



Notley High School & Braintree Sixth Form

Behaviour and Relationships Policy

Governors' Curriculum & Standards Committee

Last reviewed:	October 2023
Next review due:	October 2025
Ratified Committee:	October 2023
Designated Postholder:	Deputy Headteacher

At our school we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

- Compassion and Kindness
- Hope
- Connection and Belonging

We endeavour to make sure that at our school these values run through all the school policies and practice.

School Ethos

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This Relationships and Behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

We value each individual child and work with families, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world. We always prioritise the safety of our students and staff. Everything we do in school is underpinned by our safeguarding procedures.

Strong relationships between staff and pupils are vital. Our staff are fair and consistent with students (while considering individual needs) enabling them to feel safe. Equally, our staff are approachable and there to help (not only there to discipline) and we aim to help our children to understand this. It is also recognised that for some children and young people, variance on these processes will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

Legal framework, legislation and statutory requirements

The Headteacher must set out measures in the Behaviour and Relationships Policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that students complete assigned work;
- regulate the conduct of students.

The Headteacher must take account of any guidance or notification provided by the governing body, including in relation to screening and searching students, the power to use reasonable force, other physical contact, the power to discipline beyond the school gate and pastoral care for school staff. Teachers' powers to discipline include the power to discipline students even when they are not at school or in the charge of a member of staff.

A member of staff may discipline a student for:

any misbehaviour when the child is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a student at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another student or member of the public;
- could adversely affect the reputation of the school.

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](#)
- [special educational needs and disability \(SEND\) code of practice](#).
- 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 antibullying strategy online

- [School suspensions and permanent exclusions](#)

Definitions

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;
- Having a mobile phone on their person;
- Any form of bullying;
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation;
- Vandalism;
- Theft;
- Fighting;
- Smoking;
- Recording photographic images (still or video) or sound recordings of staff or students without their explicit permission. Any student caught filming another person (and/or uploading images or video onto the Internet) will have their phone confiscated and will receive a sanction. If the action is repeated, the matter will be treated as a serious misbehaviour and may lead to an escalation in sanction.
- 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, e-cigarettes and vapes; ○ 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 student).

A Relational Behaviour Model

At our school we adopt and use the relational behaviour model which is the approach from TPP. The following table explains how it is applied:

Behaviour is something to	interpret
Children and young people	are prone to make mistakes and highly responsive to the environment and the context
Behaviour management is predominantly through	relationships
Children who don't manage should be	understood and included
Boundaries and limits are to	keep everyone safe and to meet everyone's needs
Rules should be	developed together and adapted where needed
Consequences are	only used within a process of restore and repair
'Inappropriate' behaviour is	a sign of unmet need, stress (difficulty in coping), lack of understanding and skills
The causes of the difficulties are	mostly in the environment and within the context of relationships
The solutions lie in	understanding what the behaviour tells us about the child and their need
Practice and policy effectiveness is measured by	wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

General Expectations

We have high expectations for our students, while recognising some children and young people have specific needs. The following expectations cover all times of the school day and where students are representing the school out of hours or off site. This means we

- encourage a positive attitude to learning within a safe, happy environment.
- promote high expectations and enable pupils to become independent responsible learners.
- encourage a sense of respect for our community and our environment.
- believe that clear, consistent routines and systems are essential to support children and young people's development and ensure the health, safety and wellbeing of everyone in our school community.

It is everyone's responsibility to remind and support children and young people where these expectations are not met. Equally it is important to comment positively when they are. Staff model expected behaviours, attitudes and habits.

Any behaviour that falls below the expectations of our school (e.g., disruption to learning, unkind or inconsiderate actions), will require some level of intervention. Remembering that every interaction is an intervention, it is important to remember that the strongest approach to support a child is through

their relationship with the adult. At all points we try to ensure we keep a strong connection with the child having difficulties. We use positive recognition, as appropriate, to ensure the students know we are still there, and we recognise their effort and any changes they have made.

At our school, staff ensure good routines are in place throughout the day for times such as:

- the start and end of the day
- Transition times between lessons
- Lining up for class and assemblies
- Getting changed for PE
- Moving around the school
- Break and lunchtimes

What do we do to teach and promote positive management of behaviour?

