

Sir Roger Manwood's School



Behaviour Policy

(Including the School Statement of Behaviour Principles)

Date of Approval: October 2025

Next Review: October 2028

1. Aims

The aims of this policy are to:

Develop a calm and safe environment in which all pupils can learn and thrive through promotion of excellent behaviour

Maintain the culture of the school, which puts positive working relationships and community at its core, through a consistent, whole-school approach to behaviour management that reflects the school's values

Prevent the recurrence of misbehaviour

2. Roles and responsibilities

Governors:

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

Headteacher:

- is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (Appendix 1). The headteacher will also approve this policy.
- will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure consistency.

Deputy Headteacher

- will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.
- Chairs regular meetings with the pastoral team to discuss behavioural issues or delegates this responsibility to the Extended Leadership Team.

The Assistant Headteacher(s):

- Monitors the effectiveness of the policy and supports staff in its implementation
- Keeps abreast of new initiatives, disseminates developments, and updates the policy where appropriate
- Provides behaviour management training for staff
- Implements and monitors the school's behaviour management systems

Heads of Key Stage (known as Heads of School and part of the Extended Leadership Team, ELT)

- Oversee their form tutors and the students in their care
- Oversee the work of the pastoral teams in each key stage
- Ensure information about students is disseminated effectively
- Actively intervene to address serious and/or persistent issues as they arise
- Reinforce the appropriate ethos through regular assemblies and lesson drop-ins

The Form Tutor:

- Develops a positive relationship with all members of the tutor group and acts as a first point of contact with parents
- Provides academic and pastoral support to individuals in their tutor group who may be experiencing difficulties, which might manifest themselves as behavioural challenges
- Deals promptly with issues as they arise, communicating with parents and the Key Stage team
- Reviews the recognition and sanction record of each student, encouraging them to reflect on their actions
- Manages the positive monitoring report for students causing concern

Heads of Department (HoDs)

- Set clear expectations for behaviour for learning in their department
- Provide support to all colleagues in their department including training
- Ensure that colleagues are always employing a range of behaviour management strategies prior to removing a student.
- Ensure their team have an agreed room where student behaviour significantly disrupts a lesson, whether the HoD's room, a classroom in the department or a classroom belonging to another department)
- Monitor the quality of behaviour management through regular lesson observations and drop-ins

- Discuss students' progress and the impact of behaviour management at department meetings and refer any concerns to the appropriate form tutor or School team
- Use line management meetings to share information and update SLT on behaviour in lessons
- Ensure the pupils arrive and leave from their subject area in a sensible and quiet manner
- Ensure Achievement Points and behaviour points are issued in line with the policy

All staff with responsibility for the behaviour and safety of the students:

- Set clear expectations of appropriate behaviour
- Record behaviour incidents and action taken in SIMs
- Use appropriate behaviour management strategies – to include a seating plan for every lesson
- Ensure pupils arrive and leave the lesson in a quiet, orderly manner
- Seek the assistance of their Line Manager when strategies do not appear to be working
- Refer serious and/or persistent behaviour issues to their subject leader and the pastoral team
- Implement appropriate recognition and sanctions in line with the department and the school Behaviour Policy

School pastoral teams

- Work with the ELT and Assistant Headteacher(s) to monitor behaviour
- Provide support for staff with students causing concern
- Support with running the call out system
- Deal with incidents of poor behaviour when encountered and investigate serious incidents, reporting to the Head of Key Stage, Deputy Head Teacher or Assistant Head Teachers
- Work with individual students and/or small groups to improve their behaviour

Support staff, Site Staff and Other non-teaching staff

- Non-teaching staff should address any misbehaviour that they witness. Examples may include dropping litter, graffiti or damage to property
- Colleagues should ask for the name(s) of the student(s) and record any description(s) to report to the relevant School pastoral team for them to follow up
- If the situation is more serious and needs urgent intervention, then colleagues should contact the nearest teacher or member of the pastoral team to request support. Alternatively, if closer, contact the main office

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school promptly
- Support the school with any sanctions that are issued
- Set a good example in terms of their own conduct on or near school site and online

3. The behaviour curriculum

At SRMS two fundamental rules underpin the expectations of behaviour, which are supported by the school community's shared values:

1. Behave respectfully
2. Take a positive attitude towards school life and others.

The school's core community values are:

- Respect
- Resilience
- Responsibility
- Courage
- Compassion
- Creativity

Community expectations:

We expect all members of the community to demonstrate pride and respect for both the school and the wider community. This includes being responsible at all times, being helpful, courteous and treating others with kindness, dignity and respect, through communicating in a compassionate and polite manner. We value inclusion and encourage all students to be considerate and supportive of each other, fostering a positive atmosphere where everyone can have fun and learn. All at SRMS are expected to care for the school environment, ensuring that everyone contributes to maintaining a clean and welcoming space for all.

