



# Hurstmere School

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## Positive Pupil Behaviour for Learning Policy

Developing a learning ethos and positive relationships across the school

**Responsible:**  
Vice Principal – Mr J Lever

**Ratified by Governors:**  
Teaching and Learning Committee

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### REVIEW HISTORY

REVIEWED	RATIFICATION	CYCLE	REVIEW	NOTES
Autumn 2018		1	Autumn 2019	Currently under review
July 2020		1	Autumn 2021	New Policy
October 2021	22 November 2021	1	Autumn 2022	New Policy
December 2022	30 March 2023	1	Autumn 2023	

# Positive Pupil Behaviour for Learning Policy (incorporating Rewards Policy)

**Responsible: Mr J. Lever**

**Next Review: Autumn 2023**

## Contents

1. Aims .....	1
2. Legislation, statutory requirements and statutory guidance.....	2
3. Definitions.....	2
4. Bullying.....	5
5. Roles and responsibilities .....	6
6. School Behaviour Curriculum.....	8
7. Responding to behaviour.....	10
8. Serious Sanctions.....	18
9. Responding to misbehaviour from pupils with SEND.....	22
10. Supporting pupils following a sanction.....	24
11. Pupil transition .....	29
12. Training.....	29
13. Monitoring arrangements.....	29

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## 1. Aims

Hurstmere School's Positive Behaviour for Learning Policy is based on the following fundamental beliefs:

- Hurstmere School aims to realise the potential in every Hurstmere pupil enabling them to 'believe and achieve'.
- Ensuring their pupils thrive at school, through an outstanding curriculum, first class teaching and personalised support.
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school, promoted through their RTRAILS – Respect, Teamwork, Resilience, Ambition, Integrity, Leadership and Self-belief.
- Hurstmere School consistently and repeatedly outlines the expectations and consequences of behaviour through the Behaviour Charter, which is communicated to pupils via their planners, on classroom walls and through assemblies. Parents are informed via letters.

- The school will provide a consistent approach to behaviour management that is applied equally to all pupils
- The definitions of what the school considers to be unacceptable behaviour, including bullying and discrimination.
- Respect must be given in order to be received. Parents, pupils and teachers (classroom and support staff) all need to cooperate in a culture of mutual respect.

## 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written Positive Behaviour for Learning policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#)

This policy complies with the school's funding agreement and articles of association.

## 3. Definitions

Hurstmere School will ensure a positive learning environment for all by

- The support of parents is essential for the maintenance of good behaviour as stated in their Home School Agreement.
- Promote adult and peer role models who exhibit caring and co-operative behaviour.
- The reinforcement of positive attitudes to expectations through the use of commonly agreed classroom management and behaviour strategies.
- The celebration of a wide range of achievements through a variety of rewards.

Any variation or change to the rules and procedures to do with discipline are policy matters which will be confirmed by the Governors in consultation with the Principal.

- The acceptance by all adults in school of a common responsibility for maintaining good discipline using a wide range of appropriate rewards and sanctions. This is signed on entry to the school.

## Hurstmere School Rules

1. Pupils are expected to show courtesy and consideration at all times, so as to bring credit to both themselves and the school. This includes whilst travelling to and from school and whilst on school trips.
2. Pupils are only allowed to leave the school premises during the school day with the permission of a member of the Senior Leadership Team.
3. Smoking or vaping are not permitted. No pupil may bring to school any substance likely to be of harm to himself or others.
4. No pupil may bring to school a knife, other weapon, or any other object likely to be of harm to others.
5. Appearance is paramount. School uniform rules must be adhered to. Extreme hair styles are not permitted. As such, dyed styles and lines/insignia cut into the hair are prohibited. The shortest style allowed is a 'Number 2' cut.
6. Valuable items such as jewellery and personal electronic devices should not be brought to school. The use of mobile phones is not allowed whilst on school site and they should remain always switched off and out of sight.
7. All dangerous games are forbidden. The throwing of any object which can cause damage or injury will not be tolerated.
8. Breakage, damage to or loss of school property will be paid for. This includes textbooks, library books and any item of school equipment on loan to pupils.
9. Eating and drinking in classrooms is forbidden, unless specifically sanctioned in designated areas during wet weather. All litter and food waste should be placed in rubbish bins.
10. Pupils may not bring items of food or drink into school for sale to other pupils.
11. Detentions of 30 minutes at the end of the school day may be given without notice. For detentions of 1 hour or more, 24 hours' notice will be given in writing, or by telephone. The Senior Leadership Detention of one hour and thirty minutes will be notified by letter.

**Misbehaviour** (H1-H3) is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour (H4 or repeated H3 behaviours)** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, cigarette papers or lighters/matched
  - Vapes and/or vape liquid

- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

#### 4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## **Anti-Bullying Policy**

Details of the school's approach to preventing and addressing bullying are set out in their anti-bullying strategy. [Anti Bullying policy](#)

### **5. Roles and responsibilities**

#### **5.1 The Governing Board**

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

#### **5.2 The Principal**

The Principal is responsible for:

- Reviewing this policy in conjunction with the Governing Board.
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the Safeguarding and Child Protection policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

#### **5.3 Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils

- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the Positive Behaviour for Learning policy consistently
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly)
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT), Curriculum Leaders and Raising Standards Leaders will support staff in responding to behaviour incidents.

#### **5.4 Parents and Carers**

Parents and carers, where possible, should:

- Get to know the school's Positive Behaviour for Learning policy and reinforce it at home where appropriate
- Support their child in adhering to the school's Positive Behaviour for Learning policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

## 5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the Positive Behaviour for Learning policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's Positive Behaviour for Learning policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the Positive Behaviour for Learning policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 6. School Behaviour Curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Move quietly and sensibly around the school
- Treat the school buildings and school property with respect
- Always wear the correct uniform
- Accept sanctions when given
- Work in silence when requested.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

## 6.1 Mobile phones and Smart watches

Mobile phones usage in school is not permitted and should be confiscated if seen or used. Smart watches can only be used as a watch and therefore needs to be unpaired with a mobile phone or the mobile phone must be switched off.

If a pupil chooses to bring a mobile phone to school, it must be switched off on entry to the school site. Mobile phones should only be switched back on when the pupil has left the school site.

Only pupils with medical conditions such as diabetes, where the monitoring of blood glucose levels is required, will be allowed to access their mobile phones but in an agreed area of the school. In most cases this will be in the main office. Parents should speak to the school if this is something that needs to be considered.

If a pupil is found using their mobile phone or Smart watch applications, other than the clock, on the school site, or is found to have used it in the school to send messages, make calls or use social network sites:

The mobile phone or Smart watch will be confiscated, and the parents will be notified.

- If the pupil does not hand over their mobile phone or smart watch phone straight away, or argues with the member of staff, it will be confiscated for a longer period and a Senior Leadership Detention will be issued for defiance and failure to surrender their mobile phone or Smart Phone.
- If the pupil is caught recording or taking picture of staff or other learners, they will have their mobile phone confiscated straight away and may be suspended.
- If a pupil is found to be sharing/uploading images or video recording to a social media site which contains footage of staff or other learners. The pupil may be permanently excluded, and the matter may be referred to the police for further investigation and possible prosecution.
- Mobile phones or Smart phones confiscated in this way will not be returned to pupils. Parents will need to collect the mobile phone from the school reception.

For persistent Mobile Phone or Smart Phone misuse, on the third occasion, the pupil may be asked to hand their mobile phone or Smart Watch in at reception at the start of each day for one week or parents are given the option of keeping the phone at home. On the fourth occasion, the pupil may be banned for the term from bringing a phone on site.

Hurstmere School takes no responsibility for items lost, broken, or stolen whilst on school site or during any trip/visit arranged by the school. Any pupil that brings electronic equipment on to the school site a does so at their own risk.

## **7. Responding to behaviour**

### **7.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Behaviour Charter in their classrooms and refer to this when required
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **7.2 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

The school will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, the school will follow their Safeguarding and Child Protection policy and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to the school's Safeguarding and Child Protection policy for more information.

### **7.3 Responding to good behaviour**

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Positive behaviour will be rewarded with the following range of rewards using a HR (Hurstmere Reward) 1 to 5 scaled approach:

Level	Behaviour	Reward
HR5	<p>Displaying the 'RTRAILS' throughout the academic year</p> <p>Excellent classwork and homework throughout the academic year</p> <p>Excellent behaviour and attitude to learning throughout the academic year</p> <p>100% attendance across the year</p>	<p>'RTRAILS' form reward, badge, and certificate</p> <p>Colours Evening (Sport)</p> <p>Academic prize at Prize Giving</p> <p>Science, Sport and Arts curriculum ties</p> <p>Invitation to an end of year rewards trip</p> <p>Principal's letter sent home – top 3 in House Points in each year group</p>
HR4	<p>Outstanding contribution to the school community, displaying the 'RTRAILS'</p> <p>Consistently excellent classwork and homework</p> <p>Consistently excellent behaviour and attitude to learning</p> <p>Outstanding attendance over the term (100%)</p>	<p>Jack Petchey Award</p> <p>Principal's reward voucher – free lunch and skip the queue pass</p> <p>End of term Amazon voucher and certificate – top 10 in House Points in each year group</p>
HR3	<p>Consistently displaying the 'RTRAILS'</p> <p>Consistently good assessment results</p> <p>Consistently good classwork or homework</p> <p>Consistently good behaviour and attitude to learning</p> <p>Consistently good attendance for the term (96-99%)</p>	<p>Weekly postcard home from RSL – top 10 in House Points in each year group</p> <p>Recognition from departments – weekly postcards</p> <p>End of half-term Amazon vouchers – top 5 in House Points in each year group</p>
HR2	<p>Displaying one of the 'RTRAILS' in or outside the classroom</p> <p>Good assessment result</p> <p>Good classwork or homework</p> <p>Good behaviour and attitude to learning</p>	<p>Positive log on SIMS - House Point</p>
HR1	<p>Turn up to lessons on time, fully equipped and ready to learn</p> <p>Listen when others are talking</p> <p>Following teacher instructions straight away - including attempting all work to the best of your ability</p>	<p>Verbal praise</p> <p>Learning</p> <p>Progress</p>

## 7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. This is done by referring to the school's Behaviour Charter (see 7.5 Hurstmere School Behaviour Charter).

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair, and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

Staff will promote the concept of making the right choice about behaviour for learning.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Community Exclusion at breaktime or lunchtime for a set number of sessions
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Losing the right to represent the school at a community event or events such as representing the school in sports fixtures
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on a 'Getting it Right report' (Intervention)
- Removal of the pupil from the classroom
- Suspension (internal)
- Suspension (external – known as a Fixed Term Suspension)
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## 7.5 Hurstmere School Behaviour Charter

This is displayed in every classroom and is designed to promote positive choices by all pupils at the school. It highlights the rewards that the pupils may receive by going above expectations as shown in the early section. It also cites the four levels of behaviours that where evident, will result in a range of sanctions. These are shown below.

H4 Behaviours	Possible Consequences/Actions
<p><b>Persistent H3 Behaviours (2+)</b>  <b>Serious Incident – immediate referral to the Senior Leadership Team or Restorative Support to remove the pupil from circulation. A serious incident occurs where:</b></p> <ul style="list-style-type: none"> <li>• A pupil / member of staff is put in danger (including physical assault)</li> <li>• When a member of staff is verbally abused</li> <li>• When a behaviour not on the list below is alleged or witnessed, contrary to our behaviour expectations.</li> </ul> <p>Members of the Senior Leadership Team will determine the outcome following any necessary investigation. If in class, the teacher, supported by the Curriculum Leader will gather the accounts and present the findings to the relevant Raising Standards Leader /Assistant Principal.</p>	<p>Logged in the pupil's planner            Logged on SIMS            Letter home            Parental Meeting            1 ½ hour Senior Leadership detention            Subject Suspension            Internal Suspension            Fixed Term Suspension            Permanent Exclusion</p>
H3 Behaviours may include but not limited to...	Possible Consequences/Actions
<p>Persistent H2 behaviours (2+)            Derogatory comments/actions            Truancy            Selling prohibited items in school - (not including Alcohol or Drugs)            Potentially dangerous behaviour in communal areas (SPJ)            Swearing at another pupil            Defacing school property            Deliberately annoying or invading the space of others to cause upset            Failure to attend a reset</p>	<p>1 hour reset with teacher, curriculum leader, tutor or RSL            Community Suspension for a fixed period.            Conversation with restorative team or removal to the safe classroom            Getting it Right Cards (SPJ)            If phone confiscated for the second time, it will need to be collected by parents/carers            Logged in the pupil's planner            Logged on SIMS (ensure that tutor is copied into this)</p>
H2 Behaviours may include but not limited to...	Possible Consequences/Actions
<p>Persistent H1 behaviours (2+)            Defiance            Failure to produce planner/day sheet/expectation card            Inadequate level of work (SPJ)            Homework deadline missed on 2+ occasions            Inappropriate language in conversation with staff (SPJ)            Graffiti of personal learning items (planner, books/ expectation cards)            Use of mobile phone/Smart watches            Anti-social behaviour in communal areas            Dishonesty</p>	<p>30-minute reset by member of staff            Conversation with restorative team or removal to the safe classroom            Phone confiscated and handed to office            Community Suspension for a fixed period            If this is a repeat, phone returned to parent/carer.            Logged in the pupil's planner            Logged on SIMS so that behaviours can be tracked.</p>

H1 Behaviours may include but not limited to...	Possible Consequences/Actions
Low level disruption (SPJ) - noisy, turning around, not following instructions Poor punctuality Not equipped for learning Homework deadline missed Poor standard of uniform Lack of report/lost report Prohibited items – energy drinks/sweets/chewing gum/mobile phones Swearing in conversation with others Poor conduct in communal areas Not lining up properly (lesson, tutor time, canteen)	Discussed with member of staff and resolved Logged in the pupil's planner Logged on SIMS so low-level behaviours can be tracked  <b><i>PLEASE NOTE: SPJ – Staff Professional Judgement will be used to determine the level of behaviour witnessed and the appropriate sanction that may apply.</i></b>

## Bike Safety

It is a requirement of all pupils bringing a bike to school that they ride with due care and respect for themselves and others. Any pupil who is identified as failing to ride with due care and respect for themselves and others will be subject to sanctions under the positive Positive Behaviour for Learning policy. This will include banning the pupil from riding their bike to school for a set period. Repeatedly not following these expectations may also involve the school contacting the Police.

Electric Scooters are banned and should a pupil riding one onto the school site, it will be confiscated immediately and held until a parent collects it. It will not be returned to the pupil.

## Premises

The school takes pride in its environment and the school buildings. It is the responsibility of all pupils to respect and value the school environment and school property. To maintain the school's positive school environment, litter should always be put into bins and pupils are encouraged to pick up litter found around the school. Graffiti and vandalism of school property is regarded by the school community as unacceptable behaviour. Pupils have a responsibility to immediately report any damage to school property, accidental or otherwise. Pupils may be required to contribute towards the repair or replacement of property damaged willfully.

Food may only be consumed in the canteen area and outside areas only. The only time when this may be allowed beyond those areas, is when it is declared a wet break/lunch.

## Personal Appearance

It is expected that all pupils wear their Hurstmere uniform with pride. The uniform sets an appropriate tone for effective learning and teaching as well as promoting positive behaviour. Wearing the uniform neatly shows respect for the whole school aims as personal presentation is important and part of the skills and competencies required for adult life and work.

Pupils should be mindful that while they wear uniform, they are representing the school in the community. Unless special permission has been given, school uniform must be worn during all

school sessions, on the journey to and from school and at school activities and trips. All items of school uniform must conform to school requirements.

For the summary of the current regulation school uniform and how it is expected to be worn please see [School Uniform](#)

## 7.6 Restorative Approaches

When expectations are not met, or conflict develops, we will endeavor to try and address this through a restorative approach, which aims to put right whatever wrongdoing has been caused, enabling relationships to be mended and possibly improved, and all those involved to be able to move forward successfully. It requires all those involved to be honest about what has taken place, and to take responsibility for their actions and for the impact of their actions.

This approach may be used in conjunction with appropriate sanctions, to meet the school's need to assure the safety of everyone within the school community, to ensure an effective learning environment, or to address ongoing issues, in which a previous restorative approach had not been fully successful. Detentions, or out of circulation, may be used, in addition to were identified elsewhere in this policy, either time out, prior to a restorative approach being used, or to create the opportunity for a restorative conversation to happen.

The school will use restorative conversations to address conflict situations, to encourage pupils to take responsibility for their actions and to build empathy and emotional resilience. As indicated above, it may be necessary to use these in conjunction with appropriate sanctions. Restorative conversations will always include opportunities for all parties to describe what had happened from their perspective, to understand, appreciate and take responsibility for any harm caused and to agree how this harm is to be put right and further harm avoided in the future.

## 7.7 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## 7.8 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). Hurstmere School considers any contact or use of a prohibited item that could cause harm to themselves or others, a serious breach of our Positive Behaviour for Learning policy and as such deem this a level 4 behaviour. The appropriate sanction will apply and could result in Permanent Exclusion from the school.

