



Praise and Behaviour Policy

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Praise and Behaviour Policy

Reference Documents

1. Behaviour and Discipline In Schools DfE 2016 relating to Education and Inspections Act 2006, School Standards and Framework Act 1998, Education Act 2011.
2. Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, DfE 2023
3. Searching, screening and confiscation, DfE July 2022
4. Use of Reasonable Force, DfE 2013.

FROM THE ADVOCATES

We are committed to:

- Having a caring, secure and orderly community in which the boundaries of acceptable behavior are clear, shared and consistent, and reflect Government legislation.
- Consistently applying the guidance set out in the Advocates' Statement of Principles (See Appendix 3).

We aim to:

- Ensure that all staff are aware of the powers available to them, both to discipline and praise students.
- Ensure that students and parents are introduced on entry to the school's expectations via the Home/School agreement and associated documents.
- Ensure that all students are clear about the school's expectations regarding behaviour.
- Ensure that students review these expectations regularly.
- Ensure that students are familiar with the 'Behaviour' and 'Praise' systems for managing student behaviour and issuing praises; and that staff apply these consistently; and that these are regularly monitored.
- Ensure Equality of Opportunity for all students, embracing the legal responsibilities for students with SEND.
- Maintain a non-discriminatory culture reinforced by the behaviour policy.
- Ensure the safety of our students whilst in school and while travelling to and from school.
- Consider the impact of each individual's behaviour on the school community as a whole.
- Work as part of a multi-agency network to ensure that all students are supported.
- Promote clear values and a clear moral code.
- Deal consistently and effectively with all cases of reported bullying.
- Enforce fair, consistent and appropriate sanctions when necessary.
- Involve parents and governors wherever it is appropriate or required.
- Ensure that processes are in place to deal with complaints.
- Utilise parental support and involvement.

ROLES AND RESPONSIBILITIES

- **The Trust** has established, in consultation with the Advocates, Headteacher, staff, students, and parents/carers the policy and will keep it under review ensuring that it is communicated to students and parents/carers. The Trust, Headteacher and staff will ensure that the concerns and particular needs and views of students are listened to and appropriately addressed.
- **The Headteacher, Leadership Group, pastoral staff and teaching staff** will lead the school and be responsible for the implementation and day-to-day management of the policy and procedures. It is the aim of the Leadership Group and school staff to promote, recognise and encourage positive behaviour and regular attendance. The positive ethos of the school will promote equality and diversity for all groups and communities. Bullying, aggression or prejudice will be actively discouraged at all levels. (see Anti Bullying Policy).
- **All school staff including teachers, support staff and volunteers** will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Students should be taught how to behave well and encouraged to attend punctually and regularly. All staff share responsibility, with the support of the Headteacher and the Leadership Group, for creating a high-quality learning environment promoting good behaviour and implementing the agreed policy and procedures.
- **Students** are expected to take responsibility for their own actions and develop effective behaviour for learning, thereby enabling themselves and others to achieve the highest possible levels of learning for all. They will be made fully aware of the school policy, standard operating procedures and expectations.
- **Students** should be actively encouraged and supported in feeling able to report any incidents of misbehaviour including bullying, aggression or any form of harassment.
- **Parents/carers** will be encouraged to take responsibility for supporting and reinforcing the positive behaviour and attendance of their child both inside and outside the school. They will be encouraged to work in partnership with the school to promote and contribute to the further development of the Behaviour Policy through consultation when appropriate. Parents will sign a Home School Agreement at the commencement of their child's placement to show their commitment to this.

EFFECTIVE BEHAVIOUR FOR LEARNING

Vision, Values & Ethos

At the Arthur Terry School we expect students to demonstrate our school ethos at all times. This means we expect our students to 'Be Proud, Be Kind, Be Ready' both inside and outside of lessons when on the school site, and also in our local community.

Relational practice is used as an umbrella term for the approaches used across all schools in our Trust. Within this practice we seek to be trauma informed, attachment aware and promote restorative practice. We understand that behaviour is a form of communication, and knowing our children well allows staff to respond in the most appropriate way to create a culture of high expectations of behaviour.

Through positive relationships, being explicit in our teaching about the way we expect all members of our community to behave and role modelling positive behaviour we will establish inclusive, calm, safe, and supportive environments conducive to learning across all schools. Children should be openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour. Working in a relational way is a whole-trust approach that places the building, maintaining and repairing of relationships at the centre of how the organisation works. It involves providing a culture of inclusivity and belonging throughout the organisation. Relational practice ensures that every voice in school is heard. It encourages children to treat others with respect and to understand why relationships are important.

Our relational approach helps children:

- form positive relationships
- understand how their actions can affect others
- develop positive characteristics they can use in and out of school
- understand themselves and each other better
- learn why it's important to see another person's point of view
- see that we all learn through making mistakes as well as through being successful
- repair relationships with other children and staff following an incidence of poor behaviour, conflict or relationship breakdown

In lessons:

Role of Students in lessons: 'Ready to Learn'

We expect students to:

- arrive to lessons promptly.
- enter the classroom and sit in their chair according to the seating plan.
- remove any outdoor clothing and get equipment (minimum requirement of a black pen, a red pen, pencil, ruler etc.) out onto the desk.
- there are no drinks allowed to be placed on classroom work surfaces – only water is permitted
- students begin the “Do it Now” task promptly
- once the teacher has instructed them, they are to write the date and title of the lesson in their exercise books.
- Get their iPad out of the bag (which should be fully charged) and keep it on the desk unopened, unless instructed otherwise by the member of staff.

