



New Mills School

Ready to Learn Curriculum 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
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Signed: P Inman
Chair of Governors

Date: 23/10/24

NB: The terms 'parent' or 'parents' will be used throughout this policy to refer to an adult with responsibility for the student(s).

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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 2024](#)
- [Searching, screening and confiscation: advice for schools 2023](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils 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">• Attend school and lessons on time• Dress correctly• Be equipped for learning• Have the right attitude for learning• When needed, ask for help	<ul style="list-style-type: none">• Attend school and lessons on time• Follow all instructions without avoidance or argument• Respect the school environment• Use manners• Be patient and kind	<ul style="list-style-type: none">• Attend school and lessons on time• Be where you should be• Stick to the agreed areas in school• Follow all health and safety instructions• Look out for each other

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 - [Anti Bullying Policy 2024.docx](#)

5. Roles and responsibilities

The Governing Board

The Governing Board is responsible for:

- Reviewing and approving the written statement of behaviour principles (Section 15)
- 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 and approving this policy in conjunction with the Governing Board
- Giving due consideration to the school's statement of behaviour principles (Section 15)
- 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 Ready to Learn behavioural culture to ensure they understand the routines, as outlined in the behaviour curriculum, 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 and rewards given 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 by implementing the behaviour curriculum
- Being a presence on the corridors and other transitional spaces before and after lessons
- 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 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 and P.S.H.E. lessons to students
- Ensuring safeguarding and wellbeing concerns are discussed and reported to the safeguarding team via CPOMS
- Contacting parents with attendance, lateness and behaviour concerns

Year Managers

Year Managers are responsible for:

- Ensuring friendship concerns of all students are addressed, and actions recorded in a timely manner
- Ensuring ready to learn concerns of all students are addressed, and actions recorded in a timely manner
- Understanding student needs within the year group

- Liaising with parents regarding lateness, friendship, and behaviour concerns
- Supporting teaching staff with students who are misbehaving across the board

Parents

Parents are responsible for:

- Understanding 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 through the delivery of the behaviour curriculum
- 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
- That they will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations.
- That they 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.
- That 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 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

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
- Make it possible for all students to learn in class
- 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:

- Circulate with intent
- Create and maintain a stimulating environment that encourages students to be engaged
- Teach the behaviour curriculum and follow the routines outlined
- Develop a positive relationship with students by:
 - Greeting students in the morning/at the start of every lesson
 - 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

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.

New Mills School is committed to promoting and rewarding good behaviour and may do so in some of the following ways:

- R points via Class Charts
- Praise
- Recognition
- Positive postcards/letters home
- Contact home by staff text, phone, e-mail and/or letter
- Certificates
- Prizes

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 endeavor 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.

7.4 Classroom Stage System

The Stage System will be used as a deterrent and to correct behaviour, both inside and outside of the classroom, that falls short of the expected behaviour of a New Mills School student and/or causes disruption to learning. This starts as a preventative measure to reduce the likelihood of behaviour escalating and requiring a disciplinary

sanction. Teachers have a statutory authority and responsibility to discipline pupils whose behaviour is unacceptable, who break the academy rules or who fail to follow a reasonable instruction. This power also applies to paid staff such as teaching assistants.

. The following range of disciplinary sanctions that may be implemented as appropriate:

- Behaviour reports
- Verbal warning/reprimand
- Extra work of repeating unsatisfactory work
- Loss of privileges
- School-based community service such as litter picking
- Detention
- Restorative/reflective intervention
- Internal exclusion
- Suspension
- Permanent exclusion

7.5 Detentions

Staff members can impose detention outside school hours to pupils under 18 years of age as per the [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#) guidance.

Lunchtime detentions must allow pupils time to drink, eat and go to the toilet. New Mills School will notify parent/carer(s) about an after-school detention.

Uniform infringements will be addressed daily by form tutor (or by Reception for late arrivals). Uniform should be corrected including confiscation of hoodies/nose rings, jewellery, etc.

Students will be provided with correct uniform from the school's store of clean, pre-worn uniform to wear for the duration of the day.

If a student refuses to have their uniform corrected, a Year Manager will be alerted to the issue via the relevant button on Class Charts. The student may be isolated and have their parents contacted to help rectify the issue.

All staff are expected to correct uniform issues throughout the day.

If a student does not attend a detention, further sanctions will be put in place.

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 to another teaching space 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 a senior leader and parents.

Should a student be removed from a classroom using the exit system, parents should be alerted via Class Charts on the same day that their child is removed from the classroom.

8.2 Removal from classroom – Internal Exclusion

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 Internal Exclusion staff member that is meaningful, but it may differ from the mainstream curriculum.

Removal to Internal Exclusion is a serious sanction and will only be used in response to serious misbehaviour. As part of the work completed in the Internal Exclusion 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 Internal Exclusion, parents will be notified via ClassCharts as soon as possible that their child is removed from the classroom.

Following a period of time in Internal Exclusion, 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

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 final 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 will be invited into school for a return to school meeting with a member of the pastoral team 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:

- A reinduction process to illustrate New Mills School's values and expectations
- Restorative meeting with staff member(s)
- Daily contact with a member of the pastoral team or SLT link
- Short term removal from lessons
- 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 at a panel meeting. Parents will have the opportunity to share views and ask questions at this meeting.
- if the governing body upholds the exclusion, appeals can be made to an independent appeal panel organised by the local authority
- 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. Inappropriate use of mobile phones can lead to:

- Child protection risks for students
- Data protection issues
- Potential disruptions to lessons and/or teaching and/or 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 them out of sight) by 8.35am. Mobile phones should not be seen or heard again on site until 3.05pm.

Should a student's mobile phone be seen or heard during the school day, it will be confiscated and taken to reception as soon as possible where it will be stored securely until the end of the day.

If a student refuses to hand over their phone, staff will alert a Year Manager via the relevant button on Class Charts. If the student refuses to hand their phone to the Year Manager, they will be isolated, and their parents will be contacted to help rectify the situation.

Further information regarding our mobile phone policy can be found using this link - [Mobile Phone and Mobile Device Policy 2023.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.

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 – [Searching Students Policy 2023.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.

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 ensuring there is an induction process to familiarise them with the Ready to Learn Policy and the wider school culture and will cover the behaviour curriculum.

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 including rewards and sanctions
- The behaviour curriculum
- 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, 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 Governing Board Committee at least annually, 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.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full Governing Body (FGB) annually

14. Links with other policies

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

- [Anti Bullying Policy 2024.docx](#)
- [Searching Students Policy 2023.docx](#)
- [Safeguarding Policy 2024.pdf](#)
- [Physical Intervention Policy 2023.docx](#)
- [Mobile Phone and Mobile Device Policy 2023.docx](#)

15. Written statement of behaviour principles

- All staff at New Mills School are committed to supporting our students to be ready to learn
- 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 set an excellent example to students at all times
- Rewards and sanctions 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.