



BEHAVIOUR FOR LEARNING POLICY

Executive Summary

- New policy links highlighted
- Staff core routines included
- School values included
- C3/C4 detention days changed
- Sanction escalation flow diagram included
- Report communication home templates added into the appendix

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1. Aims

This policy aims to:

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

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:

- 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 academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

Other related documents include:

- Anti-Bullying Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- CCTV Policy
- Data Protection Policy
- Equality and Diversity Policy
- Searching and Screening and Confiscation Policy

- ICT Acceptable Use
- Home School Agreement
- Mobile Phone Policy
- Uniform Policy
- SEND Policy and Information Report
- Sixth Form Working Together Agreement
- Substance Abuse Students Policy
- Exclusions Policy
- Teaching, Learning, Feedback and Assessment Policy

3. Definitions

We aim to provide a safe, caring, well-ordered environment, which is vital for effective teaching and learning.

A successful behaviour for learning policy requires the commitment and consistency of practice of **all** staff to ensure that learners know the standards expected of them. **All** members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as core expectations. Learners should be treated fairly and consistently.

Behaviour for Learning is defined as:

- The relationship between learning, learning behaviour and the learner
- A positive relationship between self, others and the curriculum

Misbehaviour is defined as:

- Failing to abide by the principles outlined in The Misbourne Way
- Disruption in lessons, in corridors between lessons, in unstructured time at break and lunchtime and when travelling to and from school.
- Non-completion of classwork or homework
- Poor attitude to learning
- Incorrect uniform

Serious misbehaviour is defined as (Please see Appendix 4):

- Repeated breaches of the school rules as defined in The Misbourne Way and the behaviour procedures document.
- Physical assault against a student
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a student
- Verbal abuse/threatening behaviour against an adult

- Bullying
- Abuse
- Sexual misconduct
- Drug and alcohol related
- Damage
- Persistent disruptive behaviour
- Theft
- Possession of any prohibited items. These are (not an exhaustive list):
 - Knives or weapons (any implement or device that can be used with intent to inflict damage or harm)
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers and e-cigarettes.
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to threaten or cause personal injury to, or damage to the property of, any person (including the student)

Further information on prohibited items and associated sanctions can be found in **Appendix 3**.

Further information on serious misbehaviour can be found in **Appendix 4**.

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

Different types of bullying can include (Please see appendix 5 for further examples):

Emotional

Physical

Verbal/non-verbal

Cyber-bullying

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

4.1 Discrimination

Discrimination is defined as treating someone unfairly because of who they are or because they possess certain characteristics. The Equalities Act 2010 highlights nine 'protected characteristics' of which it is against the law to discriminate against.

These 'protected characteristics' are as follows:

1. Age
2. Gender
3. Race
4. Disability
5. Religion
6. Pregnancy and maternity
7. Sexual orientation
8. Gender reassignment
9. Marriage and civil partnership

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

5. Roles and responsibilities

5.1 The Trustee body

The Trustee body is responsible for monitoring this behaviour for learning policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour for learning policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with inappropriate 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 for learning policy consistently
- Modelling positive behaviour

- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents on the School's Information and Management System (SIMS)

The senior leadership team will support staff in responding to behaviour incidents.

Staff will always implement the Misbourne core routines (as set out in the Teaching, Learning, Assessment and Feedback Policy). These are informed by The Misbourne Way and are intended to create a calm and purposeful learning environment where all students have an opportunity to flourish and succeed. The core routines for every classroom lesson are:

1. Students are greeted positively at the classroom door at the start of each lesson
2. A carefully designed seating plan is in place for all classes taking account of students' needs and characteristics
3. Students arrive to lessons punctually and dressed appropriately. Electronic devices (for example mobile phones) and headphones are always out of sight.
4. Students remove coats and take out the correct equipment as soon as they enter the room.
5. The class register is called within the first 5 minutes of the lesson and students are silent. If a student has a detention (as shown on the register) they are reminded to attend.
6. Students listen to teacher instructions in silence.
7. Careful consideration is given to student groupings during activities in lessons.
8. Rewards and sanctions are used visibly and appropriately in every lesson and promptly recorded in SIMS. Students are always aware when they have been awarded an achievement point or set a behaviour point and/or detention.