Role of the Teacher in lessons: Behaviour for Learning

The School community insists on the highest standards of teaching in classrooms to maximize learning. To this end, we expect all teachers to:-

- be at the classroom before their students to greet them at the door.
- take control of the area immediately outside and inside their classroom.
- have a seating plan using class data and most effective positioning for progress.
- ensure equipment is on the desk and checked for the lesson (minimum requirement of a black pen, a red pen, pencil, ruler and planner).
- take a register promptly using Bromcom
- challenge lateness, inappropriate interpretations of the school uniform and slowness in settling down to engage in the lesson.
- start each lesson with a “Do it Now” task.
- use tiered learning intentions to communicate the learning journey of the lesson.
- plan activities to ensure students can make progress towards achieving excellence.
- plan an activity that students can complete independently and in silence for a section of the lesson.

Around school site:

Whilst the large part of the school day will require students to be in their lessons, there are other times when they are on school site where there are further school rules. These include arriving on site and leaving at the end of the day, walking around the buildings and behaviour during social times.

Expectations regarding uniform, conduct and personal possessions:

- Be tidy in appearance and always wear clothes appropriately that meet the agreed school dress code (details for uniform are available on the school website).
- Outdoor clothing such as coats, scarves and gloves should not be worn in lessons and all hats therefore should be removed before entering the classroom. The wearing of coats will be permitted as students move between buildings but hoods must be down in the school building/covered areas.
- Hooded tops must not be worn underneath the blazer
- Students are not permitted to smoke, or have smoking materials including electronic vaporising cigarettes, with them anywhere on the school site. Students will be made aware, as staff are, that the Arthur Terry School is a non-smoking site. Students as members of the Arthur Terry School, travelling to and from the site or on trips/visits are not permitted to smoke.
- Mobile devices are not permitted to be in view or switched on in lessons or around the school site, unless the teacher has given explicit instructions. Any device viewed or used during lessons will be confiscated. A central log of incidents is kept in the student office so that persistent problems can be communicated to parents or carers. This is in accordance with DfE Guidance 2011 on the confiscation of student property. Further actions may include asking the parents/carers to restrict the mobile device being brought to school. For further information please read the school Mobile devices Policy.
- Excessive amounts of money and items of considerable personal value should not be brought into school except in exceptional circumstances. All payments for trips, music lessons and school dinners must be made on line using *Parent Pay*.
- During PE lessons the changing rooms are locked and valuables should be left here during the lessons. The school takes no responsibility for the damages or loss of valuables whilst on school site.
- Personal possessions that cause a distraction in class may be confiscated for safe keeping until collection by a student or their parent or carer.

- Students should always walk sensibly in corridors and stairwells and keep to paths when moving between buildings or around the school site.
- During break times and lunch times, students are expected to be either outside or in the Dining Room. However, students visiting the Library, ICT rooms or members of staff by prior arrangement may be inside the building during these times. Students will be asked to leave the building if these exceptions do not apply.
- Mobile phones cannot be used by students and if they are seen or heard, they will be confiscated and a Phase 3 will be issued in line with this Praise and Behaviour Policy.
- There should be no need to visit the toilets during lesson times except for occasional emergencies. Any students outside of lessons must have an out of lesson card/valid note from their class teacher. For medical conditions, students can be issued with an out of lesson card, which they keep and use when needed. These are issued by the Year Leaders in consultation with parents or carers.
- All forms of bullying, discrimination and intimidation will not be tolerated. Any incidents will be dealt with according to the schools Anti-Bullying Policy, including support for the victim and the perpetrator. (For full details of Anti Bullying strategy please refer to the Anti Bullying Policy).

Digital Technology

The School believes in the importance of technology to support equality of opportunity for children, and that our school has a responsibility to prepare our children for the rapidly evolving technological landscape to ensure they have the tools required for life in the future. However, technology also brings with it inherent threats, including those associated with social media.

The Arthur Terry School provides all children with an iPad to enhance their learning opportunities. Children are expected to take reasonable care so that the device is not at undue risk of damage or theft, any damage or lost device should be reported immediately. Arthur Terry-provided iPads do not facilitate social media access.

The School recognises that iPads are not the only devices that children have access to and does not accept responsibility for mobile phones brought into school. Where children are in possession of a mobile phone, they must not use their phones during lessons unless asked to by a member of staff. If pupils are not using their phone appropriately or at an appropriate time their phone could be confiscated and returned to parents/carers, as per this policy.

Many online behaviour incidents amongst children take place outside the school day and off the school premises, however these incidents will affect the school community. Where online incidents are identified and it is established that harm has been caused by a member of the Arthur Terry/ATLP community, the incident will be addressed under the terms of this policy.