As learners, SRMS pupils are expected to be ambitious and courageous in their academic and personal development, always striving to reach their full potential. They should **engage** in their learning, arrive at lessons ready to learn; actively participate and show enthusiasm for their studies. Students are encouraged to be resilient, embracing challenges and setbacks as opportunities to grow and improve. They are also expected to be independent, taking ownership of their learning to **explore** subjects and disciplines. With a driven attitude to **excel**,

students should consistently set and pursue goals, responding to feedback, demonstrating a conscientious commitment to their education. Finally, students must be accountable for their actions, taking responsibility for their behaviour and decisions, and contributing positively to the school community.

Lesson routines

On entering a class when the teacher is ready:

- students are expected to stand behind their chair
- the teacher will check pupil's uniform and then invite students to sit
- the register will be taken while students start work

Lesson Ready expectations

SRMS 'Lesson Ready' expectations are:

1. Be on time, smart and enter ready to engage with your learning
2. Stand up behind your chair until invited to sit by the teacher
3. Have all equipment and homework
4. Follow all instructions the first time
5. Listen respectfully and one voice in the room
6. Work to the best of your ability and take an active role in the lesson

Lesson ready expectations are posted on the walls in classrooms as a reference point and reminder.

4. Rewards

At the heart of any successful behavioural policy there is the system that recognises, reinforces and rewards positive behaviour and achievement.

Students are praised and receive positive verbal feedback when they exceed our basic expectations of them. We also recognise success through other means such as displaying work and distributing postcards for outstanding work. Staff record positive feedback through the following formal recognition:

Achievement points

Students earn achievement points for:

- Outstanding effort in their studies and pursuits
- Independent exploration of topics and disciplines
- Excellence or improving outcomes through outstanding engagement
- Demonstrating the values of Respect, Resilience, Responsibility, Courage, Compassion and Creativity
- Excellent or improving levels of attendance

Achievement points are collected throughout the year and recorded on the school's MIS.

Recognition for excellence

- Each term – the results of the House achievement points competition are announced in assembly, with the House cup awarded. Students and groups who achieve particularly well will be given awards or invited to celebrations to recognise their success.
- The school also recognises excellent attendance and improvement in academic progress on an annual basis.

5. General classroom management

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

The school will:

- Create and deliver an engaging, challenging and inclusive curriculum
- Create and maintain a stimulating environment that encourages pupils to be engaged

Staff will develop a positive relationship with pupils, through:

- Greeting pupils at the start of lessons
- Establishing and maintaining clear routines
- Communicating expectations of behaviour in ways other than verbally

- Highlighting and promoting good behaviour
- Having a plan for dealing with low-level disruption
- Use of positive reinforcement

6. Sanctions

In implementing a strong and fair behaviour policy, which is clearly understood by the whole community, staff will try to ensure that their responses are, above all, consistent. To achieve this consistency, a progressive scale of sanctions is used to help staff distinguish between different levels of behaviour.

- Wherever possible, an incident of poor behaviour should be dealt with immediately by the member of staff present. In cases of serious misbehaviour, the Head of Key Stage, Head of Department, Assistant Head, or Deputy Head should be involved.
- The type of sanction employed should be appropriate to the seriousness of the incident, as well as the previous history of the student concerned.
- An incremental scale of sanctions is in place, on the premise that it is not sensible to reach the ultimate sanction too soon and that the 'core four' elements of classroom management will be in place: Expectations, Relationships, Rewards and Adaptive Teaching. In serious cases of misbehaviour, a pupil may be fast-tracked to an appropriate sanction, which may include one of the most serious sanctions.
- Staff acknowledge that their response should be swift, and they must have confidence in their own judgement and discretion in enforcing the appropriate sanction.
- The school considers those pupils who have learning and behavioural needs to ensure that they are not unfairly penalised.
- The Head of Key Stage has the overall responsibility to ensure that the system is applied fairly and consistently, and members of staff should seek their advice or that of their Head of Department if in doubt as to what action to take following an incident.
- Recording information relating to serious misbehaviour on CPOMS is essential. It enables the Form Tutor to build up an accurate picture of the pupil's behaviour over time.