5.4 Families

Families have a significant role to play in ensuring that their children are responsible for their own behaviour in school. This policy cannot be seen in isolation from the family's role as being primarily and principally responsible for their child's education. When accepting a place at The Misbourne and signing the admissions form, families are agreeing to abide by the Home School Agreement and all other policies implemented by the school.

Family responsibilities are to:

Abide by the Home School Agreement

Communicate with members of our community in a respectful and courteous manner

Support their child in adhering to the student code of conduct which is stated in The Misbourne Way (See Appendix 1)

Support the Behaviour for Learning Policy.

Support the school's rewards and sanctions system

Share concerns about their child's education, welfare and behaviour with the school promptly and through the appropriate channels.

Always take an interest in their child's work and achievements

Ensure that suitable facilities are made available at home for their child to complete homework. Also, to monitor homework and support their child in completing all homework by the deadline set.

Communicate any concerns about homework or their child's ability to complete it to their child's subject teacher and/or form tutor in the first instance.

Attend consultation meetings, arranged by the school, to monitor student progress, attitude and behaviour and support school functions

Ensure their child attends school regularly (defined as 96%-100%) and refrain from taking holidays in term time

Promptly inform the school of any absence in accordance with guidance

Always ensure their child arrives at school on time

Ensure their child is in full school uniform and wears that uniform correctly, including on the way to and from school until they take the uniform off away from school

Ensure their child has the correct equipment as outlined by the school's equipment list.

Inform the school promptly of any changes in circumstances that may affect their child's behaviour

6. Expectations of Student Behaviour

The Misbourne recognises that every student, member of staff and family member is responsible for promoting good behaviour. We expect our students to live up to our high standards of behaviour as set out in the Misbourne Way. Students should aspire to demonstrate the school's values as shown below at all times –

- Ambition and Pride
- Kindness and Respect
- Equality and Moral Purpose
- Teamwork and Resilience

At the Misbourne we recognise that poor behaviour forms a significant barrier to learning and progress.

All students at The Misbourne will be treated with unconditional respect by all adults; in return, we expect that all students will treat adults and each other with unfailing respect. We expect that all our students will prioritise their learning and understand the importance of courtesy and good manners. Good behaviour is the norm; poor or off-task behaviour is a hindrance to learning and will always be challenged by staff.

Expectations of students' behaviour in school are articulated through The Misbourne Way (Appendix 1) which outlines the commitment that all students will be:

- Ready to Learn
- Respectful of Everyone
- Responsible in your Behaviour

The Misbourne Way is our student code of conduct and all students are expected to abide by its principles at all times in school, on journeys to and from school, whilst involved in school related activities (including visits and placements) and at any other time when wearing school uniform or when adhering to our Sixth Form dress code.

The Misbourne Way is displayed in classrooms and communal areas around the school

Additionally, all students are expected to:

- Work hard and aspire to fulfil their potential
- Ensure all homework and assignments are submitted on time or proactively seek support well before the deadline if any deadline is likely to be missed
- Accept sanctions when given, discussing any concerns in an appropriate manner after the lesson or period of unstructured time and never in front of an audience of other students.
- Refrain from behaving in a way that brings the school into disrepute
- Accept that the laws of the land apply in school which means that weapons, drugs and alcohol are strictly forbidden
- Not partake in any form of bullying (see Anti-Bullying Policy)
- Attend school regularly
- Conduct themselves with modesty and decorum which means that close bodily contact between students is unacceptable in school unless part of a planned and supervised curriculum activity (e.g. PE, Drama)
- Refrain from bringing chewing gum into school due to the damage that used gum can cause to the school environment
- Understand and accept that smart watches and other wearable technologies must not be used for communication purposes (e.g. messaging, internet and social media access) during the school day and will be subject to the same confiscation procedures as mobile phones if they are used for these purposes.

6.1 Classroom Expectations

Teachers and other adults are responsible for setting the tone and context for positive behaviour within the classroom. Staff will consistently implement core routines as highlighted above (5.3).

They will:

- Create and maintain a stimulating environment that encourages students to be engaged and academically challenged.
- Develop a positive relationship with students, which will include:
 - Greeting students warmly as they enter the classroom
 - Establishing and maintaining clear routines that reflect consistently across a curriculum area or pastoral team.
 - Communicating behaviour expectations with non-verbal cues in the first instance where appropriate (e.g. through classroom displays, eye contact, body language and movement)

- Highlighting, promoting and rewarding good behaviour
- Using positive reinforcement to address negative behaviour
- Consistently applying behaviour procedures
- Concluding the lesson positively and starting the next lesson afresh
- Plan effectively for the individual needs of students
- Where necessary, engaging in restorative dialogue with students and/or supervising detentions in line with The Misbourne's behaviour procedures

In the classroom students will be expected to:

- Enter the classroom as directed in an orderly manner wearing uniform correctly
- Remove coats, place bags on floor and take out relevant learning materials and equipment
- Follow instructions at the first time of asking from all staff members
- Be silent and facing the adults and other students when they are speaking, showing respect at all times
- Accept responsibility for their own learning, work hard and aspire to success
- Seek support from adults when necessary by raising their hand and waiting politely
- Refrain from eating in the classroom

Leave the classroom in an orderly manner, as directed by their teacher

7. Rewards and sanctions

7.1 Rewards

We firmly believe that a friendly and considerate staff and student body enriches the school community and reflects the ethos of The Misbourne Way. At every stage we praise students and reward their achievements. It is important that students' efforts are recognised and acknowledged so that they are encouraged to learn the value of positive behaviour. Our staff recognise that the celebration of achievement and rewards are a significant factor in motivating students to achieve their best.

We also recognise that positive behaviour should not be transactional and whilst we make widespread use of rewards we are also committed to supporting our students to derive the greatest satisfaction from an intrinsic sense of personal progress and achievement.

Positive behaviour will be rewarded with (not an exhaustive list):

- Verbal Praise
- Achievement points – awarded verbally and recorded in SIMS
- Emails to key staff (e.g. form tutors, pastoral leaders, SLT) triggering further acknowledgement
- Contact with families (e.g. emails, telephone calls, letters)
- Certificates awarded in Achievement Assemblies and on other appropriate occasions

- Special responsibilities/privileges
- Rewards upon achievement of specific criteria
- Attendance at celebratory events (e.g. rewards breakfast/lunch/achievement events)
- Nomination for Hot Chocolate with the Headteacher

Awarding achievement points:

Achievement points can be given by any member of staff to any student and should be awarded appropriately in every lesson both inside and outside of school each day.

Achievement points may be awarded for the following reasons and follow The Misbourne Way (this list is not exhaustive):

Ready

- Academic excellence
- Academic improvement
- Excellent and sustained attitude to learning
- Excellent classwork
- Excellent homework
- Excellent articulation

Respectful

- Being respectful,
- Helping others
- Caring for our environment
- Contributions to the community
- Contributions to extra-curricular activities

Responsible

- Extracurricular achievements
- Attendance and punctuality
- Improvements in key areas (ATL, behaviour, attendance, punctuality)
- Student leadership
- Receiving no negative behaviour points (sanctions)
- Student of the Fortnight and other departmental and pastoral awards
- Caring and supporting all members of our community

7.2 Sanctions

Where student behaviour falls below our expected high standards it may be necessary to apply a sanction. Effective sanctions are designed to promote good behaviour.

Whenever staff use sanctions they are intended to support the student in understanding that the behaviour being sanctioned is not acceptable and to consider the consequences of their actions (or inactions) for themselves and others. At all times staff will ensure that sanctions are focussed on addressing the behaviour and not criticising or embarrassing the student.

The school behaviour procedures should be applied consistently (see Appendix 2)

As indicated in the behaviour procedures, the school may use one or more of the following sanctions in response to unacceptable behaviour as appropriate (see Appendix 2, not an exhaustive list):

Verbal warning,

Moving a student in class

Removing a student to another classroom or staff area under supervision

Breaktime or lunchtime detention (without parental notice)

Phone call, text, email or letter to families outlining concerns and actions

Middle Leader Detention (Curriculum or Pastoral). This detention usually operates on a Wednesday from 3:15pm-3:45pm (assuming students' timely arrival and cooperation)

Senior Leadership Team (SLT) Detention. This detention usually operates on a Thursday from 3:15pm – 4:15pm (assuming students' timely arrival and cooperation)

Late Detention (linked to a lack of punctuality to school and / or lessons),

Subject/Curriculum and / or Pastoral Reports (Form Tutor, Pastoral, SLT, Positive) to appropriate members of staff (Appendix 7)

Loss of privileges and/or responsibilities

Exclusion from school visits, teams and events,

Behaviour Contract,

Internal Exclusion (on school site),

Fixed Term Exclusion (off school site)

Pastoral Support Plan (support from County)

Managed move to another educational setting (with parental agreement)

Permanent Exclusion.

Internal Exclusion Room (IE)

We may use the Internal Exclusion (IE) room in response to serious or persistent breaches of this policy. Students may be placed in the IE room during lessons if they are disruptive, and they will be expected to complete similar work as they would in class.

Students who do not attend a C4 (Senior Leader) detention may also be placed in the IE room for a day or part of a day depending upon individual circumstances

Students may also be placed in the IE room whilst investigations into incidents in which they are alleged /suspected to be involved take place to safeguard the student.

The internal exclusion room is managed by the Student Services team.

A meeting with the family may be arranged where appropriate to support the student with their behaviour.

7.3 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school or participating in an activity organised by or with the cooperation of the school, such as on an educational visit or extra-curricular experience. Sanctions may also be applied for misbehaviour when travelling to or from school, by any means.

For behaviour **outside** school, but not on school business, the Headteacher may apply sanctions to a student if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole or where the actions of that student may have brought the school into disrepute.

7.4 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will sanction the student in accordance with this policy and the behaviour procedures.

Please refer to our Child Protection & Safeguarding Policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Invoking Sanctions

All incidents will be reviewed and recorded in the School's Information and Management System (SIMS). Whenever staff use sanctions they will be applied fairly and are designed to support the student and ensure that inappropriate behaviour is addressed and students understand why that behaviour cannot be accepted. Staff may use a number of the sanctions listed above.

The behaviour procedures document should be the first point of reference for addressing behaviour incidents but the exercise of professional judgement is important throughout and due regard should be given to the circumstances of the specific incident in question

Middle leaders and SLT may exercise their discretion in applying a higher level of sanction for repeated instances of similar behaviours or where a number of different incidents have occurred and a 'combined' higher level sanction may be necessary.

All matters relating to behaviour are subject to review by the Headteacher or staff designated by the Headteacher, and sanctions may be amended once any review has occurred.

On some occasions a 'School Report' may be used, particularly if it is necessary to monitor a student's behaviour and/or quality of work. This procedure involves a student being assessed against a set of personalised targets throughout the school day. This document is used by staff to review progress and inform future actions, which families are expected to review and sign each evening.

Where a child is sanctioned with an after school detention or internal exclusion, families will be notified by telephone, email or via other means of electronic notification.

8.1 Resolution Meetings and Restorative Justice

Following the setting of a sanction staff will aim to hold a resolution meeting with the student prior to the next lesson or event. This can be brief but this will allow the student to gain an understanding of the issue and future expectations.

For some incidents it may be appropriate to organise a formal restorative justice meeting. These scheduled meetings are intended to give all parties an opportunity to reflect and discuss ways forward.

9. Serious breaches of the Behaviour for Learning Policy

Serious breaches of the school's expectation of behaviour, or where allowing a student to remain in school would seriously harm the education or welfare of the student or others in the school, can lead to an internal or external exclusion.

Internal exclusion involves the student being placed in a supervised environment away from other students in school during the school day as well as a different time structured day in accordance to the wishes of the Headteacher. The number of days will be decided by members of the SLT and the Head of Year.

External exclusions can be for a fixed number of days (up to a maximum of 45 days in a school year). During the first 5 days of any exclusion work will be set by the school and the student will be required to complete the work.

The student will be expected to be kept at home and not be in a public place.

From the sixth day onwards of the exclusion the school will make alternative arrangements for education which may entail attending another establishment to receive education. These arrangements will be at the decision of the Headteacher.

Some exclusions can be permanent (see below). In exceptional circumstances and if new information comes to light, it might be necessary for a fixed term exclusion to be converted to a permanent exclusion but the reasons for this will be made clear to the families and will be informed by school policy, the Trustee body and advice from the Local Authority and the Secretary of State's guidance.

9.1 Permanent Exclusion

A decision to exclude a student permanently is a serious one and is used only in exceptional circumstances. It may be used following advice from a range of staff and other agencies, and after other strategies have been used without success when managing a series of seriously disruptive, defiant or dangerous behaviour.