Examples include:

- The rewards systems for good behaviours
- Leadership opportunities for students in every year group
- Celebration opportunities including assemblies
- Student council
- Peer mentoring
- Subject ambassadors
- Anti-bullying ambassadors
- Mental Health Champions
- House System
- Consistent consequence-based approach to managing behaviour
- Curriculum planning to meet students' needs
- High expectations of students in planning lessons and learning
- Identifying students' needs and catering for these in teaching and learning
- Staff training and updates
- In-school intervention for individual students
- Work and liaison with external agencies
- Links with home and parent/carer support

Rewards

We believe in encouraging and rewarding effort and achievement. Rewards motivate students by giving them a greater awareness that their contributions are valued and recognised by the school. They also provide a framework for students to achieve their personal best and to be rewarded for it.

Positive behaviours will be rewarded with:

- Praise;
- House points;
- Weekly nominations by the tutor for Student of the Week;
- Letters or phone calls home to parents/carers;
- House reward events;
- Invitations to rewards trips and events;
- The opportunity to attend Prom in Year 11;
- Special privileges or rewards;
- Celebration evenings and presentations
- Subject honours.
- Other rewards as deemed appropriate.

We also run the Jack Petchey Achievement Award scheme at the school, where staff, students and parents/carers can nominate a student for doing something outstanding, such as achieving a personal goal. The award is given out each month and the winner receives a badge and a certificate and £300 to donate to a particular cause in the school.

Students are encouraged to develop the learning behaviours of a successful learning through our four learning behaviours:

- Outstanding
- Engaged
- Compliant
- Reluctant

Teachers reference these learning behaviours in lessons and these are used for reporting home on students' attitude in lessons.

We develop students' responsibility through leadership opportunities:

- Prefect system
- Tutor Captains
- School council representatives
- Subject ambassadors
- House Captains

The Personal Development curriculum and tutor programme develops students as positive citizens through a planned curriculum with key topics, messages and activities delivered through both tutor time and assemblies. Our House system provides additional opportunities for students to contribute to the school community in a positive manner. House charity events and House competitions develop students ability to collaborate, work productively as a team and gain enjoyment from their experience at school.

Viewing behaviour as a learning process

At our school we accept and understand behaviour as a learning process. Students may push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. At our school staff view behaviour mistakes as inevitable. This means that we offer support, help and guidance to the students so they can learn from their mistakes and improve for next time. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our student's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction'.

Our general responses to mistakes and incidents

Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges but they also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the students of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others.

In using this process at our school, students will have the opportunity for reflection and restorative conversations.

Using this approach, students have the opportunity to reflect on what's happened and the impact this may have had on others. They can have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of verbal, written, picture, or an action.

Where possible, a logical consequence (natural reparation) is used e.g., clean graffiti off the door, clean up the mess, pay for replacement of item.

At our school the staff work with students to ensure that they have learnt from an incident so that they can be successful next time. Teaching of the skills required may be necessary to enable a different outcome next time. The impact of our approach is evident in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

Using consequences

The use of consequences

Consequences can be a useful response to behaviours, remembering that some behaviours result in positive consequences. When responding to unwanted behaviour, the consequences we use in our school always have a clear link to the incident and help the child or young person to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and / or educational. Best practice suggests that all protective consequences should run alongside educational consequences, as it is unlikely that long-term behavioural change will occur without this.

Protective consequences: these are required to protect the rights of others and keep a child or young person safe. At our school this may include:

- increased staff ratio
- change of school day / timetable
- arrangements for access to outside space
- child or young person escorted in social situations
- differentiated teaching space
- appropriate use of suspension (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child or young person upon return).

Educational consequences: at our school we use these to teach, encourage, support and motivate the child or young person to behave differently next time through better understanding. Examples include:

- ensuring the child or young person completes the task they have disrupted
- rehearsing / modelling situations through intentional teaching of prosocial behaviour
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- providing the child or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships (a restorative approaches is an example of one).

Consequences Based System

The school uses a consequence-based system to ensure a consistent approach to students' behaviour in and out of lessons. These consequences are usually progressive, starting with a warning and becoming more substantial. The consequence used will also depend on the type of

misbehaviour. The progression and the type of the behaviour will also determine who is responsible for carrying out the consequence.

In lessons teachers use the 'C-system' which is a stepped approach giving students the opportunity to modify their behaviour before there is a need for a more serious sanction.

The C system

stepped approach:

C1 First warning

C2 second and final warning before a sanction is given

C3 Departmental detention

C4 Senior Support Staff visit – whole school detention and potential removal from lesson.

We will always try to avoid having students removed from lessons. However, this may be necessary either due to persistent poor behaviour or a single incident which causes danger to students/staff.

The school will inform parents and carers about after school detentions via Arbor but may also inform parents/carers through telephone calls, text messages, e-mail or other means as appropriate.

