



ST EGWIN'S C.E. MIDDLE SCHOOL

LOVE RESPECT ENDEAVOUR

Behaviour for Learning Policy

*If you keep My commandments, you will abide in My love;
just as I have kept My Father's commandments and abide
in His love.*

John 15:10

Approved July 2023
Next Review July 2024

Headteacher

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Chair of Governors

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Vision & Values

This policy reflects our school vision and values:

Our Vision

**Our community fosters dignity by valuing every individual and their God-given uniqueness.
We endeavour to act justly, showing love and respect.**

We thrive through growing resilience and living together gratefully with joy.

Our Values

Love - *'Love is patient and kind; love does not envy or boast; it is not arrogant or rude.'* Corinthians 13:4

Respect - *'So in everything, do to others what you would have them do to you...'* Matthew 7:12

Endeavour - *'Whatever you do, work at it with all your heart, as working for the Lord...'* Colossians 3:23

1. Legislation and statutory requirements

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.

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

The Education Act 1996

The Education and Inspections Act 2006,

The Health Act 2006

DfE 'Behaviour and discipline in schools' 2016

List of Offensive Weapons: Annex A Offensive Weapons Act 2019

Keeping-children-safe-in-education 2022

Suspension & Permanent Exclusion in Schools

The Equality Act 2010

Special educational Needs and Code of Practice (SEND)

Mental Health & Behaviour in schools 2018

Roles and responsibilities

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Their online behaviours and social media presence/content.
- Adhering to the school's Behaviour For Learning Policy.
- Reporting any unacceptable behaviour or concerns to a member of staff.

Parent(s)/Carer(s) are responsible for:

- Their child's behaviour both inside school and out in the wider community.
- Monitoring their child's online behaviours, social media presence/content.
- Supporting the school's Behaviour For Learning Policy.
- Communicating/reporting any behavioural concerns with the school promptly.
- Informing the school of any changes in circumstance that might affect their child's behaviour.

All **Staff** are responsible for:

- Adhering to and consistently implementing the Behaviour For Learning Policy which establishes clear and consistent routines that support a positive and supportive learning ethos.
- Adhering to the St Egwin's 6 teaching requirements set out in the Curriculum, Teaching, learning and Assessment Policy.
- Acting proportionately and in line with the Behaviour For Learning Policy. This responsibility includes when pupils are off-site (e.g., representing school or on a trip) in the charge of a member of staff or before or after school.
- Recording behaviour incidents and informing pastoral leads where serious behaviour incidents occur.

The school's **SEND co-ordinator, Safeguarding Team, Mental Health Lead** and **Pastoral Leads** are responsible for:

- Having input into behavioural management for pupils from a SEND, Safeguarding or mental health perspective.
- Evaluating to determine whether a pupil may have any underlying needs that would benefit from additional support.
- Where necessary accessing support and advice from external specialists (teachers, an educational psychologist, medical practitioners etc.) and/or others, to identify or support specific needs.
- Liaising and working with parents/carers and external agencies/specialists to plan support programmes for pupils exhibiting acute challenging behaviour.

The **SLT Behaviour Lead** is responsible for:

- Making sure the Behaviour For Learning Policy aligns to the school's Vision & Values.
- Establishing the standard of behaviour expected by pupils at the school.
- Supporting Key Stage Leads in providing pastoral plans for pupils to improve behaviour
- Providing regular and ongoing training/coaching as part of staff development for promoting positive behaviour and relationships to support teaching and learning.
- Making sure all new staff are inducted accordingly.
- Liaising with parents/carers regarding pastoral and behavioural support.
- Reviewing the policy on a regular basis.

The **Headteacher** is responsible for:

- Ensuring staff and pupils understand and abide by the requirements of this policy.
- Reporting the impact of this policy to the governing body.
- Decisions about suspension or exclusion of a pupil.

The **Governing Board** has overall responsibility for:

- Ensuring that this policy is in line with the school vision and does not discriminate
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.

Visitors are responsible for:

- Behaving and conducting themselves in a respectful manner towards all members of the school's community and the appropriate treatment of school premises and property.

