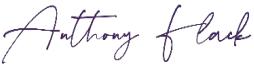




**TOWNSEND**  
CHURCH OF ENGLAND SCHOOL

## Behaviour & Behaviour Management Policy

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## Document Control

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01/09/2024	Changes include: <ul style="list-style-type: none"> <li>• Amendments to out of class section p8</li> <li>• Addition of TAC under Sanctions and Consequences p12</li> <li>• Amendments to the Incident ladder p15</li> <li>• Amendments to the Sanctions section p18</li> <li>• Addition of Rewards Trips/Events under Rewards p28</li> </ul>	MAR
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## Introduction

At Townsend, our vision of 'Achievement For All, Respect For All' is underpinned by the concept of 'Love your neighbour' from the story of the Good Samaritan, Luke 10:25-37. We value everyone, and show love and respect for ourselves and others, setting high standards and supporting each other so that we can all flourish. The concept of 'love your neighbour' is taught in three strands:

1. Love your neighbour – treat others as you would wish to be treated yourself
2. Love yourself – self-care is important, look after yourself physically, mentally and spiritually
3. Love the journey – whether academic or personal, Townsend supports everyone's journeys to enable you to flourish individually and collectively

At Townsend Church of England School each pupil is treated as an individual. Our Behaviour & Behaviour Management Policy is applied for each pupil, acknowledging that each pupil and situation is different and adjusting as appropriate. Consistency for all, flexibility when needed. This policy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement with education, in a safe, secure and calm environment. In order for effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. Good behaviour allows teachers to teach and pupils to learn. We believe in a restorative approach to behaviour management, poor behaviour must be addressed in a way that reduces the likelihood of repetition whilst repairing damaged relationships. Rewards are used to ensure all pupils feel praised and valued and to reinforce positive attitudes and behaviour. All staff accept a collective responsibility for the management of good behaviour and parents/carers are asked to work in partnership with the school supporting their child to improve their behaviour. This policy is made known to the staff, pupils, school community, parents/carers and governors through the staff handbook, website and notices in the tutor rooms.

## Principles

Our mission statement is 'Achievement for All, Respect for All' and our Bible based vision is 'Love Your Neighbour' Luke 10: 29-37

At Townsend we expect pupils to;

- Arrive at school and lessons on time
- Bring the correct equipment to every lesson
- Respect the teacher, member of support staff and other pupils in line with the school's Respect for All statement
- Contribute and participate in lessons in a way that supports their learning and the learning of others
- Ask and respond to questions showing respect for others contributions
- Complete all tasks in class to the best of their ability
- Complete all home learning tasks on time and seek help if it is required
- Respond to teacher feedback so that further progress can be made
- Work hard towards achieving or exceeding individual aspirational targets
- We believe in recognising, celebrating and rewarding achievement of all kinds. Our rewards system is designed to celebrate successes. We also have clear expectations regarding behaviour and consequences for poor behaviour. Our Behaviour & Behaviour Management Policy is based on a fair set of rules that will be applied by staff consistently and is based on giving pupils chances, choice and consequences.

If the behaviour of a pupil is of particular concern, due to its seriousness and/or its persistent nature, decisions about the appropriate sanctions to employ will always be made in consultation with the Director of Learning for Year and a Senior Leader.

The school will make every effort to avoid permanent exclusion. However, it is recognised that there will be circumstances, including one-off incidents or persistent behaviour concerns, where a permanent exclusion may be the appropriate course of action. Under the Special Educational

Needs and Disability Code of Practice particular efforts will be made to avoid excluding pupils who are being supported through additional Learning Support, or who have an EHCP (Education Health and Care Plan).

## **Roles and Responsibilities**

Governing Body:

- Establish and review the Behaviour & Behaviour Management Policy in collaboration with the headteacher and staff.
- Ensure that the Behaviour & Behaviour Management Policy aligns with legal requirements and best practices.
- Monitor the implementation and effectiveness of the Behaviour & Behaviour Management Policy.
- Support the headteacher and staff in maintaining a positive and inclusive school environment.
- Provide guidance and support for addressing significant behavioural incidents or challenges.

Headteacher:

- Provides strong leadership in promoting positive behaviour and maintaining a safe and inclusive school culture.
- Implements and oversees the Behaviour & Behaviour Management Policy, ensuring consistency and fairness in its application.
- Provides training and support to staff members on behaviour management strategies.
- Collaborates with the governing body, Deputy and Assistant Headteachers, and other stakeholders to review and evaluate the Behaviour & Behaviour Management Policy regularly.
- Addresses significant behavioural incidents, involving appropriate staff members, parents/guardians, and external agencies when necessary.

Deputy and Assistant Headteachers:

- Support the Headteacher in implementing and monitoring the Behaviour & Behaviour Management Policy.
- Provide guidance and support to staff members in effectively managing behaviour within their respective areas of responsibility.
- Collaborate with directors of learning and heads of departments to ensure consistent behaviour management approaches across the school.
- Conduct regular assessments of behaviour-related data and trends, identifying areas for improvement and implementing targeted interventions.
- Communicate with parents/guardians regarding significant behaviour concerns or incidents.

SENCO (Special Educational Needs Coordinator):

- Collaborates with the Headteacher, governing body, and other staff members to ensure that the Behaviour & Behaviour Management Policy addresses the specific needs of pupils with special educational needs and disabilities (SEND).
- Provides guidance and support to staff members on effective strategies for managing behaviour in pupils with SEND.
- Collaborates with teachers, parents/carers, and external agencies to develop individualised behaviour support plans for pupils with SEND.
- Ensures that reasonable adjustments and accommodations are in place to support pupils with SEND in adhering to the Behaviour & Behaviour Management Policy.
- Monitors and reviews the progress of pupils with SEND in relation to behaviour management and provides appropriate interventions when needed.
- Liaises with external agencies, such as educational psychologists or specialist support services, to seek additional advice or support in managing behaviour for pupils with SEND.

- Attends relevant training and professional development opportunities to enhance knowledge and understanding of behaviour management strategies for pupils with SEND.
- Collaborates with parents/carers to share information, seek their input, and develop effective home-school partnerships in supporting pupils with SEND in managing their behaviour.
- Ensures that the Behaviour & Behaviour Management Policy promotes inclusivity, addresses any specific behavioural challenges faced by pupils with SEND, and promotes a positive and supportive environment for their development.

**Directors of Learning (Heads of Year):**

- Foster a positive and supportive environment within their assigned year groups.
- Establish strong relationships with pupils, ensuring that they feel valued and supported.
- Implement the Behaviour & Behaviour Management Policy within their year group, consistently applying consequences and interventions.
- Monitor and address behavioural concerns, providing appropriate support and guidance to pupils.
- Collaborate with teachers, parents/guardians, and external agencies to address complex behavioural issues.

**Heads of Departments:**

- Implement the Behaviour & Behaviour Management Policy within their departments, ensuring consistency in behaviour management approaches.
- Support departmental staff members in effectively managing behaviour during lessons and departmental activities.
- Collaborate with directors of learning and other staff members to address behaviour-related concerns across the school.
- Provide necessary resources and training to departmental staff on behaviour management strategies.
- Promote a positive and inclusive departmental culture that supports pupils' behavioural development.

