ❖ Going off the school site without permission
- ❖ Chewing gum
- ❖ Drinking energy drinks
- ❖ Non co-operation with school uniform policy and standards
- ❖ Incorrect equipment
- ❖ Possession/use of aerosols
- ❖ Use of mobile phone in school time

4. STRATEGIES

The management of students' behaviour is organised through a *Tiered System of Response*.

There will be exceptional circumstances where it is appropriate to permanently exclude a student for a first or 'one off' offence, and appropriateness of this sanction will be determined by the Head Teacher. Reasons could include

- ❖ Serious actual or threatened violence against another student or a member of staff.
- ❖ Sexual abuse or assault.
- ❖ Supplying an illegal drug.
- ❖ Carrying an offensive weapon

Tier 1:

The student's behaviour is managed by the classroom teacher. Strategies will include:

- ❖ Reprimand
- ❖ Change of seating in class
- ❖ Support from departmental colleagues
- ❖ On call
- ❖ Detentions (afterschool 45 mins, 90mins if double detention)
- ❖ Behaviour/work agreements
- ❖ Parental contact

Tier 2:

The student's behaviour is managed by the Head of Faculty/Department. Strategies will include:

- ❖ Restorative practice
- ❖ Faculty report (attendance, behaviour, progress, etc.)
- ❖ Faculty Agreed Contracts of Behaviour
- ❖ Parental involvement
- ❖ Department ICE
- ❖ School detention – after school for 45 minutes

Tier 3:

The student's behaviour is managed by the Head of House. Strategies will include:

- ❖ Restorative Practice
- ❖ Parental involvement
- ❖ School Detention – after school for 1 hour on a Friday
- ❖ Contracts of Behaviour & Attendance
- ❖ Behaviour workshops (If appropriate)
- ❖ Liaison with inclusion team
- ❖ Liaison with Mansfield Partnership Team
- ❖ Liaison with outside agencies (school nurse, school's Police Liaison Officer, Early help Unit)

- ❖ Main school ICE
- ❖ Fixed-term exclusion
- ❖ Exclusion from school activities

Tier 4:

The student's behaviour is managed by the Leadership Team. Strategies may include:

- ❖ Fixed term isolation with School Leader
- ❖ Appearance in front of 'Disciplinary Panels' in school
- ❖ Outside Agency involvement
- ❖ Exclusion from school activities
- ❖ Restorative Practice
- ❖ Parental involvement
- ❖ Outside Agency support
- ❖ Fixed term inclusion
- ❖ Managed Move (Agreement through Mansfield Partnership)
- ❖ Permanent exclusion from school

Fixed Term Exclusion (in compliance with the current DFE exclusion guidance)

Only the headteacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the Head of School's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

The behaviour of pupils outside school can be considered as grounds for exclusion. This will be a matter of judgement for the Head of School in accordance with the school's published behaviour policy.

When establishing the facts in relation to an exclusion decision the Head of School must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'

Under the Equality Act 2010 ("the Equality Act") schools must not discriminate against, harass or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy / maternity; or because of a gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

Heads of School and governing bodies must take account of their statutory duties in relation to special educational needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice

Maintained schools have the power to direct a pupil off-site for education to improve his or her behaviour. A pupil can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents. However, the threat of exclusion must never be used to influence parents to remove their child from the school.

Meden takes a strong stance on repetitive behaviour which affects the education or well-being of the school community and therefore, where fixed term exclusions have been issued for an incident and it is repeated Meden adopts the approach of further FTE's. This approach is used to modify unwanted inappropriate behaviours which affect the learning of students or the safety of the school community.

