

DRAFT

Behaviour & Rewards Policy

Approved by: Full Governing Board

Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]

Contents

1. Aims.....	2
2. Legislation and statutory requirements	5
3. Definitions	5
4. Bullying	6
5. Roles and responsibilities	7
6. Pupil code of conduct.....	8
7. Rewards and sanctions.....	10
8. Behaviour management.....	11
9. Pupil transition	17
10. Training.....	17
11. Monitoring arrangements	17
12. Links with other policies	17

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

1.1 Ethos

“To ensure high standards of behaviour for learning are promoted and maintained across Reigate School through our values and principles, which allow children to achieve their academic, social and personal potential, and feel part of a safe and secure community”.

1.2 Rationale

At the heart of the Reigate School's ethos is the ambition that every child has the opportunity to achieve success. To create the environment which encourages and nurtures this success, we believe in the importance of high expectations, mutual respect and self-discipline where good behaviour is the norm and antisocial behaviour is not tolerated. We expect all children to behave sensibly and to study hard. We expect all adults in school to lead by example and seek to challenge and support children in developing appropriate and acceptable behaviour.

Reigate School is committed to:

- providing a learning environment in which children can develop academically, socially and personally;
- To ensure that all learners are treated fairly, shown respect and to promote good relationships;
- To help learners take control over their behaviour and be responsible for the consequences of it;
- To build a community which values respect, kindness, resilience, curiosity and friendship;
- To promote community cohesion through improved relationships;
- To ensure that excellent behaviour is a minimum expectation for all;
- Promoting children's self-discipline and a proper regard for authority, establishing clear expectations of child behaviour which are made clear to children, staff and parents;
- Encouraging respect for others and preventing all forms of bullying and discrimination;

- Identifying clear rules, rewards and sanctions which determine behaviour in classrooms, corridors and other areas of the school e.g. the Learning Resource Centre;
- Agreed expectations of behaviour which are displayed in classrooms, offices and communal areas;
- Providing the appropriate behavioural support for vulnerable children, including those with Mental Health issues, Pupil Premium, SEND and Looked After Children (LAC); maintaining a comprehensive record of behaviour and achievement for all children through SIMS and the SEND provision mapping process;
- Agreeing and reviewing this policy in consultation with staff, children, parents and Governors. The Policy will be published on the Reigate School website and will be made available on request from interested parties.

The policy aims to provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

1.3 Shared Values

All members of staff will hold the highest expectations modelling the behaviour we expect from the children. This also extends to any visitor coming into our school. Positive and productive relationships with children are central to outstanding behaviour management. Adults take the lead with children who struggle to maintain positive relationships. At Reigate School good behaviour is the expectation and not the exception. We acknowledge good behaviour as our 'default setting' and minimum standard. We promote in our children a sense of self-discipline and expect that children behave consistently whilst in school. Adults manage and influence behaviour; children are responsible for the choices they make.

1.4 Our Values

At Reigate School we subscribe to a set of transformative consistencies that permeate our practice and interaction with children. Our five core values outline the qualities that as a school we seek to develop within our children and see demonstrated in our community.

These are:

RESPECT

KINDNESS

RESILIENCE

CURIOSITY &

FRIENDSHIP

1.5 Behaviour Expectations

Our behaviour expectations for all members of Reigate School are:

- Be ready
- Be respectful
- Be Safe

The Head of School will have regard to the general principles established and agreed by the Governing Body in determining any measures taken to promote outstanding behaviour. These principles are:

- Provide a safe environment in which all children are supported to achieve their potential, and the school will provide children with support to overcome any barriers to learning they may face
- For children to achieve their full potential, outstanding learning and teaching needs to take place in lessons
- Outstanding learning and teaching is the cornerstone to achieving outstanding behaviour
- At the core of positive behaviour management is effective, imaginative and engaging teaching
- Outstanding behaviour management will be proactive, consistent and fair in its use of rewards and sanctions
- Behaviour management is central to a child's development - it develops the individual and how they relate to others in the world around them. It is not simply about getting them to let us do our job. Behaving appropriately is part of their learning.

2. Legislation and statutory requirements

This Policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [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 pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of

children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- [DfE guidance](#) explaining that schools should publish their behaviour policy and anti-bullying strategy online

3. Definitions

Reigate School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites, all areas of internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities
Homophobic	Because of, or focusing on, the issue of sexuality
Disability/SEN	because of, or focusing on, a disability or special educational need
Home circumstance	targeting individuals who are looked after children or because of a particular home circumstance

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying guidance.