Examples of types of misbehaviour and appropriate level to be addressed

1. Classroom Teachers/Support Staff – excessive talking, rudeness, lateness, no homework, poor classwork, forgotten equipment
2. Form Tutor/Classroom Teachers, repetitive low-level issues (behavioural and academic), lateness, offensive language, unkindness
3. Head of Department/Head of Key Stage – repetitive mid-level issues, serious infringements, damage to property, vaping, etc.
4. Head of Key Stage/SLT – Serious cases of bullying, racism, homophobia, sexual harassment.

SEND

In applying sanctions, especially those with serious consequences, the school undertakes to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the school's obligations under the Equality Act 2010.

With this in mind, when sanctioning, the behaviour of pupils with SEND will be carefully considered which means that:

- A consideration of whether behaviour on a particular occasion was affected by their SEND, this being a question of judgement based on the facts of the situation.
- Where it is considered that the pupil's SEND did contribute to the misbehaviour, that a sanction will be imposed where it is considered appropriate and lawful to do so.
- A consideration of whether any reasonable adjustments need to be made to the sanction in response to any SEND the pupil may have.
- It is important to note that this does not mean that students with an identified SEND do not receive sanctions, but rather that these sanctions are carefully considered in order to ensure that they are appropriate and that they have taken into account the needs of the student.

Available sanctions

- The school may use one or more of the following sanctions in response to unacceptable behaviour:
- A verbal reprimand
- Behaviour point/s, recorded on the school's management information system (MIS)
- Removal of pupil from lesson (behaviours - further sanction may be applied) Could be to HoD or HoS whichever is deemed appropriate.
- Pupil spending time in reflection - (time in this space depends on the nature of the event) this could be for a single lesson or a series of lessons.
- Detention at break or lunchtime, or after school
- Letters or phone calls home to parents
- Agreeing to a behaviour contract
- Putting a pupil 'on report' in subject or, if school wide, by the Form Tutor or Head of Key Stage
- Pastoral Support Plan (these may go alongside a risk assessment – depending on the nature of the event)
- Suspension (an exclusion for a fixed period)
- Short-term alternative provision (including off-site direction)

Whole class or group detentions are not considered appropriate at SRMS.

7. Types of misbehaviour

There are two broad categories of behaviour as follows which will be dealt with in two different levels.

Misbehaviour is defined as:

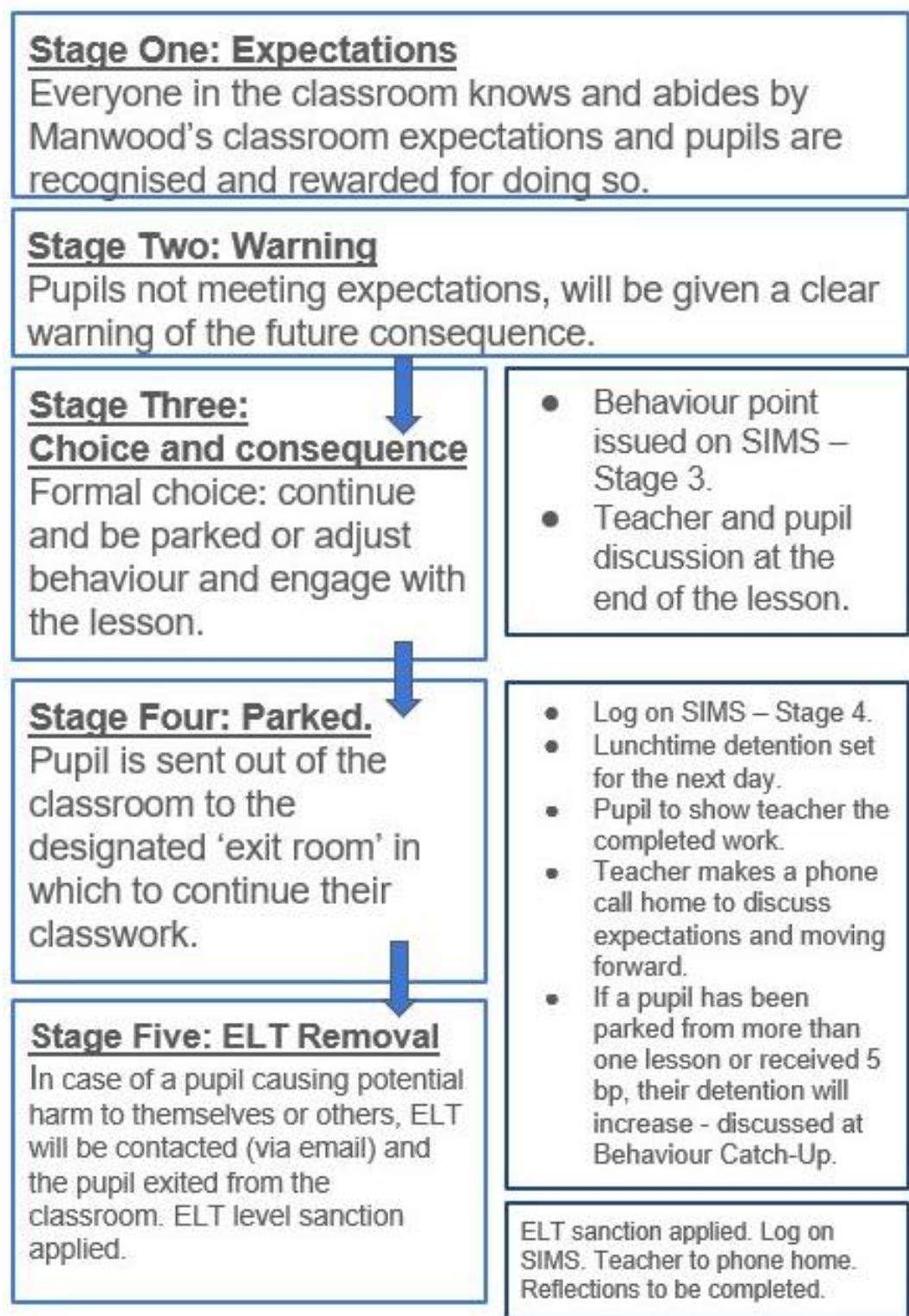
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Insolence/defiance
- Poor attitude in lessons or to work, including lack of equipment
- Incorrect uniform
- Non-completion of classwork or homework