**All Staff:**

- Familiarise themselves with the Behaviour & Behaviour Management Policy and consistently apply it in their interactions with pupils.
- Promote positive behaviour and a supportive environment within their respective roles.
- Report and address behavioural incidents promptly, following established procedures.
- Collaborate with colleagues, parents/guardians, and external agencies to support pupils' behavioural development.
- Participate in relevant training and professional development opportunities to enhance their understanding of behaviour management strategies.

**Pupils:**

- Familiarise themselves with the Behaviour & Behaviour Management Policy and adhere to its guidelines and expectations.
- Treat peers, staff members, and the school environment with respect and courtesy.
- Take responsibility for their own behaviour and make positive choices.
- Report any behavioural concerns or incidents to appropriate staff members.
- Participate in restorative practices and other behaviour-related programs or initiatives.

**Parents/Carers:**

- Familiarise themselves with the Behaviour & Behaviour Management Policy and actively support its implementation.
- Promote positive behaviour at home and reinforce the school's expectations.
- Collaborate with the school in addressing behavioural concerns or incidents involving their child.

- Attend meetings and engage in open communication with staff members regarding their child's behaviour.
- Participate in workshops, training sessions, or parent forums related to behaviour management.

## Section A – Procedures and Key Information

### 1. Recording Incidents

Any negative behaviour in school is called an 'Incident'. This is to maintain consistency when recording on Arbor.

All incidents must be recorded using the whole school system Arbor. To log an incident on Arbor;

1. Click on the pupils drop down at the top of the page.
2. Click on the behaviour drop down.
3. Click on Incidents.
4. Click on the green 'Log New Incident' button in the top right-hand corner of the screen.
5. Complete the log, including an incident summary.
6. Behaviour points will be automatically added.

Logging the incident is not a punishment in itself, but it does formalise the proceedings. It should not be used to pass on problems to other members of staff. If further support is required, you must make contact with the relevant member of staff. This could be a Head of Department, Director of Learning or a member of SLT. If the incident requires escalation. This should be discussed between the class teacher and the relevant member of staff.

Staff should also ensure that they follow the key protocols. This includes.

- Ensuring any incidents of racist, homophobic, transphobic, misogynistic or sexual nature are recorded on CPOMS.
- Ensuring any incidents where a member of staff has had to use reasonable force or physical contact with a pupil, or has been hurt by a pupil is reported directly to the Headteacher without delay.

### 2. Truancy

Truancy and leaving school without permission is not acceptable. If a pupil leaves the site without permission and does not arrive straight home, then the police may be contacted.

Along with the sanction in line with the incident levels, pupils may receive the following sanctions at the discretion of the Headteacher.

- Removal from extracurricular activities.
- Removal from non-core curriculum trips.
- Removal from representing school at sporting activities.
- Removal from school council or pupil voice representation.
- Removal from responsibility in school.
- Removal from sixth form induction.

### 3. Whole School Routines

#### Entry and Exit of Classroom

People should not enter a classroom without the member of staff being present. The classroom teacher must allow pupils into the classroom in a swift and orderly manner.

Entry to the classroom routine;

1. Pupils line up outside of the classroom in single file.
2. Classroom teacher allows pupils into the class and they stand behind their chairs in silence.
3. Coats should be taken off and bags must be put on the floor.
4. Pupils sit down in silence on the instruction of the classroom teacher.
5. Once pupils are sat down, they are to complete their 'Do Now' task.
6. After 5 minutes, the classroom teacher may shut the door. Any people arriving after 5 minutes must be sanctioned as late in accordance with the incident list.
7. A register must be completed in this time using Arbor.

Exit of the classroom routine;

1. Pupils must leave the classroom in a tidy state. Any worksheets or other paper left on the floor, or the desks may be considered as littering at the discretion of the teacher. Teachers should take pride in their classrooms and expect pupils to do the same.
2. Pupils must stand behind their chairs in silence.
3. The teacher must check that the corridor is clear before dismissing pupils.
4. Pupils should be dismissed row by row.

## Corridor Movement

It is the responsibility of all staff and pupils to ensure that the corridors are a safe and calm environment for all. This must be done by;

- Always walking on the left-hand side of the corridor
- Walking quietly.
- Walking calmly, making sure not to damage any notice boards or walls.
- Walking with purpose to ensure prompt arrival at lessons.
- Not pushing and shoving each other.
- Not eating and drinking in the corridors.
- Not running in the corridors.
- Wearing uniform correctly at all times.

## Out of Class

No pupils should be allowed out of class to go to the toilet unless they have a toilet pass. If a teacher deems necessary, they must give the pupil their Out of Class Pass to the pupil. The pupil must have the pass on them at all times whilst out of the class. The pupil must hand the Out of Class Pass back to the teacher on their return.

Where groups are working around the school, they should be specifically allocated a place by the member of staff concerned, and regularly monitored.

Pupils must be supervised during lesson time. Allowing them to leave the class or leaving the class **could result in a significant safeguarding issue**. Teachers are responsible for the pupils in their class.

Where necessary, pupils can be issued with toilet passes or medical passes. These passes must be agreed by the pupils' Director of Learning before being issued. Pupils who do not use these passes responsibly will have them removed.

## Mobile Phone Policy

We are committed to ensuring that pupil well-being and the climate for learning is the best that it can be. The rule governing the use of mobile devices including speakers and headphones is clear. We understand that some pupils may have mobile phones in their possession for safe travel to and from school. However, they are not allowed to be seen or heard anywhere on the school premises. It is important that pupils who have a mobile device visible in school follow a series of consequences that are clear and proportionate. The stages below are designed to encourage pupils to manage their use of phones and other devices appropriately. This policy applies to all pupils including sixth form. The only exception for sixth form pupils is that during study periods,

pupils are permitted to use their phones for educational purposes in the sixth form study area and free teaching rooms within the sixth form block.

### **First Offence**

Mobile device confiscated and handed into the school office. Text sent to parent/carer to inform them. Pupil to collect from reception at the end of the school day. Recorded on Arbor as Level 3

### **Second Offence**

Mobile device confiscated and handed into the school office. Text sent to parent/carer who will need to arrange collection of the device. Recorded on Arbor as Level 3.

### **Third Offence**

Mobile device confiscated and handed into the school office. Text sent to parent/carer who will need to arrange collection of the device. Director of Learning for Year to contact parent/carer to discuss persistent failure to follow school rules. Pupil are then required to hand the phone in at reception each morning and collect it at the end of each day for an agreed period of time. Recorded as Level 4 on Arbor. The phone will be retained in the school safe for 3 days following each incident.

### **Subsequent Offences**

Mobile device confiscated and handed into the school office. Text sent to parent/carer who will need to arrange collection of the device. SLT Line Manager for Year to request a meeting with parent/carer to discuss continued failure to follow school rules. Pupil are then required to hand the phone in at reception each morning and collect it at the end of each day for an agreed period of time. Recorded as Level 5 on Arbor. The phone will be retained in the school safe for 5 days following each incident.

### **iPad Policy**

We are committed to ensure the responsible and effective use of iPads by our pupils, both at school and at home. Below, you will find detailed guidelines and expectations regarding the use, care, and acceptable practices for iPads.