5. Roles and responsibilities

5.1 The Governing Board

The school's governing body will review this Behaviour & Rewards Policy in conjunction with the Head of School and monitor the policy's effectiveness, holding the Head of School to account for its implementation.

5.2 The Head of School

The Head of School is responsible for reviewing this in conjunction with the governing body. The Head of School will also approve this policy.

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Head of School is responsible for reviewing and approving this behaviour policy.

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the Behaviour & Rewards Policy consistently;
- Modelling positive behaviour;
- Providing a personalised approach to the specific behavioural needs of particular pupils.

The Senior Leadership Team (SLT) will support staff in responding to behaviour incidents.

All staff:

1. Meet and greet children at the door;
2. Refer to Reigate School's expectations of 'Ready, Respectful, Safe';
3. Model positive behaviours and build relationships;
4. Plan lessons that engage, challenge and meet the needs of all learners;
5. Model a calm approach and give 'take up time' when going through the steps. Prevent before sanctions;
7. Follow up every time, retain ownership and engage in reflective dialogue with learners;
8. Never ignore or walk past learners who are behaving badly.

5.4 Parents

Parents and Carers are expected to take responsibility for the behaviour of their child, both inside and outside of the school. This includes working in partnership with the school to assist in maintaining high standards of behaviour.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

6.1 The Behaviour Code

Positive behaviour contributes to an effective learning environment. The core principles and expectations are for children to:

- Be READY
- BE RESPECTFUL
- BE SAFE

With specific regard to behaviour, the aim is to:

- strike the right balance between rewards and sanctions
- reward consistently good behaviour and also improving behaviour

6.2 Ready, Respectful, Safe

READY, RESPECTFUL, SAFE

READY	RESPECTFUL	SAFE
Examples: <i>Wear correct and smart uniform at all times</i> <i>Attend all lessons on time</i> <i>Being ready to listening</i> <i>Bring your PE kit</i> <i>Ready to learn</i> <i>Ready with your equipment</i>	Examples: <i>Listen to others</i> <i>Use good manners and be kind to everyone at all times</i> <i>Use appropriate language and tone – ‘Right voice, Right time’</i> <i>Look after the building, displays and equipment</i> <i>Keep the school tidy and litter free</i> <i>Represent the school</i> <i>Speak respectfully to adults and your peers, acting as a positive role model</i> <i>Always follow instructions ‘first time, every time’</i>	Examples: <i>Keep hands, feet, objects and unkind words to yourself</i> <i>Always walk quietly, calmly and purposefully</i> <i>Be in the right place at the right time</i> <i>Follow the rules when using the internet and electronic equipment both inside and outside of school</i> <i>Report any problems to an adult</i>

The Behaviour Code is built on the principle that to display appropriate behaviour, children must be READY, RESPECTFUL AND SAFE at all times and in all places in school and in the care of the school. RESPECT links to one of our key five whole school values.

Being READY is defined as children being:

- Punctual to school and to lessons
- Having the equipment which is required
- Working to the best of their ability
- Allowing others to celebrate their achievements

Being RESPECTFUL and SAFE is defined as:

- Following staff instructions
- Co-operating fully with staff and children
- Taking responsibility for their actions
- Valuing and respecting all people
- Taking pride in the school
- Caring for the environment
- Treating property with respect
- Following the rules when using the internet and electronic equipment both inside and outside of school (as detailed in our E Safety Policy).

6.3 Children Expectations

Pupils 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 pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times (detailed further in our School Uniform Policy)
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

In the classroom this means that children are expected to:

- Co-operate with how each teacher wants lessons to start and finish lessons
- Stay in their seats in the lesson unless permission is given to move
- Use appropriate and respectful language
- Refrain from eating and drinking in the classroom any item other than water, where it is allowed
- Follow the school guidelines on presentation
- Display a positive attitude to learning which is at least good
- Leave classrooms tidy and litter free
- Refrain from lying on the desk and remain upright and pay attention
- Raise their hand if they want to contribute a comment or an answer

- Request help from the teacher in a way that has been agreed by the subject teacher

Outside of the classroom children are expected to:

- Remove outdoor coats, scarves and gloves in the communal areas
- Observe the one-way system where it is in operation
- Move quietly, quickly and calmly between lessons
- Observe the rules on mobile phones and only use them before school in the dining room and after school outside the school buildings
- Place all litter in the bins provided
- Avoid being drawn into antisocial behaviour when adult supervision is minimal
- Adhere to the Behaviour Code on the way to and from school

6.4 Off-site behaviour

Children are the school's public face. The school will hold the same high expectations of behaviour of children travelling to and from the school where they must behave in a sensible manner that will not bring the school into disrepute.