In-class behaviour

In class, misbehaviour will be most effectively addressed through the 'core four' elements of classroom management will be in place: Expectations, Relationships, Rewards and Adaptive Teaching.

Teachers will use behaviour management good practice (Appendix 2) with their classes and, in cases where expectations are not met, teachers will apply the SRMS Behaviour Process, below.

SRMS Behaviour Process



Disruption in corridors between lessons, and at break and lunchtimes will be addressed in the following way:

1. Corrective warning and use of behaviour management strategies to improve the behaviour of the child
2. If there is continued misbehaviour the teacher will issue a formal warning and add a behaviour point to SIMs.
3. Further misbehaviour will be considered to be **Serious Misbehaviour**.

Monitoring

Behaviour points (BP) will be monitored on a daily basis, with the following consequences.

DAILY BP	Consequence
1 BP	Tutor conversation
2-4 BP	Lunch Detention
5-7	After-school detention
7+	ELT detention/further

DAILY BP	issued for...
1 BP	Once a warning has been given in class, and a pupil persists with the behaviour. STAGE THREE. Not meeting expectations around the school in terms of conduct/uniform.
3 BP issued	Parked
5 BP issued	Exit or extreme behaviors

Serious misbehaviour is defined as:

- Verbal abuse
 - Repeated breaches of the school rules
 - Any form of bullying (cyber bullying included)
 - Sexual violence, 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
 - Sexual behaviour
 - 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 violence -
 - Vandalism
 - Theft
 - Fighting
 - Sharing of toilet cubicles
 - Smoking or vaping in any part of the school (Children under 18 will be asked where they got the vape (or cigarettes) from. Complaints may then be made to trading standards through the Citizens Advice online portal.)
 - Prejudice-based abuse and discrimination, including racism, sexism, homophobia, religion discrimination
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- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Items related to vaping
 - Fireworks
 - Pornographic images

Following serious misbehaviour, parents must be contacted by a member of ELT, whoever is most appropriately placed.

Sanctions imposed following serious misbehaviour will be decided on a case-by-case basis

- school-led after school detention combined with any of the below
- discussion with HoD or ELT (at this point HoD's are requested to inform ELT's if they have not already done so)
- student monitoring report for attendance, work, behaviour, attitude. Reporting to the class teacher and then HoD
- attendance at specified subject support sessions
- compulsory attendance at after-school homework club
- apologising to members of the community impacted by the behaviour
- removal from a lesson
- departmental academic detention
- departmental level community service detention
- participation in Restorative Justice type meetings if most appropriate person (this may involve an educational session with the School's PC)
- engaging in support sessions with AEN staff
- withdrawal to a specific departmental area for a set period of time (liaison with ELT)
- Head's detention
- Direction off site

8. Electronic Devices

Mobile Phones, smart watches or iPad/tablets are not permitted to be used by students at any time whilst on site. The only exception to this is their use by Sixth Form students in the Sixth Form Centre at break or lunch time or for a student with diagnosed medical needs. If a mobile phone is seen or heard, it will be confiscated and passed to the school office, in line with the school's Electronic Devices Policy. The right of the school to confiscate mobile devices is outlined in the Department for Education guidance: Mobile phones in schools - February 2024 (publishing.service.gov.uk). For further details see separate Electronic Devices Policy

9. 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: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Any type of emotional or physical bullying based on prejudice or that is discriminatory. Such bullying might take the form of taunts, teasing, discriminatory or derogatory language, gestures, graffiti, humiliation, intimidation, social actions such as exclusion and rumour spreading and malicious online behaviour, or physical abuse focused on a particular characteristic.