Any visitor displaying aggressive and/or threatening behaviour will be asked to leave or removed from the premises. The Headteacher reserves the right to ban access to St Egwin's in extreme cases as well as the right to seek police involvement.

2. Pupil expectations

Pupils will be expected to follow the school Code of Conduct which requires pupils to:

Be ready	Be Respectful	Be safe
Arrive to lessons on time and fully prepared.	Show respect for the school environment.	Move around school in a safe and sensible manner. (Keep Left!)
Come to lessons with a Ready to Learn Mindset.	Show respect to all members of the school community and each other.	Accept sanctions when given. (If you disagree, wait for the appropriate time.)
Follow reasonable instructions given by the teacher.	Show respect for the opinions and beliefs of others.	Behave as a positive ambassador for St Egwin's in and out of school.
Complete class work & hand in homework as requested.	Wear the correct uniform at all times.	Report unacceptable behaviour.

3. Promoting Positive Behaviour

The school recognises that pupils should be rewarded for their display of good behaviour and ethos. The school will use the following rewards for displaying good behaviour, including, but not limited to, the following:

- Verbal praise
- House points
- House Awards/Cups
- Milestone Badges/Awards
- Weekly/Termly achievement celebrations
- Value of the Week
- Special achievement/curriculum badges
- Responsibilities/Pupil Leadership
- Non-uniform awards from Senior Leadership/Key Stage Teams

- Rewarding School Values and exemplary conduct shown off-site

In lesson protocol for responding to incidents of unacceptable behaviour

Stage 1: Unofficial Warning to promote positive behaviour/remind of expectations.

Staff to be precise with the pupil on what the issue is, the impact it is having on learning and what is required from the pupil to rectify the issue. This coaching model is the key tool for behaviour management to ensure learning is not disrupted.

Stage 2: B1 Official warning from staff.

This is used by the teacher to give a brief formal warning that a previous issue has not been resolved despite intervention

Stage 3: C1 Last opportunity in class to resolve an issue.

This is an out of room managed coaching conversation (staff stand in doorway to see both pupil and class). Pupils do not wait for this conversation outside of the classroom as it happens immediately and is done out of the room to signify the importance of the conversation and to allow take up time for the pupil. This is formally recorded on Edu Link.

Stage 4: D1 = SLT/Pastoral Team involvement to decide next steps.

Member of staff emails SLT and pastoral leaders' team for response. Typically, the responding member of staff will place the pupil in a class taught by another member of the SLT or by a pastoral leader. It may involve the supporting member of staff keeping the pupil with them for a set period. The Refocus Room will typically not be used for D1 but the decision about resolution rests with the supporting member of staff.

The above process would ordinarily follow these steps but the severity of a pupil's conduct may result in escalation immediately to a further step, typically to D1. This list is not exhaustive but could for example include:

- Breach of equalities.
- Possession of a banned item.
- Abusive or threatening behaviour.

Break/lunch protocol for responding to incidents of unacceptable behaviour

If a pupil is not being respectful or safe at break/lunch, the staff on duty or lunchtime supervisors will warn pupils, offer opportunity to modify and only send pupils into the Refocus Room if absolutely necessary.

Sanctions for breaking the Behaviour for Learning Policy may include not be limited to, the following:

- Catching up on any missed learning in a pupil's own time (break, lunch, after school).
- Repeating unsatisfactory/incomplete work.
- Break or lunch time detention (pupils will be allocated time to eat, drink and use the toilet).
- After school detention until 4:30 (48 hours' notice).
- Engaging in school-based community service.
- Communicating home.
- Taking away privileges, e.g., not being able to participate in non-uniform days, withdrawal from school trips/activities or losing responsibility.
- Support Card. (See Appendix 3)
- Implementing a Behaviour/Pastoral Support Plan.

- Involving the police/external agencies.
- Internal suspension in the Refocus room.
- Suspension from school.
- Permanent Exclusion.

Parent/carer consent/agreement/support is desired but not required for sanctions. The school will communicate sanctions accordingly.

Serious Unacceptable Behaviour

Following an allegation of serious unacceptable behaviour (see Appendix 1), the pupil will be placed in internal suspension whilst an investigation takes place.