Verbal interventions maybe used for low level behaviour and incorporate verbal interventions such as:

I know you can behave better than this. I'd really like to see that

I'm here to help and listen. Tell me what happened

Talk and I'll listen (it may be possible for staff to find out how the situation has developed, or how it may be resolved). Reflection support during breaktime or lunchtime with trusted adult.

Unwanted/unhelpful/antisocial behaviour	Possible Consequences
<p>Relatively higher impact Examples:</p> <ul style="list-style-type: none"> • Bullying • Harmful behaviour • Any discriminatory behaviour • Causing significant, deliberate damage to school property 	<ol style="list-style-type: none"> 1. RSL/SLT notified. 2. Opportunity for reflection. 3. Restorative approach followed. 4. Incident form completed for discriminatory incidents. 5. Incident recorded. 6. Parents notified by telephone. 7. Outcome will be personalised based on previous behaviour, severity, response from pupil(s). 8. Withdrawn or changes to timetable. Parents/carers to be informed of decision phone or face to face. 9. If response leads to suspension – parents/carers also notified in writing. Reintegration meeting to be held directly after suspension.

The range of consequences may include:

- A verbal reprimand;
- Expecting work to be completed at home, or at break or lunchtime;
- Detention at break or lunchtime, or after school;
- A student being removed from the class to work, under supervision, elsewhere;
- Letters or phone calls home to parents/carers;
- Agreeing a behaviour contract;
- Putting a student on report;
- Restorative justice;
- Setting improvement targets;
- Behavioural contract;
- Loss of social time;
- Removal from out of school activities;
- An adapted curriculum time in the Hub
- A temporary part-time timetable;
- Referral to the Governor's Disciplinary Panel;
- Internal exclusion ;
- In line with the school's Exclusions Policy, use of a suspension ;
- Off-site direction, for a time limited period, in an alternative setting.
- Permanent exclusion

Exclusion

While the school will take all reasonable steps to meet individual need and help individuals to improve, we will not tolerate behaviours which do not show due regard for the well-being or learning of others, or where in spite of support and intervention there is minimal or no improvement. In line with the school's Exclusions Policy, a suspension or permanent may be used in response to the national standard list of reasons for exclusions.

Also in line with the Exclusions Policy, the school will not tolerate persistent and defiant behaviours over time where sanctions and interventions have failed to bring about positive improvement. In these circumstances a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the school, thus placing the student at high risk of permanent exclusion.

For further detail on the circumstances in which the school will either use a suspension or permanently exclude a student, refer to the Exclusions Policy.

Expectations during the school day

We regularly remind and encourage our students to wear their uniform correctly, be kind and respectful to others and to behave appropriately whilst moving around the school building. Students that fail to follow these expectations may get a signature on their conduct card. We use the conduct card as a way of reminding students of the positive behaviours we are looking for, recording these positive behaviours and awarding house points, and signing if a student makes the wrong choices. A student reaching 6 signatures will receive a lunchtime detention.

Recording Incidents of Concern

We have a clear process and system in place to record incidents that occur. We use the information effectively to enable strategic oversight and to influence and review practice.

To record incidents in lessons, staff record C2, 3 and 4 using the school's MIS. This provides information that can be monitored and analysed by teachers, tutors, subject leads, Raising Standards Leaders and Senior Leaders.

Incidents outside of the classroom are also recorded on the school's MIS. Incident statements are completed and stored on the student's file.

How we support children and young people with additional Social, Emotional and Mental Health needs

At our school, we acknowledge that some students will have, at times, additional needs. We recognise that children and young people may experience a range of social, emotional, mental health needs which present themselves in many ways. These may include children and young people displaying challenging, disruptive or stress related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed. We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the student's life (staff, family, professionals) in order to best meet their needs. In Essex, this is done in the context of One Planning. We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these students, including but not limited to, the SEND code of practice, Equal Opportunities and Disability Act.

We understand that the behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning. We have a duty to strive to help children and young people to return to a place of regulation, within their 'Window of Tolerance', as only then will the student be in a place to learn, connect and thrive.

Ways to Support Understanding

At our school we believe that understanding what the behaviour is communicating to us is the first part for planning a response.