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Keeping Children Safe in Education (2024) states that a school's behaviour policy should include measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy – the school policy can be found on the school's website.

This policy includes details of -

How students, parents and staff can report incidents of bullying:

- How the school investigates allegations of bullying
- How the school records, analyses and monitors incidents of bullying
- Sanction procedures, making reference to sections 6 and 7 of this policy where applicable
- How the school supports pupils who have been bullied, and those vulnerable to bullying
- Whole-school proactive strategies to prevent bullying
- How the school trains staff and governors in preventing and handling bullying

10. 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

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.

11. Searching and confiscation

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

Prohibited items

Prohibited items include:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff
- When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and make sure a written record of the search is kept.
- If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.
- A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.
- An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search

- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact a member of the Senior Leadership Team, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils’ possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item

If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

12. 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 our school

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

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

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

13. 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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

14. 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.

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 headteacher / member of the senior leadership team / pastoral 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, as long as 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.

15. 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 Services
 - Report to the Police

Please refer to our child protection and [safeguarding policy](#) for more information.

16. Zero-tolerance approach to prejudice-based abuse and discrimination

The school will ensure that all incidents of prejudice-based abuse and discrimination are met with a suitable response and never ignored.

Pupils are encouraged to report any incident in which they consider they may have suffered prejudice-based abuse or discrimination due to a protected characteristic, 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

17. 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 our [safeguarding policy](#) or more information on responding to allegations of abuse against staff or other pupils.

18. Suspension and permanent exclusion

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 headteacher and only as a last resort. Please refer to our [exclusions policy](#) for more information.

19. Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

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 relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

20. Training

SRMS Behaviour policy emphasises the importance of staff training and consistent implementation to foster a positive and structured learning environment. Staff are expected to model calm, consistent, and positive behaviour, building relationships through kindness and respect, while also recognizing and praising positive efforts. The policy also highlights the need for staff to be trained on how to handle various situations, including addressing challenging behaviours and understanding the school's expectations for student behaviour.

- **Consistent Implementation:** Staff are responsible for consistently implementing and following the Behaviour Policy.
- **Modelling Positive Behaviour:** Staff are expected to model calm, consistent, polite, and positive adult behaviours.
- **Building Relationships:** Focus on building positive relationships with students through kindness.
- **Recognition and Praise:** Visibly recognizing good effort and praising all efforts over and above in line with the school's praise system.
- **Recording and Reporting:** Staff are trained to accurately record and log behaviour incidents.
- **High Expectations:** Maintaining high expectations for all students, while also understanding that some may need additional support.

- Safety and Security: Ensuring that staff and pupils feel secure, safe, valued, and treated with dignity, respect, kindness, and understanding.

21. Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)
- The data will be analysed regularly during the week by members of the ELT and pastoral teams.
- 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 them.

22. Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 20). At each review, the policy will be approved by the Headteacher.

Links with other policies

This behaviour policy is linked to the following policies, available on the [school website](#).

- Exclusions policy
- Child protection and safeguarding policy
- Electronic devices policy

23. Appendix 1

Sir Roger Manwood's School Statement of Behaviour Principles

Governors and Staff strongly believe that high standards of behaviour are essential for the success of our school, enabling all students to make the best possible progress in all aspects of their school life and work. All students, staff and visitors have the right to feel safe and free from discrimination at all times in school and an atmosphere of mutual respect should be apparent.

Our community aims to provide an environment in which all students feel safe, supported and inspired to strive for their personal best. Our community at all times seeks to maintain an ethos of positive behaviour in all aspects of school life with the purpose of:

- fulfilling our duty of care to students and employees, by providing a safe school where students feel included in every aspect of school life and are comfortable to voice their opinions and seek support
- promoting self-esteem, self-discipline and positive relationships based upon mutual courtesy, pride and respect. Respect for oneself, in terms of pride in the achievements of self and others, producing work to the best of their ability at all times and high standards of individual behaviour and dress. Respect for others, in terms of differing feelings, opinions, cultures, individuality and ability. Respect for the environment in terms of their own property and that of others, the school property and the local and global community
- encouraging respect and acceptance for all, regardless of age, gender, sexual orientation, race, religion, disability and gender reassignment
- expecting all students to aim for 100% attendance with no unauthorised absences
- facilitating outstanding teaching and learning and high standards of attainment and academic excellence
- supporting and celebrating personal fulfilment and achievement
- encouraging positive relationships with parents and carers with mutual support, collaboration and responsibilities underpinning student success
- developing self-discipline and increased independence as students learn to accept responsibility for their own behaviour and are intrinsically motivated to choose to behave in an appropriate and responsible manner.