- The allegation will be investigated, and the appropriate and proportionate sanction will only be issued by Senior Leadership Team or Key Stage Team.
- Any decision made to suspend or exclude a pupil will only be made by the headteacher in accordance with exclusion and suspension guidance.
- All bullying incidents will be dealt with in accordance with the procedures outlined in the school's Anti-bullying Policy.
- All incidents of sexual harassment & violence will be dealt with in accordance with Keeping Children Safe In Education 2022, St Egwin's Child on Child Abuse Policy & Safeguarding Children Policy
- The school will consider whether the behaviour displayed by the pupil gives reason to suspect that the pupil is suffering, or is likely to suffer, significant harm. In these instances, the procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.

Internal suspension

The school may decide to move pupils into internal suspension. This will be in the Refocus Room which is a staffed, designated place to help de-escalation, allow reflection, discuss behaviour, mentor and afford a quiet space and necessary time for pupils. The Refocus room will be used primarily for planned internal suspension typically for at least a school day.

- Only a member of SLT, Pastoral Leader or SENDCO can place a pupil in the Refocus room during lessons.
- The school will only move pupils to the Refocus room where necessary, and where the process for behaviour management has been followed and has failed to resolve the behaviour issue.
- For break and lunch isolation any member of staff can place a pupil in the Refocus room for the duration of the remaining time of the break/lunch.
- The amount of time that a pupil spends in internal suspension is decided by the school.
- Class work will be provided from the pupil's class teacher(s).

4. Behaviour off school premises

Sanctions may be applied where a pupil's off-site behaviour impinges on school policies e.g.:

- When representing the school.
- Whilst commuting to and from school.

- If they have posed a threat to another pupil or member of the public, adversely affecting the reputation of the school.
- If their on-line conduct negatively impacts a member of the school community

The school has jurisdiction to sanction pupils for misbehaving outside of the school premises “to such an extent as is reasonable” to do so.

The school will take an active part in supporting the community and families when the behaviour of children is unsatisfactory outside of school. The school will liaise with external services such as the police where it is felt appropriate to do so.

Where off-site behaviour is reported to school that has a safeguarding dimension, the school will take a lead role in ensuring that, where appropriate, information is shared with Children’s Services and parents/carers. St Egwin’s C.E. Middle School may take action to address this.

5. Confiscation of inappropriate items

- The school has the right to search without consent for any of the items mentioned in the Appendix 2 of this policy.
- Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- Searches of a pupil’s possessions will only be searched in the presence of the pupil and another member of staff, unless there is concern of a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 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. Chewing gum, sweets, caffeinated energy and fizzy drinks etc. will be disposed of. A parent/carer may be required to collect other confiscated items (unless the item is illegal).
- The police/PCSO will be contacted if any offensive items are discovered. (These will be detailed, witnessed stored securely/safely). If found on a school trip/away from school premises, parent/carer/guardian & police informed accordingly.
- 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 pupil.
- The headteacher will always be notified when any ‘Appendix 2’ item is confiscated. 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](#).

Use of reasonable force, physical intervention & restraint

In exceptional circumstances, staff may professionally judge to use reasonable force, physical intervention and/or restraint to prevent a pupil:

- Hurting or attempting to hurt themselves or others
- Entering or leaving a class/room/building if the staff believes this could lead to behaviour that endangers themselves or others
- Dangerously disrupting a school event or trip

- Seriously damaging property

Incidents of restraint must:

- Always be used as a last resort when de-escalation has not worked or is not possible
- Be applied using the minimum amount of force and for the minimum amount of time as possible
- Used in line with training/advice
- Never be used as a form of punishment
- Be recorded and reported to parents – CPOMS & Restraint log incident form (Appendix 5)

All this is in line with [Use of reasonable force in schools](#)

Other Relevant Policies

This policy needs to be considered in conjunction with the following policies which can be found on the school website or available upon request:

- Safeguarding & Child Protection Policy
- Equality Policy
- E-Safety Policy
- Anti-Bullying Policy (including Cyberbullying)
- Child friendly anti bullying policy
- Physical Interventions/Restraint (DfE Guidance “Use of Reasonable Force” and “Screening, searching and confiscation”)
- Special Educational Needs Policy
- Health and Safety Policy
- Online safety
- Social Media Policy
- SRE Policy
- Mental health and wellbeing policy
- CSE Policy
- Child on Child Abuse Policy
- St Egwin's Behaviour Principles Written Statement
- St Egwin's CE Middle School Safeguarding Child Protection policy
- St Egwin's CE Middle School Communication Policy

Appendix 1

Definitions

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

- Possession of legal or illegal drugs
- Possession of offensive weapons
- Possession of banned items or items that the Headteacher deems unacceptable to have on school property
- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status, gender reassignment & pregnancy/maternity
- Harassment – behaviour towards others which is unwanted, offensive and 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 on a regular basis
- Cyberbullying – the use of electronic communication to bully a person
- Possession/distribution of pornographic images
- Truancy
- Theft
- Swearing or threatening language
- Fighting or aggression
- Sexual Harassment
- Use of mobile phones on school grounds (without permission)
- Vandalism and graffiti
- Repeated breaches/defiance of the School Behaviour For Learning Policy

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

- Casual unpleasantness
- Lateness
- Low level disruption in class
- Failure to complete classwork or homework
- Rudeness or vexatious behaviour
- Lack of correct equipment
- Disruption on public transport

'Unacceptable behaviour' may be escalated as 'serious unacceptable behaviour' depending on the behaviour breach.

Appendix 2

Items banned from the school premises

- Fire lighting equipment
- Drugs and smoking equipment
- Cigarettes or Electronic cigarettes/Vapes
- Tobacco & smoking paraphernalia
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

- **Weapons and other dangerous implements or substances as classified as an offensive weapon under the [List of Offensive Weapons: Annex A Offensive Weapons Act 2019](#) e.g.:**
 - Knives & other listed weapons
 - Guns & ammunition (including replicas and BB guns)
 - Fireworks, pyrotechnics, laser pens
 - Dangerous chemicals/ corrosive substances
- Stolen items

Other items e.g.

- Chewing gum & sweets
- Caffeinated energy and fizzy drinks
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Aerosols including deodorant and hair spray
- Liquid correction fluid

Appendix 3: Support Card

Support Card

Name: _____ Form: _____

Date:

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Monday Tuesday Wednesday Thursday Friday

Morning Reg					
Lesson 1					
Lesson 2					
Break Check					
Lesson 3					
Lesson 4					
Lunch Check					
Form					
Lesson 5					
Average					
Parent's Signature					

Behaviour:

Ready Respectful Safe
A = Expected
B = Formal warned
C = Formal recording
D = SLT/KS involvement

Attitude:

Love Respect Endeavour
3 = Beyond
2 = Acceptable
1 = Below

Appendix 4: Physical Intervention/Restraint Form:

Physical Intervention/ Restraint Form

Full name of young person:

Age:

Any other young person present (full names):

Date:

Location of incident:

Details of the behaviour requiring use of physical intervention including attempts at de-escalation. Please circle:

Humour Verbal advice and support Firm/clear directions Negotiation Limited
Choices Distraction Diversion Reassurance Planned ignoring Contingent touch
Calm talking Calm stance Patience Withdrawal offered Withdrawal Directed
Swap Adults Reminders about consequences Success reminders
Other _____

Full name of staff using Restraint:

Other members of staff involved:

Nature of the Physical Intervention (circle where appropriate):

What time did the incident start?

How long did the restraint last?

Were there any injuries? Young person Other person

Details: _____

Restraint Debriefing offered? Yes No

Medical Check? Offered Accepted Declined

Risk Assessment. Risk to:

Self Others Property Criminal Offence Other _____

External agencies informed? Medical staff LA / social worker LADO

Safer schools Partnership Police Other _____

Please attach any supporting records: Medical Report Letter or notes of discussion

Health and Safety Report (RIDDOR) Notes of LADO Other _____

How effective was the intervention?

How was the incident resolved and what were the consequences?

How was the intervention in the best interests of the young person?

Views of the young person:

Details of any Medical Treatment:

Parent/Carer informed (details):

Adult responsible for this record:

Signed by adult:

Monitored by:

Position:

Signed:

Date: