

# New Mills School

## Ready to Learn Behaviour Policy

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Draft	Emma Adrio	July 2023	FGB Min No.13	13/07/2023

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Draft	July 2023	New Policy Issue

Signed:  
Chair of Governors

P Inman

Date:

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# Contents

1. Aims .....	3
2. Legislation, statutory requirements and statutory guidance .....	3
3. Core purpose .....	3
4. Bullying .....	4
5. Roles and responsibilities .....	4
6. School behaviour curriculum .....	7
7. Responding to behaviour using consequences.....	8
7.1 Classroom management .....	8
7.2 Rewards.....	8
7.3 Consequences.....	9
8. Serious sanctions .....	13
8.1 Removal from classroom – exit system.....	13
8.2 Removal from classroom – Reset .....	13
8.3 Removal from classroom – Suspension.....	13
8.4 Permanent Exclusion.....	14
9.1 Mobile phones .....	14
9.2 Reasonable force .....	15
9.3 Confiscation, searches, screening .....	15
9.4 Off-site misbehaviour.....	15
9.5 Online misbehaviour.....	16
9.6 Suspected criminal behaviour .....	16
9.7 Approach to sexual harassment and sexual violence .....	16
9.8 Malicious allegations .....	17
10. Responding to misbehaviour from students with SEND.....	17
10.1 Recognising the impact of SEND on behaviour .....	17
10.2 Adapting sanctions for students with SEND.....	17
10.3 Considering whether a student displaying challenging behaviour may have unidentified SEND .....	18
10.4 Students with an education, health and care (EHC) plan .....	18
11. Student transition.....	18
12. Training and inducting staff.....	18
13. Monitoring arrangements.....	18
13.1 Monitoring and evaluating school behaviour .....	18
13.2 Monitoring this policy.....	19
14. Links with other policies.....	19
15. Written statement of behaviour principles .....	19

# 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of our school
- Outline the expectations and consequences (rewards and sanctions) of behaviour
- Provide a consistent approach to behaviour management that is applied consistently by staff
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

# 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

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

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a Ready to Learn Policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- [DfE guidance](#) explaining that maintained schools must publish their Ready to Learn Policy online

# 3. Core purpose

The Ready to Learn Policy will enable the school to maintain an environment conducive to learning, one which safeguards students and protects their rights to be educated. We aim to create an inclusive, safe community that values every individual and inspires them to achieve their full potential.

This policy will apply at all times when students are the responsibility of school staff and when they are out of school as the responsibility of others and are acting in such a way as to bring the school into disrepute (whether or not they are in school uniform) e.g., to and from school, on educational visits, sporting events, etc.

The Ready to Learn Policy is based on three basic expectations that for students to fulfil their potential at New Mills school, students are at all times, ready, respectful and safe.

READY	RESPECTFUL	SAFE
<ul style="list-style-type: none"><li>• Attend school and lessons on time</li></ul>	<ul style="list-style-type: none"><li>• Attend school and lessons on time</li></ul>	<ul style="list-style-type: none"><li>• Attend school and lessons on time</li></ul>

<ul style="list-style-type: none"> <li>• Dress correctly</li> <li>• Be equipped for learning</li> <li>• Have the right attitude for learning</li> <li>• When needed, ask for help</li> </ul>	<ul style="list-style-type: none"> <li>• Follow all instructions without avoidance or argument</li> <li>• Respect the school environment</li> <li>• Use manners</li> <li>• Be patient and kind</li> </ul>	<ul style="list-style-type: none"> <li>• Be where you should be</li> <li>• Stick to the agreed areas in school</li> <li>• Follow all health and safety instructions</li> <li>• Look out for each other</li> </ul>
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## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

New Mills School takes the following measures to prevent all forms of bullying in school:

- Whole school awareness through school displays and signposting of support for students
- Whole school awareness throughout our annual assembly programme – anti bullying and safeguarding messages regularly shared
- Education through our PSHE programme delivered to all year groups by their form tutors once a fortnight

Full details of our anti-bullying policy can be found using this link - [2. Anti bullying policy.docx](#)

## 5. Roles and responsibilities

### The Governing Board

The Behaviour and Attitudes and Personal Development CASE Governor Committee is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this Ready to Learn Policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the CASE Governor Committee
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that all staff understand the behavioural expectations, the importance of maintaining them and their responsibilities to do so

### The Headteacher and Senior Leadership Team

The headteacher and senior leadership team are responsible for:

- Ensuring that staff deal effectively with poor behaviour

- Monitoring that the policy is implemented by staff consistently with all groups of students, ensuring reasonable adjustments are being made where appropriate
- Provide additional training and support for staff where necessary
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand the routines, rules, consequence (rewards and sanctions) systems, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)
- Ensure action is taken to deal with ineffective teaching or staff who fail to follow the policy
- Ensure that they have a visible presence around the school during the day and are available to attend where required

### **Subject Leaders (Faculty Team Leaders, Heads of Department, Assistant FTLs, Seconds in Department)**

Subject Leaders are responsible for:

- Ensuring that behaviour management is monitored and supported within the subject area
- Ensuring sanctions set within the subject area are monitored, trends identified, and action taken to address areas for development
- Liaising with Year Managers, as necessary, to support individual students
- Acting when teachers are not following the policy
- Supporting team members to contact home where necessary to address ongoing concerns

### **Teachers and staff**

Teachers and staff are responsible for:

- Creating a calm and safe environment for students
- Meeting and greeting students when they come into the classroom
  - Following through with all consequences (rewards and sanctions)
  - Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Teaching the behaviour curriculum
- Ensuring students have clear instructions and expectations on how to behave
- Implementing the Ready to Learn Policy consistently
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students through planning as per the Teachers' Standards
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly and factually on ClassCharts
- Liaising with parents and carers through ClassCharts, phone calls, emails and meetings
- Challenging and supporting students to meet the school's expectations

### **Form Tutors**

Form Tutors are responsible for:

- Reinforcing daily ready, respectful and safe expectations with students
- Ensuring overall attendance, punctuality, and non-attendance to tutor time is followed up and addressed
- Monitoring uniform and addressing any issues
- Delivering the tutorial program to students
- Ensuring safeguarding and wellbeing concerns are discussed and reported to Year Managers
- Contacting parents with attendance, lateness and behaviour concerns

## **Year Managers**

Year Managers are responsible for:

- Ensuring safeguarding and wellbeing concerns are addressed, and actions recorded in a timely manner
- Understanding student needs within the year group
- Liaising with parents regarding attendance, lateness and behaviour concerns
- Supporting teaching staff with students who are misbehaving across the board

## **Parents and Carers**

Parents and carers are responsible for:

- Getting to know the Ready to Learn Policy and reinforce it at home where appropriate
- Supporting their child in adhering to the school's Ready to Learn Policy and takes responsibility for their actions
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Discussing any behavioural concerns with the relevant staff member promptly (for example: subject teacher, form tutor, Year Manager, teaching assistant, etc.)
- Taking part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raising any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Taking part in the life of the school and its culture
- Ensuring that their child is in school, on time and ready to learn.
- Working in partnership with the school

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour through the ClassCharts App on a daily basis and through further additional contact where there are concerns.

## **Students**

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour at New Mills School
- That they have a duty to follow the Ready to Learn Policy
- The school's key routines
- The consequences they can earn for meeting the behaviour standard (rewards), and the consequences (sanctions) they face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations.
- Will be clear what action to expect if they fail to meet these expectations and have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.
- If serious misconduct occurs, students are expected to be helpful to staff investigating. Students who willfully conceal important information will face sanctions as they have not met the expectations of the school. The level of co-operation offered by a student facing any investigation will be taken into account in determining the severity of sanctions imposed.

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the school's Ready to Learn Policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Ready to Learn Policy.

Extra support and induction will be provided for students who are in-year transfer arrivals.

## 6. School behaviour curriculum

The way students behave in school is strongly correlated with their eventual outcomes. When behaviour is good throughout a school the impact is:

- students achieve more academically and socially
- time is reclaimed for better and more learning

In order to achieve this, we aim to have:

- effectively communicated, realistic, detailed expectations understood clearly by all members of the school
- highly consistent working practices throughout the school
- a clear understanding of what the 'ready, respectful and safe' school culture is 'this is how we do things around here, and these are the values we hold'
- high levels of staff and parental commitment to the school vision and strategies
- high levels of support between leadership and staff, for example, staff training
- attention to detail and thoroughness in the execution of school policies and strategies
- high expectations of all students and staff, and a belief that all students matter equally
- committed, highly visible school leaders, with ambitious goals, supported by a strong leadership team

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

The Ready to Learn behaviour curriculum outlines the key habits and routines for successful behaviour for students and staff. These routines should be taught, encouraged, reinforced and modelled by staff at all time.

## 7. Responding to behaviour using consequences

### 7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the behaviour curriculum and follow the routines outlined
- Develop a positive relationship with students by:
  - Greeting students in the morning/at the start of lessons
  - Establishing clear routines and following the behaviour curriculum
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour by giving first attention to best conduct
  - Concluding the lesson/day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement and consistently give first attention to best conduct

### 7.2 Rewards

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

At any time	<ul style="list-style-type: none"> <li>• R points on ClassCharts – where possible staff members to include description</li> <li>• Verbal/written praise</li> <li>• Phone calls / emails home</li> </ul>
Weekly	<p>Star of the week:</p> <ul style="list-style-type: none"> <li>• All staff to issue 4 x star of the week (1 x KS3, 1 x KS4, 1 x disadvantaged student and 1 x SEND)           <ul style="list-style-type: none"> <li>○ Add to ClassCharts to award 5 R Points</li> <li>○ Written post card issued directly by class teacher</li> </ul> </li> <li>• In assembly YMs acknowledge R point by sharing:           <ul style="list-style-type: none"> <li>○ Top performers previous week</li> <li>○ top performers year to date</li> <li>○ stars of the previous week</li> </ul> </li> <li>• 5 x bonus points awarded each week for students with 100% attendance, no S points and no lates to school/lessons</li> <li>• 3 x Bonus points awarded for 2 out of the 3 above</li> </ul>
Half termly	<p>Subject areas:</p> <ul style="list-style-type: none"> <li>• nominate a minimum of two 'stars of the half term' per year group worth 5 R points. Certificates given out in assembly.</li> </ul> <p>Form tutors:</p> <ul style="list-style-type: none"> <li>• nominate one student as 'star of half term' worth 5 R points to be handed out in assembly and a one use 'front of dinner queue' pass</li> </ul> <p>YMs and SLT links:</p> <ul style="list-style-type: none"> <li>• award up to 3 'stars of the half term' worth 5 R points each per year group to be handed out in assembly and a one use 'front of dinner queue' pass</li> </ul> <p>Badges and certificates issued in half termly reward assemblies</p>



## Rewards over 5 years

1000 R points	Bronze certificate Bronze badge for student blazer Week's front of queue pass issued
2000 R points	Silver certificate Silver badge for student blazer Hot chocolate / toast in tutor time reward
2500 R points	Gold certificate Gold badge for student blazer Hot chocolate / toast in tutor time and early dinner pass for one week
3000 R points	Platinum certificate Platinum badge for student blazer Voucher Two-week front of queue pass
3500 R points	Diamond certificate Diamond badge for student blazer Voucher Leavers' Prom payment from school

## 7.3 Consequences

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

The certainty of a sanction is more important than the severity of the sanction.

De-escalation techniques as decided by the class teacher can be used to help prevent further behaviour issues arising.

Where students receive a detention, a restorative conversation is encouraged to repair and restore the relationship between student and staff member, allowing for a fresh start opportunity.

Suggested structure of a restorative conversation:

Q1. What happened?

Q2. What were you thinking at the time?

Q3. What have you thought since?

Q4. Who has been affected?

Q5. How have they been affected?

Q6. How can we do things differently in the future?

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

**Personal circumstances of the student can be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.**

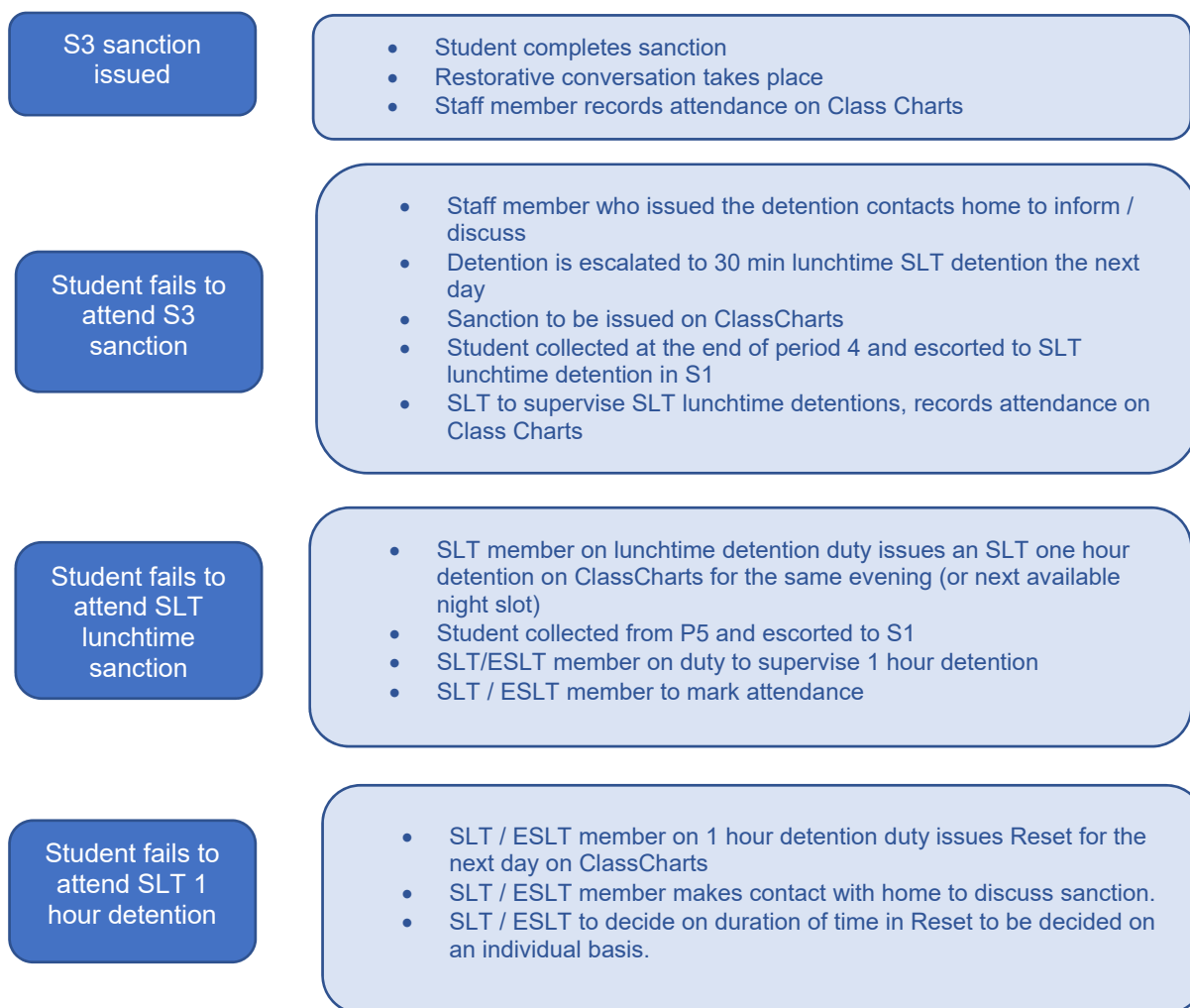
### Classroom Stage System

Sanctions will be applied in line with the stages system outlined below.

Stage	Sanction description and how to log and communicate to parents	Response from staff member
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S1	<p>Formal warning after students have been told their behaviour is disrupting learning the learning.</p> <p>This does not need to be recorded on ClassCharts</p>	<ul style="list-style-type: none"> <li>• Private word with the student</li> <li>• First attention to best conduct</li> <li>• Corrective conversation</li> <li>• Listen to the student (provide an opportunity for them to explain their behaviour / raise concerns or issues)</li> <li>• Reminder of rules and expectations</li> <li>• Re-explain task set</li> <li>• Verbal warning</li> <li>• Allow time to reflect on behaviour and correct/ 'take up' time</li> </ul>
S2 (2 points)	<p>This will be issued if there is no improvement, and the learning continues to be disrupted following the intervention in place after issuing a Stage 1</p> <p>The event will be recorded on ClassCharts</p>	<ul style="list-style-type: none"> <li>• Explain to the student that they are now at stage 2</li> <li>• Change of seating plan</li> <li>• Private de-escalation conversation (allow student time to self-regulate / correct)</li> <li>• 'Word at the door'</li> <li>• Reminder of previous good conduct / behaviour ("Remember yesterday when you got an R point for...?")</li> <li>• Restorative conversation</li> <li>• Record on Stage 2 ClassCharts button</li> </ul>
S3 (1 point)	<p>This will be used if there is no improvement following intervention after issuing an S2</p> <p>A 20 minute detention will be issued with the subject teacher</p> <p>This event will be recorded on ClassCharts. Staff members should include a factual account on ClassCharts</p>	<p>Staff member to issue a Stage 3 20 minute class teacher detention at lunch or after school</p> <p>Staff member decides when detention takes place i.e., lunch or after school set via ClassCharts</p> <p>Where a student receives repeated S3 sanctions, class teacher to contact home to discuss further</p>
S4 (1 point)	<p>This will be used if there is still no improvement</p> <p>The event will be recorded on ClassCharts. Staff members should include a factual account on ClassCharts</p> <p>A phone call home will be made by the teacher. The call should be logged on ClassCharts by pressing the 'Call Home' button.</p>	<p>Students to be removed from lesson to a suitable teaching room.</p> <p>Students complete S3 detention with class teacher or SL</p> <p>Following an S4, the student could be withdrawn from the next lesson with that teacher (subject lead and class teacher to make that decision within the department).</p>
R2L (1 point)	<p>If students cause a problem in their exit room (after using de-escalation techniques) and/or won't remove, R2L to be notified via ClassCharts.</p>	<p>The staff member on R2L duty will make a decision regarding removal to Reset or an alternative.</p>
S5 (5 points)	<p>Serious incidents</p> <p><b>This sanction will be issued by a member of SLT.</b></p> <p>This event will be recorded on ClassCharts. Staff members should include a factual account on ClassCharts</p>	<p>Possible sanctions could include:</p> <ul style="list-style-type: none"> <li>• SLT Detention</li> <li>• Reset</li> <li>• Suspension</li> <li>• Permanent Exclusion</li> </ul>

### Escalation for non-attendance to class teacher sanction:



### **Out of class stage system**

Sanctions / incidents that take place out of the classroom will be applied in line with the stages system outlined below.

Stage	Actions from students that lead to this stage	Response from Year Manager
P  B BR  U UR	Alerts will be added on ClassCharts for the following incidents: <ul style="list-style-type: none"> <li>• Punctuality to school</li> <li>• Punctuality to lessons</li> <li>• Out of class behaviour</li> <li>• Out of school behaviour</li> <li>• Uniform infringements **</li> </ul>	For every THREE B alerts students will receive an automatic 30 minute pastoral detention the same evening.  Pastoral detention to be set on ClassCharts.  Student will be collected from period 5 and escorted to the pastoral detention.
T	An alert will be added to ClassCharts for any student who is internally truanting.	Any student found to be truanting will receive a 30 minute pastoral detention the same evening.  The pastoral detention will be set on ClassCharts.

		Student will be collected from period 5 and escorted to the pastoral detention.
S5 (5 points)	<p>Serious incidents</p> <p><b>This sanction will be issued by a member of SLT.</b></p> <p>This event will be recorded on ClassCharts. Staff members should include a narrative on ClassCharts with reason sanction</p>	<p>Possible sanctions could include:</p> <p>SLT Detention</p> <p>Reset</p> <p>Suspension</p> <p>Permanent Exclusion</p>

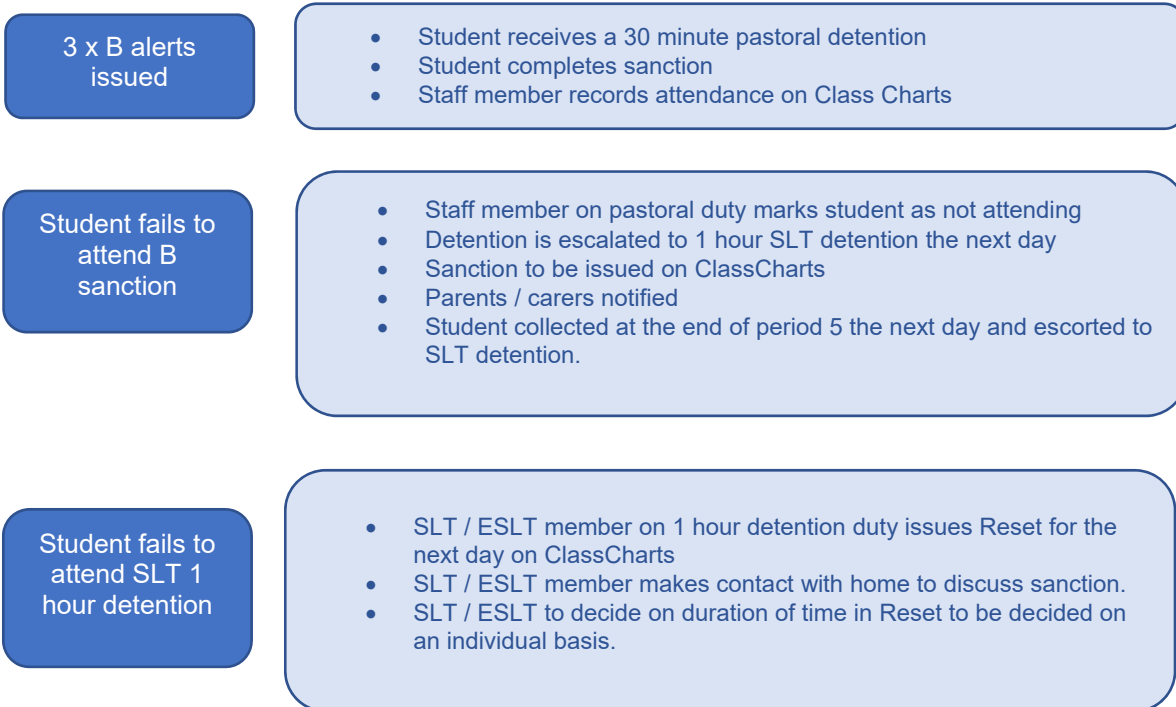
\*\* Uniform infringements should be addressed daily by form tutor (or by Reception for late arrivals). Uniform should be corrected including confiscation of hoodies/nose rings, jewellery, etc. Once sanction has been awarded on ClassCharts where needed, note this on the uniform card to ensure students do not receive multiple sanctions for the same infringement in a day.