24. Appendix 2

i. Proactive behaviour management strategies - “You establish what you establish”

1. Know your students by:

• name and pronouns
• additional educational need
• their usual presentation, behaviour and attitude
• personal interests, strengths and weaknesses
• individual circumstances
• taking opportunities, where possible, to be involved with extra-curricular activities
• data

2. Cultivate positive, mutually respectful interactions through developing the culture of your classroom, the approach you take to managing behaviour and your responses, by:

Classroom culture
• avoiding sweeping generalisations about a whole class and individuals within it
• reinforcing the good behaviour of the majority and generally focus on the positive
• having realistic, achievable expectations but allowing for occasional mistakes
• avoiding whole class detentions
• having clear routines to your lessons, including the start and end, and specific activities (see below)
• refusing to speak over students (wait for silence)
Approach
• using systematic positive reinforcement and praise
• employing appropriate non-verbal communication e.g. eye contact, facial expression, hand gestures, positioning, posture, orientation, proximity
• dealing with low-level disruption promptly and consistently e.g. waiting until appropriate behaviour is achieved, considering warnings and sanctions carefully – meaning what you say and carrying it out
• involving parents, carers and colleagues where appropriate
• talking explicitly and reinforcing regularly
• communicating expectations of behaviour verbally and otherwise
Responses - general
• remembering that it is the behaviour not the person which is inappropriate and therefore taking away any personal comments
• being assertive and avoiding shouting and confrontation
• thinking about the language used e.g. thank you (see reactive stages below)
• building a rapport with students
• avoiding the use of sarcasm and words or actions to humiliate a student

<ul style="list-style-type: none"> • using controlled severity – employing a sharper harder corrective tone that conveys that actions are beyond the boundary, not acceptable and will not be tolerated again but then return to normal, friendly, warm tone and moving on as normal as behaviour adapts
<ul style="list-style-type: none"> • being prepared to have partial agreement and not insisting on the last word (see reactive stages below)
<ul style="list-style-type: none"> • using your emotional intelligence to recognise when you could have managed a situation better (e.g. acknowledge ‘I am angry because..., I am raising my voice because I’m so frustrated...’ then cooling down and modelling again the behaviour you expect, namely calm, measured, warm, encouraging, showing that you care)
<ul style="list-style-type: none"> • aiming to defuse and de-escalate situations where possible when students are visibly upset, perturbed or dysregulated using the Emotion Coaching approach (below)
<ul style="list-style-type: none"> • reframing conversations to focus on learning outcomes

3. Establishing and communicating clear and consistent routines by:

<ul style="list-style-type: none"> • routinely completing lesson monitor register within the first 15 mins of a lesson
<ul style="list-style-type: none"> • being prompt to lessons and ending lessons on the bell and not before
<ul style="list-style-type: none"> • clarifying when/how students should wait or enter the classroom and what they should do with their belongings
<ul style="list-style-type: none"> • where rooming allows, greeting students at the door as they enter the classroom or ensuring that students are greeted at the start of the lesson
<ul style="list-style-type: none"> • knowing the names and roles of any additional adults in the classroom
<ul style="list-style-type: none"> • establishing seating plans
<ul style="list-style-type: none"> • having a plan to deal with students who are likely to misbehave and knowing their triggers
<ul style="list-style-type: none"> • clarifying routines and behavioural expectations, from the beginning, for different types of activities, Q&A sessions, the issue of resources e.g. if you don’t challenge students talking while others talk students will think this is acceptable, if you mean silence insist on it.
<ul style="list-style-type: none"> • having a well-planned, structured and paced lesson
<ul style="list-style-type: none"> • ensuring that resources are prepared in advance of the lesson
<ul style="list-style-type: none"> • concluding lessons positively, clarifying exit behaviours

