



# The Athelstan Trust Behaviour Policy

Date of Review	Approved by	Date of Approval	Next Review Date	Website
February 2022	Board	31 March 2022	March 2023	Y

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## 1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how students 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



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## 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](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- 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.

## 3. 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
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content



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- 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 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)

### 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
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality, and gender identity)



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TYPE OF BULLYING	DEFINITION
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

Details of each school's approach to preventing and addressing bullying are set out in each school's anti-bullying strategy which is available on the school website.

### 5. Roles and responsibilities

#### 5.1 The Local Governing Body

The Local Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

#### 5.2 The headteacher

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 rewards and sanctions are applied consistently.

#### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents

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

#### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the student 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



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## 6. Student code of conduct

Students are expected to:

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

## 7. Rewards and sanctions

Malmesbury School's approach to Rewards and Sanctions is outlined at Appendix 2

### 7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Merit marks
- Letters or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the student out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'

We may use a dedicated room in response to serious or persistent breaches of this policy. Students may be sent to the dedicated room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

### 7.2 Zero-tolerance approach to sexual harassment and sexual violence

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



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

The school's response will be:

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

Sanctions for sexual harassment and violence may include:

- Suspension (formerly known as fixed term exclusion) or permanent exclusion

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

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

Please refer to our child protection and safeguarding policy for more information which can be found on [the Athelstan Trust Website](#)

### 7.3 Off-site behaviour

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

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

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

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

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



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### 7.4 Malicious allegations

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

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

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

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

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

## 8. Behaviour management

### 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 students to be engaged
- Display the student code of conduct or their own classroom rules
- Develop a positive relationship with students, which may include:
  - Greeting students 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 Physical restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property



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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

### 8.3 Confiscation

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

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

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

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

### 8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

## 9. 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 at the start of the term or year.

## 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.



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### **11. Monitoring arrangements**

This behaviour policy will be reviewed by the Board of Trustees annually.

### **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Each school's Suspension Procedure
- Child Protection and Safeguarding Policy
- Each school's Anti Bullying Policy

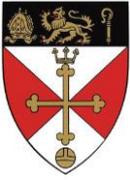
The Board of Trustees and Local Governing Body also emphasise that violence or threatening behaviour will not be tolerated in any circumstances.



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## Appendix 1: Written Statement of Behaviour Principles

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



# Malmesbury School Behaviour Policy

## Appendix 2: Malmesbury School's Approach to Rewards and Sanctions

### 1. Rewards

All students at Malmesbury School have personal and academic achievements and contributions which deserve recognition, including personal improvement.

The school actively seeks opportunities to acknowledge and celebrate students' achievements and contributions.

We believe that it is important that praise, encouragement and rewards are given to students for whom positive behaviour is normal, as well as for recognising change in those who show it less frequently.

Rewards will be available to students of all ages and abilities, to recognise a wide range of educational and personal achievements.

Rewards will be used instantly, where possible, to acknowledge the positive immediately.

Staff will be encouraged to identify and reward students' achievements and contributions in ways appropriate to the nature of the achievement. Frequent reminders of the use of rewards will be given.

The school will review, annually, the effectiveness of the rewards system in recognising the huge number of achievements and contributions of our students fairly and in line with principles of equal opportunities.

Changes will be made to the rewards system if ways are found to improve its fairness or effectiveness. Additional ways of rewarding students will constantly be sought.

Care will be taken to ensure that a reward is not seen as an end in itself.

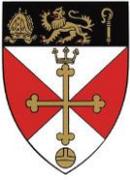
Examples of rewards currently used in the school include:

- verbal or written praise
- incremental house point system which leads to various outcomes including the Headteacher's Award
- praise from SCL/SPL/SLT
- work or achievement publicly displayed
- acknowledgment in assembly, social media posts, Malmesbury Matters
- faculty reward and selection to be part of a special event

### 2. Sanctions

Sanctions are available as one of the tools to be used to improve behaviour within the school.

Sanctions are primarily intended to act as deterrents against inappropriate behaviour. They also serve the function of impressing on the perpetrator that what s/he have done is



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unacceptable, deterring him/her from repeating the behaviour and to signal the unacceptability of the act to other students.