## 7.9 Off-site misbehaviour

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

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

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

## 7.10 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

## 7.11 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. The details of the behaviour once established, will be recorded on the schools Safeguarding system, "My Concern." When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Principal, Vice Principals, or the Safeguarding lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, if it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

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

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

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

The school's response will be:

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

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

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

Please refer to the school's [Safeguarding and Child Protection policy](#) for more information.

## 7.13 Malicious allegations

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

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

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

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

Please refer to the school's Safeguarding and Child Protection policy for more information on responding to allegations of abuse against staff or other pupils

## 8. Serious Sanctions

### 8.1 Detention

Pupils can be issued with detentions during break, lunchtime, after school or on weekends during term time.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

Detentions are given to pupils for a variety of reasons and vary in lengths from 30 minutes to 1 hour 30 minutes overseen by members of SLT. Failure to attend a detention will lead to a detention at the next level departmental detentions will deal with issues which have emerged in the classroom. More serious behaviours will be dealt with by the Raising Standards Lead. Failure to attend SLT detentions on a Wednesday will result in an internal suspension.

Type of detention	Parents informed	Duration (mins)	When	Responsible	Location
Teacher	Only for more than 30 minutes	10 to 60	Teacher discretion	Teacher	Teacher discretion
Restorative Support	Yes	1 hour if pupils are removed to go to the safe classroom or taken to the Inclusion hub.	Teacher discretion	Teacher	Teacher discretion
RSL	Yes	60	After School	RSL	RSL discretion
Departmental	Yes	60	After School	CL	RSL discretion
Senior Leadership	Yes	90	Wednesday	SLT	Room 54

## 8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. This is in line with the school's Restorative Approach (see section 7.6)

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by members of the Inclusion Team, Raising Standards Leaders, or member of SLT and will be removed for a maximum of 1 lesson. However, this can be extended where appropriate to do so.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Principal or Vice Principal (Learning).

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

## 8.3 Subject Suspensions

Should the behaviour of a pupil or pupil(s) cause disruption in one or more lessons, then the Curriculum Leader may apply to have the pupil or pupils(s) subject suspended for a fixed period to allow the teacher to re-establish a conducive learning environment, where those whose learning was original impacted, can catch up.

A referral will be put into the Inclusion Hub Manager, who will approve the request and agree the number of lessons where the pupil will access their work in the Inclusion hub during that lesson(s).

A restorative meeting will take place prior to their readmission into their main lessons to ensure that the pupil and the teacher are clear about behaviour expectations moving forward to avoid a repeat. Parents will be notified by either the classroom teacher or the Curriculum Leader.

## 8.4 Internal Suspensions

This sanction is in use for H4 behaviours (see the Behaviour Charter) where it is deemed appropriate as decided upon by a member of the Senior Leadership Team. Once an investigation has been conducted, accounts taken and reviewed by Curriculum Leader, Raising Standards Lead or a member of the Senior Leadership Team. The situation is reviewed by another Senior Leader who will then agree to this sanction and in the case of doubt, the Principal or Vice Principal (Learning) will make the final decision with both the parents and the pupil notified at the earliest possible convenience.

The parents will be notified of the day(s) of the Internal Suspension and the pupil will arrive at 9am and leave at 4pm on that day(s). They must arrive in full uniform and be equipped for their learning. Pupils will be able to access the canteen at different times to their peers to avoid mixing.

They will work solely in the Inclusion hub for the duration of the Internal Suspension, using a laptop to access their learning via TEAMS. It may be appropriate for the pupil to complete written work or practical work within the hub, under the direction of the supervising member of staff. The pupils' teachers will be asked to supply suitable work the pupil to complete.

During this Internal Suspension, the pupil will be asked to complete a reflection form, and this will be discussed with them, so they understand the implications of their behaviour but also the expectations moving forward, to avoid a repeat of those behaviours. If this Internal Suspension is the result of a classroom-based incident or behaviour, the member of staff involved, will be invited to have a restorative meeting with the pupil to re-set the pupils behaviour.

## 8.5 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the principal and only as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

The principal will consider a suspension for one or more fixed periods or a Permanent Exclusion when behaviour(s) fall into the H4 level of behaviours as outlined in the school's Behaviour Charter. This includes but is not limited to:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This is at the discretion of the principal. A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more than likely that a fact is true.