If it can't be corrected but there is a valid short-term reason, the tutor will issue students with a uniform card and notify the relevant Year Manager.

Any other issues should be referred to the relevant Year Manager via email to decide on contacting parents / sending students home to make corrections.

Shirt out/skirts rolled – constant reminders at start of every lesson and at the end of every lesson and then all day, every day throughout the day by ALL members of staff.

**Escalation for non-attendance to pastoral sanction:**



**Repeat offenders**

Behaviour data will be closely monitored by form tutors, subject leaders, the pastoral team and SLT. Repeat offenders will receive intervention to support and modify their poor choices.

Intervention systems can be found on the Pastoral support and intervention systems diagram - [Appendix 13 - Pastoral and Academic Support at New Mills School.docx](#)

## 8. Serious sanctions

### 8.1 Removal from classroom – exit system

In response to repeated disruption within a classroom, class teachers may remove a student from the classroom for the remainder of the lesson.

Students who have been removed will continue to receive education under the supervision of an allocated member of staff within the faculty, department or geographical location.

Removal from lessons is a serious sanction and will only be used in response as a last resort to:

- Restore order if the student has been unreasonably disruptive
- Maintain the safety of other students
- Allow the disruptive student to continue their learning in an alternative environment

Students should not be removed for prolonged periods of time i.e., a substantial number of lessons without agreement with the Headteacher and parents / carers.

Should a student be removed from a classroom using the exit system, parents / carers should be contacted on the same day that their child is removed from the classroom.

### 8.2 Removal from classroom – Reset

In response to serious or persistent breaches of this policy, the school may remove students from the classroom for a limited time. Students who have been removed will continue to receive education under the supervision of the Reset Co-ordinator that is meaningful, but it may differ from the mainstream curriculum.

Removal to Reset is a serious sanction and will only be used in response to serious misbehaviour. As part of the work completed in the Reset room. Students will be provided with the opportunity to:

1. Reflect on the behaviour that caused this sanction
2. Discuss strategies to avoid this sanction in the future
3. Provide feedback to staff members on their understanding of why this happened
4. Undertake a restorative conversation to restore the relationship with relevant staff members

Should a student be placed into Reset, parents / carers will be notified via ClassCharts and a text message as soon as possible that their child is removed from the classroom.

Following a period of time in Reset, intervention will be put in place to support their reintegration into school. This intervention could include:

- Meetings with Year Manager/Form Tutor/Class Teacher or other member of staff
- Meeting with parent / carer and school
- Referral to New Mills School internal referrals team for additional support
- Short term behaviour monitoring – ‘ClassCharts Spotlight’ monitoring
- ‘Turning the Corner’ challenge

### 8.3 Removal from classroom – Suspension

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

Following a suspension from school, parents / carers will be invited into school for a return to school meeting with the student’s year manager and / or a member of the senior leadership team. The school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

Intervention will be put in place to support the student’s reintegration back into school. This could include:

- Restorative meeting with staff member(s)
- ‘Turning the Corner’ challenge

- Daily contact with the Year Manager / SLT link
- Short term removal from lessons
- Support provided from the Bridge
- Timetable modifications
- Referral to New Mills School internal referrals team for additional support e.g. SEMH mentoring, TA support, access testing
- Referral for external support such as counselling, Prevent, CGL, Crossroads, etc.
- Short term behaviour monitoring

## 8.4 Permanent Exclusion

The Headteacher will usually only permanently exclude a student as a last resort, after trying to improve the student's behaviour through other means. However, there are exceptional circumstances in which the Headteacher may decide to permanently exclude a student for a 'one-off' offence.