A range of sanctions will be available to respond to a range of situations including:

- warning; discussion of inappropriate nature of behaviour with the student
- completing work under supervision
- carrying out a task to help the school community
- sent out of class for a short period
- sent out of class to another teacher/classroom in line with faculty protocol
- detention at break, lunchtime or after school
- working in isolation (school)
- working in isolation (bungalow)
- suspension from school
- monitoring report
- withdrawal of privilege such as school trip or sports event
- reparation for cost of repair of damage caused
- governors' disciplinary panel
- Alternative Provision
- confiscation of items
- litter picking

Sanctions will be applied with support. Wherever possible a sanction will be used that is a logical consequence of the misbehaviour. When determining the most appropriate sanction to be used, consideration will be given to the circumstances and needs of students.

Sanctions which have no intrinsic value and may lead to an aversion to a particular type of learning activity, such as writing lines, will not be used. Students will be asked to catch up on any work they are behind with or have missed during the detention.

Staff will endeavour to use sanctions to provide an opportunity to build positive relationships between student and teacher. Wherever possible, therefore, the person applying the sanction will supervise its execution.

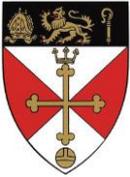
Students will be encouraged to use the opportunity given by sanctions to reflect on their actions, to understand the reason for the sanction and to use the support and guidance provided to improve their behaviour.

Sanctions will be used sensitively and in proportion to the offence, to avoid inappropriate early escalation to severe sanctions.

Whole class sanctions will be avoided as they punish the innocent as well as the guilty.

The school will endeavour to ensure that sanctions are applied consistently.

Students will be helped to see that sanctions are a consequence of choices made by them about their behaviour and not them personally.



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The scale of interventions will be used to guide staff on the use of more severe sanctions such as Detentions and Internal or External Suspensions.

The use of after school detentions, internal and external suspensions will be monitored and shared with the Local Governing Body.

If analysis of sanctions raises issues of inequity between groups, reasons for this will be sought and the school will put actions in place to redress the inequity.

### **3. Support for students**

Throughout their time in school, students will be guided and taught the elements of positive behaviour.

This will be overt, through assemblies, tutor time, the iLearn curriculum. These will all have a focus on Malmesbury School values.

When sanctions are given, students will always be helped to see what behaviour was unacceptable, why it was unacceptable and to look for different ways of dealing with situations in the future.

The member of staff dealing with a situation will try to understand why it arose and to look for ways in which a student can be helped to change their behaviour in the future.

The school will be alert to the possibility that behavioural issues with an individual may be the result of abuse to that individual. The school's safeguarding procedure will be used to help determine necessary actions where abuse is suspected.

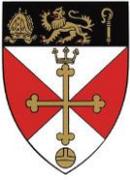
For students who are finding problems in managing their own behaviour, a number of intervention packages are available to be delivered by the inclusions team. These include:

- Classroom survival
- Social Skills
- Respect 1
- Respect 2
- Anger Management
- Impact 1
- Impact 2
- Diversity

Where a student is not responding to support an Individual Behaviour Plan (IBP) could be drawn up to help the student manage his/her behaviour. This may include elements such as:

- Issue of an exit card
- One-to-one support with a member of the inclusions team
- Sessions with the school counsellor and which sets specific targets for the student to achieve. These targets will be reviewed regularly using a report card

Where the IBP fails to achieve the desired outcomes a Pastoral Support Plan (PSP) may be drawn up for the student. This will consider any external support and intervention which may



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be necessary to support the student in meeting targets. It may be more appropriate to address higher level concerns through an Early Support Assessment (ESA) or Learning Support.

The involvement of parents will be sought at an early stage in the support process and can be one of the most helpful elements of any intervention.

If it is thought to be in the best interests of the student, and following the failure of all other strategies, the student and family will be offered a 'Fresh Start'. Alternative Provision may also be discussed and offered.

#### **4. Staff Support and Training**

Teachers are responsible for maintaining the good behaviour of groups they teach or tutor. Full support will be available to them in achieving this.

All staff are jointly responsible for maintaining the good behaviour of students around the school, including the school site.

Malmesbury School's Scale of Interventions will be used in dealing with an in-class incident, repeated in-class incidents and out-of-class incidents is available to staff. See Appendices.

For serious in-class incidents, teachers should first get advice and support regarding the issue with their Senior Curriculum Leader (SCL).

For minor in-class incidents, the teacher should first discuss the issue with the students, tutor, their mentor (NQTs) or their SCL.

Should an issue be very serious or create an on-going problem in lessons, the matter can be referred to the inclusions team by the SCL.

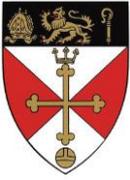
It is expected that, in the first instance, teachers will supervise the execution of sanctions they have imposed.