## **Suspension**

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool. A pupil may be suspended for one or more fixed period (up to a maximum of 45 school days in a single academic year). A suspension is part of the school's Behaviour Management policy and shows that their current behaviour is putting them at risk of permanent exclusion.

### **Length of suspensions**

A suspension can be for up to 5 days in which the pupils will be expected to remain at home and complete work set via the Teams online platform. A pupil can also be suspended for part of the school day. For example, if a pupil's behaviour at lunchtimes is disruptive. Teachers will be notified to set work for suspended pupils to access. Pupils without a suitable device, will be offered one throughout the duration of the suspension. A further suspension following a fixed term suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

### **Permanent exclusions**

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

In response to a serious breach or persistent breaches of the school's Positive Behaviour for Learning policy; and

Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or other such as staff or pupils in the school.

For any permanent exclusion, the principal will take reasonable steps to ensure that the work is set and marked for pupils during the first five school, days where the pupils will not be attending alternative provision.

What is the process that is followed at Hurstmere School which may lead to the Principal deciding that a suspension or permanent exclusion is justified.

- 1) A investigation is conducted by a named person(s) (which is typically the Raising Standards Leader for that pupils year group or the Assistant Principal attached to the year group) which will include the gathering of evidence such as written accounts from the pupil, where possible, other pupils who may have witnessed the behaviour(s) and members of staff. In addition, the lead investigator, may need to review CCTV footage to gather further supporting evidence. This is viewed alongside another member of staff and a written account provided which is signed by both members of staff, verify what has been seen.

- 2) Once the evidence has been gathered, it is reviewed, and a summary of investigation is written. This is presented to the Assistant Principal or Vice Principal (Learning) who will review the evidence and if they feel that the evidence supports a possible suspension or permanent exclusion, a request for suspension or request for permanent exclusion form will be completed and submitted to the principal, alongside the evidence, who will then consider the request.
- 3) When the Principal suspends or permanently exclude a pupil the parents/carers will be notified without delay, firstly through a phone call and then without delay, after the decision, provide parents with the following information in writing:
  - a. The reason(s) for the suspension or permanent exclusion;
  - b. The period of a suspension or, for a permanent exclusion, the fact it is permanent;
  - c. Parents right to make representations above the suspension or permanent exclusion to the governing board.
  - d. The days on which parents must ensure that the pupils is not present in a public place at any time during the school hours.
  - e. The arrangements that have been put in place to enable the pupils to continue their education prior to the pupils return to school.
- 4) For suspensions, the details of the reintegration meeting will be provided or where necessary, be decided upon in the time between the first day of suspension and the last day.
- 5) Reintegration meeting – following all suspensions, a reintegration meeting will take place and parents/carers are expected to attend alongside the pupil. These are facilitated by the Raising Standards Leader in the first instance, but it may be necessary for Assistant Principals, Vice Principals or even the Principal to attend these meetings. At this meeting, the suspension will be discussed alongside any other relevant information related to academic progress and personal development. The pupil and their parents/carers will be offered the chance to discuss any concerns they have. This meeting is designed to ensure that the expectations of the school are made clear and to ascertain what levels of support need to be put in place to ensure that there is no repeat behaviours. For any pupil with SEN, the SENCO may be asked to attend these meetings to help support the process. Targets are agreed and the pupil, parents as well as the member of staff leading the meeting will sign the reintegration form. A copy will be retained by the school and one will be given to the parents.

Details regarding the education of pupils from the sixth day of a suspension, or if the Governing Board is asked to consider parents representations about a suspension or permanent exclusion, can be found in the [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movements – September 2022](#).

## **9. Responding to misbehaviour from pupils with SEND**

### **9.1 Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on

whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the Positive Behaviour for Learning policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned. These may include the following strategies:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of the AEN centre or Inclusion Hub(Reflection Zone) where pupils can regulate their emotions during a moment of sensory overload.

## **9.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time because of their SEND?
- Whether the pupil is likely to behave aggressively due to their SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. These decisions will be made via the SWAP (Student Welfare and Access Panel) meetings which are held weekly or directly by the SENCO based on a referral made by staff or parents.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. The school will work with parents to create the plan and review it on a regular basis.