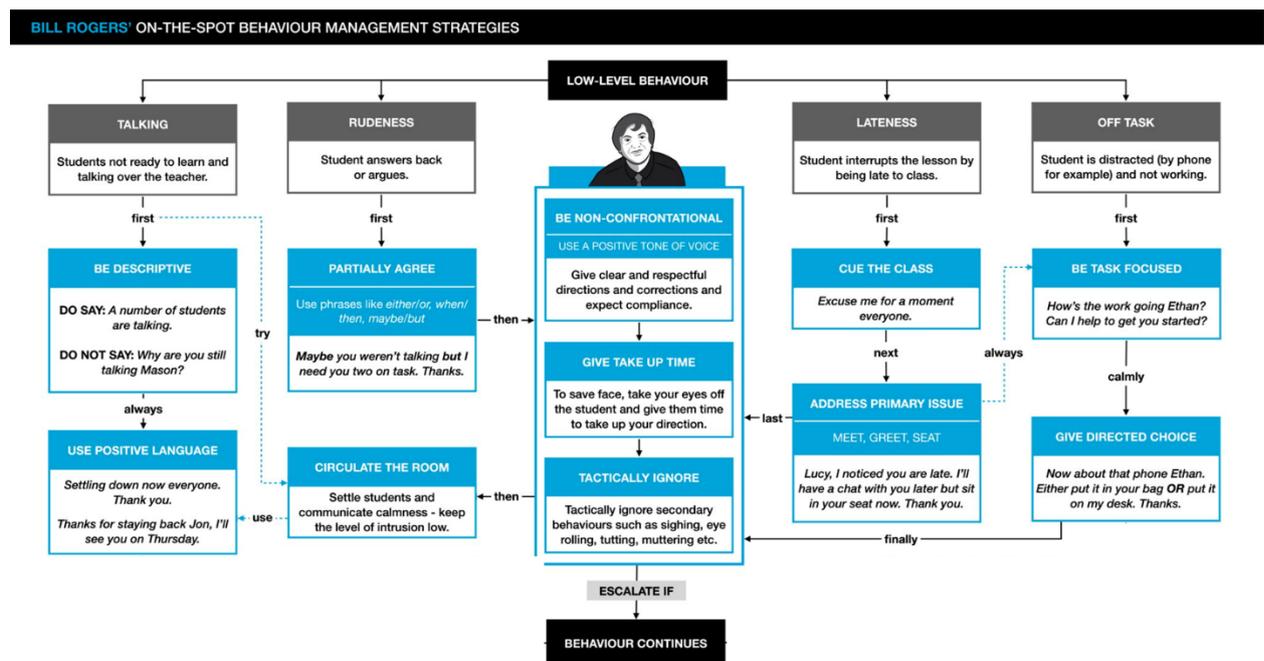
ii. Reactive behaviour management strategies

Classroom staff are responsible for managing behaviour in the first instance. In line with the training and advice of behaviour management experts Bill Rogers and Peter Hobbs, staff are expected to follow the essence of 'The 4 Point Plan' in the classroom. This has been adapted to reflect our own environment and experience:

When correcting behaviour:

- Avoid unnecessary confrontation
- Keep a respectful and positive tone
- Re-establish relationships quickly
- Be assertive, not aggressive
- Address primary behaviours and ignore secondary behaviour such as eye rolling, sighing etc. as doing so conveys a sense of control to the class

Use the following flow chart to manage day-to-day low-level issues. Refer to *In-class strategy 4 Point Plan to support Class teachers, with micro-scripting* (below) for further information



Source: Adapted from @XpatEducator

iii. **In-class strategies for the five stages**

Stage 1 – Expectations	Consequence
Application of whole class routines	-students respond to routines and are recognised and rewarded for doing so
<p>On entering a class when the teacher is ready:</p> <ul style="list-style-type: none"> • students are expected to stand behind their chair • the teacher will check pupil's uniform and then invite students to sit • the register will be taken while students start work <p>Whole class instructions:</p> <p><u>Use confident, respectful cueing while scanning the faces of the students:</u></p> <p>'Settling down now, everyone, thanks'</p> <p>'A number of students are talking. Settling down now everyone. Thanks.'</p> <p>'Eyes and ears this way please. Thank you'</p> <p>'Just bring your chair in, thanks'</p> <p>Manage attempts to distract and ask questions, as below:</p> <p>'A number of students are chatting/calling out. I will take those questions later, hands down for now and face the front'.</p> <p>Only once you have reached the point of acceptable behaviour say 'Good morning/afternoon'</p>	