Arriving to and Leaving the school site

- Students are allowed on school site from 8:35am onwards, where there is supervision in the Dining Room. Outside spaces are not supervised and therefore students arriving before 8:35am must go directly to Reception. There will be a warning bell at 8.45am and as Tutor registration begins at 8:50am, the outside gates will be closed on the final bell at 8:50am and any student accessing the school site after this time will be considered late for school and must sign in with our Attendance Officer. If a student has arrived on the school site but not arrived in their Tutor Room by 8.50am their Form Tutor will mark them late. Students must be in their Tutor Room by 8.50am. In line with this Praise and Behaviour Policy, any late students will be issued with a Phase 3 and will serve a 30mins refocus time on the same day from 3:05pm until 3:35pm.
- Students should leave school site promptly after the bell at 3:05pm unless they are in refocus time or in a supervised activity.
- Students are not allowed to leave the school site at break times or at lunchtime and will only be allowed to leave the school site during school hours if collected by an appropriate person.

Role of Students outside School

The school has a statutory power to regulate the behaviour of students when off school premises and not supervised by school staff.

This regulation includes behaviour on activities arranged by the school such as work experience, educational visits and sporting events. It also includes behaviour on the way to and from school and behaviour when wearing school uniform in a public forum, such as on public transport, or when displaying behaviours which have a detrimental affect on the school or members of the school or wider community.

We therefore have outlined our expectations to make it clear how our students should conduct themselves.

- Students will respect the community and other people's property at all times.
- Students should recognise that during their journeys to and from school they are still part of the Arthur Terry School community and hence their actions are seen by others as a reflection on all members of the School. Therefore, the School will, if appropriate, issue sanctions relating to incidents of inappropriate behaviour, either to or from school, which may relate to times outside of the school day. This includes all forms of public transport, where the students can be visibly seen as a representative of The Arthur Terry School.

- Students are prohibited from travelling to or from school by e-scooter. Students are also not allowed to store an e-scooter on our school site as we cannot facilitate the storage of an item that has potentially been used in an illegal act (riding on a pavement or public highway). If a student was to bring an e-scooter onto the school site, the school reserves the right to confiscate the e-scooter. Under these circumstances, we will not return the e-scooter to the respective student and school will keep the item in our possession until a parent/carer collects the item. Note: Parking is extremely limited on the school site; please note that only Sixth Form students are permitted to drive to school in a motorised vehicle such as a car, motorbike or moped and park on the school site. Any student driving a vehicle will also be required to possess the necessary driving permit, insurance, MOT etc. as required under UK law. Please note that the school reserves the right to withdraw the privilege of parking on the school site at any point without prior-warning.
- Students will not smoke/vape on the way to and from school.
- Students will respect each other and the community on all forms of public transport and will behave sensibly and safely.
- Members of the school are expected to accept that the Anti-Bullying Policy applies during their journeys to and from school, on trips and visits and at all school related events.
- Students using a bicycle to travel to and from school will ensure that it is kept in a roadworthy condition and that on arrival at school, it is placed in the bicycle shed to the side of the Green gates at the front of school and secured with an appropriate lock. Care should be taken to ride bicycles sensibly and to always follow the Highway Code, and a cycle helmet should be worn when cycling to and from school.

Harmful Sexual Behaviour (HSB)

The Arthur Terry School takes a **zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.**

- The starting point regarding any report will always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. It is especially important, not to pass off any sexual violence or sexual harassment as ‘banter’, ‘just having a laugh’, ‘part of growing up’ or ‘boys being boys’ as this can lead to a culture of unacceptable behaviours and an unsafe environment for children (for the purpose of this policy, when referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school).
- The Arthur Terry School will avoid not recognising, acknowledging, or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse as this can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- In the event of an incident of HSB, The Arthur Terry School will investigate, taking the advice of external agencies where appropriate, and sanction in accordance with the ‘Classroom expectations’ document in the sanctions section of this document.
- If a report is shown to be deliberately invented or malicious, The Arthur Terry School will consider whether any disciplinary action is appropriate against the individual who made it.

Discriminatory Language/Behaviour

The Arthur Terry School **will not tolerate discriminatory behaviour/language of any sort.** The school maintains a zero-tolerance policy relating to this issue.

- Any incident involving the use of language/behaviour which is considered to be discriminatory towards any person with a protected characteristic will be investigated and sanctioned in accordance with the behavioural flowcharts herein.
- This policy addresses discriminatory language and behaviour which occurs both on and off the school site, as well as face to face and/or online.

SANCTIONS

The Arthur Terry School is an orderly school with the very highest expectations of behaviour where students act with care and consideration. We use our praise system to promote and encourage good behaviour; however sanctions are necessary for students who have not responded to encouragement.

The flow diagram provided outlines the range of sanctions we use at The Arthur Terry School with some examples of behaviours that would trigger sanctions. Please note that this is not an exhaustive list. Great care is taken to consider that sanctions are proportionate and reasonable.

If a sanction has been given this will be recorded on the Go4Schools system, where Behaviour Points are logged. These points will be reported to parents via the live data on Go4Schools and via the school reporting system. We expect to work with parents to ensure that students have a successful and worthwhile education; therefore sanctions are given when negative behaviour occurs and when the member of staff feels that it is appropriate. We will use our professional judgement to ensure that the behaviour policy is implemented appropriately and within context.