It may also be used for a very serious first or 'one off' offence. Please see Appendix 4 for examples:

For any formal exclusion families may write to the Chair of Trustees to make representations. For short term exclusions of 5 days or fewer, the Headteacher's decision is final and there is no appeal. For longer exclusions, families may make oral representations to the Trustee Body, which must then decide whether or not to approve the Headteacher's decision. For permanent exclusions only, families have the further right of independent appeal.

Please refer to the school Exclusion Policy for further information.

10. Physical restraint- in accordance with government guidelines

In some circumstances, staff may use reasonable force to restrain a student 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 families

11. Confiscation and power to search

Any prohibited items (listed in Appendix 4) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which may be harmful or detrimental to school safety. These items may be returned to students after discussion with senior leaders and families or to a responsible adult or police if appropriate.

Searching and screening students is conducted in line with the Department for Education's (DfE) latest guidance on searching, screening and confiscation which can be found on the DfE website.

School staff have the legal power to search a student with consent as part of their authority to discipline but where a school has reasonable grounds for suspecting that a student has a knife or other weapon they have the power to search without consent.

At all times staff will follow the guidance provided by the DfE in determining what constitutes reasonable suspicion, consent searching and without consent searching and the practical aspects of carrying out such searches.

Please refer to the Searching, Screening and Confiscation Policy for further information.

12. Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students 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 student.

The school's special educational needs co-ordinator (SENCO) will 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 specific needs are identified in a student, we will liaise with external agencies and plan support programmes for that student. We will work with families to create the plan and review it on a regular basis. A risk assessment may also be required to ensure the safety of the student and others in the school community in acute cases.

13. Student transition

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff before starting the lesson, term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

14. Training

Our staff are provided with training on managing behaviour as part of their induction process. Additional support and training includes:

- 10% reduction in teaching load for Newly Qualified Teachers (NQTs) to allow time to develop practice
- Sharing of good practice via lesson reviews and curriculum meetings
- Tailored support from key pastoral and curriculum staff in response to individual circumstances and events.
- Classroom management coaching for individual teachers
- Whole school training through Teaching and Learning Briefings
- Targeted training depending on areas of need for the school community (e.g. training for teachers of specific students and training on specific areas of development identified for all staff)
- A range of continued professional development opportunities for staff

Behaviour management will also form part of continuing professional development and the Performance Development Review process.

15. Monitoring arrangements

This behaviour for learning policy will be reviewed by the Headteacher and full Trustee board every year. At each review, the policy will be approved by the Headteacher and Trustees.

THE MISBOURNE WAY

Our expectations are that we are all **Ready, Respectful** and **Responsible** so that all have an opportunity to flourish and succeed.

Respectful of Everyone



We show respect to staff and each other, using positive and courteous language, never swearing.

We follow instructions at the first time of asking.



We show gratitude by saying please and thank you.

We respect all school equipment.



We respect our school environment.

We queue in an orderly manner in the Café, clearing our litter and placing chairs under the table when finished.



Ready to Learn



We arrive at school on time. We arrive to lessons on time, waiting in an orderly manner to enter the classroom.



We wear our uniform correctly when arriving at school, during the school day and leaving school. We remove outdoor clothing in lessons.



We keep mobile phones and headphones out of sight unless directed by a teacher as part of our learning.

We have the correct equipment at all times and for all lessons.



We always focus on our learning. We listen attentively when the teacher is talking, including in assembly, never interrupting.

Responsible in your Behaviour

We walk calmly and safely on our way to and from lessons, keeping to the left in corridors and on stairs, and with the minimum of noise.



We only eat in designated areas.

We always place litter in a bin.



We care for each other and always raise our concerns to a member of staff.

We behave in a manner that does not endanger the health, safety or wellbeing of ourselves or others.