#### **Responsibilities of Pupils:**

- Keep the iPad in the protective case provided at all times.
- Ensure that the iPad is at least 60% charged before it is brought into school each day.
- Keep the iPad well away from any food, drink, and other liquids.
- Periodically wipe the screen to protect it from marks and grease.
- Do not leave the iPad lying around or place it anywhere it could be stolen or damaged.
- Report any damage or loss to the ICT Technician team straight away.
- Do not put stickers, graffiti, or draw on the iPad.

#### **Damages to iPads**

The school will usually cover the cost of repairing the first **accidental** damage to an iPad (depending on the severity and cost). However, parents/ carers will be charged for the cost of the repairs, which can fluctuate depending on the damage caused, if the iPad is:

- Removed from its protective case.
- Damaged deliberately.
- Lost.
- Damaged on more than one occasion.

#### **Acceptable Use**

Pupils will be allowed to use their iPads both at school and at home. We have implemented several measures to ensure the safe and effective use of these devices:

- **Monitored and Filtered Internet Access:** While at school, internet use will be monitored and filtered to ensure appropriate content access during school hours.

- **Management Account:** The school will set up a management account to download and update curriculum-appropriate applications. This account will also lock internet browsing and apps to age-appropriate settings.
- **Digital Responsibility:** Although the school monitors and filters pupil iPad use, parents/carers should restrict the websites pupils have access to at home. The school will not be responsible for any websites or resources accessed at home. It's crucial for pupils to develop digital responsibility and safe internet practices.

## Pupil expectations

Pupils MUST:

- Bring their iPads to school with at least 60% charged at the start of the day.
- Bring their iPads to school every day.
- Sign in using their Townsend email address.
- Keep their iPads closed and flat on the table until instructed to use it by their teacher.
- Only use the apps and websites as directed by their teacher.

Teachers will monitor the use of the iPads via Apple Classroom.

Pupils MUST NOT:

- Use their iPad to access inappropriate or illegal content/websites.
- Ignore copyright; any media placed on the iPad by pupils must be their own.
- Set up VPNs or other private networks.
- Install age-inappropriate or offensive apps.
- Jailbreak the iPad or change the settings/profiles set by staff.
- Use the iPad for criminal activities, gambling, spamming, hacking, etc.
- Take photographs/audio/video recordings of other pupils/staff without their consent.

## Consequences of Violations

Pupils must use their iPad in all lessons in accordance with the iPad Policy and any class rules set by their teachers. Failure to comply with this policy may result in access to the iPad being withdrawn or restricted.

Violations will be taken seriously, and appropriate action will be taken, including loss of school internet access, restrictions on use, and wiping or repossession of the iPad. Parents/carers will also be informed of any breaches.

**The iPad remains the property of Townsend School and is provided on loan and only for the sole use of the pupil it is assigned to.**

## Anti-Bullying Statement

At Townsend Church of England School, we believe in celebrating individuality and difference as one community. Everybody at Townsend has the right to be safe, to be heard, to be respected and to be individual within the rules and policies of the schools' culture and ethos. We are proud of all the members of our Townsend community. Bullying or actions that can affect the wellbeing of a pupil are not tolerated. It is everybody's responsibility to ensure that our community members feel safe and have the confidence to be who they want to be and that they are able to express their individuality proudly. We like to celebrate people's uniqueness and believe our Respect for All statement, our biblical reference 'Love Your Neighbour' (Luke 10:29-37) and our distinctive Christian Ethos, send a clear message of tolerance, care, understanding and acceptance. Our moral purpose is based on respect, support and commitment and we ensure the wellbeing and safety of every pupil through our statement of mental health and pastoral intent.

The Department for Education defines bullying as: "Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally." At Townsend, we do not tolerate name-calling or any form of hurtful behaviour. While all such incidents are taken seriously and will result in strict sanctions, they will not automatically be

classified as bullying. In line with the Department for Education's definition, for behaviour to be considered bullying it must be repeated over time and intended to cause harm, often involving an imbalance of power. Nevertheless, any instance of name-calling or unkind conduct is unacceptable and will be addressed promptly to maintain a safe, respectful learning environment for all.

## **Section B – Sanctions and Consequences**

The Behaviour & Behaviour Management Policy encourages pupils to take responsibility for their own behaviour and helps them to recognise the consequences of inappropriate behaviour. There are clearly defined consequences for pupils who fail to meet the school's expectations. The policy is based on a phased, step-by-step approach to behaviour management. When issuing sanctions, we consider each pupil's circumstances carefully, as each pupil is unique.

### **1. Pastoral Team**

The role of the pastoral team in relation to behaviour is to provide support for pupils who regularly break the school's behavioural expectations. Each pupil will be supported by their Form Tutor, their Director of Learning and the SLT link for their year group. Directors of learning and tutors have the role of monitoring pupils' behaviour and using the various support systems to try and modify behaviour. In some circumstances, outside agencies will also be used to support pupils.

The underpinning principle is that wherever sanction is necessary, the following should be considered;

- Will the punishment improve behaviour or is there a more suitable alternative available.
- Has everything possible been done to avoid the punishment of whole groups for an individual's misconduct? Seeking out those who deserve to be punished rather than punishing the whole group.
- Ringleaders should be identified, but teachers will avoid making individual scapegoats for group activities.
- The extent to which the sanction will change the behaviour will be considered.
- Pupil records need to be checked to establish the situation, with interventions and consideration of whether they have had enough time to work or whether the pupil has had enough support to manage their behaviour.
- Rapid movement up the behaviour escalation ladder must be avoided.
- Pupils showing signs of significant downwards trends must be discussed at line management meetings or Team Around the Child (TAC) meetings. Where necessary Directors of Learning must arrange a meeting with pupils' parents/carers at the earliest possible time.

### **2. Team Around the Child (TAC)**

The aim of the TAC structure is to ensure that no pupils at Townsend school "fall through the net". Identifying pupils who are experiencing real challenges in their school lives is of paramount importance. This identification will lead to the appropriate intervention and monitoring to ensure that the pupil can make real academic and social progress, despite the issues they are dealing with. The TAC structure ensures that this process is run with rigour and consistency.

The system is based on:

- Fortnightly TAC meetings chaired by the HOY (Years 7 to 13)
- Meetings attended by HOY, SLT attached, SENDCO, School Wellbeing Lead, Pastoral Assistants (as required) and any other relevant professionals including key workers where appropriate
- Meeting agendas and minutes circulated by HOY to attendees plus Kate Brooks
- HOY completes and updates Intervention Strategy form for each pupil
- TAC referrals are made directly to the HOY by completion and submission of the TAC Referral Form
- HOY will decide if the referral meets the TAC threshold

- External professionals can be invited if HOY feels it appropriate
- Emailed contributions from designated key workers

The referral criteria will cover the following areas of concern:

- Behaviour
- Attendance
- Safeguarding
- SEND Need
- CIN
- LAC
- Social Services
- Mental Health/Wellbeing
- Domestic and Bereavement
- In Year Admissions
- Fair Access
- Significant change in living arrangements
- Deprivation indicators

Each pupil case brought to TAC will be discussed by the staff present and an action plan will be put into place. Each pupil on TAC will be allocated a key worker as a point of contact and support. All interventions will be minuted with an appropriate timescale for review and a named member of staff allocated to ensure they are actioned. When it is decided that the appropriate progress has been made the HOY will remove the pupil from the TAC agenda.