Please note that refocus time is a school's disciplinary right, and as a result permission is not needed to detain a student. Staff will only issue detentions outside of school hours when it is reasonable after having considered whether:

- *the detention may put the child at increased risk or compromise their safety;*
- *the child has known caring responsibilities or religious requirements;*
- *the detention timing conflicts with a medical appointment;*
- *suitable travel arrangements can reasonably be made by the parent for the child, disregarding any inconvenience for the parent.*

Suspensions, Permanent Exclusions, Off-Site Directions & Managed Moves

The Headteacher decides whether to suspend or exclude a student, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

Suspensions

- This sanction would be for either a single serious incident such as violent behaviour or damage to property, or where a pupil has repeatedly failed to follow the required standards of behaviour.
- In addition pupils may also spend some time in the Refocus Room if the student obtains a Phase 4 or Phase 5. This could also be prior to the fixed term exclusion during the initial investigation into the incident or behaviour, or as part of their integration plan.
- Parents/carers are advised that a change in the law makes it explicit that they are responsible for supervising students for the first five days of any period of suspension. Where an exclusion is for longer than 5 days the school will arrange suitable alternative education from the 6th day.
- Parents/carers are expected to attend a reintegration meeting following a suspension, at this meeting a student's behaviour will be reviewed and a reintegration programme drawn up including the student being placed under focus, either to their tutor, Progress Leader, Key Stage Leader or a member of the Leadership Group
- Where a pupil has been suspended for 5 days or more (either for one suspension or a series of different suspensions) the pupil, along with their parent/carer, may be asked to attend a meeting with relevant school staff regarding next steps and possible escalation.

Permanent Exclusion

A decision to exclude a student permanently is a serious one. It will usually be the final step in the process for dealing with disciplinary offences, following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student and will normally be used as a last resort.

A decision to exclude permanently can arise:

- a) In response to serious breaches of the schools' behaviour policy.
- b) If allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school.

There will however be exceptional circumstances when, in the Headteacher's judgement, it is appropriate to exclude permanently a pupil for a first or one off offence.

The Secretary of State for Education has made it clear that he would not normally expect the Governors'

Disciplinary Committee, or an Independent Appeal Panel, to re-instate the student.

Off-Site Directions/Managed Moves

Off-site direction

- Off-site direction is when a school requires a pupil to attend somewhere off-site to receive education that is intended to improve their behaviour. Whilst the legislation does not apply to academies, they can arrange off-site provision for such purposes under their general powers. Where interventions or outreach support have not been successful in improving a child or young person's behaviour, off-site direction should be used to arrange short-term temporary support in another mainstream school or AP. During the off-site direction, pupils must be dual registered.
- Depending on the individual needs and circumstances of the pupil, off-site direction into AP can be full-time or a combination of part-time support in AP and continued mainstream education.
- Appropriate objectives and timeframes must be set, with review meetings scheduled at mutually agreed points to establish the success or otherwise of the placement. For example, review meetings should take place between the school, parents, the pupil, and other agencies e.g., a pupil's social worker, CAMHS, Multi-Agency Safeguarding Hubs (MASH) and Youth Offending Teams (YOTs), the local authority (if a pupil has an EHC plan) to establish agreed monitoring points to discuss the pupil's ongoing behaviour. These reviews should be recorded and frequent enough to provide assurance that the off-site direction is achieving its objectives via monitoring points.
- To support a pupil with re-integration into their referring school, the focus of intervention whilst off-site should remain on ensuring that a pupil continues to receive a broad and balanced curriculum whilst any inappropriate behaviours which require intervention are being addressed. If a pupil with disability or SEN has been moved off-site, the duties under the

Equality Act 2010 and the Children and Families Act 2014 continue to apply (for example, to make reasonable adjustments or to put support in place to meet SEN).

- The length of time a pupil spends in another mainstream school or AP will depend on what best supports the pupil's needs and potential improvement in behaviour. The length of time a pupil spends in another mainstream school or AP and the reintegration plan should be kept under review.

Managed moves

- A managed move should only be offered as a permanent transfer, and only when the pupil has been attending the proposed new school under an off-site direction and a review of the direction has established that the pupil has settled well into the school and should remain there on a permanent basis. Under exceptional circumstances, such as a safeguarding concern, it may be appropriate for a pupil at any mainstream school to transfer to another mainstream school as a managed move, but this should only happen when it is in the pupil's best interest.
- Managed moves should be a permanent move, voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. *Where a pupil has an EHC plan, the relevant statutory duties on the new school and local authority will apply. If the current school is contemplating a managed move, it should contact the authority at an early stage. If the local authority, both schools and parents are in agreement that there should indeed be a managed move, the local authority will need to follow the statutory procedures for amending a plan.*

Preventing Bullying

Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group, either physically or emotionally. At the Arthur Terry School we have a separate policy which deals with the procedures we follow in instances where bullying has been reported. However, as a school we are dedicated to the prevention of bullying by fostering an ethos of respect for others, an understanding of the value of education and a clear understanding of how our actions affect others.

This is delivered through our tutor programme, assemblies, and across the curriculum in subjects like Drama, PSHCE, History and English. Outside agencies are also used, such as the police, to deliver messages to the students to help protect them from situations outside school where they may be vulnerable to bullying; this includes; use of social media and other electronic communication, the dangers of carrying weapons and the dangers of criminal exploitation.

Pupil Restraint

The Education Act 2006 provides clear guidance on restraint. Further advice is available to schools in the DFE guidance "Use of reasonable force" July 2013.

Staff are authorised to use physical force to control or restrain students if a student's misbehaviour is so serious that:

- there is a danger of physical injury to the student themselves or someone else.
- there is a danger of damage to property.
- the student is prejudicing the maintenance of good and discipline within the school.
- a criminal offence is being committed.