USE OF DETENTIONS

Teachers have the legal power to impose detention outside school hours and TAG Trust academies reserve the right to make use of this power. In the use of this sanction the following guidelines apply:

- Schools must make clear to students and parents that detention is used as a sanction as highlighted in this policy.
- The times outside normal school hours when detention can be given include:
 - Any school day where the student does not have permission to be absent
 - Weekends – except the weekend preceding or following the half-term; and
 - INSET or other non-contact days.
- **Parental consent is not required for detentions**
- School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention are required to consider the following points:
 - Whether the detention is likely to place the student at risk
 - Whether the student has any known caring responsibilities which mean the detention is unreasonable
 - Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.
- Heads of School will decide which members of staff can put students in to detention. This will be outlined in each schools operational guideline.
- All staff at Meden School have the right to issue detentions for unacceptable behaviours.

PHYSICAL INTERVENTION AND RESTRAINT

Staff can legally use reasonable force to control or restrain students in specific circumstances:

- ❖ Prevention of a criminal offence
- ❖ Causing damage to property
- ❖ Causing harm to themselves or others
- ❖ Maintaining good order and discipline
- ❖ In cases of student distress

Parents will be informed of any significant incident where a member of staff has had to use reasonable force with a student.

SCHOOL UNIFORM POLICY

- ❖ The school's uniform policy is designed to encourage a purposeful and effective climate for learning.
- ❖ It is expected that all 11-16 students wear full school uniform at all times, unless directed otherwise by staff.
- ❖ All students and staff should be smart and take pride in their appearance, dressed appropriately within the ethos of a formal academic working environment.
- ❖ All students should be aware that they represent the school, its ethos and its image, when wearing the school uniform – both in and out of school.
- ❖ Students should arrive and leave the school wearing the uniform within the expectations outlined below.

The school uniform and dress code for 11-16 students:

The School Governors have agreed a uniform which we regard as a practical, distinguishing feature that helps the pupils to feel a part of the school and gives a formal appearance. It is the expectation of the Governing Body that all pupils wear the uniform as set out below;

- ❖ Black blazer with school badge
- ❖ Black or grey skirt or black trousers
- ❖ Skirts should be knee length
- ❖ Trousers should be properly tailored cloth trousers of a straight leg fit, not hipsters or leggings
- ❖ Meden school tie (correctly worn)
- ❖ Black shoes (heels must not be over 2 inches in height) no trainers allowed.
- ❖ A black or navy V-necked jumper (optional)
- ❖ White or pale blue school shirt – not fitted

In addition to the above guidelines there are some rules which must be adhered to:

- ❖ Pupils should not wear jewellery except for a watch and one small stud or sleeper per ear (no other body studs to be worn) no facial piercings
- ❖ Hairstyles should be neat and presentable – natural hair colours only
- ❖ Hats must not be worn in and around the school buildings
- ❖ No denim should be worn in school
- ❖ Shirts must be tucked in at all times
- ❖ Trainers should be only be brought into school for use in PE or for sport
- ❖ Make up should be minimal and staff have the right to challenge inappropriate or too much make up.

Post 16 – Do you have to wear a uniform?

As senior members of the school, Post 16 pupils are not expected to wear a uniform. However, they should be dressed appropriately as they would do for work.

Anti-Bullying Policy

BULLYING, IN WHATEVER FORM, WILL NOT BE TOLERATED AT MEDEN SCHOOL.

1. Our intentions are:

- 1.1 To provide a learning environment free from any threat or fear, which is conducive to the achievement of individual aspirations.
- 1.2 To respond effectively to all instances of bullying that are reported to us. Bullying can take place between pupils, pupils and staff, staff, individuals or groups.
- 1.3 To ensure that all pupils and staff are aware of the policy and that they fulfil their obligations to it.
- 1.4 To raise awareness of bullying across the school.

2. Our definition of bullying is:

“Behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally” (DCSF, 2007).

Bullying can include:

- Physical (hitting, kicking, taking another’s belongings)
- Verbal (name calling, insulting, making offensive remarks)
- Indirect (spreading rumours, excluding from social groups, cyber bullying via sending malicious e-mails or text messages)

Bullying can be an attack on a group to which an individual may belong. At Meden, in accordance to the Equal Opportunities Policy, we will pay particular attention to any form of bullying involving:

- Race
- Sexual orientation
- Religion
- EAL
- Disability and Special Educational Needs
- Looked After children.