THE MISBOURNE

Appendix 2: Behaviour Procedures Poster

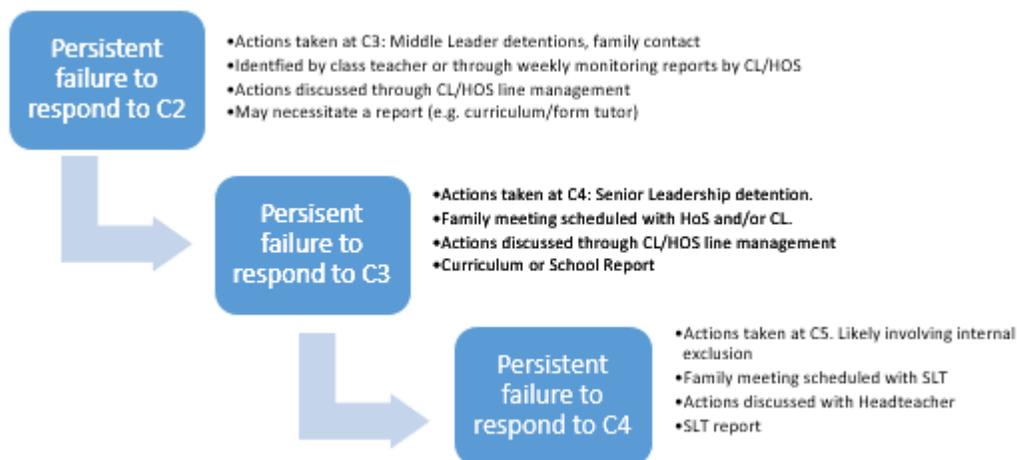
During lessons (including cover lessons/trips/representing the school)		Registration / Outside lessons (including when on school trips and when representing the school)			
C1 Behaviour Out	Initial misbehaviour in class e.g. talking (unless guided to do so), off task, interrupting others, not following instructions, disrupting learning, forgetting equipment/PE kit, uniform infringement including arriving at a lesson inappropriately dressed, lateness to lesson (SIMS)	Class teachers and CL/ACL	All staff		
C1	VERBAL WARNING		C1	Inappropriately dressed (ensure shirts tucked in, jumpers untucked, skirts worn correctly – may be required to change into school-issue uniform. Chewing gum, loitering in-between lessons, excessive noise in corridors, pushing in to queues, BEHAVIOUR POINT RECORDED IN SIMS	
C2	Repeated instances of above behaviours within a lesson or persistent instances across lessons. Incomplete/unsatisfactory homework, first instance of mobile phone/headphone usage in a half term (confiscated until end of day)		C2	Repeated instances of above behaviours (3 per week), littering, and low level disruptive behaviour in unstructured time. 15min PASTORAL DETENTION BEHAVIOUR POINT RECORDED IN SIMS	
C2	15min CURRICULUM DETENTION & BEHAVIOUR POINT RECORDED IN SIMS		C2	15min PASTORAL DETENTION BEHAVIOUR POINT RECORDED IN SIMS	
C3	Failure to respond to C2 within a lesson or a series of lessons. Further instances of incomplete or unsatisfactory homework, use of inappropriate language not directed at an individual or sanction, second instance of mobile phone/headphones within a half term (confiscated and collected by family member at earliest convenience), inappropriate use of IT facilities (e.g. games)		All staff	C3	Repeated instances of above behaviours (more than 3 per week); persistent uniform infringements over time; further instances of low level disruptive behaviour, chewing gum or littering, use of inappropriate language not directed at an individual or sanction, second instance of mobile phone/headphones within a half term (confiscated and collected by family member at earliest convenience – Student Services record in SIMS). 30MIN MIDDLE LEADER DETENTION & CONTACT HOME BEHAVIOUR POINT RECORDED IN SIMS
C3	30min MIDDLE LEADER DETENTION & CONTACT HOME BEHAVIOUR POINT RECORDED IN SIMS		C3	30MIN MIDDLE LEADER DETENTION & CONTACT HOME BEHAVIOUR POINT RECORDED IN SIMS	