Senior Pastoral Leaders (SPL) are the school's lead professionals in behaviour management and any member of staff can seek support or guidance from them at any time. In requesting their direct help with a student, the situation must pass via the SCL.

Minor out-of-class incidents should be dealt with by the member of staff involved, in the first instance, with support from the tutor or the inclusions office if needed.

For serious out-of-class incidents, the teacher dealing with the issue should send for or seek the help of the inclusions team or a member of the Senior Leadership Team (SLT) if they are not immediately available.

All staff will be helped to understand that it is entirely acceptable and normal to seek advice and support in dealing with behavioural issues.



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Training in behavioural management will be a full part of the staff development programme of the school through:

- Tutor meetings
- Briefing meetings
- Development meetings
- TD days

Specialist support or courses will be sought for individuals who have specific needs in the area of behavioural management.

### **5. Support for Parents**

A report will be issued to parents, three times each year. This will contain details of the student's behaviour.

Parents will be encouraged to attend parents' evenings and to take other opportunities to discuss their child's progress, achievement and behaviour. The school will seek to remove obstacles there may be to this.

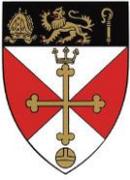
Parents will be informed of an individual incident or a series of minor incidents which give cause for concern.

Where a student is encountering behavioural difficulties, parents will be asked to contribute their views as to the causes and potential solutions. The school reserves the right to apply sanctions against the wishes of the parent if it is believed that it is in the best interests of the student and the school.

Parents will be encouraged to work with the school in implementing behavioural strategies involving their child.

Should a parent seek help and support in coping with their child's behaviour, the school will seek the most appropriate person or agency to provide it and endeavour to secure a meeting.

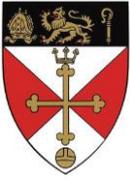
The school will try to secure parenting classes for parents who need and are agreeable to this type of support.



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### Appendix 3: Procedure for Detentions

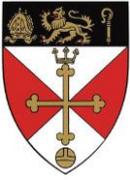
1. Detentions will be used as sanctions in a way which is reasonable and proportionate to the offence.
2. Detention at break or lunchtime is a sanction which may be issued by a member of staff without further consultation.
3. Students detained, at break or lunchtime must be able to eat and drink (possibly under supervision) and visit the toilet.
4. If the student normally goes home for lunch, the student must be given 24 hours warning, to allow alternative arrangements to be made.
5. After school detentions may be issued by a teacher in liaison with a Senior Curriculum Leader (SCL), an SCL, SPL, member of the inclusions team or SLT.
6. The student and parent must be given 24 hours warning to allow alternative arrangements to be made.
7. It is expected that a parent will make every effort to support the school by providing alternative transport arrangements for their son/daughter at the later finishing time.
8. If a parent has a genuine reason for being unable to make alternative transport arrangements for the student on the specified date, the teacher issuing the sanction may decide to change the date of the detention by up to five days to accommodate the parent. This is entirely discretionary and does not alter the legal right of the school to detain the student after 24 hours' notice has been given.
9. If there is another legitimate reason, such as a day of religious observance for the family, the detention will be re-scheduled for the following day.
10. If a student fails to attend a detention, without reasonable excuse, another, more severe sanction will normally be given.
11. The school will take responsibility for the detained student in the same way as during the school day.
12. Students will be occupied in ways which are in line with the behaviour policy during a detention.
13. In cases of serious misbehaviour, a student may be detained on a TD Day. In such cases, the procedure will be the same as that for an after-school detention.



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### Appendix 4: Procedure for Internal Isolation

1. Students may be internally isolated for several reasons and these include:
  - A pre-arranged sanction planned in advance
  - An emergency situation where a student cannot be accommodated in the classroom due to safety concerns or disruption
  - Where an ongoing investigation needs to be completed before the student returns to lessons
  - If a student is not in appropriate school uniform
  - If a student who is temporarily removed from a lesson to work in another classroom, fails to comply
2. Students may be internally isolated by:
  - A member of the Pastoral team
  - A Senior Pastoral Leader (SPL)
  - A member of the Senior Leadership Team
3. A student in isolation will be required to complete work set by teachers in the subjects they should be studying that day.
4. If, for any reason, work cannot be set by the teacher, alternative tasks will be made available.
5. At the beginning of the isolation, the student will be notified whether or not they will have free time at break and lunchtime. Where a student does not have free time, he/she/they will be accompanied to the restaurant, if necessary, and will eat in the on-call room. They will also be given the opportunity to use the toilet.
6. A student who is isolated will be required to hand their mobile phone/other electronic devices to the inclusions team.
7. Some time will be used, during the period of the isolation for the student to discuss their behaviour with a member of the Pastoral team, to help them understand the reason for the isolation and to plan a strategy to avoid similar behaviour in the future.
8. When a student has been internally isolated a letter will be sent to the student's parents informing them of the situation.
9. Consideration will be given to the appropriateness of an internal suspension as sanction in each case, with particular reference to the needs of students identified under the Equality Act 2010 and those with Special Educational Needs.