3. Creating a positive learning environment

3.1. Meden School’s Behaviour Policy explains how positive behaviour in school is used to create an environment where pupils take responsibility for their own and each other’s well-being.

3.2. Curriculum opportunities in class are used to raise awareness about bullying and our anti-bullying policy, create an anti-bullying ethos and encourage pupils to manage their relationships positively with others. We use the SMSC and British Values programme to develop social and emotional skills such as empathy and the management of feelings, thereby providing continuity from primary to secondary education.

3.3. Assemblies and tutorial time are also used to promote awareness of the negative consequences of bullying.

At Meden, we also believe in raising awareness through the Anti-Bullying week events in November each year, which provides a direct link to primary school experiences.

3.4. The Student Council is included in the annual review and evaluation of this policy, involving wider student consultation if required.

3.5. Our Anti-Bullying Policy can be accessed on the school website or alternatively a copy can be requested from school reception. The policy is included in our staff handbook and is accessible from the network shared drive.

3.6. As outlined in the 'Working Together in the Meden Family of Schools' document, Meden and its feeder schools work together with parents and pupils to create the best possible learning environment for every pupil.

We aim to provide understanding and tolerance of all our differences and encourage our pupils to disown bullying in any form. Transitional visits by staff and peer mentors into primary schools ensure continuity and coherence in our approach to behaviour, particularly bullying.

4. Reporting, responding and recording incidents

4.1. It is important that incidents of alleged bullying are reported immediately so that appropriate action can be taken by the school in supporting all parties involved. If the incident is deemed not to be bullying, it will still be considered serious and therefore dealt with under the Behaviour Policy.

Parents are encouraged to report any concerns relating to bullying to the tutor or Head of House via a telephone call or, if required, an appointment. Should neither be available then a member of the Senior Leadership Team will act on their behalf.

Pupils who have been bullied or have witnessed others being bullied should ideally report the incident to their tutor. The staff member will investigate the allegation in order to reach resolution, whilst keeping the Head of House informed via our internal recording system (SIMS and bullying log).

If the tutor is not available, pupils should report to any other member of staff (teaching or non-teaching) who will take appropriate action to report the matter to the tutor and Head of House.

4.2. We will provide support to pupils who are bullied by:

- Assuring them that it was right to report the incident.
- Encouraging them to talk about how they feel.
- Ascertaining the extent of the problem by interviewing those involved and taking written statements where necessary.
- Trying to ensure that they feel safe by discussing strategies to remain so.
- Asking them to report any further incidents in order that bullying can be stopped.
- Involving friends, peer support, mediation (with pastoral support staff or other staff) and parents/carers where appropriate.
- Considering and applying sanctions under the behaviour policy (refer to policy)

4.3. We will provide support to pupils involved in bullying others by:

- Encouraging them to talk about how they feel
- Involving parents, carers and staff to ascertain what support they need, e.g. anger management, counselling.
- Using sanctions under the Behaviour Policy to impress upon the perpetrator that their behaviour is unacceptable and will not be tolerated.
- Monitoring future behaviour and taking appropriate course of action.

- 4.4. All incidents of bullying will be recorded on the Bullying Log to allow tracking, monitoring and evaluation. This will in all instances include:
- Incident details
 - Action taken including sanctions applied
 - Resolution
 - Staff involved
- 4.5 This information will be used by the Senior Leadership Team and Heads of House for:
- Sharing of good practice
 - Ensuring parity in dealing with incidents
 - Identifying where bullying is a factor in non-attendance at school
 - Exclusion data relating to bullying

5. Evaluation and Review of Anti-Bullying Policy

5.1. The Anti-Bullying policy will be evaluated and reviewed each term and updated yearly to reflect findings. An anti-bullying focus group representing governors, staff, pupils, parents and carers will hold responsibility for this process and make recommendations to the Senior Leadership Team and Governing Body.