Children must be:

- Well mannered
- Calm and ordered
- Follow the behaviour policy of the school. The school will view all incidents of bad behaviour, while in uniform and in the vicinity, as a poor representation of the school.

Bullying or any form of poor behaviour or any other incident reported by a member of the community will be investigated thoroughly. It is especially important to behave in a sensible manner and in accordance with Health and Safety protocol when travelling on public transport. The school will co-operate fully with transport authorities when required. We reserve the right to share photographs with specific members of the local community to support positive behaviour to and from the school and in the local area. We reserve the right to also involve the school's Police Officer or the Local Police. The school will use the full range of disciplinary actions up to and including Permanent Exclusion where poor behaviour brings the school into disrepute within the local community. The content of the Policy is fully applicable to actions to and from the school, as well as actions within the school, while in school Uniform or when representing the school at school events in own clothes.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7. Rewards and sanctions

The role of rewards in recognising and promoting Reigate School's values is a key part of developing the potential of young people by giving encouragement and praise. Praise is a key component of good teaching and good staff/pupil relationships. Good behaviour is also best promoted and developed by drawing attention to and rewarding well behaved

and hardworking children. Praise needs to be used appropriately, sincerely and linked to tangible examples of a child's strengths.

The rewards policy operates within this guiding principle.

7.1 List of rewards

Positive behaviour will be rewarded with:

- Praise
- Merit marks
- Letters or phone calls home to parents
- Special responsibilities/privileges
- sincere and timely verbal praise
- positive recognition through class and school achievement awards.

Reigate School has a wide ranging offer to celebrate achievement and character building within the school. Examples of where achievement and rewards are celebrated are listed below. This list is not exhaustive.

- Achievement points
- Reigate Expectations
- Positive emails home
- Praise postcards
- Jump the lunch queue tickets
- End of year awards ceremony
- Head of School breakfast
- Rewards Trips
- Attendance Awards and incentives e.g. The 100 Club
- Values Awards
- Weekly tutor group awards
- Termly Achievement Awards
- Character Awards
- Reigate Values Baccalaureate
- Following each progress report – communication home
- Tutee of the week - tutors
- Tutee of the term – Head of Population/Year
- Termly Subject awards - Heads of Subject
- Subject Champions
- Year group celebration assemblies - every half term
- Whole school Celebration Assemblies - every term

Children are awarded 5 achievement points each week if they complete the following requirements:

- ✓ Attendance of 100% for the past 5 days.
- ✓ Perfect uniform for the past week (checked on the door each morning).
- ✓ Always have the right equipment (checked on the door each morning).
- ✓ Good behaviour – no detentions etc.
- ✓ Punctuality – not being late for school or lessons.

8. Behaviour management

Children need to understand the purpose of the rules and why they exist, we need to teach them. Research shows that the most effective combination for children is less rules but consistently stuck to.

Our simplified school behaviour rules are '**Ready, Respectful, Safe**', three clear statements to which we will all work within.

Children should be **READY** to learn and participate in school life, **RESPECTFUL** of the individual differences, opinions and values of other learners and adults in school, and **SAFE** in their actions and behaviours towards others and themselves. These three concepts will drive everything we do at Reigate School and help shape the positive culture we want to see for our young people.

8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages children to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with children, which may include:
 - Greeting children in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Classroom management – Staged approach

To minimise disruption during lessons:

- The SLT conduct learning walks every period of the school day;
- 'Hotspot' areas are identified by classroom teachers and SLT visit at least once during lesson time. This is regularly reviewed to take account of changing classroom conditions;

- Staff adapt teaching to support children with a range of learning needs;
- Individual children are supported by Progress and Achievement Coaches (PACS) and Intervention Tutors;
- Children are warned about undesirable behaviour and advised how to manage their actions accordingly through the choice/consequence process, so as to minimise disruption to learning. In some cases, if the behaviour of a child is having a significant impact on the learning of others, a teacher is able to call for support. If a child is removed from the lesson they will be expected to work in another classroom, as identified through the departments support table;
- Members of SLT support the teachers in placing children in alternative classrooms via the on-call system and a record of the agreed alternative classrooms is reviewed and updated regularly, in consultation with individuals;
- All incidents are recorded by the classroom teacher and sanction procedures are followed up each day.