## **Keyworkers**

As mentioned above, allocated key workers will play an important role in ensuring all identified pupils have a point of contact and a voice in relation to the support they will receive. A pupil's key workers can be any member of school staff and will not necessarily be involved directly with the interventions put into place for that individual pupil. The most important thing is that they can develop a supportive and trusting relationship with the pupil, give them some regular, quality contact time and advocate for them when necessary. Keyworking will be voluntary, and it is envisaged that appropriate training will be offered to all staff who wish to be involved.

## **3. Facilities**

### **Student Reception**

The Student Reception is a key point of contact for pupils throughout the school day. Pupils must report here if they arrive late to school. It is also the place to go if they have a concern or would need to report an incident, need to locate a member of staff such as their Director of Learning, or require support with uniform (for example, if an item is missing or needs replacing). In addition, pupils may be directed to the Student Reception if they are asked to provide a written statement about an incident.

The Student Reception is designed to ensure pupils can access the support and guidance they need quickly and appropriately. Pupils are expected to use it responsibly and respectfully at all times.

### **Exit Room**

An Exit Room is a designated classroom for pupils to be sent to when their behaviour has continued to be disruptive despite warnings and initial sanctions. The Exit Room will be a normal working classroom, with a class teacher and a working class of pupils. Pupils who are sent to an Exit Room will be expected to work in silence in the designated room. Pupils will be escorted to the Exit Room, with work, by a Pupil Engagement Officer.

### **Isolation Room**

The isolation room is situated in SI1 in the Sixth Form area. It is an area for pupils to work in isolation following either, persistent disruption to lessons or inappropriate behaviour, or a serious

isolated incident (Level 5 incident and above). The isolation room will be staffed at all times by a member of SLT or a middle leader across the school. When pupils enter isolation they must hand in their phones. When in the isolation room, pupils must work in silence at all times, unless given permission to speak by a member of staff. If a pupil is sent to the isolation room, they will be asked to complete a Behaviour Reflection Form.

### **SLT Isolation**

When all measures have been exhausted or it is decided by SLT that the pupil should be removed from the Isolation Room, the pupil will be escorted to an SLT office. All attempts should be made to deescalate the situation. SLT isolation is not a long-term provision.

A member of staff should aim to understand what caused the negative behaviour, to minimise the risk of a pupil escalating a situation further and potentially earning themselves more severe sanctions.

At Level 6 on the Townsend Incident List, pupils will need to reflect on their behaviour and how they will address this moving forward as our interventions have failed to have the desired impact. We have the option to send pupils to complete their education at other educational settings either through managed moves or dual registration.

### **4. Incident categories**

The following information identifies who is responsible for dealing with behaviour at each incident level.

Level 1-3	All Staff
Level 4	Director of Learning/Head of Department
Level 5-6	Director of Learning/Head of Department/SLT Line Manager
Level 7	SLT Line Manager and Headteacher

## Classroom Management

1	Warning	When a pupil displays inappropriate behaviour, give them a verbal warning. Make sure the warning is clear and specific, addressing the behaviour that needs to be corrected.
2	Explain the consequence	If the pupil persists with the inappropriate behaviour after the initial warning, provide a verbal warning with clear instructions. Clearly explain what they need to do differently and why their behaviour is not acceptable. Reinforce the consequences if the behaviour persists.
3	Consequence Issued	If the pupil persists with inappropriate behaviour then issue them with a consequence based on the Incident Levels.
4	Move Pupil to different area	If the pupil continues to display inappropriate behaviour after the consequence has been issued then move the pupil away to a different area of the classroom with a reminder that they will be removed to the Exit Room if they continue.
5	Removal to exit Room	If the pupil's behaviour still does not improve, escalate the consequence to removal to an exit room. This should be a pre-determined space where the pupil can spend time away from the classroom to think about their actions and reflect on the impact of their behaviour. Pupils must be escorted by a Pupil Engagement Officer, <b>with work to complete</b> .  Send an Emergency Alert on Arbor specifying Exit Room Needed
6	Removal to Isolation Room	If the pupil refuses to go to the Exit Room or causes disruption in the Exit Room, the pupil will be escorted to the Isolation room by the Pupil Engagement Officer. Pupils will then be sanctioned based on their position on the Behaviour Ladder. Pupils must be escorted by a Pupil Engagement Officer.  Send an Emergency Alert on Arbor specifying Exit Room Needed
7	SLT Call Out	SLT callout should be used only for Level 6 Incidents and above. See Incident Levels for reference

## Incident Ladder

Incident Level	Responsibility	Incident	Sanction
1	All Staff	Low level disruption (e.g talking in lesson) Lack of Effort in Lesson Failing to Hand in Library Book (1 <sup>st</sup> Occasion) Inadequate Homework	Up to 10-minute Break time or Lunchtime Detention with class teacher or form tutor.
2	All Staff	Repetition of Level 1 Lack of Equipment Failing to Hand in Library Book (3 <sup>rd</sup> Occasion) Low Level Rudeness to Staff Not Following Instructions Failing to Attend Level 1 Detention Interference with Another Pupil's Property DOL/HOD Misconduct Unkind Name Calling Failing to Hand in Homework	Up to 20-minute Break time or Lunchtime Detention with class teacher or form tutor.
3	All Staff	Repetition of Level 2 Incident Using Mobile Phone in School Being Out of Bounds Play Fighting/Physical Behaviour Late to Lesson Littering Chewing gum on School Site Casual Use of Derogatory Language Inappropriate Wearing of School Uniform Running in Corridors Defiance to Staff Removal from Classroom to Exit Room Failing to Attend Level 2 Detention Poor Behaviour in Level 2 Detention	At least 30-minute Centralised Detention  All Staff
4	DOL/HOD	Failure to Attend Level 3 Detention Inappropriate Use of Technology (Level 1) Poor Behaviour in Level 3 Detention DOL/HOD Serious Misconduct Truancy from Lesson Bullying Incident	1 hour SLT Afterschool Detention
5	DOL/HOD	Gross Rudeness to Staff Poor Behaviour in Exit Room Refusal to go to Exit Room Not Dressed Appropriately for School Failure to Attend Level 4 Detention Poor Behaviour in Level 4 Detention	Internal Suspension  Move up Escalation Ladder
6	DOL//HOD/ Behaviour Team	Assault Fighting Refusing to go to Isolation Vandalism Inappropriate Use of Technology (Level 2) Persistent Bullying Persistent Disruptive Behaviour Poor behaviour in Level 5 Internal Isolation Reckless behaviour or causing students injury Endangering staff Racist/Sexist/Homophobic Behaviour Being in the Same Cubicle as Another Student Possession of Cigarettes/Vapes/E-cigs Swearing At/Towards Staff Theft	Internal suspension/External suspension  Move up Behaviour Ladder

7	Headteacher	Possession of Drugs Possession of a Weapon Violence Towards Staff Persistent Disruptive Behaviour	Permanent exclusion
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All incidents must be recorded on Arbor by the member of staff who was present at the time the incident occurred. Where necessary the incident should be passed on to the teacher who is responsible for the relevant Incident Level.