#### **9.4 Pupils with an Education, Health and Care (EHC) Plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

### **10. Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

#### **Hurstmere School Intervention Ladder**

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with tutors, Inclusion Officers, Raising Standards Leaders and/or members of the Senior Leadership Team
- Use of teaching assistants
- Short term Getting it Right Cards
- Long term behaviour plans such as Individual Behaviour Plans or Personalised Behaviour Plans as outlined in our Interventions Ladder below.
- Pupil support units – with referrals to Horizons, Bexley for outreach or even off-site refocus support.
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

Stage	Responsible to:	Intervention		
Level Six MM / PE	<p><b>Principal</b></p> <ul style="list-style-type: none"> <li>Principal Parent Meeting to Outline Intervention</li> </ul>	<p><b>Level 6 Intervention</b></p> <ul style="list-style-type: none"> <li>Consideration of Permanent Exclusion</li> <li>Managed Move Placement</li> </ul>	<b>Inclusion Manager to Support</b>	
Level Five	<p><b>Vice Principal</b></p> <ul style="list-style-type: none"> <li>Parent Meeting to Outline Intervention</li> </ul>	<p><b>Level 5 Intervention</b> (Possible further Internal or External Intervention considered)</p> <ul style="list-style-type: none"> <li>Review of Progress and Interventions to date</li> <li>6-week report in conjunction with any other intervention deemed appropriate by the VP</li> </ul> <p>If there is no progress, consideration / Recommendation to the Principle regarding</p> <ul style="list-style-type: none"> <li>Long Term Placement Intervention (KS4)</li> <li>Horizons Refocus 14 Week Intervention (KS3)</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>Level 6 Intervention</li> </ul>		
<b>Parent Review Meeting with SLT Lead &amp; Horizons Outreach</b>				
Level Four IBP Stage 2	<p><b>Assistant Principal</b></p> <ul style="list-style-type: none"> <li>Parent Meeting to Outline Intervention</li> </ul>	<p><b>Level 4 Intervention</b> (Possible further Internal or External Intervention considered)</p> <ul style="list-style-type: none"> <li>6-week Stage 2 IBP Intervention</li> <li>Further External Agency Interventions as required</li> <li>Any other intervention deemed appropriate by the AP.</li> <li>Continued daily report</li> </ul>		
<b>If Targets not achieved – Level 4 implemented</b>				
Level Three IBP Stage 1	<p><b>Raising Standards Lead</b></p> <ul style="list-style-type: none"> <li>Parent Meeting to Outline Intervention</li> <li>Outside intervention if needed</li> </ul>	<p><b>Level 3 Intervention</b> (Possible further Internal or External Intervention considered)</p> <ul style="list-style-type: none"> <li>6-week IBP intervention</li> <li>Continued Daily Reflective Practice via Report</li> <li>Referral to Horizons Outreach Programme (dependant on engagement and progress)</li> </ul>	<b>RSL / AP/ Inclusion Team to Support</b>	

If Targets not achieved – Level 3 implemented			
<b>Level Two SWAP</b>	<b>Inclusion Team / AEN / Safeguarding Intervention</b> <ul style="list-style-type: none"> <li>• Parent Meeting to outline Intervention (RSL to attend with Pastoral Support)</li> <li>• Outside intervention if needed</li> </ul>	<b>Level 2 Intervention</b> (Further Internal or External Intervention considered) <ul style="list-style-type: none"> <li>• Max 8 weeks Reflective Approaches to changing Behaviour for Learning or Intervention Specific</li> <li>• 4 check-in sessions per day via report card focusing on Behaviour modification strategies</li> </ul>	
SWAP Referral Consideration			
<b>Level One Tutors / CT / RSL / CLs</b>	<b>Behaviour for Learning Interventions</b>		<b>RSLs and CLs to support</b>

**Note:**

- Internal Suspension to activate 2-week Getting It Right Card (GIRC) to Inclusion Team
- Fixed Term Suspension to activate 2-week Getting it Right Card to RSL

Pupils can be placed on weekly Getting it Right Intervention by the Form Tutor, Class Teacher, Curriculum Leader or Raising Standards Leads.

GIRC can monitor attendance/punctuality, homework completion or behaviour.

Positive Recognition reports can also be used as an intervention to highlight preferred behaviours to encourage behaviour change.

The pupil must show his report at the end of the school day to the member of staff who issued it. This must **NOT** be done during registration but after 3.00pm.