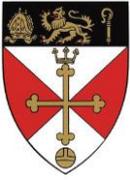
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### Appendix 5: Procedure to be followed when a student receives a suspension from school

1. The headteacher or, in his absence, an appointed deputy headteacher or assistant headteacher, will make the decision to suspend a student should it be necessary.
2. Before deciding whether to suspend a pupil, either permanently or for a fixed period, the headteacher or a deputy will:
  - ensure that an appropriate and thorough investigation has been carried out.
  - determine that the school's threshold for suspension has been reached, that a serious breach of the school's behaviour policy has occurred and that other sanctions are an inadequate response to the behaviour.
  - encourage the student to give his or her version of events, though if the student does not wish to do so, a decision will be based on all available evidence.
  - check whether the incident may have been provoked, for example, by bullying or by racial or sexual harassment.
  - consider the incident in relation to the school's behaviour, equal opportunities and race equality policies.
  - if a student belongs to a vulnerable group, including those identified under the Disability Act 2010 or has Special Educational Needs, give full consideration to special circumstances that might apply to the situation before making a decision about a suspension.
  - if necessary, consult others, but not anyone who may later have a role in reviewing the headteacher's decision, for example, a governor who might be a part of the disciplinary panel.
3. If satisfied that, on the balance of probabilities, the student did what he/she/they is alleged to have done, the headteacher, or in his absence a deputy headteacher, may suspend the student.

### In the case of all fixed period suspensions

4. The school will make every effort to inform parents of the decision to suspend on the same day by telephone, as well as by sending a letter by first class post and an email. The letter and email will contain the following:
  - Reason(s) for the suspension
  - the type of suspension
  - the period of suspension
  - the date and time of return to school and arrangements for readmission
  - arrangements for work to be set and marked for suspensions of more than 5 days
  - the parents' or carers' responsibilities
  - the parents' right to see the student's record
  - the parental right to make representations about the suspension to the governors and who to contact
  - the name and telephone number of an officer of the LA who can provide advice



## Malmesbury School Behaviour Policy

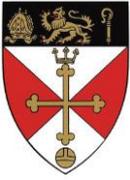
5. The Pastoral Team will complete the following forms and ensure that the parent(s) of the student has been contacted by the SPL or a member of SLT by phone and by letter.
  - Malmesbury School suspensions form
  - Wiltshire Council – Fixed period or permanent suspensions form
  - Guidance notes for parents

### **In the case of a fixed period suspension of between 1 and 5 days**

6. A member of SLT or an SPL will meet with the student and student's parents or carers to readmit the student to school. This meeting will aim to find ways of avoiding a recurrence of the behaviour.
7. On returning to school the student will go 'on report', using a red report card, for a minimum period of 5 days.
8. Governors will only have a disciplinary panel if:
  - the student has been suspended from school for a total of 5 days in a school year
  - external examinations are involved during the period of suspension, in which case governors will endeavour to meet prior to the external examination. The Chair of the Governors will make a decision if a meeting cannot be convened and the exam is fewer than three days into the suspension
  - parents wish to make a representation
9. If it meets, the governors' disciplinary panel will take note of the headteacher's reason for suspension listening to representations by the parents and student.
10. The student can come into school to take external examinations provided the governors agree. If the governors determine that the student should be invigilated separately, parents are responsible for any costs incurred.
11. On the day of suspension, or at the soonest opportunity thereafter, the school will endeavour to send the appropriate form plus a copy of the letter to parents direct to the Exclusion Officer at County Hall. Copies of the form and letter will also be kept on the student's file.
12. The student's name and details of the suspension will be entered into the school's suspension record.