5.2. The policy will be evaluated using the following measures:

- Audit pack from Nottinghamshire Council publications
- Feedback from pupils.
- School Council feedback.
- Review of data from SIMS (attendance records, number of exclusions, number of incidents, etc).
- Consultation with parents / carers and staff via questionnaires and verbal feedback.
- Review of number of complaints and compliments from parents.

6. Ownership of this policy

The Head of School is responsible for introducing and implementing this policy. However, it is the responsibility of all staff, pupils and parents / carers to play an active part in the development and maintenance of the policy.

BEHAVIOUR BEFORE AND AFTER SCHOOL

On a school day, every student represents the school on their journeys to and from school and students are expected to observe the basic principles of the behaviour policy and the school's code of conduct. In situations where students have brought the school into disrepute, school sanctions will be applied.

Additional attention needs to be given to the following:

- ❖ Students should be respectful and polite to members of the local community.
- ❖ Students should act in a socially responsible manner.
- ❖ Students must not harass, abuse or assault other students or members of the community.
- ❖ Students should not damage public or private property.
- ❖ Students should not drop litter.
- ❖ During after-school events on the school site, the behaviour policy is in full effect. Poor behaviour can result in sanctions being applied, in addition to being prohibited from attending subsequent extra-curricular activities.
- ❖ When representing the school in sporting or other activities at Meden and at other venues, students should conduct themselves within the full spirit of the Code of Conduct, remembering that they are ambassadors for the school.

BEHAVIOUR ON BUSES

The above policy applies equally when travelling to and from school by contracted or public service buses. Most buses are equipped with CCTV and recordings of dangerous, unsafe, or unacceptable behaviour can be used as evidence to inform action when necessary. Any reported incidents will be investigated, regardless of the availability of CCTV evidence.

All students should respect the health and safety of themselves and other passengers on the bus. While travelling, all students:

- ❖ Must not be abusive or disrespectful towards the driver or other passengers.
- ❖ Must remain seated (or stand still if there are no available seats).
- ❖ Must not harm each other, verbally or physically.
- ❖ Must not interfere with each other's property.
- ❖ Must not damage the bus.
- ❖ Must not litter the bus.
- ❖ Must not smoke.
- ❖ Must not use aerosols.
- ❖ Must not use any combustible materials.
- ❖ Must not throw objects in the bus or out of the bus.
- ❖ Must not shout abuse out of the windows or make offensive gestures.

In cases of serious misbehaviour an immediate ban, fixed-term or permanent may be applied.

MOBILE PHONES POLICY

- ❖ Any use of a mobile phone – whether it is for calls, messaging, photographs, video films or games – is strictly prohibited during the school day. Any abuse of the above rules will result in the phone's immediate confiscation. Students who object to this will incur sanctions for uncooperative behaviour.
- ❖ School does not accept any responsibility for loss or damage to these items, should this rule be broken and these items be brought in to school.

SANCTIONS

If a mobile phone is used, in school, during either lesson times or recreation, it will be confiscated, and a parent/carer required to collect the item from the school office.

CONFISCATION OF ITEMS

Staff have the legal right to confiscate certain items that are not allowed in school. These include:

- ❖ An item that poses a threat to good order for learning.
- ❖ An item that is against school uniform rules.
- ❖ An item that poses a health or safety threat.
- ❖ An item which is illegal for a child to have.
- ❖ An item that poses a threat to others

In the majority of cases, confiscated items could be collected at the end of the day. In some cases, however, it will be appropriate to retain items for longer. Such cases would include:

- ❖ Items of value which the pupil should not have brought to school, or has misused in some way, might, if the school judges this appropriate and reasonable, be stored safely at the school until a responsible family adult can come to retrieve them.
- ❖ Other items which the pupil should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to an external agency for disposal or further action as necessary.

VANDALISM POLICY

Any deliberate damage or destruction of school property or school buildings / environment is viewed as an act of vandalism

- ❖ In cases of vandalism, the normal sanctions operated by the school will be applied, from a detention to a permanent exclusion, according to the extent of the damage caused and its context.
- ❖ In addition to the above sanctions the cost of the repair/replacement of the damaged property/building will be charged to the student's parents.
- ❖ In cases of serious vandalism, the school may involve the appropriate authorities to pursue prosecution of the individual(s) concerned.