C4	Persistent misbehaviour (may also lead to removal from lesson) or lack of effort and failure to respond to C3 in the lesson or a series of lessons; persistent lack of equipment; persistent failure to submit homework to an acceptable standard; third instance of mobile phone/headphones within a half term (confiscated and stored for 7 days before family member collection); first instance of lesson truancy (+ curriculum report); cheating/plagiarism (internal assessments);		FORM TUTOR/HOS	C4	Malicious disruptive behaviour or persistent low level disruptive behaviour during unstructured time, minor vandalism to school and/or personal property (parents billed for repair/replacement), being in presence of smokers/vapers, inappropriate use of IT facilities outside lessons, persistent lateness to school, third instance of mobile phone/headphones within a half term (confiscated and stored for 7 days before parental collection). EMAIL TO FORM TUTOR & HEAD OF SCHOOL, BEHAVIOUR POINT RECORDED IN SIMS 60MIN SLT DETENTION & CONTACT HOME
C4	BEHAVIOUR POINT RECORDED IN SIMS 60MIN SLT DETENTION & CONTACT HOME BY CL/ACL AND CL/ACL REPORT. INFORM HOS BY EMAIL. POSSIBLE REMOVAL FROM NEXT LESSON AND RESOLUTION MEETING SCHEDULED AS APPROPRIATE		C4	EMAIL TO FORM TUTOR & HEAD OF SCHOOL, BEHAVIOUR POINT RECORDED IN SIMS 60MIN SLT DETENTION & CONTACT HOME	
C5	Failure to respond to C4 over time, bullying, use of discriminatory language, defiance, deliberate failure to attend detention, failure to cooperate with a C4 removal from lesson, persistent failure to respond to lower sanctions in a series of lessons (inc. homework), accruing multiple disruptive behaviour points in a week (at HOS discretion), off-site lesson truancy, vandalism, cheating/plagiarism in external/formal mock exams		CL / HOS / SLT	C5	Failure to respond to C4, bullying (including incidents outside school), theft (may be C6), further instances of disruptive behaviour in unstructured time in a half term, defiance, deliberate failure to attend detention, persistent failure to respond to lower sanctions, poor behaviour on way to/from school, accruing multiple disruptive behaviour points in a week (at HOS discretion), smoking/vaping. INTERNAL EXCLUSION (SET BY HOS/SLT) & BEHAVIOUR POINT RECORDED IN SIMS HOS/SLT REPORT (MAY BE C6 AT THE DISCRETION OF THE HEADTEACHER)
C5	INTERNAL EXCLUSION (SET BY HOS/SLT), BEHAVIOUR POINT RECORDED IN SIMS CL & HOS LIAISON, POSSIBLE REMOVAL FROM CURRENT AND/OR NEXT LESSON (MAY BE C6 AT THE DISCRETION OF THE HEADTEACHER)		C5	INTERNAL EXCLUSION (SET BY HOS/SLT) & BEHAVIOUR POINT RECORDED IN SIMS HOS/SLT REPORT (MAY BE C6 AT THE DISCRETION OF THE HEADTEACHER)	
C6	Serious Misbehaviours: including but not limited to: Physical assault against another student or adult; verbal abuse (inc. swearing) or threatening behaviour against a student or adult; bullying; sexual misconduct; abuse; drug/alcohol related incidents; damage; possession of prohibited items; persistent disruptive behaviour; theft; bringing the school into disrepute; any criminal offence	Refer to HOS & SLT			
C6	INTERNAL EXCLUSION / FIXED TERM EXCLUSION / PERMANENT EXCLUSION (see Behaviour for Learning Policy: Appendix 4)				