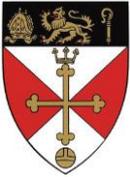
### **In the case of Fixed Period Suspension totalling between 6 and 15 Days in any academic term and between 16 and 45 days in any school year:**

13. In addition to the standard elements of the suspension letter it will also include:
  - period of time allowed for the parents to make a statement and the time scale of the governors' disciplinary panel
  - who the parents can contact for advice
  - details of any schoolwork the student should complete if suspended for a period of more than 5 days during a single suspension



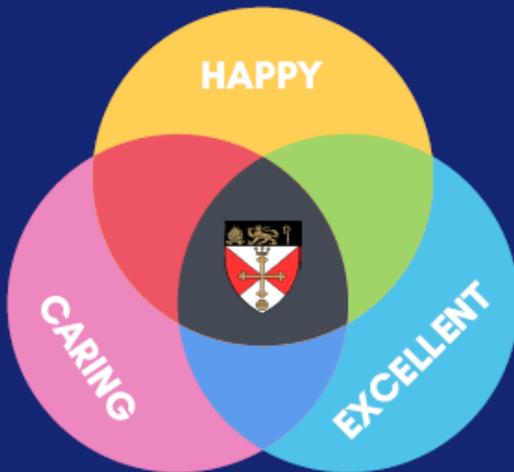
## Malmesbury School Behaviour Policy

14. At the end of the suspension period, a member of SLT will meet with the student and the student's parents to readmit the student to school.
15. Governors will hold a disciplinary panel within 6 to 15 school days, unless external examinations are involved, in which case Governors will endeavour to meet prior to the external examination. The Chair of Governors will make a decision on the suspension if a meeting cannot be convened and the exam is fewer than three days into the suspension.
16. The Governors' disciplinary panel will:
  - take note of the headteacher's reason for suspension, listening to the parents and student
  - consider if the student did what is alleged, on the balance of probabilities
  - consider whether the school has adequately supported the student in improving her/his behaviour.
  - consider whether the duration of the suspension is appropriate to the specific incident taking into account the student's behavioural record.
17. If the governors consider the School's actions inappropriate then the governors' disciplinary panel must reinstate the student.
18. The governors' disciplinary panel may:
  - reinstate prior to the end of the fixed period, for external examinations to be taken
  - unconditionally reinstate the student
  - agree with the headteacher's decision.
19. Following the meeting, the Chair of the governors' disciplinary panel will speak to the parents and arrange for a letter stating the outcome of the disciplinary committee to be sent to the parents within three working days.
20. The school will send all required documentation on the day of the suspension direct to the Exclusion Officer at County Hall, copies of the form and letter will also be sent to the Pastoral Support for the student's file.
  - Copy of letter to parents
  - Wiltshire Council
21. The student's name and details of the suspension will be entered into the school suspension record.



# Malmesbury School Behaviour Policy

## OUR VALUES



## HAPPY



### RESPECT

Respect for each other is core in everything we do at Malmesbury School. This is shown in the way we act, communicate, and treat each other daily.



### EQUALITY

Malmesbury School is a fully inclusive institution that strives to ensure equal opportunities for all so that everyone can achieve their full potential in life.



### TRUST

It is vital that everyone at Malmesbury is trustworthy and is trusted. Everyone needs to rely on each other for us all to be successful.



### KINDNESS

Showing kindness and support to others is critical to all our well-being.

## CARING



### HONESTY

To be honest is essential to ensure that all feel safe at School. Staff and students should be fair, sincere and act with integrity in all that they do.



### LANGUAGE

The way that language is used in Malmesbury School is incredibly important. Students and staff must always use appropriate language and need to be mindful to not use language that can be considered offensive or hurtful.



### EMPATHY

The understanding and appreciation of other's feelings is incredibly important. All of us have different opinions, backgrounds and cultures that have shaped the way we are. We must appreciate how our actions can affect others and ensure that we support people.



### ENVIRONMENT

We are very lucky to have an excellent school facility in a beautiful and historic area. The school is here to serve all the young people in the community and therefore must be looked after to ensure all can learn and thrive in a pleasant and inspiring environment.

## EXCELLENT



### RIGHT TO LEARN

Every student has the right to learn and every teacher has the right to teach. To ensure the highest quality education and to give young people the best possible start in life it is vital that we support each other to ensure that we achieve our best.



### READY TO LEARN

Our school is primarily here to provide education and it is vital therefore that we are organised and "ready to learn". This means being on time to lessons, with all relevant equipment out and ready, quietly working on the starter activity. Students and staff are expected to be professional in their organisation to ensure lesson start in a timely fashion with a positive working atmosphere.