Appendix 2 is an example of strategies used to help us to understand the behaviour: **STAR Analysis**

Our Principles - the things we will do as adults

- Model compassion and kindness, provide hope and support connection and belonging
- Understand that any event in a student's life can impact on how they think, feel and act
- Use of consequences rather than just simply punishments or sanctions
- Provide routines, set limits and have boundaries
- Regulate our own emotions
- Prioritise relationships to ensure all students feel safe and secure

Head Teacher

- Leads on all aspects of this policy
- The Headteacher 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 that rewards and sanctions are applied consistently
- Is the only person authorised to exclude a student (or the deputy headteacher in their absence)
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
- Offers and provides appropriate support to staff following a stressful incident

Other Senior Leaders

- Lead on all aspects of this policy
- Ensure the policy is implemented effectively
- Ensure all staff are appropriately trained
- Oversee the specific needs of all students across the school
- Provide support to staff, pupils and parents as necessary
- Link with outside agencies to access additional services
- Ensure that all tracking and reporting of incidents and additional needs are up to date

Classroom Staff

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Plan the teaching and learning for all students
- Providing a personalised approach to the specific behavioural needs of particular students
- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short term difficulty a student may be having
- Recording incidents
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Family

- Inform the school of any concerns about changes in their child's behaviour, emotional wellbeing or mental health
- Have open conversations with the school
- Engage with support offered by the school and other agencies to further support their child's needs
- Take responsibility for the behaviour of their child both inside and outside of school
- Support their child in adhering to the Home School Agreement (Appendix 1)

Governors

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored
- Consider families' representations about an exclusion
- Undertake their statutory role around exclusion
- Ensure that all staff receive purposeful training in order that they can undertake their role

Students

Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it safe and enjoyable by reporting all undesirable behaviour.

Student code of conduct

All students and their parents/carers sign a Home-School Agreement when they join the school. A copy of the agreement can be found in Appendix 1.

Students are expected to:

- take advantage of all that is available to me so that I can achieve to the best of my ability;
- be punctual to school and lessons;
- concentrate hard on my work and allow others to learn;
- show respect to everyone - adults and students alike;
- bring the correct books and equipment to school;
- wear the correct school uniform smartly;
- eat only during breaks and lunchtimes and in the appropriate areas;
- help to keep the school free from litter and graffiti;
- move around the school sensibly and quietly;
- represent my school in a responsible way both on and off the school premises;
- use the internet responsibly and follow the school rules with regard to mobile phones.

Off-site behaviour

This school is committed to ensuring our students act as positive ambassadors for us.

Taking the above into account, we expect the following:

- good order on all transport (including the school taxi) to and from school, educational visits or learning opportunities in other schools;
- good behaviour on the way to and from school;
- positive behaviour which does not threaten the health, safety or welfare of our students, staff, volunteers or members of the public;
- reassurance to members of the public about school care and control over students in order to protect the reputation of the school
- protection for individual staff and students from harmful conduct by students of the school when not on the school site.

The same behaviour expectations for students on the school premises apply to off-site behaviour.

Harm from dysregulated (stressed) behaviour

Our school always prioritises the safety and welfare of all staff and students, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate and may be due to a stress response.

Supporting those who have been harmed

Our staff and children and young people receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times our school ensures that this person (adult or student) is fully supported.

We always consider the following:

- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- is there a need for immediate police involvement?
- ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- give reassurance to reduce feelings of guilt and/or anxiety

Our school recognises that some people are more at risk than others in their work, and where this is the case, we ensure there is appropriate support available.

Risk Assessment Process

In our school we use a risk assessment process as the starting point for preventing harm for identified vulnerable students. It identifies what is likely to cause stress to them, using all the information known about the students. Once all this information is to hand, a strategy for supporting a situation appropriately and keeping everyone safe can be developed.

Physical intervention (control and restraint) - the use of reasonable force

At our school we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded and reported immediately to the head teacher.

Our school follows this **Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / nonrestrictive physical intervention)'**

It can be found here

[Social, Emotional and Mental Health Portal for Schools, Colleges and Settings - Essex Guidance and Let's Talk Resources](#)

Within this guidance, it is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary and to follow the other recommendations set out in this document. This includes reporting to ECC.

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing.

Screening and searching pupils

At our school we are all aware that there are two sets of legal provisions which enable school staff to confiscate items from pupils:

'The general power to discipline' and the 'Power to search without consent'; from the 'Behaviour and discipline in Schools - Advice for headteachers and school staff' (January 2016)

[Behaviour and Discipline in Schools - A guide for headteachers and school staff final draft.docx \(publishing.service.gov.uk\)](#)

From this guidance our staff understand that they may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the teacher should use their discretion about whether the item is returned to the child or to their parent/guardian. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated – either through the child or via text/phone call. Where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff do have the power to search without consent for “prohibited items” including: knives and weapons, and may use a handheld body scanner to aid the search;

- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- e-cigarettes and vapes
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules which has been identified in the rules as an item which may be searched for. The legislation DfE sets out what must be done with prohibited items found as a result of a search.