If a student is permanently excluded, be aware that:

- the school's governing body is required to review the Headteacher's decision and parents/carers may meet with them to explain their views on the exclusion
- if the governing body approves the exclusion, appeals can be made to an independent appeal panel organised by the local authority
- we would explain in a letter how to lodge an appeal
- the local authority must provide full-time education from the sixth day of a permanent exclusion

## 9. Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

<https://www.newmillsschool.co.uk/assets/Uploads/Policies/Safeguarding-Policy.pdf>

### 9.1 Mobile phones

At New Mills School we recognise that mobile phones, including smart phones, are an important part of everyday life for our students, parents and staff, as well as the wider school community. Unfortunately, inappropriate use of mobile phones can lead to:

- Child protection risks for students
- Data protection issues
- Potential disruptions to lessons / teaching and learning
- Risk of theft, loss or damage
- Inappropriate use in school
- Issues of online bullying

At New Mills School we expect that students switch off their mobile phones (or place them onto silent and put out of sight) by 8.35am. Mobile phones should not be seen again on site until 3.05pm.

Should a student be seen with their mobile phone, it will be confiscated and taken to reception as soon as possible where it will be stored securely until the end of the day.

Further information regarding our mobile phone policy can be found using this link - [3. Mobile Phone and Mobile Device Policy 2022 Draft.docx](#)

## 9.2 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

Further information regarding our physical restraints policy can be found using this link

## 9.3 Confiscation, searches, screening

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

### Confiscation

Any prohibited items (see policy) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs and drug paraphernalia
- Stolen items
- Cigarettes and cigarette papers and other smoking and vaping paraphernalia including lighters/matches, vapes, vape cannisters
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
  - Commit an offence
  - Cause personal injury (including the pupil) or damage to property

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

Information on New Mills Schools policy regarding the searching of students can be found using this link – [4. Searching students policy.docx](#)

## 9.4 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g., on a school-organised trip).

## 9.5 Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

## 9.6 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or member of the leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## 9.7 Approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

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

<https://www.newmillsschool.co.uk/assets/Uploads/Policies/Safeguarding-Policy.pdf>



## 9.8 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

## 10. Responding to misbehaviour from students with SEND

### 10.1 Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the Ready to Learn Policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

**The approach to anticipating and removing triggers of misbehaviour may include:**

- **Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long**
- **Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher**
- **Adjusting uniform requirements for a student with sensory issues or who has severe eczema**
- **Training for staff in understanding conditions such as autism**

### 10.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the school will take into account:

- Whether the student was unable to understand the rule or instruction?
- Whether the student was unable to act differently at the time as a result of their SEND?
- Whether the student is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **10.3 Considering whether a student displaying challenging behaviour may have unidentified SEND**

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

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

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

### **10.4 Students with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **11. Student transition**

### **Inducting incoming students**

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the Ready to Learn Policy and the wider school culture.

## **12. Training and inducting staff**

As part of their induction process, our staff are provided with training on managing behaviour, including training on:

- The Ready to Learn Policy
- The New Mills School consequence system – rewards and sanctions
- The needs of the students at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development

## **13. Monitoring arrangements**

### **13.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by the member of SLT in charge of Behaviour and Attitudes.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

### **13.2 Monitoring this policy**

This Ready to Learn Policy will be reviewed by the headteacher and CASE Governor Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of the CASE Committee

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the CASE Governor Committee annually.

### **14. Links with other policies**

This Ready to Learn Policy is linked to the following policies:

- Anti-bullying Policy
- Search and Confiscation Policy
- Suspension and Exclusions Policy
- Child Protection and Safeguarding Policy
- Physical Restraint Policy
- Mobile Phone Policy

### **15. Written statement of behaviour principles**

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- Every student will be taught the behaviour curriculum and our expectations
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Ready to Learn Policy
- The Ready to Learn Policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

This written statement of behaviour principles is reviewed and approved by the CASE Governor Committee annually.