### Getting It Right Cards

GIRC are a proactive intervention that focus on preferred behaviours. By using the phrase ‘You’ll be getting it right by...’ focuses on helping pupils to concentrate on preferred behaviours choices, not those that have been previously exhibited. Staff should focus on the positives within the GIRC in the first instance and not immediately focus on negative areas where behaviour has not been to Hurstmere expected standard or better.

Conversations between staff and pupils should highlight how a pupil has achieved a positive score, what were they doing? How did you achieve that score? How could you turn a 3 in to a 2?

When focusing on areas that need improvement or further positive development, use the positives trends with in the GIRC to bring about behaviour change.

### Questioning techniques:

- How can you change that 3 into a 2? Or a 2 into a 1
- What can you do differently to improve this score?
- I notice you scored higher in your previous lesson; how did you do this?

GIRC are designed to be Intervention led, look for trends in behaviour and intervene accordingly, targeting both positive and negative behaviour cycles.

### Getting It Right Cards, Individual Behaviour Plans and Pastoral Support Plans

<u>Intervention Stage</u>	<u>By Who?</u>	<u>Colour of CIRC</u>
Level 1 Stage 1	Tutor – Getting it Right Card	Green
	Class Teacher – Getting it Right Card	
Level 1 Stage 2	Curriculum Leader Getting it Right Card	Yellow
	Raising Standards Lead Getting it Right Card	
Level 2 Stage 1	Inclusion Intervention	Light Yellow
Level 2 Stage 2	Inclusion Manager	Blue

Individual Behaviour Plan and Pastoral Support Plans are to be used as a report-based intervention, to reflect the severity of the Intervention that the pupil is on.

		Colour of IBP/PSP Report card
Individual Behaviour Plan Phase 1	Report and implementation of interventions and referrals to be overseen by year group RSL	
Individual Behaviour Plan Phase 2	Report and implementation of interventions and referrals to be overseen by the Assistant Principal for specific year group	
Pastoral Support Plan	Report and implementation of interventions and referrals to be overseen by the Vice Principal for Inclusion	

### On-site and Off-site direction

Hurstmere School works closely with the Inclusion team at Bexley Local Authority and at Horizons Bexley whereby any pupils that are identified as causing major concerns and may be at risk of permanent exclusion or suspensions may be referred for remedial intervention. This could be onsite interventions (Outreach support) for a fixed period or off-site direction (Refocus), again, for a fixed period. Any decision to consider this course of action will be discussed with parents and the pupil. The aim is to work with the pupil to enable them to learn strategies to regulate and manage their own behaviours, allowing them to re-join mainstream education.

Following a period of outreach or refocus, the pupils are monitored to ensure a smooth transition. Any support through external agencies is continuously monitored. Parents will receive written confirmation of the agreed decision to use one of these interventions.

For some pupils, it may be necessary to refer to Horizons Bexley for an Alternative Provision placement, where their behaviours need extensive support that cannot be provided by the school alone and following, onsite and offsite support, already tried by Bexley Horizons. This is where a pupil will remain on-roll at Hurstmere but their education will be based at an off-site centre under the direction of Horizons Bexley. The placement of any pupil within an alternative provision setting, is in full agreement of the parents and in line with the statutory guidance centred on alternative provision.

### Managed Moves

A managed move is used to initiate a process which leads to a transfer of a pupil to another mainstream school permanently. These are voluntary and agreed with all parties involved, including parents and Bexley Local Authority or the new school. This is offered as part of the planned interventions ladder and only offered as a possible intervention in the right context, where it may be in the pupils' best interests for this to be considered.

## **11. Pupil transition**

### **11.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the Positive Behaviour for Learning policy and the wider school culture. A parental meeting will take place at the start of the induction phase to go through the schools expectations and answer any questions.

### **11.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **12. Training**

As part of the school's induction process, the staff are provided with regular training on managing behaviour, including training on:

- Amendments made to the Positive Behaviour for Learning policy, the systems and processes in managing behaviour
- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

## **13. Monitoring arrangements**

### **13.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension (both internal and Fixed Term)
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by Mr P Bolter (Assistant Principal) Mr J Beament (Inclusion Manager) and Mr J Lever (Vice Principal – Learning).

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### **13.2 Monitoring this policy**

This Positive Behaviour for Learning policy will be reviewed by the Vice Principal – Learning, the Principal and the Governing Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Governing Board.

### **Links with other policies**

This policy links to the following policies and procedures

Anti-Bullying policy

Safeguarding and Child Protection policy