8.3 Behaviour outside of the lesson

The vast majority of behaviour situations outside of lessons will be dealt with by the member of staff that encounters them. If the incident is considered serious, it may require further intervention. On-Call may be used to support the member of staff in question and any behaviours recorded on SIMS will be processed by the Pastoral Team.

8.4 Physical restraint

In some circumstances, staff may use reasonable force to restrain a child to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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

8.5 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to children.

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

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

8.6 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a child 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 child, 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.

8.7 Sanctions

Reigate School has the statutory power to impose sanctions as per DfE guidance. Sanctions will be dependent upon:

- the severity of the misbehaviour
- the extent to which the reputation of the school has been affected
- Whether or not the child has displayed similar behaviour previously

School staff have a statutory power to impose sanctions and those sanctions should be reasonable and proportionate to the circumstances of the case

Reigate School will monitor incidents of poor discipline and sanctions of children by age, ethnicity, gender, Pupil Premium and SEND.

Sanctions will have five main purposes:

1. To minimise or remove entirely disruption to learning;
2. To impress upon the child that what he/she has done is unacceptable;
3. To deter the child from repeating the behaviour;
4. To signal to other children that the behaviour is unacceptable and deter them from emulating it;
5. To allow the child time to reflect on their behaviour, think about the impact on others, assume responsibility for their actions and consider how they might change their responses in the future to effect a more positive outcome.

Sanctions must be reasonable and proportionate to the circumstances of the case. Reigate School will monitor the use of sanctions by age, ethnicity, gender, special educational needs (SEN), pupil premium and disability.

This section outlines the main strategies that the school and staff may well choose to use in response to unacceptable behaviour.

Sanctions may include:

- 1:1 admonishment
- removal from the classroom
- withdrawal from a specific lesson or peer group
- withdrawal of access to the school IT system
- withholding participation in a school trip or other event
- withdrawal of break or lunchtime privileges
- carrying out a useful task in school
- the removal from part or all of normal school activities to complete work with a senior member of staff (Head of Year, SLT, Inclusions Manager)
- Restore sessions after school
- An agreed period of time in Children Support Centre (CSC)
- exclusion to an Inclusion Unit at a Partner School
- exclusions – fixed term or permanent

Daily Restore Sessions

The school will use daily restore sessions as a form of sanction. These take place daily after school for 45 minutes. If a child is to be detained after school hours, the school will record it on SIMS and parents will be notified through email/text. Children will be required to complete some reflection exercises relating to the incident that occurred, and have an opportunity to speak with a member of the pastoral staff as well as the teacher involved in the incident. The aim is to resolve behaviour that day to ensure a fresh start the following day.

The consequences of non-attendance at restore sessions will result in the matter being taken further.

Teachers also reserve the right to ask children to attend break/lunch time detention if required.

The Education Act 2011 section 5 part 2 removed the legal requirement to give parents 24 hours' notice before detaining pupils after school. The Act confirms schools' powers to use detentions by making it lawful for schools to put pupils aged under 18 without parental consent at a variety of times outside school hours

Other legal requirements as regards to detentions remain unchanged:

- The sanction of detention can only be applied to children aged under 18;
- After school restore session (45 minutes) are issued on the same day of the child failing to meet expectations;
- Whilst no longer statutory and thus not obligatory, Reigate School will endeavour to give parents notice. This is intended to inform parents of where their child is expected to be and to allow parents an opportunity to make alternative arrangements for travel for the child.

Although legally Reigate School does not have to give notice, where detentions of 30 minutes or more are given, the parents/carers will be notified via text. It is the parent's responsibility to ensure that they inform the school of any changes to basic details such as address, phone number or email address.

Head of Population/Year Restore Sessions

Head of Year Restore Sessions are held on Fridays from 3.00pm to 4.00pm in the school. Children may only be referred by the Heads of Year or the SLT. Parents are contacted for permission and children may receive no prior notice. As with daily restore sessions, failure to attend is treated very seriously and the matter will be taken further.