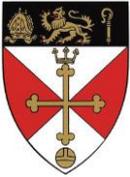
### EFFORT

We will only achieve our best if we put in the effort. It is expected that we all try our best in all that we do in school to ensure that we continue to grow mentally, physically, and morally. Despite the challenges we will face we must try to overcome them.



### UNIFORM

Our uniform is crucial in developing a sense of identity, belonging and pride in Malmesbury School. It allows all students to feel part of the collective and takes away the pressure of what to wear. It is designed to be practical and safe to wear in lessons with special uniform required for some subjects e.g. PE. It is vital the uniform policy is followed to ensure fairness for all.



## Malmesbury School Behaviour Policy

 <b>SCALE OF INTERVENTIONS</b>	<b>BEHAVIOUR</b>	<b>INTERVENTION</b>	<b>STAFF</b>
<b>1</b>	<ul style="list-style-type: none"> <li>Questioning/challenging the teacher's instructions</li> <li>Talking over the teacher</li> <li>Distracting other pupils from learning</li> <li>Low level chatter</li> <li>Not ready to learn</li> <li>Incorrect uniform</li> <li>Lack of effort</li> <li>Phone out</li> </ul>	<ul style="list-style-type: none"> <li>Conversation</li> <li>Verbal Warning</li> <li>Name on Board</li> <li>Values reminder</li> <li>Time out</li> <li>Kept back at end of lesson</li> <li>E-Behaviour</li> <li>Check student SEN profile</li> <li>Phone Confiscated till end of day</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher</li> <li>Tutor</li> <li>Student Services</li> <li>SPL</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Continuation of behaviours in stage 1</li> <li>Refusal to follow instructions</li> <li>No attempt to complete work</li> <li>Inappropriate language</li> <li>Late to lesson with no good reason</li> <li>Phone out for 2nd time</li> </ul>	<ul style="list-style-type: none"> <li>Removal to withdrawal room</li> <li>Break/lunch detention</li> <li>Behaviour points recorded.</li> <li>Contact with home</li> <li>Check student SEN profile</li> <li>Parent to collect phone</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher</li> <li>SCL</li> <li>Tutor</li> <li>Consult SEND</li> <li>Student Services</li> <li>SPL</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Continuation of behaviours in stage 2</li> <li>Damage to classroom equipment</li> </ul>	<ul style="list-style-type: none"> <li>Faculty/Tutor report</li> <li>Withdrawal from entire lesson/s</li> <li>After school detention</li> <li>Meeting with parents/carers</li> <li>SPL informed</li> <li>Classroom Survival intervention</li> <li>Conversation with SEND</li> </ul>	<ul style="list-style-type: none"> <li>Class Teacher</li> <li>Tutor</li> <li>SCL</li> <li>SEND</li> <li>SPL</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Continuation of previous behaviours in 1, 2 and 3.</li> <li>Damage to school equipment and facilities.</li> <li>Bullying behaviour</li> <li>1st instance of fighting after provocation</li> <li>1st instance of racist/discriminatory language</li> <li>Smoking</li> <li>Threatening language towards others</li> </ul>	<ul style="list-style-type: none"> <li>SPL Report</li> <li>SPL detention</li> <li>Isolation</li> <li>Parental Meeting</li> <li>Link with SEND</li> <li>Relevant intervention programme</li> </ul>	<ul style="list-style-type: none"> <li>SCL</li> <li>SPL</li> <li>SEND</li> <li>SLT</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Continuation of previous behaviours</li> <li>Unprovoked attack</li> <li>repeated racist/discriminatory language</li> <li>Sweating at a member of staff</li> <li>Repeated bullying behaviour</li> <li>2nd instance of fighting after provocation</li> <li>Tuancy</li> </ul>	<ul style="list-style-type: none"> <li>Change of tutor group</li> <li>Fixed term exclusion</li> <li>Relevant Intervention programme</li> <li>Alternative provision</li> </ul>	<ul style="list-style-type: none"> <li>SPL</li> <li>SEND</li> <li>SLT</li> <li>Alt. Provision</li> <li>External Providers</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>Continuation of behaviours in previous stages.</li> <li>Use of or dealing of Drugs/alcohol</li> <li>Sexual Assault</li> </ul>	<ul style="list-style-type: none"> <li>Prolonged use of alternative provision</li> <li>Use of external providers.</li> <li>Police involvement (Youth Offending Team)</li> <li>Managed move to alternative school/college</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> <li>SEND</li> <li>Alt. Provision</li> <li>Governors</li> <li>External Provision</li> <li>Wiltshire Council</li> </ul>