In circumstances when restraint has been necessary it is likely that this would be seen as an offence where a student would be punished by time in the refocus room, fixed term exclusion (suspension) or permanent exclusion. We expect our students to be able to follow instructions and believe that following verbal instruction is essential to maintaining a well-disciplined school.

The power to screen, search and confiscate items

The Education Act 2002 provides clear guidance on screening and confiscation.

Screening

What the law allows:

- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- Any member of school staff can screen pupils.
- We work alongside our local police forces and participate in programmes, which aim to raise the dangers of carrying weapons both inside school and outside. This process involves screening of classes and pupils using a metal detector and searching bags to ensure pupils are safe and there are no prohibited items.

Also note:

- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Searching

School staff can search a student for any item if the student agrees.

Staff authorised by the Headteacher also have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, to cause personal injury to, or damage to the property of, any person (including the student)
- headteachers and authorised staff can also search for any item banned by the school, such as electronic cigarettes, laser pens/lights, lighters, matches.

School staff also have the power to search pupils if they believe they are in possession of a banned item such as a mobile phone (if used on the school site).

Searches will take place wherever possible by two members of staff, with at least one being the same sex as the pupil, and member of staff acting as a witness. The search should be conducted quietly and discreetly, if possible away from other students. Any item found during the search will be confiscated by the staff members.

Confiscating

School staff can seize any prohibited or banned item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

It is our intention that seized items will not be returned to the students, and in some instances may be referred to the police. However, there may be instances where items could be returned to parents/carers and in these circumstances we will contact parents, for their support and to arrange an appropriate time for them to collect any items that can be returned.

Children with Special Educational Needs and/or Disabilities

In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other children of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

The School is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, school will do all it can to try to ensure that the child receives appropriate support through an individualised approach in order to allow them to access the same opportunities and outcomes as their peers. The School is conscious of its legal duties under the Equality Act 2010 in respect of children with disabilities and will make reasonable adjustments to the application of this policy to avoid any substantial disadvantage that a child may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment may include different consequences for a child whose behaviour is linked to their disability than would be imposed for a child exhibiting the same behaviour who does not have that disability or difficulty. The School will not assume that because a child has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the respective school and staff on the facts of the situation.

An Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Map may be used for children with SEND whose condition causes them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed.

The school will as far as possible, anticipate likely triggers of misbehaviour for children identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a child whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a child with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a child's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

STUDENT PRAISE

Our Praise system ensures that all students are recognised for their commitment to learning, making progress, leadership and going that extra mile. Students are awarded Praise Points that can be exchanged for praises at the Praise Kiosk which is located in the PE Block. The Praise Kiosk is open everyday at break time.

The School believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour.

All staff have a responsibility to implement, monitor and evaluate the use of praise and must ensure there is equity of opportunity for children to achieve rewards regardless of age, ethnicity, gender, special educational needs, and disability. Staff are aware of the potential for bias, including unintentional or perceived bias, and consequently trends regarding staff use of rewards and sanctions shall be reviewed by school leadership teams periodically.

Appendix 1

Standard Operating Procedure for Lessons (Teachers and Students)

At the start of the lesson	<ul style="list-style-type: none"> ➤ Teachers will have organised students into a seating plan. ➤ Teachers greet students at the door, half in half out. ➤ Students will aim to be the Arthur Terry Learner ➤ Students will arrive at your lesson promptly; ➤ Students take off any outdoor clothing and get planners and equipment (minimum requirement of pen, pencil and ruler) on the desk. ➤ Students enter the classroom and begin the Do It Now Task (this may differ in practical subjects). ➤ There are no drinks allowed to be placed on classroom work surfaces – only water ➤ Teacher greets the students ready to start the lesson, takes the register and students respond politely. ➤ Students write the date and title of the lesson
During the lesson	<ul style="list-style-type: none"> ➤ Teachers will plan activities to ensure students can make progress towards achieving excellence. ➤ Students will work to their potential in the lesson and complete the work set, aiming to achieve the ‘excellence’ success criteria. ➤ Teachers should plan for an activity the students can complete independently for a section of the lesson. ➤ Teachers should plan for regular assessment within lessons; self, peer and teacher. ‘Upgrade’ time should be used to enable students to act on feedback as part of the Meta-cognition part of the Arthur Terry Learner ➤ If a student is asked to do something by a teacher they should follow instructions. Students must ensure at all times that their actions do not disrupt the learning of others. ➤ Staff will use teaching strategies to try to avoid using Phases where possible but when needed, Phases will be issued. ➤ Students will aim to earn Praise Points. ➤ Staff will issue Praise Points regularly for excellent work as part of the Arthur Terry Learner ➤ Students will try to avoid receiving Phases for poor behaviour
At the end of the lesson	<ul style="list-style-type: none"> ➤ At the end of the lessons students should pack up and <u>stand behind chairs</u>. ➤ Teachers should ensure a calm and orderly end to the lesson and that students leave in correct uniform when instructed to do so by the teacher ➤ When there is a bell, students should not leave before the bell, which is for teachers and not for students.

Appendix 2

Praise & Behaviour Policy

Behaviour	Possible/Required Actions	Inform
<p>Phase 1 (Examples May Include)</p> <p>Students may receive praise points for displaying ATL habits such as:</p> <ul style="list-style-type: none"> Managing distractions Taking risks and not being afraid to make mistakes. Contributing thoughtful ideas Taking ownership of learning and revision Asking relevant questions to develop understanding Acting on feedback Managing time effectively <p>Students can receive Praise Points for demonstrating behaviour that aligns with school ethos and values, including:</p> <ul style="list-style-type: none"> Showing kindness towards others Taking pride in their work Being ready to learn 	<ul style="list-style-type: none"> Praise Points Added To G4S Verbal Praise Phone Call Home (Positive) 	<ul style="list-style-type: none"> Log Praise On To GO4Schools If Appropriate (To Inform Form Tutor)
<p>Phase 2 (Examples May Include)</p> <ul style="list-style-type: none"> Poor behaviour in lessons Lack of effort Lack of equipment Misuse of iPad that disrupts own learning Incorrect uniform 	<ul style="list-style-type: none"> Verbal Warning Emotion Coaching/ Supportive Actions Move Seats or Other Classroom Interventions 	<ul style="list-style-type: none"> Log On To GO4Schools (To Inform Form Tutor)
<p>Phase 3 (Examples May Include)</p> <ul style="list-style-type: none"> Repeated poor behaviour in lessons Chewing gum Incomplete homework Continued misuse of iPad/disruption of others learning Misuse of mobile phone/headphones/smart watch Lateness to lessons 	<ul style="list-style-type: none"> 30 Minute Refocus Time & Final Warning From Classroom Teacher 	<ul style="list-style-type: none"> Log On To GO4Schools (To Inform Form Tutor/PL/SL/CL/KSL)
<p>Phase 4 (Examples May Include)</p> <ul style="list-style-type: none"> Refusal to follow instructions. Refusal to attend after school refocus session. Repeated Phase 3 behaviour Discriminatory behaviour Refusal to hand in mobile phone when requested to do so. Significant misuse of iPad 	<ul style="list-style-type: none"> Use Of Faculty/ Department Parking Role Where Possible Student Placed In Refocus Room The Following Day 	<ul style="list-style-type: none"> Log on GO4Schools (To Inform Form Tutor/ PL/SL/CL/KSL) Contact Made With Parents/Carens Staff Member Issuing Sanction
<p>Phase 5 (Examples May Include)</p> <ul style="list-style-type: none"> Dangerous/violent behaviour Discriminatory behaviour Gross inappropriate misuse of iPad Harmful Sexual Behaviour Refusal to follow instructions 	<ul style="list-style-type: none"> Teacher Referral & Student Removed From Lesson Refocus Room For Multiple Days or Suspension 	<ul style="list-style-type: none"> Log On To GO4Schools (To Inform Form Tutor/PL/SL/CL/KSL) Contact Home

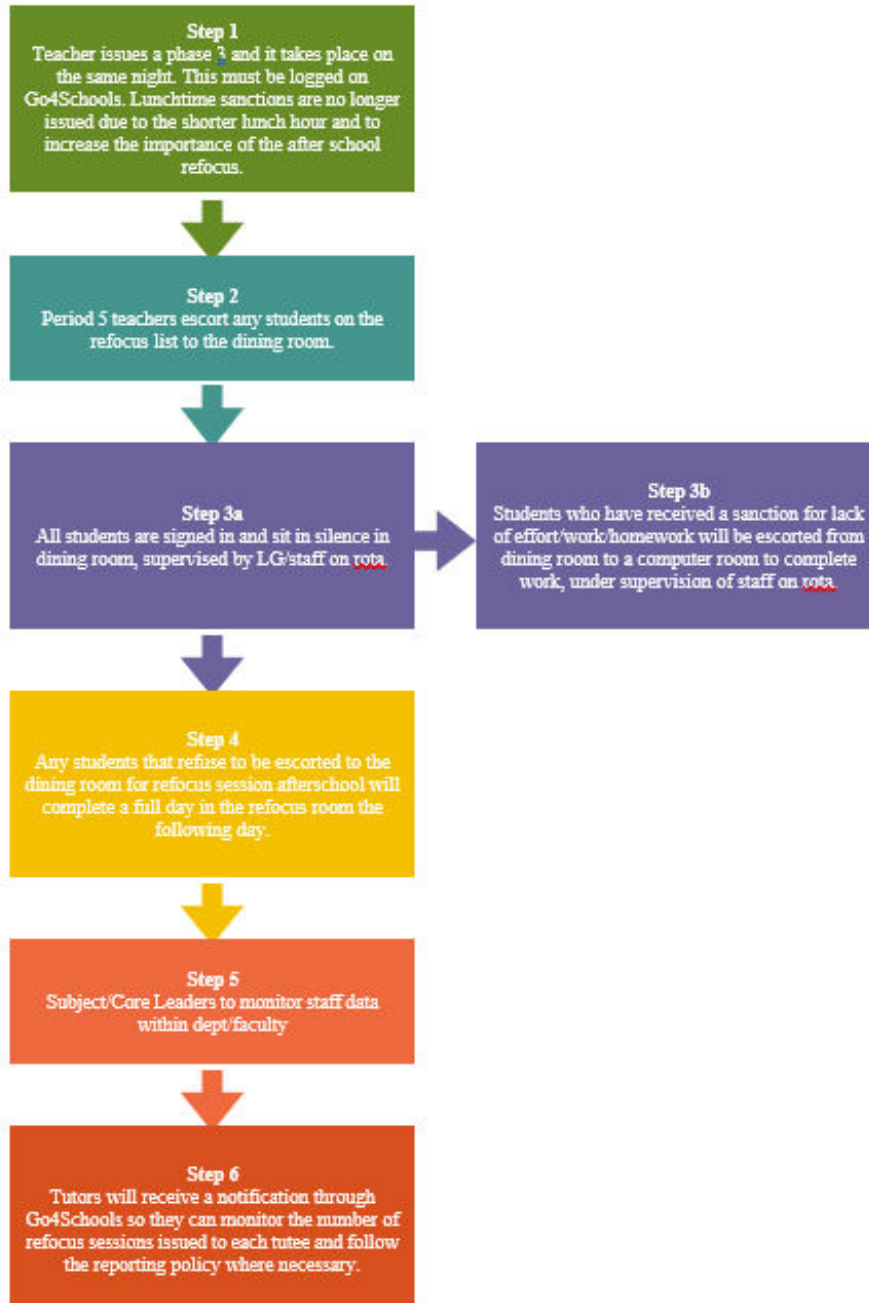
Arthur Terry reserves the right to escalate the behaviour policy due to any significant incident, including bringing dangerous/banned items onto school site. This includes any type of bladed article, weapon or modified weapon or drugs/drug related paraphernalia of any kind.