**For reference:** *Inappropriate Use of Technology* is divided into two levels.

Below are examples of behaviours that fall into each category. These lists are not exhaustive. If you are unsure how to classify a behaviour, please consult your Line Manager for guidance.

Inappropriate Use of Technology (Level 1)	Inappropriate Use of Technology (Level 2)
Behaviours that are inappropriate but not intended to cause harm. Examples include:	Behaviours that breach privacy, safety, or school rules, and may cause harm or distress. Examples include:
<ul style="list-style-type: none"> <li>• Turning off a friend's computer or iPad without permission</li> <li>• Changing another person's desktop background or settings as a joke</li> <li>• Playing non-educational games during lesson time</li> <li>• Using technology to distract others from their work</li> <li>• Accessing websites unrelated to the task set (e.g. social media, entertainment sites)</li> <li>• Sending silly or non-work-related messages during lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Taking photos, videos, or audio recordings of others without permission</li> <li>• Sharing or posting images, videos, or personal information without consent</li> <li>• Using technology to intimidate, embarrass, or upset others</li> <li>• Accessing inappropriate or restricted online content</li> <li>• Attempting to bypass school security or filtering systems</li> <li>• Using someone else's account, password, or personal data without permission</li> </ul>

## Out of Lesson Management

Incident Level	Action	Incident
1	Address poor behaviour	When a pupil displays inappropriate behaviour, the staff member should remind them of the expected behaviour. This can be done by calmly and assertively stating the behaviour that is expected and reinforcing the established rules and guidelines.
2	Warn pupil of the consequence	If the pupil continues with the inappropriate behaviour after the reminder, the staff member should issue a warning that clearly outlines the consequence for further non-compliance. It is important to be specific about the consequences.
3	Issue a sanction	If the pupil persists with the inappropriate behaviour, the staff member should apply a sanction based on the school's Incident Ladder. The staff member should follow the appropriate step of the ladder and implement the corresponding sanction (likely to be Level 2 or above).
4	Refer to Director of Learning	If the pupil's behaviour does not improve or escalates further, the staff member should refer the matter to the Director of Learning. They will review the incident, assess the situation, and determine an appropriate sanction based on the Incident Ladder. This step ensures consistency and ensures that higher-level consequences are appropriately addressed.
5	Dol to Refer to SLT	If the behaviour issue remains unresolved, the incident will be referred to SLT. The member of SLT will review the incident, consider the Escalation Ladder, and determine a suitable consequence.

## **Sanctions**

### **The Detention System**

All detentions, regardless of duration, must be clearly discussed with the pupil informing them of the time, date, location and reason.

#### **Level 1 Incident Detentions (up to 10 minutes in duration) arranged by All Staff**

A level One incident will result in a detention with the classroom teacher or form tutor for up to 20 minutes in duration. It is at the teacher's discretion when this detention is, but the pupil must be informed before it is logged on to Arbor. The classroom teacher or form tutor must log the detention onto Arbor. The teacher must log on to Arbor whether or not the pupil attended the detention. If the pupil fails to turn up to that detention, then this should be escalated to a level 2 incident.

#### **Level 2 Incident Detentions (20 minutes in duration with Department) arranged All Staff**

For a level 2 incident, the classroom teacher or form tutor must discuss the situation with the Head of Department or Director of Learning. The Head of Department or Director of Learning must ensure that the teacher has issued a level 1 detention and called home where appropriate. Once the Head of Department or Director of Learning has agreed to the detention, a teacher must inform the pupil of their new detention time, date, and location. This can then be logged on Arbor.

#### **Level 3 Incident Detention (At least 30 minutes in Centralised Detention) arranged by All Staff**

For a Level 3 incident, the classroom teacher must log the incident on Arbor and inform the pupil about their sanction immediately. The teacher should also make contact home to inform parents/carers of their child's detention.

#### **Level 4 Incident Detention (1 Hour After-School Detention) arranged by All Staff**

For a Level 4 incident the teacher issuing the detention must phone home to inform parents and carers of the after-school detention. There must be at least 24 hours between the phone call home and the detention time. Once a member of staff has contacted home, they can log the detention on to Arbor.

For any missed detentions, it is at the discretion of the teacher as to whether to reappoint a new detention or to escalate it to the next Incident Level. If there is genuine reason for the pupil to have missed that detention, then a reappointment should be considered.

All after-school detentions will last for one hour. At the beginning of each detention, pupils must hand in all mobile devices, which will be returned at the end of detention. Pupils are expected to sit or work in silence, and the use of iPads or other electronic devices is not permitted. Pupils who behave appropriately for the duration of the detention may be allowed to leave fifteen minutes early. Any pupil who misbehaves will receive one warning; if the behaviour continues, they will be required to serve the full one-hour detention. Persistent or serious misconduct during detention may result in a more severe sanction being applied.

## **Internal Suspensions and Isolations**

The school uses a range of escalating suspensions. For the period of suspension, pupils will not be permitted in lessons. Instead, they will work in isolation in a specially designed and supervised area (The Isolation Room). Pupils are only allowed into the Isolation Room if they are accompanied by a member of staff. On entering, they must hand in their mobile phone.

If a pupil reaches a Level 5 Incident, then they will serve a period of Internal Suspension. The first time a pupil is in isolation due to a Level 5 Incident they will go to Level 1 on the Escalation Ladder. This results in the pupil serving two lessons in isolation. When the pupil is sent to Isolation, a phone call home to their parents or carers must be made and it must be logged on Arbor. Pupils will complete a behaviour reflection form, which will be stored on file in the Isolation Room.

Pupils will stay on each level of the Escalation Ladder for four school weeks. If, after four weeks, the pupil has not reoffended they will move back down one level of the Escalation Ladder. If they reoffend within four weeks of their last sanction they will move up one level of the Escalation Ladder.

Internal isolations are at the discretion of the school and do not qualify as legal or formal suspensions. The Department for Education statutory guidance on exclusions does not apply to internal suspensions because they do not impact on a pupil's education by removing them from the school premises. The internal suspension facility in Townsend is called the Isolation Room. Internal isolation serves as a serious sanction directly below a fixed term suspension, but above less serious sanctions such as detentions. Internal isolation is used to prevent pupils from engaging with the school community, but without this impacting too much on their academic learning. Internal isolations are imposed for serious and or persistent breaches of the Code of Conduct. Patterns of behaviour may also be considered. The decision to internally isolate a pupil will depend on the individual circumstances and is at the discretion of the headteacher/SLT. Where a pupil has failed to meet the expected standard behaviour, an appropriate sanction will follow.

There's no statutory maximum period of internal isolation. In most cases, a period of internal isolation will last no longer than three school days and will often be imposed for part of a day or one/two days. Internally isolated pupils are supervised at all times and are based in the purpose designed facility. The aim is to continue learning, prevent a recurrence of the offending behaviour and to ensure reintegration when the period of internal suspension is over, with support as appropriate. We use the time to assess the pupil and their circumstances to establish if any extra support or external agency involvement is required.