8.8 Sanctions – Intervention and Support - The Children Support Centre (CSC)

Aim: To improve behaviour through a restorative approach involving discussion, reflection and the setting of proactive strategies and follow up to ensure that we support the needs of every child

We may use the Children Support Centre (CSC) in response to serious or persistent breaches of this policy. Pupils may be sent to the CSC during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

The centre has four main aims:

- I. To provide an alternative sanction to fixed term exclusion.
- II. To provide a highly disciplined environment in which children work in isolation.
- III. To address behavioural and emotional issues through targeted ongoing support, encouraging reflection.
- IV. To reduce the number of fixed term exclusions and improve child's behaviour.

The centre is staffed by the Child Referral Centre Manager. All children placed in isolation in the centre receive a 1:1 support and advice session during their stay. This is used to determine the level of ongoing behaviour support required.

The CSC is an on-site provision, located separately from the rest of the school. It provides the school with an alternative option for children who otherwise may have been excluded for a fixed term. Referrals are via the Pastoral Lead and SLT. If a child is to attend the CSC beyond normal school hours, parents/carers will be informed via telephone or by being called into school for a meeting. The period of time in the CSC is consistent with the reason for referral and may extend beyond one day.

Children arrive in school at a later time to their peers, and must report directly to their Head of Year, SLT or the Child Referral Centre Manager. The CSC is staffed by a teacher and work to be completed during the day is collected from the child's class teachers. Time may be used to complete outstanding coursework. Children will have no social contact time with other children in the school. They will finish at 4pm (or later if agreed with parents/carers). As with all sanctions, the time in the CSC is seen as an opportunity for the child to reflect on their actions, so as to manage their behaviour more effectively in the future. It is also an opportunity to identify any further support that may be required to assist the child in being successful in school.

The school will also ensure that support systems are put in place for children to ensure their continued engagement in full time education. The list below gives examples of the support that can be extended. This list is not exhaustive.

- Placed on the school's internal pastoral support programme ('Build Up') to support positive behaviour
- Curriculum Alternatives at KS4
- Temporary or part time placement in a Pupil Referral Unit or with a voluntary / private sector alternative provider where the child will receive educational provision intended to improve their behaviour.
- A managed move to another school, with the consent of all parties involved; this can be successful for children at risk of exclusion and as an alternative to permanent exclusion
- Consideration by the SENCO and Inclusion Team with colleagues
- Assessment of special educational needs
- Allocation of a key worker such as a Learning Mentor or Educational Welfare Officer
- Referral to a specific support service, such as the Education Welfare Service, Children's Services or the Child and Adolescent Mental Health Service
- PSP's: Many schools find Pastoral Support Programmes (PSPs) useful to help children better manage their behaviour. A PSP will normally involve a number of interventions. It is particularly appropriate for those children whose behaviour is deteriorating rapidly. Regardless of whether a PSP is in place, the LA should, where possible, provide active support for the Head of School when he is considering permanent exclusion. This may involve looking at alternatives to exclusion.

8.9 Exclusions

A pupil may be excluded for a fixed period of time and/or permanently excluded for a serious breach of school rules:

Examples of severe breaches of the rules could include, but are not limited to:

- (i) drug abuse;
- (ii) alcohol and tobacco abuse;
- (iii) theft or vandalism;
- (iv) bullying;
- (v) physical assault/threatening behaviour against pupils or adults;
- (vi) malicious accusations against staff
- (vii) fighting;
- (viii) sexual harassment/assault; any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- (ix) racist, sexist, homophobic or discriminatory behaviour
- (x) abuse on the grounds of religion, disability, SEN, sexuality etc.
- (xi) sexual misconduct;
- (xii) damage to property;
- (xiii) persistent disruptive behaviour/breaches of the school rules;

(xiv) parental behaviour;

(xv) using pornography.

(xvi) possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

9. Pupil transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This Behaviour & Rewards Policy will be reviewed and approved by the Head of School and Full Governing Body every year.

12. Links with other policies

This policy is linked to the following policies:

- Exclusions Policy
- Child Protection & Safeguarding Policy
- Anti-bullying Guidance
- E Safety Policy

This Policy will be reviewed by the Full Governing Board.