Classroom Expectations



Arthur Terry reserves the right to escalate the behaviour policy due to any significant incident, including bring dangerous/banned items onto school site. This includes any type of bladed article, weapon or modified weapon or drugs/drug related paraphernalia of any kind.

Refocus



Refocus Room

Student to be placed in Refocus by:

- Leadership Group
- Key Stage Leaders
- Progress Leaders

Refocus Room Work

- Students will follow their normal timetable and complete work set by their classroom teacher or will complete work from the Oak National Academy if work as an alternative where appropriate



Refocus Room Procedure:

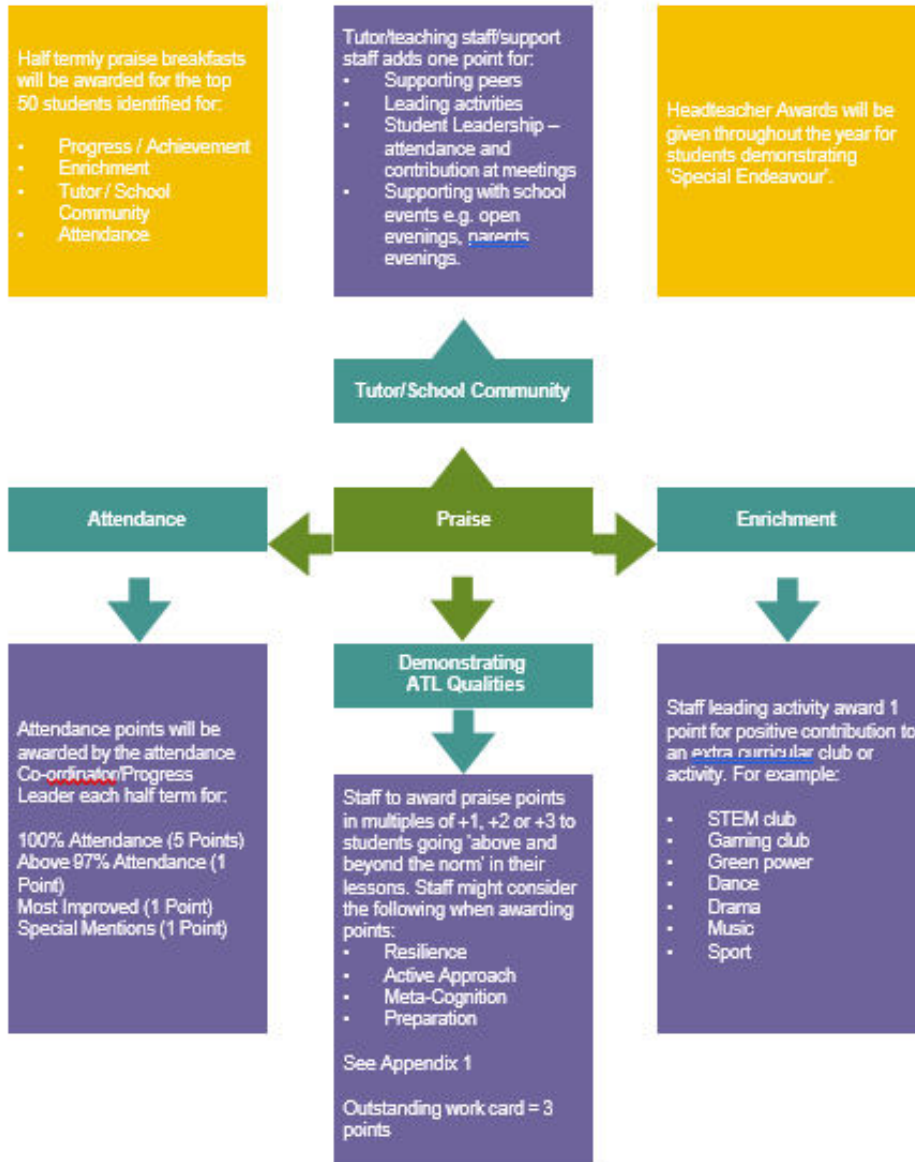
- All students booked in to refocus room in SF1
- If student has key worker this information will be shared and support may be offered

Interventions During The Day:

- Student Support Services
- Attendance Team
- Leadership Team
- PALS
- Head Of Departments

Students with ASD/ADHD/Emotional Attachment Disorder need to go in same day or spoken to on that day. Make clear the consequences and when this will take place and for what.