In accordance with DfE guidance, there is no right of formal appeal for internal isolation. This is because they do not result in missed education or the removal of pupils from the school premises. If a parent or carer wishes to raise a concern about the internal suspension they should follow the procedure detailed in the School's Complaints Summary.

## **5. Pastoral Support Programmes**

A Pastoral Support Plan (PSP) is a structured, time-limited intervention designed to support pupils who are persistently failing to meet the school's behaviour expectations and who are at risk of fixed-term or permanent exclusion.

The aim of a PSP is to clearly identify the barriers to a pupil's success, set achievable behaviour targets, and provide targeted strategies and support to help them improve.

A PSP is a formal agreement between the school, the pupil, and the parent/carer, and may also involve other professionals where appropriate. It is designed to be proactive, supportive, and restorative, while also making clear the consequences if targets are not met.

### **When a PSP is Initiated**

A PSP may be put in place when:

- The pupil has received multiple fixed-term exclusions.
- Previous interventions have not led to sustained improvement.

- The pupil is considered vulnerable or at risk of permanent exclusion.
- There are concerns about the pupil's conduct, attendance, or wellbeing that require a coordinated approach.

## PSP Process

### 1. Identification and Preparation

- The Head of Year or member of the Senior Leadership Team identifies the need for a PSP.
- Relevant data (behaviour logs, attendance records, academic performance) is gathered.
- Parent/carer and pupil are informed of the intention to set up a PSP.

### 2. Initial PSP Meeting (Week 0)

- Meeting attended by parent/carer, pupil, and a member of PSP Co-ordinator
- Discussion of concerns, pupil voice, and parental input.
- Agreement of up to three SMART behaviour targets.
- Identification of strategies and support from school and home.
- Dates for weekly review meetings set.
- All parties sign the PSP document.

### 3. Weekly Review Meetings

- Parent/carer, pupil, and SLT member meet every week to:
  - Review progress against each target.
  - Discuss successes and address concerns.
  - Adjust strategies or targets if required.
  - Agree actions for the next period.
- Meeting notes are recorded and signed.

### 4. Review (Week 6)

- Evaluation of targets.
- Decision made to:
  - End the PSP (targets met and behaviour improved).
  - Extend the PSP for a short period with revised targets.

Where necessary, PSP's can be extended up to 12 weeks

### 5. End of PSP (Week 12)

- Evaluation of targets.
- Decision made to:
  - End the PSP (targets met and behaviour improved).
  - Escalate to the next stage (PSP Unsuccessful)

## Key Principles

- The PSP is a supportive contract, not simply a disciplinary measure.
- Communication is open and consistent between school and home.
- Targets are realistic, measurable, and focused on behaviours that will make the greatest difference to the pupil's success.
- The pupil is given every opportunity to meet expectations and demonstrate improvement.

## Townsend Escalation Ladder

Level	Details	Staff	Actions	Contact Home
1	2 Lessons in Isolation	Pupil Engagement Officer	Phone call to parents/carers Log on Arbor	Pupil Engagement Officer
2	3 Lessons in Isolation	Pupil Engagement Officer	Phone call to parents/carers Log on Arbor	Pupil Engagement Officer
3	4 Lessons in Isolation	Pupil Engagement Officer	Phone call to parents/carers Log on Arbor	Pupil Engagement Officer
4	1 Day in Isolation and 1 hours After School Detention	Pupil Engagement Officer	Phone call to parents/carers Log on Arbor	Pupil Engagement Officer
5	1 Day in Isolation and 2 Hour After School Detention	Director of Learning	Phone call to parents/carers Log on Arbor	Director of Learning
6	2 Days in Isolation	Director of Learning	Phone call to parents/carers Log on Arbor	Director of Learning
7	1 Day External Suspension	SLT Link	Readmission Meeting with Director of Learning and SLT Link Log on Arbor	SLT Link

If a pupil is repeatedly sent to Isolation for poor behaviour after serving a Level 7 suspension, the Level 7 process will be applied again with the potential for longer suspensions.

### Carrying out Investigations

When an incident is reported, the following process will be followed:

- The Behaviour Team will begin an investigation once an incident has been reported by a member of staff or a pupil.
- Information will be gathered, usually through written statements from all pupils involved and any witnesses.
- Where necessary CCTV will be viewed by a member of the Behaviour Team
- Whilst investigations are underway, pupils directly involved may be placed in isolation to allow the investigation to proceed fairly and without disruption.
- All statements will be passed to the Director of Learning for review.
- The Director of Learning may speak individually with pupils to clarify any points in their statements.
- Where necessary the Director of Learning will re-review the CCTV
- The Behaviour Team and Director of Learning will discuss and determine any sanction that may be required.
- Parents and carers will be contacted at the earliest available opportunity.

We will carry out all investigations in a timely manner. On occasions there may be delays for reasons such as incidents being reported late in the school day, key students being absent from school, safeguarding issues

### Fixed-Term Suspension

We will only externally suspend pupils from school when absolutely necessary. However, we will not refrain from taking appropriate action where necessary. We recognise that fixed term suspensions cause disruptions to pupils' learning and we will therefore only ever suspend a pupil for a fixed term due to serious incidents. In rare cases, we may have to consider permanent exclusions. Sometimes this will be for an isolated incident.

Behaviour likely to result in fixed term suspension (this is not an exhaustive list);

- Consistent and seriously disruptive behaviour.

- Confrontational behaviour / obscene language towards pupils or staff.
- Offensive, racist, sexist or homophobic language.
- Sexual violence or harassment.
- Behaviour causing a health and safety risk.
- Direct defiance of a member of staff.
- Serious vandalism.
- Disruption in the local community.
- Theft.
- Fighting/assault.
- Carrying a potentially dangerous weapon/implement on the journey to or from school.
- Bringing a potentially dangerous weapon/implement onto the school site.
- Behaviour likely to bring the school into disrepute.

Behaviour likely to result in a permanent exclusion (this is not an exhaustive list);

- Physical assault upon a member of staff.
- Serious physical assault upon another pupil.
- Serious sexual assault upon another pupil.
- Use of or possession of illegal substances either on site or whilst in school uniform or on a school trip or visit.
- Possession of knives or other weapons, including BB guns and other instruments that can be used as a weapon either on site or whilst in school uniform or on a school trip or visit.
- Actual, intended or threatened use of a potentially dangerous weapon/implement on school site to or from the school or anywhere when wearing school uniform or representing the school.
- Is in a serious and/or repeated health and safety risk.
- Repeated incidents of serious misbehaviour or repeated disruption to the learning of others.
- Serious sexual misconduct, including distribution and production of inappropriate images.
- Criminal offences committed on the school site whilst representing the school or whilst on the way to or from school.
- Other serious reasons at the Headteacher's discretion.

The school follows the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' guidance set out by the DfE May 2023.

For pupils with EHCP's there needs to be a discussion between the SLT link and the SENCO about the nature and length of any punishment.

### **Procedure of managing Internal Isolations and External Suspensions**

The decision to externally suspend a pupil from school can only be made by the Headteacher.

#### **Step 1**

- Carry out an investigation as outlined at the top of page 25

#### **Step 2**

- Discuss the incident with the DOL.
- Check what level of the escalation ladder the pupil is on and make a decision based on information of the incident.
- Inform parents/carers by phone on the day of the incident.
- Ensure the incident is recorded on Arbor.