In accordance with our mobile phone policy, this includes mobile phones.

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 discipline the student in accordance with this policy.

Please refer to our Child Protection Policy and Complaints Procedure for more information on responding to allegations of abuse.

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

Student transition

Students at Notley High School & Braintree Sixth Form are made aware of the school's expectations in terms of behaviour from the moment they arrive in school for their Year 6 induction activities.

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 at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

Training

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

Behaviour management also forms part of continuing professional development and there is regular training for all members of the school community as appropriate.

Links with other policies

This behaviour policy is linked to the following policies:

- Teaching and Learning Policy
- Anti-Bullying Policy
- Attendance Policy
- Child Protection Policy
- Equality Policy
- Physical Restraint and Intervention Policy
- Uniform Policy
- Exclusions Policy
- Mobile Phone policy

Appendix 1: Home-School Agreement

The Student

I will make every effort to:

- take advantage of all that is available to me so that I can achieve to the best of my ability
- abide by the school rules and understand my responsibilities
- aspire to achieve my academic targets
- respect all members of the school community
- endeavour to do all my classwork and homework to the best of my ability
- attend school regularly and on time
- be punctual to all lessons, tutor time and any intervention sessions.
- bring the correct books and equipment to school; wear the school uniform smartly, correctly and with pride
- be polite and helpful to others
- help keep the school free from litter and graffiti
- engage with the anti-bullying ethos of the school, demonstrating respect for others
- move around the school sensibly and quietly
- concentrate hard on my work and allow others to learn
- ensure I do not bring the school into disrepute either in or outside of school
- use social media and the internet appropriately and responsibly without harming or offending others
- always speak to a member of staff if I am worried about anything for myself or another student in our community
- follow the school expectations regarding mobile phones and air pods

Name: -

Signature: -

The Parents/Carers

I/We will make every effort to:

- ensure that my child arrives at school and all lessons regularly, on time, properly equipped and wearing the correct school uniform
- let the school know about any concerns or problems that might affect my child's work or behaviour
- contact the school on the morning of any unplanned absence and follow absence reporting procedures
- keep the school up-to-date with changes to address, contact telephone numbers and email addresses
- support the school's and Trust's policies and adhere to the Code of Conduct
- encourage my child to achieve to the best of their ability and plan for a future career
- attend parent/carers' consultation evenings and play a full part in discussions about my child's progress
- support and encourage my child to complete their home learning to the best of their ability

- encourage my child to have high standards of behaviour and show respect for others
- support the school's policies and co-operate with the school's disciplinary procedures
- communicate with staff, both verbally and in writing, with courtesy.
- use and check the school's communication platforms, website, and emails to keep up to date with messages from the school
- abide by the Trust's Social Media use policy

Name: -

Signature: -

NHS & BSF

We will make every effort to:

- ensure that your child has the best possible education in a safe, caring environment where they can achieve their full potential
- encourage your child to achieve to the best of their ability
- set aspirational academic targets
- provide a balanced curriculum appropriate to your child's individual needs
- set high expectations for academic work and behaviour through building good relationships and developing a sense of responsibility
- keep you informed about your child's progress
- keep you informed about school activities
- provide opportunities for your child to take part in extra-curricular activities and visits
- provide opportunities for your child to plan for their career and develop the skills needed for adult life
- listen, and where possible, respond to any concerns and deal with issues as efficiently as possible
- respect each child as an individual
- contact you if there are concerns about academic work, behaviour, attendance or punctuality
- communicate, both verbally and in writing, with courtesy
- be open and welcoming at all times
- support and empower young people to have a youth voice
- act in the best interests of the whole school community and honour our duty of care to our students

Appendix 2: STAR Analysis

What happened at the time?	What we could do differently to promote positive communicating behaviour in the future?
Setting (Time, environment, relationships, etc.)	
Trigger (stressor)	
Action (What happened?)	
Result (What happens next?)	

Appendix 3: Behaviour Incident Form (BIF)

Child name:	DoB:	Year group:
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Date of the incident: Day of the week:	
Members of staff	
Where it took place	
What was the activity?	

Outline of event/ What happened?

Consequences: Was there a sanction? Y/N Outline of sanction Protecting (what will now happen to prevent any immediate further harm occurring) Learning/teaching (what needs to be revisited with the child or learnt)

Was restraint, restrictive physical intervention, safe holding used? yes/no Letter sent:

Parent / carer informed: Time and date:
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