Praise Diagram



Points Consequences/Rewards



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Arthur Terry Learner

Resilience	Active Approach	Values	Meta-Cognition	Preparation
I can manage distractions and do not disrupt other people	I contribute thoughtful ideas to lessons	I am kind and helpful	I can identify my own strengths and weaknesses	I manage my time to meet deadlines and reduce stress
I show focused attention at all times	I take ownership of my learning and revision	I am proud of my work and achievements	I act on feedback and apply targets to new work	I organise my work and bring the correct equipment
I am not afraid to take risks and make mistakes	I make the most of resources inside and outside the class	I am ready to do my best every day	I ask relevant questions to develop my understanding	I am punctual to form and lessons and catch up on missed work
I persevere in the face of difficult tasks and homework	I can learn from the opinions and experiences of others	I am respectful of peoples' rights and feelings	I can apply knowledge and skills across topics and subjects	I plan for written and practical work and assessments



 Be Proud | Be Kind | Be Ready

Appendix 3

THE ADVOCATES' STATEMENT OF PRINCIPLES

Introduction:

The purpose of this statement is to give guidance to the Headteacher when drawing up the school's Praise and Behaviour Policy by stating the principles which the Advocates expect to be followed. The purpose of such a policy is to promote outstanding teaching and learning and high standards of attainment; preserve the reputation of the school and fulfil the Governors' duty of care to students and employees at The Arthur Terry School.

This statement is for the attention of parents, students and staff.

The Advocates' statement:

1. The Arthur Terry School has a duty to keep all students safe, happy, able to learn, and to enable staff to teach and promote learning without interruption, bullying or harassment.
2. The aim of our school is to engender an atmosphere in which a young person feels safe and valued. In that environment everyone needs to be committed to learning, to study and to achieving their potential.
3. We are committed to creating a caring, secure and orderly community in which the boundaries of acceptable behaviour are clear, shared, consistent and reflect current Government legislation.
4. Sanctions are issued fairly and consistently and students are made aware of what these are and the behavior that leads to them.
5. All sanctions are applied 'reasonably' and 'proportionately'. 'Reasonably' essentially means in accordance with general practice in the teaching profession; 'proportionately' means that a sanction is not out of proportion with the actions that it is intended to deal with.
6. The purpose of sanctions is to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community; to deter other students from similar behaviour.
7. The school utilises exclusion from school as a significant sanction. Exclusions are overseen by the Advocates'. The authority to exclude is

held by the Headteacher. All exclusions are carried out in accordance with published DFE guidance.

8. The school also operates a policy of praises, to ensure that students are recognised for the good they do and the contributions they make to the school.
9. The school has the following powers:
 - a) The ability to impose sanctions (or penalties) on a student where his or her conduct falls below the standard expected. This includes failing to follow a school rule or an instruction given by a member of staff.
 - b) The ability to detain students during a break on the same day; on evenings, weekends or staff only days during term time (these are classified as permitted days). Parental consent is not required.
 - c) The ability for a member of staff, authorised by the Head, to use reasonable force to prevent a student from committing an offence, causing personal injury, damaging property or doing something that prejudices discipline at the school.
 - d) The ability to confiscate items not permitted or misused on the school site. This includes the retention and disposal of such items.
 - e) The ability to search a student for offensive weapons, where there are reasonable suspicions that a weapon is concealed. Reasonable force may be used if necessary.
 - f) The ability to search a student with their consent for any item which is banned by the school rules.
 - g) The ability to search a student without consent for illegal drugs, weapons, alcohol and stolen items; where there are reasonable suspicions that such items are concealed. In such cases the school is likely to involve the Police.
10. The school has the right to issue Parenting Contracts and Penalty Notices. This guidance came into force in September 2007 alongside revised exclusion guidance. The new law allows:
 - a) schools to issue Parenting Contracts;
 - b) schools to apply for behaviour related Parenting Orders;
 - c) schools to issue penalty notices; to apply when students are found in a public place during the first 5 days of all exclusions; for poor punctuality and attendance; for behaviour infringements.

11. Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including school visits. Teachers can also discipline students for misbehaving outside school.
12. Teachers may discipline students for: any behaviour when the child is:
 - a) taking part in any school-organised or school-related activity;
 - b) travelling to or from school;
 - c) wearing school uniform;
 - d) in some other way identifiable as a student at the school.
13. Teachers may discipline students for: misbehaving at any time, whether or not the conditions in the previous section apply, that:
 - a) could have repercussions for the orderly running of the school;
 - b) poses a threat to other students or members of the public;
 - c) could adversely affect the reputation of the school.
14. The school has a clearly displayed complaints procedure that seeks to ensure quick resolution to any valid concern raised. This relates to both staff and students.
15. The school works corroboratively with the Police. It is now obligatory for schools to give the police any evidence of a criminal act discovered. This might include drugs, weapons and telecommunication bullying.