#### **Step 3 (Only relevant for fixed term suspensions)**

- In some cases, on the day of the incident, the pupil will be sent home at the earliest opportunity following parental contact. Parents/carers must collect their child from the school premises.
- If a pupil is sent home during the school day this will be recorded as a half day suspension

- When a pupil is sent home for a fixed period, it is the Director of Learning, along with support from the behaviour support officers, to make sure work is put on Showbie.

#### Step 4 (Only relevant for Fixed-Term Suspensions)

- All fixed-term suspensions are recorded, and the Local Authority is informed.
- A letter is sent home to parents/carers explaining the reason for the fixed-term suspension.

#### Step 5

- The Director of Learning or SLT link (whoever is leading the investigation) must keep a record using the appropriate serious incident investigation pro-forma.
- Once the isolation / suspension has been issued this paperwork is then passed to
  - Headteacher's PA for external suspensions, to file
  - The SLT Behaviour Lead or Behaviour Engagement Officer, to file

Contact home must be made before any paperwork is sent home.

#### **Reintegration Meeting following External Suspensions**

- Discuss the incident and ask the pupil how they have reflected on the incident.
- Outline the interventions to be put in place to support them.
- Ensure the Escalation Ladder is referred to and an explanation of the next stages and interventions are highlighted.
- The reintegration meeting form should then be signed and agreed by all parties.
- The parents/carers keep a copy, and another copy is placed in the pupils file.
- Pupil is issued with a reintegration report.

#### **Internal Interventions**

- All internal isolations will be based in the Isolation Room.
- Pupils will complete independent work from Showbie and appropriate school coursework provided by their teachers.
- Any pupil who does not abide by the isolation rules will complete further isolation time. Pupils' behaviour whilst in isolation will be monitored by the member of SLT or middle leader who is on duty at that time.
- Pupils will be escorted to lunch by the Behaviour Engagement Officer and supervised at lunch time in the Isolation Room.
- Pupils can only go in the isolation room if they are in isolation.
- Pupils will not be admitted into the isolation room unless they have been escorted there by a member of staff.

#### **Fixed term suspensions (up to 45 days per academic year)**

- The Headteacher makes the decision.
- Pupils are suspended by the Headteacher for serious breaches of the Behaviour & Behaviour Management Policy.
- Telephone contact is made with the parents/carers immediately.
- A letter is sent home to the parents with an explanation of their rights, including the right of appeal with a copy to the Local Authority.
- Teaching staff must provide work for the pupil. This is coordinated by the Director of Learning.
- Following the exclusion, the parents/carers and pupils must attend a formal reintegration meeting.
- Townsend will follow at all times the guidance issued by the DfE.
- The Local Authority will provide an alternative placement from day six of the exclusion.

## **Permanent Exclusions**

- The Headteacher makes the decision.
- A letter is sent to parents/carers with an explanation of their rights with a copy to the Chair of the Governing Body and the Local Authority.
- Teaching staff must provide work for the excluded pupil for the first five days of exclusion. From day six, the local authority will provide an alternative placement until the appeals have been heard and a final decision is reached.
- A Governing Body hearing will be convened to deliberate upon the exclusion. The parents/carers, pupil and the school will be expected to attend. A Local Authority representative or the Chair of Governors will chair the meeting.
- The Headteacher, supported by relevant staff, will present the case for a permanent exclusion. The parents/ carers and pupils will be able to make representation to the school, and Governing Body.
- The governors can either uphold the permanent exclusion or reinstate the pupil.
- If the governors uphold the decision to permanently exclude the parents/carers, do have the right to appeal to an Independent Review Panel. The panel can:
  - Uphold the permanent exclusion.
  - Recommend that the governing body reconsider their decision.
  - Quash the decision and direct that the Governing Body, consider the exclusion again.
- If a pupil is reinstated, the parents/carers and pupils will meet the relevant staff as soon as possible after the disciplinary hearing. A programme of reintegration will be agreed to ensure that the involved do their best to achieve a successful return to school.

## **Confiscation of Items**

Staff have the right to confiscate items from pupils if they are considered inappropriate, disruptive, or against school rules. Any confiscated items will be handed in to the school office, where pupils can collect them at an appropriate time, as directed by staff. In some cases, staff may decide that it is more appropriate for a parent or carer to collect the item.

Items that may be confiscated include, but are not limited to:

- Chewing gum
- Energy drinks
- Non-school uniform clothing and footwear
- Earphones
- Mobile phones
- Any items listed on the school's prohibited items list

The school reserves the right to decide when and how confiscated items are returned.

## **Searching and Screening**

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. This is in line with the guidance provided by the Department for Education 2022. School staff can search pupils with their consent for any item. If staff are informed or suspect that a child may have a prohibited item in their possession, they must inform SLT immediately via the classroom support email.

Prohibited Items:

- Knives and weapons.
- Alcohol/drugs/ legal highs.
- Illegal drugs.
- Stolen items.
- Tobacco/cigarette papers/lighters/matches.
- Fireworks.
- Pornographic images.

- E Cigarettes/Vapes.
- Toy guns/Water pistols.
- Laser pens.

## Process

- The pupil will be collected and spoken to by a senior member of staff who will always have another colleague with them.
- The pupil will be taken to a safe space, usually a senior leader's office, where they will be informed of the concern raised that they might have something on them that they shouldn't have and asked if this is true.
- The pupil will be asked for consent to be searched.
- The pupils will be required to empty items from their bag and pass the bag to one of the members of the staff members present.
- They will be asked to empty the contents of any pockets in their trousers, blazer or jacket and to pass their blazer and jacket to one of the staff members.
- Parents/carers will be informed of the search having taken place and this will be logged.
- If they refuse, their parents/carers will be called to carry out the search on our behalf.

## Restrictive Physical Intervention (restraint)

As highlighted in the 'Use of Reasonable Force' guidance laid out by the Department for Education in 2013, situations may arise where a member of staff may need to use physical force towards a pupil. These occasions will be rare and only used as a last resort. All staff have the legal power to use reasonable force where necessary. Every effort to deescalate a situation must be taken before the use of Reasonable Force is used.

The term 'Reasonable Force' refers to the level of power or strength that a person can justifiably use in a given situation to protect themselves or others, or to defend property. Reasonable Force may alter depending on the circumstances. Factors that could alter Reasonable Force include;

- the level of perceived threat
- a pupils SEN needs
- the size and strength of the pupil
- the age of the pupil
- gender

Reasonable Force ranges from guiding a pupil using an outstretched arm to physically splitting up a fight between pupils. Staff are not at duty to intervene where they feel they could be at risk of harm themselves.

Restrictive physical intervention with reasonable force should be very rarely employed and professional judgement and caution must be exercised. Restrictive physical intervention with reasonable force may be appropriate in the following situations (this is not an exhaustive list):

- 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 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 persistently refuses to obey an order to leave the classroom and pupil or staff safety is at risk.

