

BEHAVIOUR & REWARDS POLICY 2025-2026

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Approved by:	
Last review: July 2025	Next review: September 2026

Executive Summary of the Behaviour & Rewards Policy

As a DORSET STUDIO STUDENT:

**You are at the heart of everything we do.
We are proud of you and want you to do your best.**

- Dorset Studio School expects you to act with respect and dignity, using good manners
- Dorset Studio School expects you to be kind to others
- Good behaviour leads to better learning allowing you to unlock your potential
- Choosing to follow a specialist Land & Environment curriculum is your passion
- The school expects you to engage well in lessons and arrive ready to learn
- You will get help and support to make better choices so you develop good habits

As a Dorset Studio School Teacher:

**You are our most important resource.
You build knowledge & skills in our students to prepare them for an exciting future.**

- Will have high expectations of all students by consistently following the policy
- Will model our culture & values so they are seen
- Will teach good lessons to accelerate learning
- Will be relentlessly positive by paying first attention to best behaviour
- Will explicitly teach routines so the classroom environment is predictable
- Will be curious and look to connect

As a parent(s)/carer(s)/families:

**You have placed your trust in us.
Your support is vital to unlock your child's potential.**

- Ensure your child has the best possible attendance in order to learn is vital
- Ensure your child arrives at school ready to learn in the correct uniform and ready to learn
- Track and monitor your child's behaviour through Arbor and discuss it with them
- Ensure you communicate with us regularly so that we can work together
- Ensure that you support us in managing any barriers to learning your child may face
- Be realistic in the level and frequency of support that school is able to provide for your child

As Leaders & Governors:

**Set the tone for culture and ethos.
Will be highly visible, leading from the front.**

- Will ensure that the school is inclusive, where all members of our community are valued
- Will prioritise high expectations of good behaviour in order to unlock student potential
- Will monitor, review and evaluate the impact of the policy
- Will make decisions on the provision of additional support in light of its impact on the efficient and effective education of other students
- Will make decisions in the best interests of the entire school community
- Will hold all stakeholders to account by providing support and challenge

The Dorset Studio School behaviour strategy

At Dorset Studio School, we have an approach to behaviour based on mutual respect, kindness, tolerance and empathy. This allows our students to unlock their potential and develop good, life-long habits through our innovative land and environment specialist curriculum. As coach Bill Walsh (San Francisco 48ers) stated, '*Culture precedes results, it doesn't get tagged on as an afterthought...*', we believe that our culture and values must be understood and lived by all members of our community.

Throughout our curriculum, students are explicitly taught expectations and routines. We believe our culture is set by absolute clarity about the expected standard of students' behaviour and ensure that these expectations are clearly understood by all adults, students and parent(s), carer(s) and families.

Behaviour Policy Principles

Dorset Studio School believes that good behaviour is essential in unlocking student potential, supports all students' personal development and character, promotes positive mental health and physical well-being. Our approach to behaviour is based on the following core principles:

- **Students have the right to be safe, learn and thrive**

Students attend lessons to learn so they thrive and learn in our specialist land-based curriculum. Learning is challenging because it requires deep thinking, effort, practice and repetition, and perseverance. Students have the right to expect a calm and orderly classroom environment in order to make every moment matter.

Rights to learning must be balanced by age-appropriate responsibilities. All students are expected to attend lessons, act in a safe manner, be prepared for learning, be purposeful in learning and are polite to others. Our specialist curriculum offers students a powerful and innovative entitlement to an education that will ensure progression and offer aspirational pathways to exciting post-sixteen destinations.

- The school curriculum is ambitious & relevant, matched the to the workforce requirements of Dorset and the national economy
- The school has a strong pedigree as a Land & Environment specialist provider
- Lessons are personalised for effective learning
- We are relentless in our expectation of a calm and orderly environment so that students can learn without disruption
- The school curriculum is enriched with opportunities to teach fundamental British Values and good character
- Students have a key voice in school improvement

- **Adults establish and maintain high expectations**

Adult behaviour establishes high expectations of behaviour with an intentional focus on the positive choices that students make. Relentless high expectations are lived through a welcoming, curious approach with **SMILE** norms overcommunicated at every opportunity so that students are immersed in an environment where good conduct is seen, heard, encouraged and expected at all times.

- We all have the same high expectations of behaviour
- We over communicate these expectation through SMILE
- We have a strong emphasis on consistent routines
- We pay first attention to positive behaviours
- We connect by building relationships
- We emphasise curiosity in order to refocus students on learning
- We hold students accountable for their behaviour
- We teach students how to improve their behaviour
- We have a graduated model for behavioural support & change
- We recognise successes & achievements in our community

- **Sow good habits, reap a positive destination**

Underpinning our whole approach to behaviour is the belief that consistency is the key to building prosocial habits. Clear, predictable routines and shared language show and tell students what to do, rather than not what to do. SMILE routines are not simply a poster on the wall but represent a lived experience in our community. These routines are practised in every lesson so that students always get it right in order to build prosocial habits.

Philosopher Paul Durrant (1926) stated, *'We are what we repeatedly do. Excellence, then, is not an act, but a habit.'* With this in mind, adults look for opportunities to reinforce behaviours students have demonstrated well and emphasise how they achieved this

- Lessons create the conditions for good behaviour
- When students feel good, they do better
- Adults recognise positive choices and good behaviour
- Adults explicitly teach how to behave and model it
- Students develop more conscious control of their behaviour
- Students practise the skills of good behaviour to form prosocial habits

The aims of the policy

- To establish a whole school approach to maintaining high standards of behaviour that reflect the ethos, culture and values of Dorset Studio School
- To ensure our environment means students feel safe and everyone is treated with respect, dignity and kindness
- To define positive behaviour and what is considered as unacceptable behaviour
- To outline the expectations of good behaviour and the consequences of misbehaviour
- To ensure our culture and practice is built on the promotion and recognition of positive choices, leading to the formation of prosocial habits
- To promote, and teach, prosocial behaviours so students understand what good, healthy relationships and conduct look, sound and feel like
- To ensure there is fair and consistent implementation of the measures outlined in this Behaviour & Rewards policy
- To prepare our students for adulthood by teaching them the value of good conduct and behaviour and the acceptance of difference in a 21st Century Britain
- To encourage a positive relationship with parents/carers/families through transparent and effective communication

Legislation and links with other policies

This policy has been written in line with legislation, advice and links with other policies in school. A brief list of these can be found below:

- Behaviour in schools. Advice for headteachers and school staff 2024
- The Equality Act 2010
- Keeping Children Safe in Education, 2024
- Suspension from maintained schools, academies and pupil referral units in England, including pupil movement, 2024
- Approaches to preventing and tackling bullying at school, June 2018
- Supporting students with medical conditions at school
- DFE Searching, Screening and Confiscation
- DFE Use of reasonable force
- The Teaching & Learning Policy
- DSS Accessibility Plan
- Guidance on School Uniform, DfE 2023
- Preventing hair discrimination in schools, EHRC, 2023

The responsibilities and expectations of all adults

Adults are expected to place SMILE at the centre of their pedagogical approach.

- To act as the 'parent on the shoulder' to maintain clear boundaries and expectations around behaviour with relentless positivity
- To explicitly reference SMILE on a lesson-by-lesson basis as a reinforcement of, and redirection to, high expectations of positive behaviour(s) and attitudes
- To use SMILE as teaching tool to build positive behaviour(s) and attitudes
- To place an emphasis on 'first attention to positive behaviour(s) and attitudes' in order to acknowledge and encourage students to get their behaviour right
- To recognise and notice positive behaviours and attitudes through formal and informal approaches
- To focus on the primary behaviour that needs to be modified or stopped so that potential disruption is minimised and there is continuity in learning
- To use an appropriate range of empathic verbal and non-verbal communication to effectively signpost misbehaviour in order to maintain a culture of respect and dignity in the classroom
- To use Learning Plans as an aide to plan for an individual, or a group, of students so that 'acting out' behaviours for those challenging and vulnerable students can be managed accordingly
- To monitor uniform and equipment expectations and deal with any infringements
- To attend conferences and oversee their teaching group
- To ensure that any additional adult support is effectively used to scaffold learning
- To ensure that consequences, through the use of sanctions, are used to maintain clear boundaries and reinforce high expectations
- To ensure that consequences and, therefore, sanctions are clearly communicated in order to facilitate the learning of positive behaviours and consequences
- To ensure that parents and families are involved appropriately so that sanctions and support mechanisms have the maximum effect
- To liaise with the relevant Head of Subject when unacceptable behaviour has not been routinely ameliorated as a subject teacher
- To liaise with the Special Educational Needs Team to seek further guidance and support so that undesirable behaviours can be further interpreted and modified
- To attend the relevant Parental Consultation Evening for their teaching group(s)

The use of Positive Postcards

Adults are encouraged to send **positive postcards** home to formally recognise those students making positive choices by consistently demonstrating good behavioural habits and those working hard to take more conscious control of their actions.

Roles and Responsibilities

(i) The responsibilities of Adult Coaches

All students are assigned an adult coach. They play a significant role in the education of all students. Coaches briefly meet each of their allocated students on a three-week basis in order to set responsive, clear and simple targets. A brief synopsis of the coaching conversation will be recorded on Arbor. The coaching conversations will be based on a series of prompts as a student well-being check-in:

- Maintaining or improving school attendance
- Punctuality to lessons
- Doing the basics well by coming to school 'ready to learn' with appropriate equipment and uniform
- Positive attitude to learning by demonstrating consistent SMILE standards
- Any barriers to learning

In some cases, this conversation will result in just one or two priority action steps and little by little, these actions should build momentum in order to improve behaviour which, in turn, unlocks potential and allows the student to thrive.

These actions will support all students to better understand their behaviour and the impact of it. At school, we endeavour to support students in making prosocial choices, and this shift is reliant on developing greater conscious control and an awareness of their presentation.

The appropriate Pastoral Lead will review this information and, if necessary, will make arrangements to share these actions with home. They may feel the need to intervene in order to provide the student with a greater level of support in order for them to be successful.

In addition to coaching sessions, all students will participate in 'drop down' lessons throughout the school year. These lessons will primarily focus on the themes of keeping safe, good character development, careers education and guidance and fundamental British Values.

(ii) The responsibilities of Student Support Service

The Student Support Service consists of a range of professionals, both teaching and non-teaching, with a range of roles and responsibilities. More specifically, the service is composed of Pastoral Leads, Safeguarding Officers, The Special Needs Team and Senior Leaders.

We recognise the challenges that all students face and those with specific needs. In order to support and challenge them in the most effective and efficient ways possible, we have a range of interventions that will be delivered by this service.

The specific roles and responsibilities of staff within the Student Support Service:

- For Head of Climate and Culture to oversee the effectiveness of adult coaching
 - For Pastoral Leads to triage the potential needs of individual students and secure the most appropriate intervention available in the service
 - For The Special Educational Needs & Disabilities Co-ordinator (SENDCO) to analyse and evaluate the effectiveness of specific behavioural interventions within an agreed period of time
 - For Safeguarding officers to contribute to external agency action plans so that students are most appropriately supported
 - For the Senior Safeguarding Officer to deliver therapeutic informed interventions with individual students in line with their specific needs
 - For relevant staff to lead, manage, contribute and/or signpost students and their families to external services
- For the Senior Leaders to lead on the planning of, and the implementation of training to improve the knowledge and skills of all adults working with students with specific needs and/or disabilities

(iii) The roles & responsibilities of all school leaders

Leadership plays a crucial role in making sure that all staff understand the behavioural expectations so that positive relationships and attitudes can flourish.

Leadership should be highly visible to model positive behaviour, offer support, direction and guidance to students and other adults. This helps to facilitate a culture of mutual support and provides a first hand insight into the impactfulness of the behaviour and rewards policy.

- To set the correct tone in order to maintain a positive climate and culture
- To reinforce rules, routines and the use of rewards and consequences
- To support transitions between lessons so they are efficient by ensuring students move as quickly as possible into their next lesson
- To ensure that SMILE is intrinsic feature of planning, pedagogy and appropriate interventions to reset and refocus students on learning

(iv) The responsibilities of Senior Leadership

- Senior leadership have a key role in ensuring that the behaviour and rewards policy is effective and equitable, allowing students and staff to flourish in safety and dignity.
- School leaders will monitor, review, analyse and evaluate the effectiveness of the behaviour and rewards policy
- Senior Leaders will oversee the progress of individual students who are a cause for concern at stages three and four of the school's graduated behavioural pathway.

- School leaders that the consequences of misbehaviour will lead to support and/or the imposition of sanctions that is lawful, reasonable and proportionate.
- The Principal, or Vice-Principal, will determine whether to use a fixed term suspension. As a last resort, permanent exclusion may be used after a range of interventions have been tried and failed. Moreover, the Principal may use permanent exclusion for an individual incident should there be exceptional circumstances which undermine the health, safety and well-being of the school community.

(v) The Principal

- The Principal is responsible for ensuring that this policy is reviewed and approved by the governing body
- The Principal will ensure that there is a positive school culture that allows students to thrive and unlock their potential
- The Principal will ensure there is the consistent and proportionate application of rewards and sanctions
- The Principal will ensure that staff deal with poor behaviour effectively in accordance with this policy
- The Principal may use suspension and permanent exclusion in response to serious incidents or in response to persistent misbehaviour which has not improved following in school sanctions and appropriate interventions

(vi) The role of parent(s) and families

The role of parent(s) and families is crucial in helping our school develop and maintain good behaviour. It is important that our school works in partnership with parents and families.

Parents and families play an important role in maintaining high standards of behaviour by:

- Celebrate successes of their child/children in school
- Reinforce this policy at home, as appropriate
- Attend key events such as Parental Consultation Evening(s)
- Discuss any behavioural concerns with the relevant Pastoral Lead promptly
- Attend intervention planning meeting and reviews, as appropriate
- Inform school of any changes in circumstances that may affect their child's/children's behaviour











(vii) The Governing Board

The Governing Board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation

Definition of expected behaviour

All students are expected to behave within the expectations of this policy. They are expected to consistently demonstrate a level of behaviour and conduct that allows them to maximise their opportunities to learn, recognise, and act in ways that ensures other students feel safe, are able to learn and allow staff to teach.

SMILE describes what good learning classroom behaviours look and sound like. Conversely, they also describe what inattentive, disruptive behaviours look and sound like too. Students are taught SMILE expectations from the moment they arrive at school and its routines are used in every lesson. SMILE expectations are exemplified in the following poster:

The SMILE standards		Means	✓	Looks like	Does not look like ✗
S	Sit up straight	Showing you are ready to learn		Your back is upright and against the back of your chair	You slouch in your chair. You turn around to others 
M	Manners	Putting others before yourself		One voice at-a-time	You talk, call out or interrupt 
I	Instructions	Following them without question		Eyes and ears towards the teacher, ready to respond	You question instructions or fail to act quickly 
L	Listen	Listening politely		Showing you are listening, tracking the speaker	You do not know what to do. You stop others learning 
E	Engage	Focussing on your work, giving it your best effort		Eyes down and quietly getting on with your work	You're not looking at your work. You're stopping others from learning 

All staff will recognise positive SMILE choices and award Achievement Points accordingly. These points accrue across the school year and are used as the basis of recognising and rewarding prosocial behaviours in both Year and Celebratory Conferences.

Out of class behaviour expectations are also important because they maintain the predictable and calm environment found in all lessons. When outside of lessons, students should:

Conduct at ALL times

- Behave in a respectful manner and be kind to others
- Respond promptly to adult instruction and direction
- Show good manners and gratitude
- Use a quiet voice so that your behaviour is respectful and considerate of others
- Ensure that your mobile phone is switched off so that it cannot be not seen or heard
- Ensure that chewing gum is not brought into school

Moving around school

- Follow the one-way system around the school building
- Walk calmly and orderly, showing courtesy to other students, staff and any visitors
- Avoid gathering in a group
- Arrive at lessons promptly to avoid disruption to learning and the learning of others
- Maintain uniform expectations and correct immediately if challenged
- Use toilet facilities before school, at break, at lunchtime and after-school
- Only consume drinks, food and other snacks in designated areas

Outside areas and designated indoor spaces

- Keep hands, feet and other objects to yourself
- Understand that we do not 'play fight' or 'take down' others because someone is likely to get hurt
- Use items of equipment as intended, minimising the risk of damage or unnecessary replacement
- Ensure the school community is kept safe by leaving fire safety equipment alone
- Respect the environment by putting litter in the bins provided
- Only play ball games in designated areas
- Be responsive on the first bell and move towards line-up
- Line up alphabetically and remain silent on the second bell

Definition of misbehaviour

Not following SMILE expectations or misbehaviour is defined as:

- Disruption to learning in lessons and/or in the school buildings
- Not listening to adults and failing to follow instructions
- Rudeness in all its forms, including interrupting others when they are speaking
- A lack of correct equipment which stops learning from taking place
- Truancy from lessons in all its forms, including leaving a lesson without permission to do so
- Failure to complete classwork in line with our expectations of PRIDE

Serious Misbehaviour

For the purposes of this policy, Dorset Studio School will define serious misbehaviour as 'red line behaviour'. Such behaviour that undermines school rules and discipline, may cause harm to oneself or others, damage the reputation of the school within the wider community and/or any illegal behaviour. This will include, but is not limited to, the following:

Red Line Behaviours	<ul style="list-style-type: none">Aggressive behaviourA significant Health & Safety breachAnything that causes risk/brings the School into disreputeBeing verbally abusive to a member of staffBullyingChild-on-child abuseCyber-bullying - the use of electronic communication to bully an individual or individuals, typically by sending messages of a threatening or intimidatory natureDefiance (after limited processing time)Discriminatory behaviour(s) - not giving equal respect to any individual on the basis of age, gender, race, religion or belief, sex and sexual orientationExtreme hairstylesExtortion of possessions, including food and fundsFailing to hand over a mobile phoneHarassment, including unwanted sexualised comments and messages, requests to share semi-nude or nude images/videos, or sharing explicit contentPersistent disruptive behaviourPersistent TruantingPiercing (nose studs)Physical assault on a member of staffPhysical assault on another studentPossession of prohibited itemsPossession of legal or illegal drugsRefusal to follow a reasonable instruction by an adultRefusal to comply with a sanctionSexual comments, including tauntingSwearing and foul languageThreatening an adultThreatening another student/or studentsUse of social media to defame staffUsing social media to to harass, bully, or unlawfully discriminate against any member of the school communityUsing social media to access and/or share extremist materialsVandalismVexatious behaviour - deliberately acting in a manner so as to cause upset, annoyance, irritation or escalate a particular issueVaping/smoking
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Child on Child abuse

Abuse can never be tolerated or passed off as 'banter' or 'having a laugh' or 'part of growing up' as this can lead to normalising the behaviour which, in turn, can create a culture of unacceptable behaviours and an unsafe environment for the entire school community.

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

Child on Child abuse might include:

- Bullying, including cyber bullying
- Abuse in intimate personal relationships between peers
- Physical abuse
- Sexual violence
- Sexual harassment
- Attempting to coerce someone to engage in sexualised activity
- Consensual and non-consensual sharing of semi-nude and nude images
- Upskirting
- Hazing

School will act robustly to any sexually inappropriate behaviour(s) as an important intervention that helps to prevent challenging, abusive and possibly violent behaviour in the future.

In the event of any deliberately invented or malicious reports of sexual abuse or harassment, the school will consider the use of sanctions for the student who made it.

Anti-bullying Strategy

We are committed to making school a positive experience for our community and recognise the impact that bullying can have on the attendance, attainment and welfare of students. Our approach emphasizes with all students the importance of being safe, respectful, ready and kind.

At Dorset Studio School, bullying is defined as the repetitive, intentional harming of another person or group by another person or group, where the relationship involves an imbalance of power.

Bullying in all its forms will not be tolerated

We explicitly teach our staff and students the meaning of being an **upstander** - that is, when they see an issue, they speak out and report their concerns. It is important that all members of our community take it upon themselves to look after each other. As **upstanders** we expect all our students, staff, parents/carers/families to speak out about any form of bullying, prejudice, misogyny or discrimination.

Our anti-bullying strategy is delivered through:

- Our approach to ensuring safe, respectful, ready and kind behaviours permeates through our community;
- Explicitly modelled by staff and recognised and rewarded when modelled by students;
- Our SMSC programme, including conferences and drop-down days;

Types of bullying can include:

Type of bullying	Definition
Physical	Hitting, kicking, pushing, taking possessions, any use of violence
Emotional	Unfriendly, excluding, tormenting
Verbal (direct or indirect)	Name-calling, spreading rumours, teasing, sarcasm
Sexual	Remarks, display of material, gestures, unwanted attention, inappropriate touching
Racial	Taunts, stereotyping, graffiti, gestures
Cyber	Bullying using messaging through online platforms

Bullying can leave a person feeling vulnerable, upset, undermined, humiliated or threatened.

Reporting Bullying

Bullying can be reported in a number of ways:

- By a student, to any adult in school
- Through a Student Ambassador
- Through the DSS internal postbox
- The worry button on the DSS website
- Through contact with Childline or other external agencies we signpost students to

Additional detail of how incidents can be reported and dealt with can be found in the Dorset Studio School Anti-Bullying Policy 2025-2026.

Poor Choices have Consequences

In the classroom environment, we believe that the majority of misbehaviour can be prevented by effective lesson planning, school-wide seating plans, including personalised spaces and building strong routines. However, we recognise that students will make mistakes through

poor choices. We also believe that is not always necessarily borne out of an unmet need. When misbehaviour occurs, adults will apply the behaviour policy fairly, proportionately and consistently.

Deescalation techniques are used to prevent further loss of learning and other issues arising, such as the use of short or microscripts and key instructional phrases.

Connect, Correct, Choice

All staff undergo training using therapeutic thinking to support the management of relationships and behaviour through a **CONNECT-CORRECT-CHOICE** graduated approach. Training may be delivered by external professionals, online CPD or internally.

Classroom Entry Routine

Clear and predictable routines benefit all students and make it clear to students that they need to be in a **‘ready to learn’** state. This routine will be completed using as much positive reinforcement as possible through group and individual narration.

- Staff will stand at the **doorway of the classroom** in order ‘meet and greet’ students and reinforce expectations in a positive manner
- For periods one, three and five, this will occur at **line-up**.
- Students will sit **alphabetically** - starting at the teachers desk with ‘A’ and moving across the classroom accordingly. There will be a small number of students with identified seating according to their particular needs. The threshold for such seating will be determined by the SENDCO, Ms. Young.
- Staff will use a **‘3... 2... 1...’ microscript** to gain the attention of students and briefly explain the low technology starter using the **‘NOW’** command
- Staff will pay first attention to positive choices and reinforce using **SMILE expectations**

Connection

Our first response to off-task using the least invasive approach through non-verbal and brief verbal cues. Any verbal cue is based on curiosity rather than challenge as a means of refocusing the student on learning. These are not warnings, simply supportive strategies to reengage the student in learning by reframing their behaviour(s). There are a limited range of non-verbal cues that staff will use.

1	First Response Non-Verbal cues	A look/nod towards the student Point to your eyes... Flat hand & pause... Single finger placed against lips ... Cupped hand against an ear... Single finger on each hand pointing down Staff move within the room , standing closer to the student Place a hand on the desk and tap gently
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1	First Response Verbal cues	<p>‘SHOW ME you are listening...’ ‘Eyes & ears towards me...’ ‘Eyes down and get on with...’ ‘Almost..but not quite ... Now, I want you to...’</p> <p>‘I can see that... Is there a problem?’ ‘Do you remember when... This is what I need to see now’</p>
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Correction

If misbehaviour continues, students will be made aware by receiving a formal WARNING. This is the final opportunity the student has to correct their undesirable behaviour.

Adults will use a calm, neutral and firm tone and land the warning as discreetly as possible. This reduces the amount of attention by the whole class to misbehaviour and, as such, helps to minimise disruption.

2	Second Response Non-verbal correction	<p>Approach slowly (Approach from the side, if this is possible)...</p> <p>Allow the student to have sufficient processing time</p>
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2	Second Response Verbal correction	<p>I have noticed that you... Challenge the primary behaviour</p> <p>I am giving you a warning, NOW I want you to... Set a specific target</p> <p>WHEN you have... THEN you need to do...</p>
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Adults will focus on the primary misbehaviour they want the student to change. **At this point, a behaviour point should be issued and recorded on ARBOR.** The majority of these points will be directly referenced against **SMILE expectations**.

An indicative, but an non-exhaustive list, of behaviours that require correction, therefore, a **WARNING**, can be found in the following table:

SMILE expectation		A WARNING should be given for
S	Sit-up	Failure to sit up straight after a specific verbal cue Repeatedly turning around Slouching on the desk
M	Manners	Answering back to staff Bickering with others Distracting others Off-task chatter during guided instruction Off-task chatter during independent practice Rudeness by failing to use manners appropriately Shouting out and 'Talking out of Turn' Unkind comments
I	Instructions	A failure to complete work in line with PRIDE standards A refusal to start work after connection phase A refusal to sit in the alphabetical seating plan A refusal to correct uniform A refusal to put chewing gum in the bin Leaving the lesson without permission and/or collection
L	Listen	Failing to track the teacher after an instruction to do so
E	Engage	Deliberate lateness to class Lack of Equipment Misuse of ICT equipment Failure to start work after adult instruction Refusal to 'get on' with an activity after connection completed

Choice

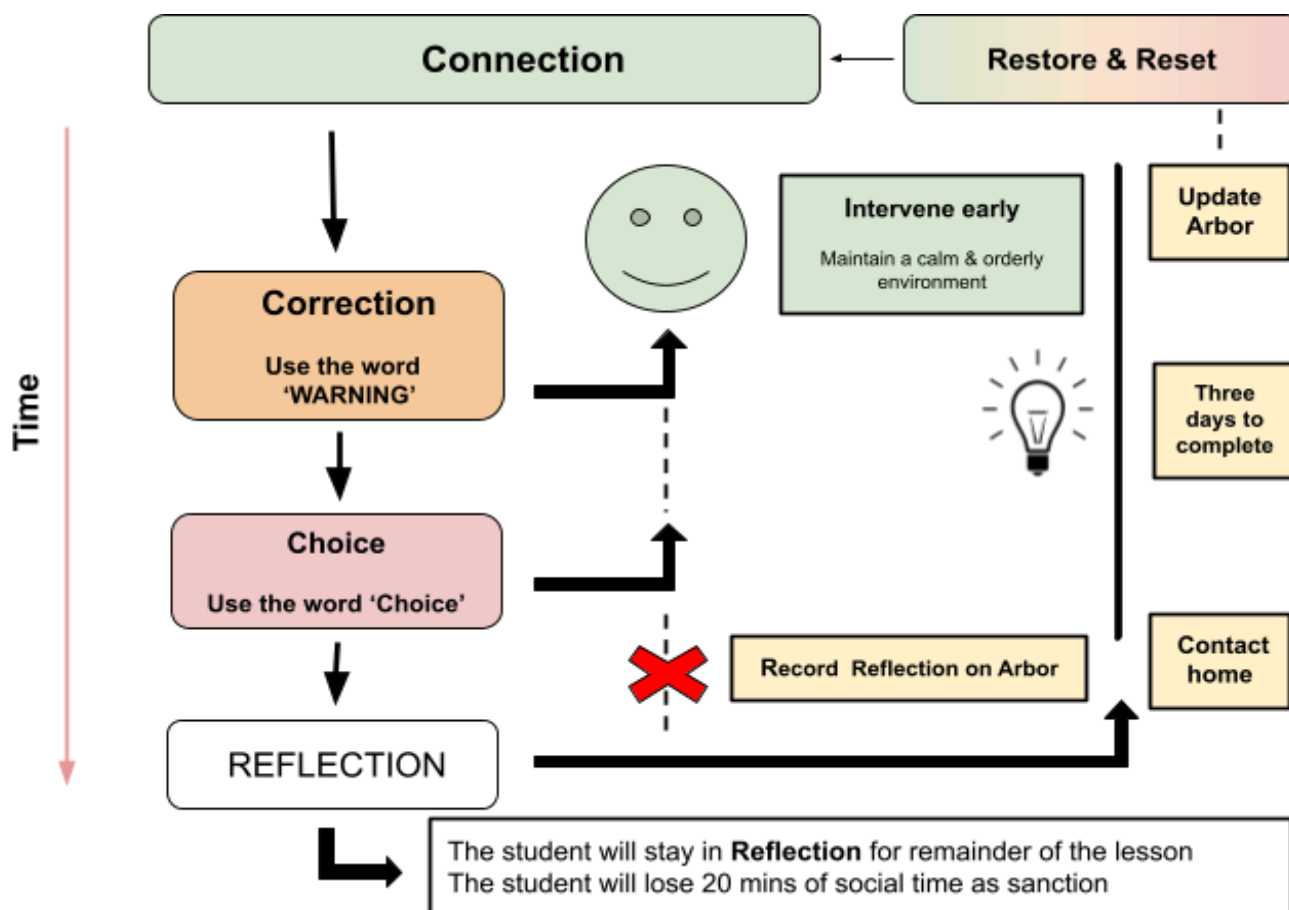
If the warning is ineffective and misbehaviour persists, a referral to Reflection should follow. Students need to understand this is a choice that they have made. Reflection provides some time-out and gives the student time to process their poor choices.

3	Third Response Non-Verbal	Approach slowly (Approach from the side, if this is possible)... Limit processing time
3	Third Response Verbal command	I am disappointed by your behaviour and what you chose to do after I <u>warned you</u> ... You have made a poor choice Please go to Reflection NOW... Thank you

In order to maintain a calm and orderly environment so that students can thrive, it means that all adults must address and challenge low-level disruption is essential. Low level disruption prevents learning from taking place and, for adults, can be draining.

The school believes that all students must own and regulate their behaviour, learn from their mistakes so that better, prosocial choices are made on a consistent basis.

A summary of the **CONNECT-CORRECT-CHOICE** graduated approach can be illustrated in the following diagram:



Consequences of misbehaviour

The school has high expectations of all our students. If a student fails to follow SMILE expectations, it is important that we support them, so they do not repeat the same behaviour. A poor choice will lead to a consequence by the imposition of a fair, reasonable and proportionate sanction. Taking disciplinary action and providing appropriate support are not mutually exclusive actions. The can and potentially may occur at the same time.

All staff will consistently apply an appropriate sanction when the conduct of a student falls below the SMILE expectation that could be reasonably expected from them.

In considering whether a sanction is reasonable in all circumstances, staff will consider any special educational needs or disability.

Possible sanctions are outlined in the following table below:

Possible Sanctions for Misbehaviour(s)						
Warning	Restorative Conversation	Community Activity	Detention	Meeting	Report	Internal Suspension
Teacher	Teacher	Teacher	Teacher	Teacher	Head of Subject	Pastoral Lead
	Head of Subject	Head of Subject	Head of Subject	Head of Subject	Pastoral Lead	Associate Leaders
	Pastoral Lead	Pastoral Lead	Pastoral Lead	Pastoral Lead	Associate Leaders	Senior Leaders
			Associate Leaders	Associate Leaders	Senior Leaders	
				Senior Leaders		

Detentions act as a deterrent to prevent further misbehaviour, ensure the student takes responsibility for being equipped to learn, or seek to prevent a repetition in a lack of **EFFORT** and **PRIDE** in classwork and/or homework.

Adults have the authority to issue a '**same day**' **detention** and parental/carer/family consent is not required. However, detentions are recorded onto ARBOR. The adult leading the detention will determine how students use this time. The detention will last no longer than thirty minutes.

All students are expected to complete any sanction issued to them on the date for which the sanction is scheduled. A failure to comply will likely result in an escalation of the sanction.

Monitoring and Intervention by Heads of Subject

Heads of Subject will monitor behaviour in their area of responsibility in a number of ways to ensure that policy is consistently applied:

- Analysis of weekly behaviour and rewards data
- Culture & Climate MOT weeks set out in the academic calendar
- Drop-ins and shout-outs
- Walkthros'
- Appraisal Objectives
- Cross-referencing any behavioural issues with Special Educational Needs and any reasonable adjustments that should be in place

If there is a need to intervene further in order to support a student, they will do this by liaising with parent(s)/carer(s)/family as well as appropriate colleagues if they believe it is necessary.

If there is a need to intervene further in order to support a member of staff, they will plan appropriate solution-focused actions with a clear review

Consequences of serious misbehaviour

Serious misbehaviour is referred to 'red line' behaviour. The school will determine and use an appropriate and proportionate sanction decided on a case-by-case basis. The sanction used in such cases will be determined by senior leaders, including the Principal.

This may include any of the following and/or a combination of them.

- Restorative Conversation with the victim
- Liaison with outside professional agencies such as The Safer Schools Team
- Referral to Early Help
- Referral to children's social care
- Referral to the police
- Placement in Reflection
- Placement on the Ladder of Student Support and Consequences
- After-School Detention
- Internal Suspension
- Fixed-Term Suspension
- Disciplinary Transfer to another school
- Managed Move
- Alternative Provision
- Permanent Exclusion

An after school detention is a twilight session led by senior members of staff. This detention will run on **Friday afternoon** from **1600-1730** and will be triggered according to the following thresholds:

- A repeated failure i.e. the student fails to attend the reset detention to attend a detention set by a member of staff
- Persistent disruptive behaviour with a total of **five referrals** to Reflection in a **ten school day period**
- The failure of two reflection placements in a ten school day period

Supporting students following a sanction:

(i) Restorative Conversation

Following the imposition of a sanction, adults will have a brief, targeted discussion with the student, including an explanation of what poor choice(s) they made and how they got their behaviour wrong. These are often referred to as **Restorative Conversations**. The purposes of these conversations are to:

- Allow the student to see their behaviour from a different perspective
- Provides a simple, clear focus on the next step for the student to improve their behaviour
- Reduces the tension in the adult-student relationship and resets boundaries
- May include the adult making some changes in the classroom to support the student more effectively

The conversation can either take place between the relevant adult and student or be supported by an adult from the wider student support team such as the Pastoral Lead.

(ii) Contacting parent(s)/carer(s)

It is a school expectation that staff will contact parent(s)/carer(s) after a referral to Reflection as soon as practicable. **The school views the role of parent(s)/carer(s) as crucial in helping school to develop and maintain good behaviour.**

The school recognises that, on occasion, this may result in some challenging conversations but is important that parent(s)/carer(s) continue to work in partnership whilst we listen to any concerns they may have.

The school considers a timescale of **seventy-two hours** is reasonable. This contact may be made through a **telephone call** or **e-mail**. It is our preference to make a call but it is not always possible. Parent(s)/carer(s) are encouraged to follow-up any e-mail they receive for further explanation.

(iii) Consideration of further behaviour support

The school will work alongside parent(s)/carer(s) to determine whether further support is required to improve behaviour. Potential interventions will be personalised to the needs of the individual student within the scope and capacity of what school is able to offer.

Responding to the behaviour of students with Special Educational Needs and/or Disabilities

The school has high expectations of behaviour from all students, provides additional support and makes reasonable adjustments where necessary to ensure students can learn and achieve. Learning happens in the classroom and this is where we expect students to be in order to thrive.

The school will not assume that because a student has SEND, it **must have** affected their behaviour on a particular occasion. Adults will consider whether a student's special educational needs and/or disabilities have contributed to the incident of misbehaviour.

In addition, the school will consider whether any reasonable adjustments need to be made to support the student further.

The school's Special Educational Needs & Disabilities Co-ordinator (SENDCO, Ms. Young, may evaluate a student who exhibits persistent disruptive and/or extreme behaviour to determine whether they have any underlying needs that are not being met.

Responding to the behaviour of students with identified or suspected trauma

Adults understand that students that have been exposed to adverse childhood experiences (ACE) make them more vulnerable. Universally, all adults are warm, welcoming and insistent. They consistently use explicit routines, the language of curiosity and assertion to provide students with an opportunity to take greater responsibility for their actions.

In addition, the school will consider whether any reasonable adjustments need to be made to support the student further through intervention with our Trauma Informed Practitioner.

Graduated Approach to improving behaviour

Every student is unique, therefore the school uses a personalised approach to understand and use its best endeavours to identify and provide those reasonable adjustments deemed necessary and any further strategies to support the behaviour of a student, both in and out of lessons.

The implementation of any reasonable adjustment is determined by:

- **How effective the change will be in avoiding the disadvantage without undermining the rights of other students to learn**
- **Its practicality**
- **The cost**
- **The availability of appropriate capacity and financial support**

If adjustments are required for a student, a graduated approach to support behavioral improvement will follow the 'Assess, Plan, Do, Review' cycle. These stages are set out in the following table:

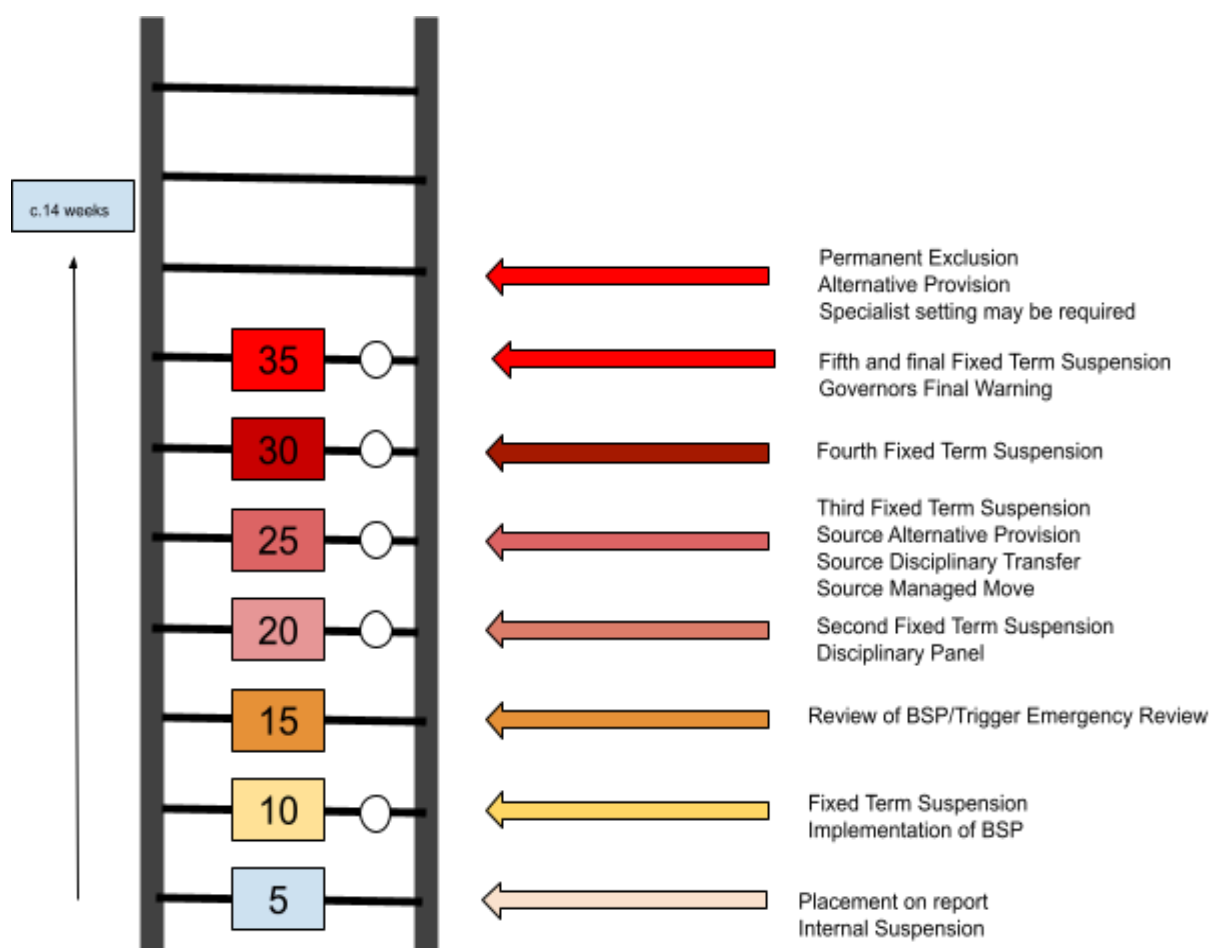
Stage	Indicative number of Reflection Referrals	Action	Examples
Stage 1	5	<ul style="list-style-type: none"> Meeting with the student, parent(s)/carer(s), Pastoral Lead & SENDCO. Triggers and barriers to learning will be discussed. Assessment of need(s) is made for a limited range of adjustments and strategies to support the behaviour of the student, both in and out of lessons Up to three limited Strategies raised with adults in school 	<ul style="list-style-type: none"> Traffic Light Report Limited use of Brain Break Seating Plan adjustment
Stage 2	10	<ul style="list-style-type: none"> This will involve the student, parent(s)/carer(s), Pastoral Lead & SENDCO. This may contain some limited behavioural intervention programmes. 	<ul style="list-style-type: none"> Time-limited behavioural intervention Parking in another year group Golden Time Reset Timetable with limited removal time from some/all lessons Reduced timetable
Stage 3	15-20	<ul style="list-style-type: none"> A Behaviour Support Plan (BSP) is set up. This will last ten school weeks. Meeting with the student, parent(s)/carer(s), Pastoral Lead & SENDCO & Senior Leader This is likely to trigger an Emergency Review of an EHC Plan If deemed necessary, external specialist advice or support may be sought to further assess needs 	<ul style="list-style-type: none"> BSP is shared with staff Specialist Intervention sought Possible Medical Intervention sought Possible referral to Early Help Involve LA SEN Lead Fixed term placement on alternative site Use of time limited Alternative Provision Disciplinary Panel
Stage 4	25-30	<ul style="list-style-type: none"> Regular review to evaluate the impact of the BSP Governors Disciplinary Panel If persistent disruptive behaviour has continued, the student is at risk of Permanent Exclusion if it has not been possible to secure alternative provision in which the student can thrive 	<ul style="list-style-type: none"> Possible adjustments to the Plan Possible extension of Alternative Provision Possible Disciplinary Transfer Possible Managed Move Disciplinary Panel
Stage 5	35	<ul style="list-style-type: none"> Governors Final Warning 	<ul style="list-style-type: none"> Governors Final Warning

Consequences of persistent misbehaviour

All students have the right to learn, whilst teachers and other adults want to teach. Students cannot thrive if their opportunities to learn are persistently disrupted. Equally, the student disrupting learning is failing to thrive in our community. Education is precious and time is limited, so the school will not allow a cycle of 'rinse and repeat' behaviour(s) to carry on.

Some students will require support to turn their behaviour around, and examples of strategies and interventions we employ can be found in our graduated response to improving behaviour.

To be effective, alongside parent(s)/carer(s)/family those students at potential risk of permanent exclusion need to understand the simple model of the 'ladder of consequences'. This model shows how persistent misbehaviour by being frequently sent to reflection is likely to lead to serious consequences.



If a student is referred to Reflection five or more times in a two-week cycle, they will be placed on this ladder. First and foremost, the school will look to identify any potential barriers to learning. This will be done through an interview, including the involvement of the student/parent(s)/carer(s)/family and the use of data. At this stage, the student will be placed

on a report managed by the most appropriate adult. There is a clear expectation there will be a marked improvement in behaviour and conduct.

There will be a graduated response to further disruptive behaviour which will involve placing the student on a Behaviour Support Plan (BSP).

A Behaviour Support Plan (BSP) is a time-limited strategy running for a maximum duration of fourteen school weeks. This plan will state clear, individualised behavioural targets, a brief description of how to achieve them, name the adult who is responsible for overseeing, monitoring, reviewing and evaluating the plan and detail any additional adjustments and/or intervention(s)/support that may need to be put into place to overcome barriers to learning.

As part of the school's commitment to be inclusive and proactive in our support and guidance of students, **external support** and **expertise** will be sought if the behaviour of the student shows no signs of changing. However, this can only be achieved through the resources and capacity available to school.

Incidents of serious misbehaviour are screened to ensure there are no reasonable alternatives to suspension or permanent exclusion and equality issues as well as vulnerability and safeguarding factors are appropriately considered. The decision to suspend or permanently exclude a student is always lawful, reasonable and fair.

Behaviour outside of school premises

The school has the power to sanction students for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online behaviour might lead to an appropriate sanction. Examples of such misbehaviour include:

- Could have repercussions for good order and discipline in school
- Could adversely affect the reputation of the school
- It poses a threat or causes harm, in all its forms, to another student
- Misbehaving in the community wearing the school uniform or identifiable as a member of our school
- Taking part in an educational visit or school trip
- Travelling to and from school

Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. If a decision is made to report the matter to the police, a senior member of staff, including the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead will do this.

Prohibited items

A prohibited item is defined in the subsection (3) of the Education Act 1996.

In line with the Department for Education guidance, the following list of items are prohibited and must not be brought into school:

- Knives and weapons
- Alcohol
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes, including vape liquids
- Lighters and/or matches
- Fireworks
- Pornographic images
- Any article that an adult 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 individual.

Additional items that should not be brought into school:

- Any type of energy drink, defined by high concentrations of caffeine
- Large bags or multi-packs of chocolate, sweets and/or other sugary snacks

Mobile phones

The school is allowed to limit or ban the use of mobile phones during the school day. Any device brought into school is done so at the risk of the owner, the school will not be liable for any damages or loss even in the event of confiscation.

Students must ensure that their mobile phone is **switched off** from **0855-1600** and this includes participation in any extra curricular activities. Our rule is a very simple one:

Mobile phones should never be seen or heard during the school day

- **Using mobile phones to bully and threaten other students or coerce students into sending inappropriate images is unacceptable and will not be tolerated. In some cases, it can constitute criminal behaviour.**
- **It is important to recognise that it is a criminal offence to use a mobile phone to menace, harass or offend another person.**

- It is our expectation that parent(s)/carer(s) contact school reception to get a message to their child/children. Contacting a child via their mobile phone is a breach of school rules and normalises mobile phone use in school.



All phones should be switched off at out-of-sight & not heard

At Kingston Maurward, put your phone in your locker

If a phone is confiscated, it is taken to reception

The phone confiscation is logged on Arbor
The first warning letter is issued

If a phone is confiscated, it is taken to reception

The phone confiscation is logged on Arbor
The second letter is issued & parent(s)/family collect

If a phone is confiscated, it is taken to reception
The phone confiscation is logged on Arbor

**This will result in the phone being handed in for at least
five school days
This may result in a mobile phone ban**

Photographs/Filming

No photographs or filming of any member of the school community should ever take place. If this happens, it will be treated as a red line behaviour.

During PE, all students must ensure mobile phones stay in bags, place them in their locker or hand them to staff.

All students must hand over a mobile phone when instructed to. A failure to do so is a breach of the school's behaviour policy and will be followed up as a red line behaviour.

Uniform

The school remains committed to ensuring its school uniform is affordable, accessible and places a strong identity on our commitment to outstanding land and environment learning opportunities.

Being a proud member at our school is important to us and we place importance on wearing the school uniform with **PRIDE**. In line with our strategic pillar of empowering students to make a fantastic future in global, national and local land & environment sectors, we believe it is important for young people to learn how to present themselves professionally in the way they dress and behave.

All students must wear the uniform correctly all day, every day in and around the school

Our school uniform standards means:

- Students are required to wear the school uniform correctly and this is non-negotiable
- Students should wear **black footwear**
- **‘Hoodies’ are not allowed on either of the school sites**
- Clothing should be well maintained and clean for lessons
- Outside coats and other items of clothing **cannot** be worn in any classroom. It is our expectation that students will remove these.
- **In the summer term only, black cargo-style shorts are permissible.** These shorts should be almost knee-length and fit like a trouser rather than gym-style leggings

Jewellery

- **Any piercings should take place at the beginning of the summer holidays so they are sufficiently healed in preparation for the Autumn Term**
- **A nasal piercing requires the student to wear a clear retainer.** However, this needs to be removed for Year 10 Work Experience
- Only one stud earring in each ear is permitted – no other piercings are allowed
- **Jewellery is not allowed.** Students are not allowed to wear bracelets or a necklace/chain.

The law protects members of our staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated provided they have acted lawfully.

Nails and Body Art

- **Nails should be clean and natural.** If a student is wearing false nails they will be asked to remove them.
- Students should **not** draw on their hands, arms or any other part of their body. Students will be required to remove any visible drawings/signs of graffiti.
- Tattoos are not allowed.
- Students should not use **henna** to draw on their hands, arms or any other part of their body.
- If a drawing/tattoo cannot be removed, there is every likelihood that the student will be required to work in Reflection.
- Have all of the **necessary equipment** for all lessons

Hair

- **Hairstyles should not be extreme.** That is, no logos should be shaved into hair
- Hairbands need to be plain
- As a Health & Safety measure, long hair should be tied back from the face during lessons where there is a potential Health & Safety risk such as science and land & environment lessons

Searching, Screening & Confiscation

Searching plays a critical role in ensuring that our school is a safe environment. It is a vital measure to safeguard and promote staff and student welfare, and to maintain our high standards of behaviour through which students can learn and thrive.

Authorised senior staff have a statutory power to search a student or their possessions where there are reasonable grounds, including CCTV footage to suspect that a student may have a prohibited item defined in the following list:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to, or damage to property of; any person
- Tobacco and cigarette papers
- Vapes
- Mobile phones that contain files, images and/or data which relate to an offence or may cause harm to another person

- Fireworks
- Pornographic images

A search can take place on school premises or where an adult has lawful control or charge of the student, for example on a trip.

In carrying out a search, an authorised senior staff member will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would place others at potential risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain why the student is being searched
- Explain what the search entails
- Explain how and where the search will be carried out
- Give the student an opportunity to ask questions
- Seek the students' co-operation

The authorised member of staff may search a student's outer clothing, pockets or locker. Outer clothing is defined as any item of clothing that is not worn wholly next to the skin or immediately over underwear.

If a student refuses a search, as a last resort, the authorised senior member of staff will then decide whether to use reasonable force to conduct the search. This decision will be taken on a case-by-case basis, taking into consideration whether the search will prevent the student harming themselves or others, damage to property or causing disorder.

Any prohibited items will be confiscated and will not be returned to students. In some instances, items will be passed to the police as soon as reasonably practicable.

Toilet Access

In general, the school would expect students to use the toilet facilities during social times, this includes from 0850 in the morning. This ensures that lesson time and, therefore, learning is maximised. However, there are rare occasions when the toilet may be needed during lesson times.

- An uncommon event when a student needs to use the toilet during lesson time. This will be facilitated at the discretion of the teacher.
- A student has a medical condition and needs to use the toilet more frequently than normal.

In both cases, a student using the toilet during lesson time will be required to wear a lanyard that belongs to the adult allowing them to leave the lesson.

In all cases, the adult will record the use of the toilet pass.

If there are any issues regarding the use of the toilet or personal care, the school expects parent(s)/carer(s)/family to contact the relevant Pastoral Lead.

Record Keeping

The authorised member of senior staff who carried out the search should inform the **Designated Safeguarding Lead or deputies** as soon as possible.

All searches should be recorded on **MyConcern**, including whether or not an item was found to enable the Designated Safeguarding Lead or deputies to identify possible risks and initiate a safeguarding response if required.

A written entry onto **MyConcern** should include:

- The date, time and location of the search
- Which student was searched
- Who conducted the search and any other adults present
- What was being searched for
- What items, if any, were found
- What the follow-up action was taken as a consequence of the search

Parent(s)/Carer(s) will always be informed of any search for a prohibited item as soon as practicable. This information will include:

- What happened
- What was found, if anything
- What has been confiscated, is anything
- What actions have been taken, including any sanctions that have been applied

Positive Handling and Physical Intervention

The school acknowledges that the use of any physical technique is only a small part of our approach to behaviour management. Any form of physical intervention should never be used as a substitute for good behaviour management.

All adults consistently use positive strategies to foster a climate of respect and dignified behaviour. In the event of misbehaviour every effort is made to resolve an issue as positively as possible.

Positive handling refers to professional and proper physical contact between an adult and a student.

Examples of where touching student might be proper and necessary include:

- When a student is congratulated such as shaking hands
- To demonstrate the use of a piece of equipment
- When a student is distressed
- To administer first aid

As a last resort, all adults have permission to use reasonable force in line with guidance from the Department of Education. Adults work in 'loco parentis' and operate with an appropriate Duty of Care.

In these circumstances, adults should be able to justify that strategies other than force have been attempted and proved to be ineffective or impractical.

The term '**reasonable force**' covers the broad range of actions used by adults that involve a degree of physical contact to control or restrain students. 'Reasonable' in these circumstances means 'using no more force than needed'.

- **Control** means either passive physical contact, such as standing between students or active physical contact such as prompt, guiding and escorting a student out of a classroom by the arm. This consideration is particularly appropriate in situations where the aim is to maintain good discipline and there is no direct risk to an individual or property.
- **Restraint** means to hold back physically or bring a student under control. Typically, this would be appropriate in extreme circumstances such as fighting. It is acknowledged that in such cases it may not be possible to avoid injury.

Reasonable force covers a range of interventions that involve a degree of physical contact with a student. Examples of these interventions would include:

- Hurting themselves
- Removal of a student from a classroom where they have refused to follow instructions to do
- Preventing a student behaving in a way that disrupts in the classroom, school event, an educational visit or school trip
- Preventing a student leaving the classroom, where allowing that student to leave, would risk their safety or lead to behaviour that would affect the safety of others
- Preventing a student from attacking a member of staff or another student, or to stop a physical altercation

The use of reasonable force must be **proportionate** to the consequences it is intended to prevent. Any incidents of the use of reasonable force must:

- Be applied as a minimum amount of force and for the minimum amount of time
- Be used in a way that maintains the safety and dignity of all concerned
- Be recorded on My Concern and reported to parent(s)/carer(s)
- **NEVER** be used as a form of punishment

The role and use of Recognition and Rewards

The school believes that the recognition of positive choices and prosocial behaviour(s) guarantees more productive relationships between adults and students. Recognition builds the connections that positively reinforce the behaviour(s) we want to consistently observe.

To have real value and currency, recognition is used when it is directed to a student making an effort, and always has a clear context. It also places a practical emphasis on our belief that we should always pay first attention to the best behaviour and conduct.

Rewards are our way of formally recognising positive choices and we issue them with sincerity and clarity. They acknowledge efforts that students and staff make to show the best version of themselves, making the school and its community a better place to be.

Our way of using recognition and rewards sits on a continuum from simple non-verbal communication cues to the formal acknowledgment of achievement and progress through celebratory events.

It is the school view that recognition, through the power of praise, is the most important strategy in motivating students. Research shows that the habits of good behaviour and good self-discipline are most effective when students are intrinsically motivated. In other words, they are driven to do well. With this in mind, we expect students to become more motivated as they get older since they have more maturity and, in general, spend longer thinking about their next step beyond school.

Key Stage 3 Celebratory Conferences

- The school has a celebratory conference on a half-term basis. This conference publicly recognises good behaviour, improvements in behaviour and academic progress. All students have the opportunity of being involved. The school believes that the status and tone of celebratory conferences helps to demonstrate good habits lead to success and, in turn, this builds greater intrinsic motivation

The school has a Bronze, Silver, Gold and Platinum reward scheme. The status each student achieves depends on the number of Achievement Points they earn according to our SMILE criteria for good behaviour. Live draws are conducted in order to announce and congratulate the winners.

Zero Club

Zero Club runs on a termly basis. Qualifying students from both key stages all have an *impeccable* behaviour record from the start of the academic year i.e. they have zero behaviour points. This is recognised with a prestigious reward. As a result, a special event is arranged.

Reward	Number of Achievement Points	Recognition
Platinum	450	<ul style="list-style-type: none"> • Entry into Celebratory Prize Draw for the 'Wall of Fame' to receive a trophy • Platinum Prize opportunity in Celebratory Conference • First pick for those activities planned for Awards Day • If appropriate, student name is celebrated on termly Newsletter
Gold	350	<ul style="list-style-type: none"> • Gold Prize opportunity in Celebratory Conference • Participation in one of the Leadership Breakfast events • If appropriate, student name is celebrated on termly Newsletter
Silver	250	<ul style="list-style-type: none"> • Silver Prize opportunity in Celebratory Conference • If appropriate, student name is celebrated on termly Newsletter
Bronze	150	<ul style="list-style-type: none"> • Bronze Prize opportunity in Celebratory Conference • If appropriate, student name is celebrated on termly Newsletter
Positive Recognition	50 Weekly	<ul style="list-style-type: none"> • Head of Key Stage Letter • Chance of a prize in Celebratory Conference • Acknowledgement in Year Conference • Hot Chocolate Friday • Line-Up announcements • 'Monster Mentality' chocolates • Positive Postcard home from any member of staff

Key Stage 4 Celebratory Conferences

Key Stage 4 Celebratory conferences occur each term. These conferences solely focus on academic progress.

The recognition of Excellence

In addition to promoting and reinforcing high standards of behaviour, they serve to showcase curriculum excellence, and positive community contributions. In each Celebratory Conference, there are the following awards, each supported with a brief narrative on the reasons for it:

Award
English and literary Award
Literacy Award
Mathematician Award
Numeracy Award
Science Award
Humanities Award
Personal Development Award
Creative Arts Award
Land & Environment School Specialism Award
Animal Care Award
Physical Education Award
A Community Contribution Award

Each award will be presented to a student and they will receive a small trophy as a memento of this achievement. Photographs celebrating the event will be prominently displayed in school. If appropriate, names will be included in the relevant newsletter.

The school is fortunate to have a dedicated body of staff who go that 'extra mile' for students and these conferences allow school leaders to publicly thank and recognise their efforts. The school is proud of its inclusivity illustrated through a wide range of education and social opportunities, including its land and environment specialism available to all students in order for them to thrive.

Staff Training

All adults receive training on our behaviour and rewards policy at the beginning of the academic year, ongoing training is planned and delivered throughout the year. Many adults have access to personalised elements of behaviour management training identified through appraisal.

The training the school selects for delivery is based on a number of factors:

- The characteristics of the school cohort
- The particular needs of identified students
- Analysis and evaluation of behaviour and rewards data trends
- The experience of the adult
- The relative performance of the adult based on walk-through and learning walk data
- In response to appropriate evidence-informed practice
- External review and support for staff development

The delivery of training and providing general reminders is provided in the form of:

- Whole staff meetings led by external or internal professionals
- Focused staff meetings led by internal professionals
- Appropriate online CPD
- Individual support and guidance
- Individual coaching
- Regular reminders at briefings
- A standing item on subject meeting agendas

Monitoring Arrangements

The school will collect data on the following:

- Behavioural incidents, including the number of referrals to Reflection
- Attendance, permanent exclusions and fixed term suspensions
- The use of off-site placement, including Alternative Provision
- Perceptions and experiences of the school community
- Parents' Consultative Forum
- External consultancy

Appendices

Routines in the building

Routines in the building focus on the use of good manners. There is an expectation that all members of our community will use their manners appropriately because they demonstrate respect for self and an awareness of the feelings of others.

'Good manners are just a way of showing other people we have respect for them' - Billy Kelly

SMILE: Manners	
<p>You will see students:</p> <ul style="list-style-type: none">• Treat others with respect & dignity• Acknowledge others in a polite manner• Use inside voices in the building• Stood behind chairs waiting quietly after entry into, and exit from lessons• Stood quietly in Line-Ups on the second bell• Respond to adults by following their instructions• Greet the coach/bus drivers politely• Move around school according to the one-way system• Treat and use the furniture with respect by leaving rooms clean and tidy• Leave toilets as they would expect to find them	<p>What the adult does</p> <ul style="list-style-type: none">• Be warm, welcoming & insistent• Explicitly teach SMILE• Use the language of curiosity & choice• Arrive for lessons on time• Arrive for Line-Ups on time• Greets students at the door• Quickly introduces a low-tech, low stakes starter• Checks the classroom is tidy at the end of each lesson• Ensure students leave lessons promptly on the bell• Support transition to conferences and supervise
<p>You will not see students</p> <ul style="list-style-type: none">• Inside the building unless they have permission• Running in the building• Shouting in the building• Walking around in a group, delivering others to lessons and/or waiting for them• With mobile phones out between 0900-1600• Loitering in order to arrive at lessons late• Hiding in the toilets• Arguing about the seating plan• Damage any the classroom fabric and displays	

Routines outside of the building

'Good manners and kindness are always in fashion'

You will see students:	What the adult does
<ul style="list-style-type: none">• Act in a respectful manner towards others• Treat Student Ambassadors with respect• Keep hands, feet and objects to themselves• Play ball games in designated areas• Use the toilet before Line-Up time at 1355• Access lockers before the end of break and lunchtime• Ensure quiet spaces are left neat and tidy• Put litter in the bin• Wear appropriate PPE for learning beyond the classroom• Sit in designated sit on the coach• Only play music through headphones• Remain seated on transport during the journey home	<ul style="list-style-type: none">• Arrives for duty on time• Take a radio for bus duty• Wears High - Viz for outside duty• Remain vigilant & reinforce rules• Ensure students are not loitering in the building• Record any behavioural issues on Arbor
You will not see students <ul style="list-style-type: none">• Running• Shouting• Involved in 'rough' play• On their mobile phone on the school premises• Asking to go to the toilet from 1355• Litter in any part of school• Behaving poorly on the coach• Playing loud music on the coach (Speakers are banned)	

Restorative Conversations

'The first tool to rethinking success is to review the value of relationships' - Paolo Gallo

A Restorative Conversation is an intervention that describes a way of building and maintaining positive relationships. It is an intervention based on the following principles:

- It is vital to consistently model the behaviour we expect to see.
- In this model, the choice of language can become a 'reality'. Therefore, it is important that the use of simple words are carefully selected.
- The intervention is rooted in an empathetic approach, by sharing feelings we can start to build connections with others. Therefore, it is important to simply describe the feeling you have related to the behaviour.
- The intervention is most effective when its is carried out when the 'iron is cold'
- The intervention can be carried out in different ways. It has been suggested that 'doing things' whilst having the conversation is effective.
- The intervention can be broken down into three phases.

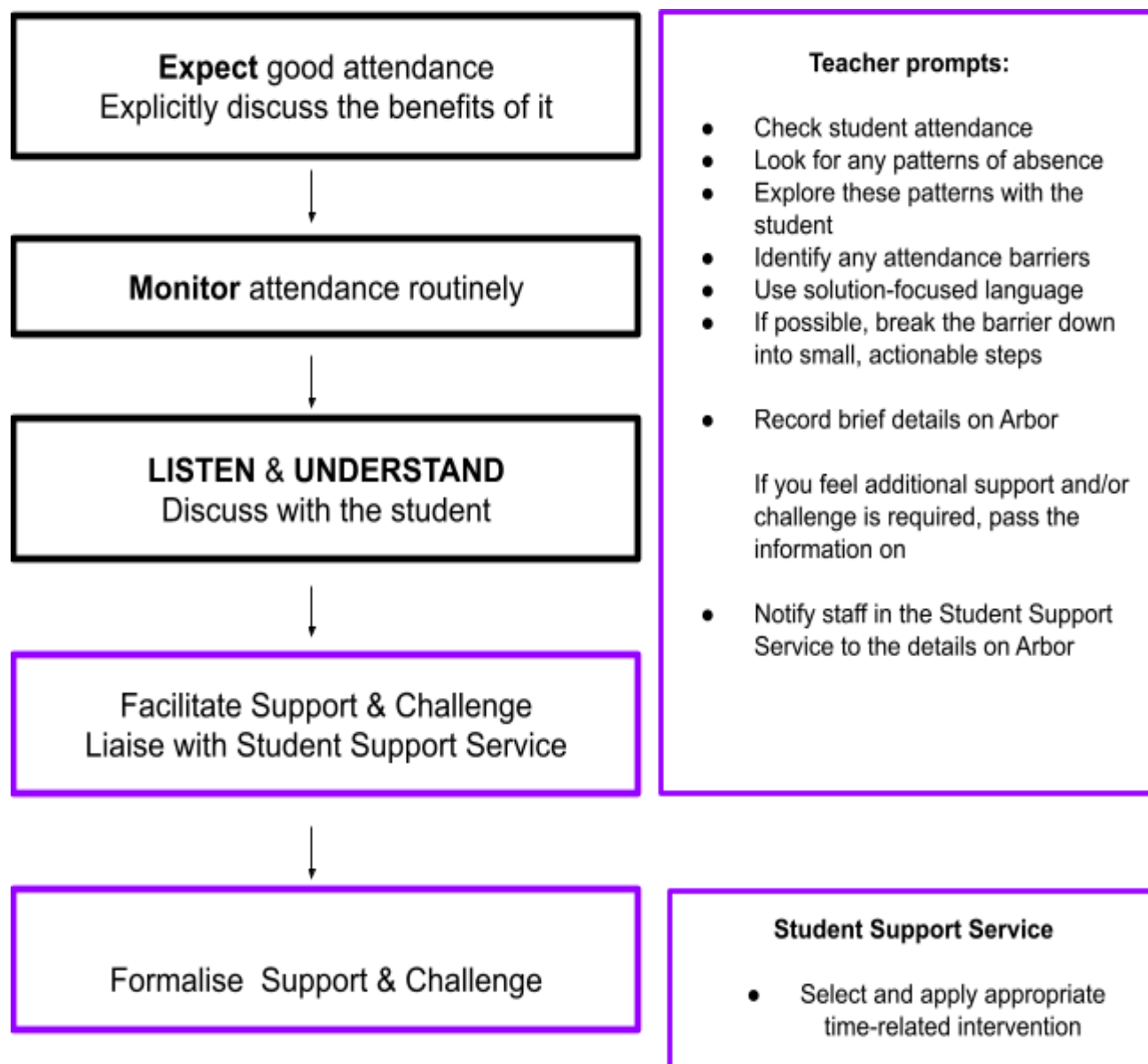
Phase	Curious questions	Teacher Responses
Describe the behaviour Explore the reasons for the behaviour	<ul style="list-style-type: none">• Can you tell me what you think brought us in today?• Can you tell me what happened today?• How did this all start?• At the time, what were you feeling?	<ul style="list-style-type: none">• I saw behaviour (describe it) that..• When you did (describe behaviour), it made me feel...• I was really trying to... but this behaviour (describe it) stopped me (describe it)
Explore the impact of the behaviour	<ul style="list-style-type: none">• How do you feel about it now after thinking about it?• Who has been affected by this?• How have others been affected?• Anything else to add?	<ul style="list-style-type: none">• I am pleased to hear (repeat feeling)• Would you like my view on how others, including me, were affected?• What effect do you think this has on everyone's learning?
Focus on simple solutions	<ul style="list-style-type: none">• How can we move on from this?• What would it look like for things to change?• Is there anything else that needs to happen?	<ul style="list-style-type: none">• What do you feel about these suggestions?• What help do you need in order to move on?• If you can't do that (describe the behaviour), what can you do instead?

Student coaching conversations

(i) Attendance conversations

Maintaining, supporting and improving attendance is never a one-size fits all. As an academic coach, the adult will use up to date data and dig deeper into any absence patterns with their cohort of students.

- **The role of the academic coach is to listen to the student and focus on small, actionable steps to improve student attendance.**
- **It is the responsibility of the academic coach to pass on any concerns that they feel cannot be ameliorated by this approach alone**
- **It is the responsibility of the academic coach to meet with the student within a three-week cycle**



(ii) Behaviour and Attitude conversations

Maintaining and/or improving behaviour is the key to unlocking individual potential as well as making the learning experience a more enjoyable one for everyone. Behaviour gets better when the student is in conscious control of their actions because it allows them to make better choices. Listening, and prompting the student to reflect on their choices will, over time, increase their conscious control.

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