Status	Approved	Approval	Full Governing Body
Maintenance	Full Governing Body	Role(s) responsible	Headteacher
Date Effective	September 2022	Date of last review	July 2024
Date of next review	September 2025	Date withdrawn	Not withdrawn.
Lead Professional	Deputy Headteacher	Location of policy	www.coltonhills.co.uk

COLTON HILLS COMMUNITY SCHOOL

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Participation   Respect   Integrity   Diversity   Excellence

1. Stateme

At Colton Hills, we believe that every child is entitled to the highest quality learning experiences, irrespective of their starting point. There are no barriers to high achievement and no excuses for not succeeding.

In every lesson, students are exposed to powerful knowledge and culturally rich experiences. Every day we are learning and reflecting on how we have improved ourselves. Through this, we maximise academic attainment so students can go to and through university or secure a valuable apprenticeship and thrive in a top profession.

All students will leave Colton Hills highly numerate and literate, with meaningful qualifications that prove this. They will also leave equipped with both the skills and self-belief to engage with the wider world so that they change it for the better.

Every Child, Every Lesson, Every Day.

How do we behave?

Our Core Values Framework (PRIDE)

Participation: We have aligned autonomy and a spirit of support, teamwork and sharing, but we are disciplined and follow through on our commitments. We advance the mission of Colton Hill by getting things done, to the highest level, every day.

Respect: We recognise the dignity and worth of every individual and the contribution they make. We demonstrate professional behaviours, showing kindness and compassion – we treat staff like platinum and focus on our students needs first.

Integrity: We are mindful of our actions both in school and within our community. Our openness and transparency instils confidence in others. We take pride in our school and we are loyal to the values.

Diversity: We value social and cultural diversity – we are officially a school of 'sanctuary'. We strive to enrich our community by tackling inequality, promoting fairness and challenging prejudice.

Excellence: We raise standards through taking personal responsibility for our achievements and continuous improvement. We set high expectations and seek to become the best version of ourselves by asking two critical questions every day

1. What have I achieved today that makes me proud?
2. How will I be even better tomorrow?

Many Minds, One Mission

Through applying our Behaviour for Learning policy we hope to instil our shared school values; (PRIDE). For everyone to be successful and to maximise learning, we expect the highest standards of behaviour from all students. Behaviour must be exemplary across all elements of school life, all members of the community should show mutual respect and self-discipline and we should never accept anything less. All students have the right to learn without distraction and the responsibility to support the learning of others.

The school and governors affirm that four clear goals define the basis for the behaviour of our school community. We believe in:

1. Educating the whole person, equipping our young people to play an active and leading role in society, and that our world origin should be no obstacle to opportunities.
2. Developing students to be ambitious, hardworking, and successful and change their family's destiny by being attending university or having a life-changing career by obtaining the best possible outcomes.
3. Encouraging students to have an intellectual interest and curiosity in their studies and extracurricular activities. We want them to be excited by their studies and to become lifelong learners and achieve the best outcomes possible.
4. Encouraging all students to aspire to the highest standards of behaviour and to have high principles and values to become a model citizen.

This policy applies to all members of the community at Colton Hills School in any context when they are representing or linked with the school. This policy should be read alongside the Home School Agreement, linked policies and appendices listed at the end of this policy.

2. Aims of the Policy

This policy aims to:
- **Promote a culture of positive behaviour for learning and high performance.**
- Provide a **consistent approach** to behaviour management.
- **Define** what we consider to be unacceptable behaviour, including bullying.
- Outline **how students are expected to behave.**
- Summarise the **roles and responsibilities** of different people in the school community (students, parents and staff) in establishing and maintaining excellent standards of behaviour.
- Outline our system of **rewards and sanctions to promote high performance.**

3. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:
- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [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.

4. Positive behaviour for learning culture

Our school ethos is built on promoting a **positive learning climate to maximise learning** in order for students to reach high performance. Relationships are a crucial aspect within our school and all members of the school have a responsibility to develop and sustain a positive relationship. To support this, we use positive strategies to influence behaviour for learning and restorative practice to build, repair and maintain relationships.

Positive strategies to influence behaviour for learning and promote high performance are embedded in our 'Colton Hills Classroom Routines' and the 'Colton Hills Way of Teaching' which are outlined in the 'Teaching and Learning Policy'. See **Appendix 5: Ready Respect Safe – Student Friendly Classroom Posters**

POSITIVE LEARNING BEHAVIOURS

We are working to develop all of our students into 'high performance learners.' We use the High-Performance Learning (HPL) philosophy and framework. This means that we believe that all students can be high performers, and we teach with these expectations in mind. The HPL framework allows us to develop in a way that builds on our success in working to support and develop our students. HPL is underpinned by the following principles:

- high performance is attainable for most students, regardless of their starting points.
- it is possible for our students to build the skills needed to be high performers and a succeed in life;
- students who are confident, able to think for themselves and have a concern for others, are ready for college, the workplace and life, in general.
- These are further supported by HPL which identifies key characteristics and attributes that prepare young people to succeed in learning and in life. They are categorised into **Advanced Cognitive Performance** characteristics (ACPs) and **Values, Attitudes and Attributes** (VAAs). We are seeking to build the confidence and aspirations of our students. Here our students are 'taught' how to think through the ACPs and how to behave through VAAs, not so that they can be passive recipients of information or instructions, but so that they can access a 'toolkit' of learning skills that will serve them for life. In the employment market it is more important than ever to be able to collaborate effectively, and confidently understand and demonstrate skills like adaptability, reflection and resourcefulness.

5. Recognition for High Standards of Behaviour

The ability to self-regulate is one of the Advanced Cognitive Competencies (ACPs) that form part of the HPL framework and consistently taught to students through the curriculum and the wider life of the school.

The successful management of behaviour and rewards is central to our school ethos to provide an environment within which students and adults can develop good relationships, showing care, respect and consideration for each other within the school and the community. Our rewards policy encourages and rewards students who apply themselves and behave in a commendable way to support the ethos of the school as role models and **to develop their own potential** (**potential is limitless).** Every day we strive to find opportunities to celebrate student success and 'catch students being good', this is essential to promote our positive behaviour for learning ethos. This ethos captures those students who show the school's values (PRIDE), demonstrate exemplary behaviour in class and high-performance skills and competencies around school and the community. Rewards are linked to our culture of Ready Respect Safe.

5.1 Verbal and non-verbal praise

In every lesson student will receive verbal and non-verbal praise from staff based on the schools PRIDE values. Routinely in lessons, staff will praise students for their consistent high levels of effort or achieving or exceeding expected progress **to work towards high performance standards, notably, the Values, Attitudes and Attributes (VAAs).**

In order for praise to be the most effective it needs to be:
- Personalised, using the student's name.
- Linked to the specific action
- Consistently used in all lessons as part of our teaching
- Sincere and genuinely expressed with appropriate language and tone
- Private and discreet when required.

5.2 Achievement points

Achievement points are awarded to students regularly for demonstrating the school values (PRIDE) **which are linked with the HPL Values, Attitudes and Attributes,** through Go4Schools. Tutors and Year Leaders monitor these and collate the number achieved by individual students, tutor groups, year groups and their house. These are displayed every week in tutor time and on the TV monitors around school. At the end of each half term, we also share the results in our Newsletter. Achievement points are one of several criteria used to support a student's qualification for our half termly reward events along with attendance, punctuality, behaviour and levels of engagement.

These can be monitored by students and parents through the Go4Schools app, which is available to download from the **Apple App Store** and **Google Play.**

The PRIDE Pledge
Every child, Every lesson, Every Day

High Performance Learning We are deliberately practising:	Teachers promise to:	Students promise to:
Collaborative Enquiring Risk-taking	Ensure all students are included in every lesson. Set work for learning outside the classroom and extra reading	Play an active part in every lesson and in school life. Show dedication to improve by learning beyond the classroom
Creative Open-minded	Create a positive learning atmosphere. Take the time to listen to students' views	Respect teachers, other students and the school environment at all times
Confident Resilient	Model the skills and attitudes for success. Prepare for success in exams. Demand the highest standards from students	Be punctual to lessons, form and assembly. Be dressed appropriately and equipped ready to learn
Concerned for Society Open-minded	Prepare interesting and engaging lessons that incorporate a range of viewpoints and backgrounds	Show an awareness of the thoughts and feelings of others around them. Take an interest in other cultures and ways of life
Enquiring Practice Perseverance	Have excellent subject knowledge. Push students to achieve their potential **Believe in the students**	Complete work to the very best of your ability. Be determined to get better in every subject **Believe in yourself**

Learner Achievements and Rewards

> Behaviour should always show our PRIDE values:
> Participation, Respect, Integrity, Diversity, Excellence

Award	Achievements	Rewards
A1	Good character shown through PRIDE values during a lesson or around school. Contribution to wider school life	Verbal Praise 1 Achievement Point Awarded by all staff
A2	Exemplary behaviour or character through our PRIDE values during a lesson or around school. Good contribution to wider school life	Verbal Praise 5 Achievement Points Awarded by all staff Praise postcard sent home
A3	Outstanding behaviour or character through our PRIDE values in a range of subjects. Outstanding contribution to wider school life.	Verbal Praise 8 Achievement Points Awarded by YL/CL/SLT Praise postcard sent home
A4	Exemplary behaviour or character through out PRIDE values across a range of subjects over time. Exemplary contribution to wider school life over time.	Verbal Praise 12 Achievement Points Awarded by YL/CL/SLT end of half term Certificate awarded in assembly, email or call home

7

	Examples of award.
A1 - PRIDE 1	Playing an active part in every lesson and school life – participation Good contribution to class discussion/answer questions – Participation/Excellence Show dedication to improve by learning beyond the classroom – participation. Showing respect to others and the environment e.g., holding doors open, picking up litter without being asked, challenging - Respect. 100% attendance, 100% punctuality per week awarded by tutors – Integrity. Being kind to others, helping with someone is in need – integrity. Respecting and understanding a person's background, showing awareness of the thoughts and feelings of others. – diversity. Outstanding retrieval quiz/mini assessment results – excellence Outstanding classwork (progress/attainment) - Excellence Outstanding independent work (homework) – Excellence Leading a team during group work – Any area of PRIDE Taking part in an interhouse competition/school performances – Any area of PRIDE
A2 - PRIDE 2	Star of week for a subject/tutor group link to the values for any of the area's identified above over time. Consistently showing PRIDE values – on time, exemplary behaviour, correct uniform and equipment – award by tutors at the end of a half term. Significant improvement in behaviour, attendance, or punctuality over the half term. Representing the school in external competitions/projects Winning an interhouse competition or other school competitions/performances
A3 - PRIDE 3	Star of the week from the Head of Year Star of the half term from tutor/CL Winning an external competition Receiving a PRIDE award. Work that has been recognised in the school bulletin.
A4 - PRIDE 4	Subject award at the end of half term for excellent progress or attainment. Year Leaders award at the end of half term for showing PRIDE values. Subject award

5.3   Whole school opportunities for praise

5.3.1   Student of the week

- **Subject student of the week (A2)** – for excellent work. These are displayed on subject boards in school.
- **Tutee of the week (A2)** - for showing the school values. These are displayed on tutor boards in school.
- **Year Leaders student of the week (A3)** – for showing the school values. These are announced in the weekly assembly and displayed on TV monitors around school. They are also shared via our weekly bulletin to parents/carers and a praise post card is sent home.

5.3.2   Outstanding student awards for achievement points

- **Outstanding student certificate** - students will receive a certificate based on the number of achievements they have achieved; bronze (100 points), silver (225 points), gold (400 points) or

platinum (600 points) certificate. These are awarded in assemblies.

5.4   PRIDE Award

Students will receive recognition of their participation and involvement in enrichment activities through our PRIDE value awards. These awards are tracked through their enrichment record. A range of activities will take place through enrichment afternoon on a Wednesday and through P0 and P6 activities. These activities will develop students' social, moral, and cultural understanding, which will support them to succeed in education, work, and wider society.
PRIDE badges are awarded when a student has completed the following number of enrichment activities:

- 10 activities =1st PRIDE star
- 25 activities = 2nd PRIDE star
- 45 activities = 3rd PRIDE star
- 60 activities = Bronze PRIDE cup award
- 75 activities = Silver PRIDE cup award
- 90 activities = Gold PRIDE cup award

Students will be awarded with a badge and certificate in the termly PRIDE rewards assembly.

5.5   Reward assemblies (half termly) –
Awarded to students based on the school values (PRIDE – A5).

- **Tutee of the term –** This student has shown outstanding character through the school values or has significantly improved and/or has shown an outstanding contribution to the wider school life/community. Students' names will be displayed in the school bulletin, during tutor time and on TV monitors around school.
- **Year Leaders' student of the half term** – This student has shown exemplary character through the school values across a range of subjects over time and/or has shown an exemplary contribution to the wider school life/community over time. Students names will be displayed in the school bulletin, during tutor time and on TV monitors around school. Students will also receive a certificate.
- **Top tutor group** – Top tutor groups in each year are recognised for the best; attendance, punctuality and behaviour (achievement points).
- **Top House:** points are collated for the half term for achievement points, attendance, punctuality and interhouse competitions to see which house is winning and recognised in assembly. At the end of the academic year the winning house will receive a trophy and results will be announced in the newsletter.

5.6   Academic assemblies (termly after an assessment for each year group)
Students will receive a certificate in assembly and top students will be invited to have lunch/afternoon tea with the headteacher.

- Academic progress –
  - Top 50 students are highlighted for their academic progress
  - Top 10 students receive a certificate
  - Students who are on track or above track in terms of progress will be recognised in assembly.
- Attainment
  - Top 10 students are highlighted for their attainment
  - Top students in each subject will be recognised.

5.7   Colton Hills Celebration evening

At the end of the academic year, students are nominated by members of staff for a range of rewards. Parents and students are invited to attend to receive their reward. Rewards include:

- Subject prizes – 1 male and 1 female for each year in every subject. Students are nominated by their teachers for showing real commitment, passion and excellence for the subject during the course of the year. Students receive a certificate and a small prize.
- 100% attendance – Certificate and a badge depending on the number of years the student has achieved 100% attendance. Certificate only (1 year), certificate and a bronze badge (2 years), certificate and a silver badge (3 years) certificate and a gold badge (4 years).
- Army Cadet Awards – certificates are awards for students achieving the highest personal standards, commitment, leadership and teamwork within the School's Combined Cadet Force.
- Year Leader Awards – One male and one female for each year. Students are selected by their Head of Year to receive a reward as they have demonstrated the school values to a high standard through the course of the year. Students receive a certificate and a prize.
- Headteacher's Award – This student is selected by the headteacher for being a role model in all areas of school life. One male and one female are selected and they will receive a certificate and a prize.

6. Sanctions and consequences for non-compliance

Teachers who work hard to prepare their lessons have the right to deliver them successfully. Behaviour for Learning is key to success and disruptive behaviour will not be tolerated, as it affects the learning of others. Rules are in place to ensure the safety of all students, staff and visitors. If students misbehave and do not follow the student code of conduct and classroom expectations students will be sanctioned according to the 'Behaviour Pathway' as explained in section 9.

Equally, students have the right to be provided with structure and consistency, which enables them to reflect on and understand the impact of poor behaviour so that they are able to make the correct choices. All corrections of a student's behaviour should be clear, fair and focused on restoring learning.

As a restorative school, we emphasise the importance of relationships for supporting emotional wellbeing,

resolving conflict and preventing harm. The 'Behaviour Pathway' focusses on a restorative conversation taking place at all stages of the behaviour pathway. This provides opportunities for students to talk with staff and for them to reflect on their poor behaviour and the consequences of such negative behaviour using the restorative conversation principles outlined below.

We will communicate to parents/carers when their child's behaviour is not as expected and has led them to receiving a sanction via the go4schools and a range of options such as a text, email or a call home, so that you are able to discuss with your child to prevent this happening again.

At any time, you are welcome to call your child's form tutor to discuss their behaviour and to monitor how well they are doing.

If a student misbehaves and does not follow the student code of conduct the Behaviour Pathway will be used by staff.

7. Definitions of Misbehaviour

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, appearance or equipment (see separate Uniform, appearance and equipment policy)
- Truancy

Serious misbehaviour is defined as:
- Repeated breaches of the school rules
- Bringing the school's reputation or reputation of staff members into disrepute
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Assault or fighting, including play fighting
- Smoking, including vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Malicious allegations
- Possession of any prohibited items (this is not an exhaustive list), these include:
- Knives or weapons, or items that are used as a weapon
- Alcohol
- Illegal drugs
- Stolen items

- Tobacco, cigarette papers, 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)

Serious misbehaviour may lead to a suspension (stage 6) or a permanent exclusion (Stage 7), which is decided by the Headteacher or the designated member of the Senior Leadership Team.

8. 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

- Uphold our Culture of Ready Respect Safe

- In class, make it possible for all students to learn, stay on task and not distract others and remain seated unless instructed to do otherwise by a member of staff.

- Move quietly, in single file and on the left around the school

- Treat the school buildings and school property with respect

- Wear the correct uniform at all times (For detailed guidance please refer to the Uniform, Appearance and Equipment Policy)

- Be equipped for lessons (For detailed guidance please refer to the Uniform, Appearance and Equipment Policy)

- Hand homework in on time and to a good standard

- Attend all lessons and be punctual

- Mobiles phones are not permitted in the building and should be placed in bags out of sight once students walk through the gate until they leave the premise at the end of the day.

- Accept sanctions when given.

- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

9. Definitions of 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, racism and discriminatory behaviour will not be tolerated.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time

- Difficult to defend against

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality, and gender identity)
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 our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

The Behaviour Pathway

10.   Off-site Behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip, in the park, on the bus on the way to or from school. Sanctions can also be put in place for behaviour outside of school when the student is identifiable as a member of the Colton Hills community.

11.   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 safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

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

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.

We will put appropriate measures in place to manage the student's behaviour, usually in consultation with the SENDCO and relevant member of the Senior Leadership Team and to determine whether they have any underlying needs that are currently not 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/carers to create the plan and review it on a regular basis.

If a student is excluded as part of our reintegration process, all students will be placed on a Behaviour Contract and will report to a nominated member of staff at a specified time every day with their report. A range of support measures including relevant intervention programmes will be considered and any barriers to learning will be discussed.

13.   School Uniform

We believe that school uniform plays a valuable role in contributing to our ethos, setting an appropriate tone and instilling pride. The uniform also plays an important role in:

- Supporting positive behaviour and discipline, encouraging identity with, and support for the school ethos
- Promoting a strong, cohesive, school identity that supports high standards and a sense of identity among students. If some children look very different to their peers, this can inhibit integration, equality and cohesion

- Ensuring students from all ethnic and socioeconomic backgrounds feel welcome and protecting children from social pressures to dress in a particular way.
- Nurturing cohesion and promoting good relations between different groups of students.
- Students who do not adhere to the uniform will be sanctioned. For detailed guidance please refer to the Uniform Appearance and Equipment Policy.

14. Roles and responsibilities

14.1 The governing board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1). The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

14.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles (appendix 1.). The Headteacher will also approve 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 rewards and sanctions are applied consistently.

14.3 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.

14.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct

- Ensure their child accepts and completes sanctions given

- Discuss behaviour concerns with their child to reduce repeat behaviours.

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

- Discuss any behavioural concerns with the class teacher promptly.

- Ensure their child complies to the rules if their child is suspended and completes work set via teams.

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

16. Monitoring arrangements

This behaviour policy and written statement of behaviour principles (appendix 1) will be reviewed by the headteacher and full governing body every year.

17. Links with other policies
This behaviour policy is linked to the following policies:

- Suspensions policy

- Safeguarding policy

- Uniform, Appearance and equipment policy

- Anti-bullying policy

- Drugs and Substance Awareness Policy

- Weapons Policy

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 school has a statutory obligation to manage the health and safety of staff, students and visitors and ensure that our discipline is maintained. Ay prohibited items found in students' possession will be confiscated and will not be returned to the student.

Under this authority we reserve the right to search and screen students according to the DFE guidance document (Refer to "Searching, screening and confiscation" DFE Document February 2014). (Refer also please to the Drugs and Substance Awareness Policy and Weapons Policy).
Use of reasonable force in schools

School staff have a legal right to use reasonable force to control or restrain students who are a danger to themselves, others, or property. (For detailed guidance on the use of restraint please refer to our

Restraint Policy)

The Equality Act 2010

The policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding, supporting students with medical conditions and students with special educational needs and disabilities (SEND).

Supporting students with medical conditions at school and **special educational needs and disability (SEND) code of practice**.

In addition, this policy is based on:

Section 175 of the **Education Act 2002**, which outlines a school's duty to safeguard and promote the welfare of its students

Sections 88-94 of the **Education and Inspections Act 2006**, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property

DfE guidance explaining that maintained schools should publish their behaviour policy online.

Appendix 1: Written statement of behaviour principles

- Every student and all staff and visitors understand they have the right to feel safe, valued and respected, and students have the right to 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 suspensions policy explains that suspensions will only be used as a last resort, and outlines the processes involved in permanent exclusions and suspensions

- Students are helped to take responsibility for their actions

- Students and staff will use restorative practice to discuss behaviour incidents in order to repair and rebuild relationships.

- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

Appendix 2: Home-school agreement

Home School Agreement

Student name: _____ Year Group: __

The School will:
- Provide a safe and supportive environment, free from discrimination and harassment for students to enjoy learning and achieve their full potential in line with our PRIDE values.
- Ensure students have the best possible education by providing a suitable curriculum, individual support and high quality teaching
- Treat students with respect and dignity
- Provide a wide range of extra-curricular opportunities and enrichment activities for students
- Set challenging targets for students to aspire to
- Provide regular reports and opportunities for parents/carers to discuss students' progress and achievements.
- Contact home to praise and reward students' success
- Contact home if there are concerns about students' academic progress, behaviour, effort, attendance or punctuality and implement supportive measures.
- Contact home if students are to be detained for more than 1 hour after the end of the school day
- Ensure all data is protected in line with GDPR.

Students will:

- Demonstrate the school's PRIDE values every day at all times, including when travelling to and from school whilst in the community, on educational visits or additional learning opportunities in school.
- Ensure they work hard, to the best of their ability, on their own or with other students
- Complete all homework to the highest standard possible and hand it in on time
- Ensure they arrive at school at 8:20am everyday and ensure they are in lesson by 8:30am.
- Attend all lessons on time, refrain from truanting and encouraging others to do so.
- Demonstrate that they are proud to be a student at CHCS each day by wearing uniform correctly and come fully equipped, prepared and ready to learn.
- Move around school during transition times sensibly and quietly as learning is taking place.
- Ensure they treat all staff with respect and dignity;
  - ➢ Be polite and courteous without exception.
  - ➢ Avoid non-complaint behaviours such as arguing, confrontation or complaining if detentions are issued.
- Ensure they treat all students with respect and dignity;
  - ➢ Never disrespect, harm, bully or cyberbully other students in or out of school and report any concerns.
  - ➢ Keep themselves and others safe, avoiding behaviours that are aggressive, disruptive or defiant and resolve conflict peacefully
- Respect the property of others and the school environment and equipment
- Refrain from bringing prohibited items to school.
- Attend additional lessons that may be provided if their attendance is below 90%, to ensure progress is maintained
- Ensure mobile phones are switched off, in their bags at all times and out of site at all times.
- Ensure parents/carers aware of any school related matters and make sure they give them any letters/information sent home.
- Keep their planner up to date and show it to school staff if requested

Parents/carers will:
- Ensure their child attends school on time every day. Refrain from booking; a) holidays in term time b) medical appointments during the school day.
- Ensure their child wears the correct uniform to, at and on the way home from school or whilst in the community.
- Ensure their child has the correct learning equipment needed for the day, including their planner and their PE/PA kit, cooking ingredients when necessary.
- Make sure school staff are aware of any SEN-related or other personal factors which may result in your child behaving differently.
- Ensure their child follows all reasonable instructions by school staff and adheres to the school rules

and policies.

- Ensure their child understands that bullying and abuse in all forms will not be tolerated.
- Ensure their child attends extra support sessions that may be provided in relation to academic progress, behaviour, attendance or well-being.
- Provide a suitable environment for their child to work at home
- Show an active interest in their child's work and monitor their completion of homework
- Attend parent/carer consultation days/evenings to discuss their child's progress, and any other school meetings arranged with their consent
- Encourage their child to attend additional extra-curricular enrichment activities, including revision classes
- Check and sign their child's planner at least once a week Ensure their contact details are up-to-date and that they let reception staff know if their details change, this includes relevant and up to date health information.
- Ensure their conduct is respectful and non-confrontational when speaking with any member of staff.

Failure to comply with the above expectations may result in my child forfeiting their place at CHCS.

Appendix 3: School's 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. After school detentions may be issued by a teacher in liaison with the Assistant Year Lead / Head of Year or Head of Key Stage.

5. 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.

6. 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.

7. 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.

8. If a student fails to attend a detention, without reasonable excuse, another, more severe sanction will normally be given.

9.   The school will take responsibility for the detained student in the same way as during the school day.

10.   Students will be occupied in ways which are in line with the behaviour policy during a detention.

Appendix 4: School's Procedure for Internal Isolation

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 or 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

Students may be internally isolated by:

- A member of the Pastoral team
- A member of the Senior Leadership Team

A student in isolation will be required to complete work set by teachers in the subjects they should be studying that day. If, for any reason, work cannot be set by the teacher, alternative tasks will be made available.

At lunch time, he/she/they will be accompanied to the Dining Hall to obtain their lunch. They will also be given the opportunity to use the toilet.

A student who is isolated will be required to hand their mobile phone/other electronic devices to the person on duty in the Respect Room.

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.

When a student has been internally isolated a reference to this will be on Class Charts informing parents of the situation.

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.

Appendix 5: Ready Respect Safe – Student Friendly Classroom Posters

We are:

Ready
Respectful
Safe

In class we:

- Track the teacher
- Listen to the speaker
- Sit up straight

High Performance Learning
High Performing School

SELF-REGULATION

AUTOMATICITY

Maximum Learning
at Colton Hills Community School

Appendix 6: PACE and the Vital Relational Functions

To support a therapeutic approach to understanding unmet needs of student we use the stance of PACE and the communication skills of the Vital Relational Functions (VRFs).

PACE is the acronym used by psychologist Dan Hughes to describe the optimal adult stance when working with young people to reduce stress, enhance connection, promote safety and engender the learning of new social and emotional skills:

Playfulness: Sensitive and appropriate playfulness helps the young person feel safe and promotes positivity.

Acceptance: Unconditionally accepting the young person makes them feel safe, secure and loved.

Curiosity: Genuine and non-judgemental interest in the young person helps them become aware of their inner life.

Empathy: Demonstrating compassion for the young person and their feelings supports the young person's sense of self-worth.

The VRFs represent the key techniques that we consciously apply in relationship. These are:

Attunement:

This involves matching the energy of the young person with non-verbal, prosodic, energetic and behavioural communication.

Validation:

This involves acknowledging the validity of the feelings that the young person is experiencing.

Containment:

This consists of creating predictability and routines and ensuring that the young person experiences safety and security both relationally and environmentally.

Regulation:

This transforms what was too much to bear alone into an experience that can be tolerated together.