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

All staff will attempt to use de-escalation strategies before the use of restrictive physical intervention; however, the school understands that restrictive physical intervention (with or without

reasonable force) may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

The Headteacher and other authorised members of staff are permitted to use restrictive physical intervention with reasonable force when conducting a search, without consent, for certain prohibited items, including the following:

- Knives
- Weapons
- Legal highs (new psychoactive substances (NPS))
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Electronic cigarettes / Vapes
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm

Wherever possible, staff will ensure that a second member of staff is present to witness any use of reasonable force such as when restrictive physical intervention is used.

### **Staff reporting the use of Reasonable Force**

If a member of staff has felt the need to use Reasonable Force they should report the incident to the Headteacher and their line manager at the earliest available opportunity. The staff member must write up the incident and pass on their statement to the Headteacher and their line manager.

All incidents of reasonable force must be logged on the 'Use of Reasonable Force' log sheet.

### **Notifying Parents/Carers on the use of Reasonable Force.**

Where a member of staff has had to use Reasonable Force, the pupil's parents/carers must be made aware at the earliest available opportunity.

### **School Jurisdiction**

The jurisdiction of the school extends to various contexts and situations to maintain a consistent standard of conduct and uphold the reputation of the school. This jurisdiction includes the school premises, where pupils are expected to adhere to the Behaviour & Behaviour Management Policy and demonstrate respect for the learning environment. Furthermore, when representing the school at fixtures or participating in school trips, pupils are ambassadors of the school and must adhere to the Behaviour & Behaviour Management Policy to uphold the values and reputation of the school. The jurisdiction also covers travel to and from school, as pupils are expected to exhibit exemplary behaviour during their commute, whether by public transport, walking, or cycling. Additionally, when visiting consortium schools or any other external settings, pupils are expected to uphold the Behaviour & Behaviour Management Policy to ensure they represent the school positively. The jurisdiction extends to times when pupils are wearing their school uniform, as their behaviour while in uniform reflects on the school's reputation. It is crucial to recognise that maintaining appropriate conduct in these various contexts is essential to uphold the integrity of the school community and foster positive relationships with other institutions and the wider community.

### **Police Involvement**

If an active misbehaving seems likely to constitute a violation of the criminal law, the Headteacher may make a decision on the evidence available to involve the police. The police and the courts may make decisions based on somewhat different criteria than that of the school.

It will be for the Headteacher or a deputy to decide whether the police should be involved in any given incident. However, parents/carers will be informed immediately if a decision is taken to contact the police.

We will never leave a child alone with the police or allow them to be taken to the police station without a suitable adult to accompany them. The school follows the guidance of the Home Office Circular 98178 on 'Interrogation and taking statements'. It will be normal practice for police interviews to take place at school only in the presence of parents or guardians.

If parents / carers cannot be contacted. The interview will take place with the Headteacher or a deputy. We will always challenge the police to ensure that safeguarding, rights to privacy and Human Rights are not breached.

When to call the police:

- Once a *prima facie* case has been established school led interviews and investigation should stop and the police should be called.
- Accurate records of interviews. An admission should be kept as a member of staff could be called as a witness.
- Once a criminal investigation is underway, school investigations and or interviews **must** stop. Offences where the police may be called include theft, harassment, assault, damage, drugs and offensive weapons.

## **Rewards**

Townsend believes that rewards are the most effective way to encourage positive behaviour, motivation and progress. Our Behaviour & Behaviour Management Policy is designed to promote and reward positive behaviour. Pupils may be rewarded for a number of reasons, including:

- Excellent work of high academic standard.
- Academic progress.
- Outstanding effort.
- Cooperation.
- Positive demonstration of the Townsend Learning Behaviours
- Involvement in activities outside the school day.
- Extracurricular activities.
- Changing the pattern of behaviour in a positive way.
- Improved attendance or punctuality.
- Excellent attendance.
- Community spirit.

Pupils achieve House Points, also referred to as achievement points, which are recorded and tracked throughout the school year. The number of achievement points will differ from a pupil's conduct score. This is because a conduct score is calculated by subtracting behaviour points from achievement points. In addition to the numerous other ways that Townsend praises and rewards success there are three main recognition awards that are presented at the end of year celebration assembly.

<b>Award</b>	<b>Conduct Points</b>
Platinum	400+
Gold	300-400
Silver	250-299
Bronze	200-249

## **Methods of celebrating achievement**

**Home Reward Cards** – These are sent home to pupils for a variety of different reasons including; making high levels of progress in individual subjects, demonstrating excellent attitude to learning, participation/volunteering in the wider life of the school, and excellent or improved attendance. Each Home Reward Card is worth two House Points.

**Pupil of the Month** – Each subject/department appoints one pupil in each year group as 'Pupil of the Month'. This is also awarded for each year group with the same procedure being followed as for departments. Being awarded pupil of the month is worth two House Points.

**Golden Tickets** – A golden ticket is typically awarded to a pupil who has gone ‘above and beyond’ during their lesson. Per lesson, each member of staff is required to award a pupil with a golden ticket. They can also be used as part of the accelerated reader scheme where every time 1 million words are read, they get a golden ticket. The pupils awarded with the most golden tickets in their year group will be recognised in their year assembly. Each term, the pupil who achieves the most golden tickets in their year group will win a prize in their assembly. A golden ticket is worth three House Points.

**Head Teacher Commendation** – These are awarded to pupils who have excelled within a specific subject or who have achieved an exceptional level on a piece of work. Pupils will receive a personalised letter, a Head Teacher’s Certificate and a lapel badge for their award. Receiving a Head Teacher Commendation is worth six House Points.

**Achievement Assemblies** – These take place at the end of the first half term for each term for each year group where subject, pastoral and cross-curricular success are celebrated.

**House Assemblies** – These take place at the end of each term to share success across age groups

**Celebration Ceremonies** – These take place annually and are attended by pupils, staff and parents/carers

**Examples of Pupil Work** – Celebrating achievement of particularly impressive work should be displayed in classrooms and public areas and be regularly updated.

### Rewards Trips/Events

There will be several rewards trips/events throughout the year, which will take place during school time. The reward is an invite on the relevant trip/event, but they will be self-funded.

The criteria for being invited on a rewards trip is based on Conduct Points (Achievement Points – Behaviour Points). The top 30% of pupils for each year group with the highest Conduct Points will be invited on a trip.

There are three different types of trips.

Type of Trip/Event	Criteria	Type of Trip/Event
Gold	Top 10% of Pupils with Highest Conduct Points since Sept 1 <sup>st</sup>	One school day, off site visit. The location of these will vary. These trips will be self-funded.
Silver	Top 11-20% of Pupils with Highest Conduct Points since Sept 1 <sup>st</sup>	One afternoon, off site activity. The location of these will vary. These trips will be self-funded.
Bronze	Top 21-30% of Pupils with Highest Conduct Points since Sept 1 <sup>st</sup>	One afternoon, in school event. The type of event will vary. These events may require some funding dependant on the activity

The Rewards Trips are not compulsory. If a pupil decides they do not want to attend a trip their space will not be opened up to other pupils.

### End of Year Enrichment Day

End-of-year enrichment sign-up will be organised in three phases, based on pupils’ conduct points. Pupils in the top 30% of conduct point achievers will have priority and be able to sign up during Phase One. The next 30% will be able to sign up during Phase Two, with the remaining pupils signing up in Phase Three. Any pupil with negative conduct points will not be permitted to take part in an off-site activity.