- Disputing a sanction is likely to result in escalation
- Professional judgment is employed at all times and incidents.
- This isn't an exhaustive list but will be used as a guide for any similar behaviours
- Sanctions are listed as likely consequences. Final decisions regarding appropriate sanction will be determined after taking into account the individual circumstances of an incident and in line with our Behaviour for Learning Policy

Appendix 3 – Sanction Escalation Process

Where poor behaviour (as set out in this policy) is continuing and persistent then sanctions will be escalated as a means to support the student with their behaviour. Student behaviour is monitored in both curriculum and pastoral areas.



Appendix 4 – List of prohibited items

Students are prohibited to bring in any items to school that are potentially harmful to any member of the school community and/or environment or to themselves. There are also other items that are not allowed in school.

This is not an exhaustive list. Any items that are potentially harmful to any member of the school community should not be brought to school. If there are any doubts about an item, students or families can check with the year team before any such item has school permission to be allowed onto the school site.

Items that should not be brought to school include (* signifies serious misbehaviour):

- chewing gum
- high energy drinks
- jewellery except for a watch and one pair of plain stud earrings worn in the earlobes (for further guidance see Uniform policy)
- aerosol cans including deodorants
- correction fluid
- Excessive amounts money
- expensive items
- fireworks or "snaps" containing gunpowder*
- e-cigarettes, vaping equipment, shisha pens or liquids for these
- self-defence sprays, for example pepper spray and CS gas*
- Knives or weapons (any implement or device that can be used with intent to inflict damage or harm)
- Alcohol*
- Illegal drugs*
- Stolen items
- Tobacco, cigarette papers and e-cigarettes (inc. Vape/shisha pens)*
- Pornographic images (physical or digital)*
- Any items which are illegal to possess or carry, or inappropriate for the age of the student or the school environment*
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to threaten or cause personal injury to, or damage to the property of, any person (including the student)

Where items that are potentially dangerous are brought into school, then a serious sanction will apply; this will include exclusion and for some incidents, permanent exclusion.

More information on these can be found elsewhere in the school's behaviour policy and the Substance Misuse Policy.

E-cigarettes, vaping equipment, shisha pens and "legal highs"

E-cigarettes and shisha pens can be used to inhale "legal highs" or cannabis derived products. The school, therefore, views possession or use of such items in or prior to school in the same way as the possession and use of alcohol or drugs.

This means that any student who brings such an item to school will receive a fixed term exclusion, or permanent exclusion, depending on the circumstances. The Substance Misuse policy provides more information regarding such items.

Appendix 5: Serious Misbehaviours for which the school may lead to a student receiving a Fixed Term or Permanent Exclusion depending on the specific circumstances surrounding the incident and individual concerned (examples provided, not an exhaustive list)

Physical assault against a student

Includes:

- Fighting (incl play fighting)
- Violent behaviour
- Wounding
- Obstruction or jostling

Verbal abuse/threatening behaviour against a student

Includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic/racist/transphobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon*

Bullying

Includes:

- Verbal bullying
- Physical bullying
- Homophobic bullying
- Transphobic bullying
- Racist bullying
- Religious bullying
- Gender bullying

Sexual Misconduct

Includes:

- Sexual abuse
- Sexual assault
- Sexual harassment
- Lewd behaviour
- Sexual bullying
- Sexual graffiti
- Upskirting

Physical assault against an adult

Includes:

- Violent behaviour
- Wounding
- Obstruction or jostling

Verbal abuse/threatening behaviour against an adult

Includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic/racist/transphobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon*

Abuse

Includes:

- Racist, homophobic, transphobic
- Abusive taunting and harassment
- Derogatory abusive statements
- Swearing that could be attributed to abusive characteristics
- Abusive graffiti

Drug and Alcohol related

Includes:

- Possession of illegal drugs
- Inappropriate use of prescription/over the counter drugs
- Drug dealing and supplying drugs (passing to others)*
- Smoking/vaping
- Alcohol abuse
- Substance abuse

Damage

Includes:

- Damage to school or personal property
- Vandalism to school or personal property
- Arson*
- Graffiti

Possession of prohibited items

Includes:

- Knives or weapons* (any implement or device that can be used with intent to inflict damage or harm)
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers and e-cigarettes.
- Fireworks
- Pornographic images (physical or digital)
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to threaten or cause personal injury to, or damage to the property of, any person (including the student)

Persistent Disruptive Behaviour

Includes:

- Repeated breaches of the school rules as defined in The Misbourne Way and the behaviour procedures document.
- Challenging behaviour
- Disobedience

Theft

Includes:

- Stealing school property
- Stealing personal property
- Stealing on a school outing
- Selling and dealing in stolen property
- Fraud/cyber-fraud

Other

Includes:

- Incidents which are not covered in the categories above (again this list provides examples and is not exhaustive)
- Bringing the school and/or the community into disrepute
- Any criminal offence committed on school premises, trips or when representing the school*

*May lead to a permanent exclusion for a one-off incident.

Appendix 6 – Examples of bullying (this list is non-exhaustive)

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, ignoring
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures, the way a person speaks or their accent, class or caste, offensive and / or derogatory comments related to a race and / or culture
Faith and Religious	Being treated differently because of: a faith or religion (or lack of), comments or actions related to religious practices such as not eating meat or drinking alcohol (list is not exhaustive), clothes or symbols (such as wearing a headscarf or cross or kara (list is not exhaustive), – items worn in accordance to the school policy
Homophobic	Making comments about sexuality that make another person feel uncomfortable, offensive comments
Transphobic	Making comments about gender that make another person feel uncomfortable, offensive comments
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