ANTI-DRUGS POLICY

The use of illegal drugs or alcohol by any student, or the illegal supply of these substances during any school activity is strictly prohibited, whether on site or off. Although use and supply of tobacco products is illegal, such products are dealt with separately within the Anti-Smoking Policy detailed below.

- ❖ The use of illegal drugs or alcohol on the school site or during an off-site school activity will result in serious sanctions being applied.
- ❖ In appropriate cases, drug education will form part of the package of measures in response to a drug-related incident.
- ❖ In certain cases, the one-off use of illegal drugs will result in a permanent exclusion.
- ❖ The supply of illegal drugs (including 'sharing') on the school site will result in an immediate permanent exclusion.

ANTI-SMOKING POLICY

- ❖ The school is committed to the health and safety of all of its students and staff and will take action to safeguard and promote their well-being.
- ❖ The school prohibits the use of tobacco, and the supply of these substances, by all members of the school community.
- ❖ The school has a duty to inform and educate young people on the consequences of tobacco use as part of its concern for their welfare.
- ❖ It is important to recognise that the majority of young people choose not to use tobacco products.

Smoking is not allowed:

- on the school site
 - in the bus bay
 - on the buses
 - in the vicinity of the school.
-
- ❖ Students are not allowed to bring tobacco, tobacco products, matches, lighters or any equipment for the purpose of smoking onto the school site.
 - ❖ Any student found in possession of illegal tobacco products will have them confiscated and destroyed.
 - ❖ Any student refusing to co-operate with confiscation will incur further sanctions.
 - ❖ Any student supplying illegal tobacco products on the school site or during an off-site school activity will incur further sanctions.

BEHAVIOUR OFF-SITE POLICY

The object of this policy is to ensure the safety of the pupils at all times that they are in the care of the school. On school organised excursions, all students and staff follow the school's behaviour policy.

1. OTHER TIMES

- Students wishing to leave the site must have parental permission. A note should be brought to school and shown to tutors prior to obtaining a "Signing Out Slip" from Base/reception.
- Other than on the above occasion's pupils may only leave the site in exceptional circumstances with the permission of a member of staff. The above procedures must still be followed.

3. EXCURSIONS

- On school-organised excursions, staff have full authority to exercise their duty of care. This includes adults who have been temporarily designated responsibility for that care, e.g. parent volunteers, outside agency instructors, etc.
- Students must follow staff instructions at all times. Students who misbehave on school excursions, or behave in an unsafe manner, risk the following:
 - incurring sanctions upon return to school
 - not being permitted to go on subsequent school excursions
 - not being permitted to engage in extra-curricular leisure events
 - being returned home immediately. In some cases, parents will be asked to collect their child

Classroom Behaviour Policy

- Students are reminded of the rules and any consequences of non-compliance before being issued with first warning.
- Expectations in classrooms are also discussed in assemblies throughout the year.
- First misbehaviour - Verbal warning C1
- Second misbehaviour - Verbal warning C2
- Third misbehaviour- Final warning C3
- Fourth misbehaviour- Student will be sent to Department Ice - C4. This results in a 45min department detention on night selected by the class teacher, this will be on the next available evening (Tuesday-Friday). Failure to attend 45min detention will result in a double detention on the following evening (90mins). Failure to return from Departmental ICE back to class teacher will automatically result in a double detention on the following evening.
- Poor behaviour in Departmental ICE could result in further sanctions eg. MSI or FTE's.
- The Head of School or Senior Leader will become involved if a student refuses to go to 'School Ice' or misbehaves in isolation. The student could face a fixed term exclusion.

A SHARED RESPONSIBILITY

School staff will not discuss sanctions applied to pupils with third parties.

Equality Duty

This policy has been reviewed in the context of Equality Impact and assessed as: Neutral.

Reviewed: September 2016 Mr C Gibbison