Stage 2 – Warning	Consequence
- application of behaviour management strategies	-student given a clear warning of a future consequence
<p>Praise to highlight others who are doing what you are expecting of them</p> <p>‘Name, I want you to...’</p> <p>‘Name, thank you for facing this way...’</p> <p>‘I’d like you facing this way and getting on with your work...thanks’</p> <p>‘How’s the work going? Is there anything I can help you with? I noticed your phone is out/you are talking off task etc.’ I want you to...’</p> <p>If the pupil gives a reason as to why they cannot do what you want.</p> <p>Use ‘maybe.... but...’</p> <p>Remain calm and ignore secondary behaviours and focus on the primary issue</p> <p>Take your eyes off the individual to allow them thinking time</p> <p>‘Maybe you aren’t...’ then reiterate your instruction, ‘but I need you to ...’</p> <p>‘Name, can you come over to my desk please’ (then give take-up time by deliberately looking away, talking to someone else or if in the corridor walk away to a private area so that peers are not involved)</p>	

Stage 3 – Choice and consequence	Consequence
<p>-message that behaviour is unacceptable reinforced with sanction warning (behaviour point)</p> <p>-students are reminded that they are in control and choosing how they behave</p> <p>-students are told clearly what will happen if they do not change their behaviour as requested</p> <p>-Address rudeness</p> <p>- Continue to engage positively</p>	<p>-student is given the formal choice be parked or make adjustments and engage with the lesson.</p> <p>Behaviour point issued, teacher and pupil discussion at the end of the lesson.</p>
<p>When addressing misbehaviour:</p>	

'If you choose ...then you will be parked'

'Name – you can either work quietly by yourself or come up and sit with me'

If the pupil responds to argue:

'Excuse me. Now I am not speaking to you in that tone of voice.' Pause. 'Thank you, now please...'

'Name – you can do exactly what I've asked or get a detention as you were warned earlier'

'Name, we have a school rule for...,' then give pupil directed choice.

If the student argues 'the school rule is clear, I need you to...'. (take eyes off to give take-up time)

If the student refuses: 'If you do not...then I will have to follow this up in your own time'.
Leave the consequences of their choice with them and carry on with the lesson.

Stage 4 – Parked	Consequence
<p>Student receives behaviour point</p> <p>Student is moved to another desk in the room, either changing places with another or moving to a spare desk</p>	<p>Pupil is sent out of the classroom to the designated 'exit room'.</p> <p>Lunchtime detention set for the next day.</p> <p>Teacher phones home to discuss expectations and moving forward.</p>
<p>Pupil instructed to leave</p> <p>If the student refuses, support should be called (HoD, a colleague or in extreme cases, see stage 5, ELT).</p>	

Stage 5 – ELT removal	Consequence
<p>If a pupil may cause potential harm to themselves or others, ELT will be contact and the pupil exited from the classroom.</p>	<p>ELT sanction applied</p>

iv. **Emotion coaching – 4 steps to help manage situations in which children are upset, perturbed or dysregulated and not following the rules**

Step 1. Recognising a pupil's feelings and empathising with them (connect before you correct)
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- | |
|---|
| 'Can you tell me what happened?' |
| 'I can see something's not quite right – can you tell me about it?' |
| 'I can see that you are angry, I would feel angry if that happened to me to...' |
| 'I am sorry that happened to you....' |
| 'It makes sense that you feel...' |
| 'That sounds really hard'. |

Step 2. Labelling (name it to tame it) and validating their feelings (wonder, imagine, notice)

- | |
|--|
| 'I'm sorry that happened to you, you must feel very...' |
| 'I understand why you are upset' |
| 'I wonder if you're feeling anxious because...' |
| 'You seem disappointed'. |
| 'I can see you're clenching your fists; I wonder if you're feeling angry because...' |
| 'It's ok to feel how you are feeling...' |

Step 3. Limit setting/setting the boundaries

- | |
|---|
| 'It's ok to feel.... but it's not ok to...' |
| 'I understand your dilemma, but we have to follow uniform rules...' |
| 'I understand you're feeling ... but we have to be safe' |
| 'These are the rules that we have to follow'. |

Step 4. Problem solving together

- | |
|--|
| 'How were you feeling when that happened?' |
| 'Have you felt that way before?' |
| 'Next time you're feeling like this, what could you do?' |
| 'Let's think of what you could have done instead.' |
| 'What could we do now...?' |
| 'What would be helpful right now...?' |

25. Appendix 3

Awards for academic progress

Academic excellence is rewarded through Engage and Excel certificates as follows:

Engage

Engage Awards are for students in both Key Stage 3 and Key Stage 4. They are awarded by a student's Head of Year and go to each pupil in the year group who achieved 11 or more A grades for effort if in KS3, or 10 or more A grades if in KS4. Students in Key Stage 5 receive a certificate if they achieve a '1' for effort in all of their subjects.

Excel

Excel Awards are awarded only to students in Key Stage 4 and 5. They are awarded by the student's Head of Year to each pupil in the year group who achieves their target grade in every subject.