

Behaviour Policy



Redbridge Community School

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Contents		
1.	Introduction	Page 3
2.	Intent	Page 3
3.	Character curriculum	Page 3
4.	The Role of School Leaders	Page 4
5.	The Role of Teachers and Staff	Page 4
6.	The Role of Students	Page 4
7.	The Role of Parents	Page 4
8.	Behaviour Expectations and Pupils with SEND	Page 5
9.	Responses to Behaviour	Page 5
10.	What the Law Allows	Page 6
11.	Student Support following a Sanction	Page 7
12.	Detentions	Page 7
13.	The use of Reasonable Force	Page 8
14.	Searching, Screening and Confiscation	Page 8
15.	Removal from Classroom/ Learning Space	Page 9
16.	Managed Moves	Page 10
17.	Alternative Provision	Page 11
18.	Monitoring School Behaviour	Page 11
19.	Child on Child Sexual Violence and Sexual Harassment	Page 11
20.	Behaviour Incidents Online	Page 11
21.	Mobile Phones	Page 12
22.	Suspected Criminal Behaviour	Page 12
23.	Other Strategies to Continually Develop and Promote Excellent Behaviour	Page 12
24.	Exclusions from School: Suspension and Fixed-Term Exclusion	Page 14
25.	False Allegations against Staff	Page 16
26.	Visitors to the School	Page 16
27.	Behaviour addendum (Covid)	Page 17
28.	Suspension Checklist	Page 19
29.	Permanent Exclusion Checklist	Page 20

Introduction

Our behaviour policy is ultimately a relationship policy and has clear expectations regarding how each person from the Headteacher, staff members and students are expected to behave and conduct themselves in the school. Our behaviour/ relationship policy is underpinned by our four school values, which drive every interaction, each in part sustaining and developing our culture.

- Aspiration:* Being a better version of yourself and learning acceptable/ unacceptable behaviours.
Opportunity: Seizing the opportunities in and out of school to develop your character.
Respect: Welcome others, understand and enjoy being you.
Excellence: To learn from the best to be the best.

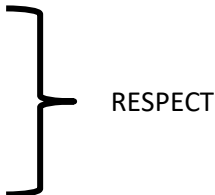
Intent

Our behaviour policy sets out our expectations of acceptable student behaviour, through day to day modelling, by all staff and students. This is founded on high expectations where excuses are not used as a reason for poor behaviour. The school sets out its inclusive agenda over various policies and this behaviour policy is the overarching driver of these.

- Our culture is created by our understanding and adherence to our school values and our ethos is driven by the social contact every person experiences.
- Our policy has established principles based on fairness. This policy is reasonable and fair, and is driven by conflict resolution strategies where in most cases issues are resolved through conversation and talking issues through. Whilst our policy will be consistently applied; there may be occasions where the professional judgement of a member of staff overrides some of this practice.
- Offer a safe, orderly environment in lessons and around the school e.g. accepted behaviour contracts (ABC).
- Develop systems that allow students to take responsibility and to account for their own actions.
- Develop 'inclusive' practice whilst making necessary adjustments for those who need it.
- Understand that behaviour is an outcome, and maybe an indicator of unmet needs.
- Develop further systems to support and develop individual character and well-being.
- Maintain high expectations by offering choices to young people by outlining consequences.

Character Curriculum

The school has a detailed character curriculum that links to our personal development ambition of our students. These are behaviours based on:

- Resilience
 - Empathy
 - Self-awareness
 - Passion
 - Excellence
 - Teamwork
- 
- RESPECT

Various activities have been designed in the school curriculum to develop these further; such as our 'great outdoors curriculum', the facilities in the school; that include the climbing wall and assault course, and this curriculum has been mapped to our personal development character curriculum.

Our pastoral and inclusion team have bespoke roles in enabling this policy to be implemented throughout the academic year.

The Role of School Leaders

The schools senior management team, including the Headteacher, should be highly visible in the school, where they regularly engage with students, parents and staff on setting and maintaining a positive behaviour culture. This will lead to an environment where everyone feels safe, good order is maintained and students are supported and given choices to modify and change behaviour.

In addition, senior manager's, including the Headteacher, have a key role in ensuring all staff understand behaviour expectations and the importance of monitoring these expectations. This includes a clear induction programme for new staff.

It is essential that everyone plays a role in creating, enhancing and developing further the learning culture and ethos within the school.

All staff will continue to receive training with our respect character curriculum, safeguarding, Prevent, SEMH and SEN(D), resulting in a fair application of this policy. Under no circumstances will any child be off-rolled whereby they are unlawfully removed from the school roll where this is solely in the interests of the school rather than the child.

The Role of Teachers and Staff

All teachers and support staff must contribute to a safe, calm and orderly environment by establishing clear boundaries by supporting the whole school approach to behaviour. This includes teaching and modelling behaviour and a continued focus on positive relationships.

All staff must continue to communicate school expectations, routines and values through teaching in every interaction, including lessons, break duties, clubs, trips and activities.

The staff guide sets out professional expectations required by all paid and unpaid employees regarding expected conduct and behaviour of students and themselves. New staff will be inducted with our values and the expectations of behaviour management and our behaviour culture. Our staff guide and behaviour motivation booklet is given to all teachers as part of their induction.

The Role of Students

All students will be made aware of our behaviour expectations, the school values, the standards, expected pastoral support on offer and the consequences of their behaviour both good and bad.

New pupils will be inducted into these expectations once they are on roll and will spend some time in an orientation programme.

The Role of Parents

Parents and carers play a crucial role in helping schools develop and maintain good behaviour. The schools behaviour policy will be accessible on the school website and will be sent in September with a clear expectations that parents discuss and share the contents of the policy so that good order and behaviour is maintained in the school.

Where parents/ carers have concerns over the application of the policy; they must raise these with the school, but must continue to work with the school.

Redbridge Community School will continue to build positive relationships with parents and will continue to keep parents updated with behaviour through our rewards and sanction systems; and this will include - reports, letters, phone calls and any other information deemed useful. Rewards will also be communicated to parents in a timely manner.

In addition to this, the school will seek to hold workshops to support parents with our Family Engagement Worker, inclusion team and SENDCO. Because our policy sets out our expectations; parents and carers are expected to abide by this policy and must not seek to undermine, unreasonably challenge or refuse to support the school by refusing to send their child into school. The school may take further action if this is the case.

Behaviour Expectations and Pupils with SEND

Redbridge Community School will continue to review its whole school behaviour approach and how it impacts on pupils with SEND. Our school will continue to promote our high challenge, low threat learning culture; adapted where necessary for pupils with SEND.

Our behaviour systems will continue to promote our strong learning culture resulting in a calm environment which will benefit all students, but in particular those with SEND, enabling them to learn. The school understands that a calm environment supports learning for our SEND pupils.

Under requirements of the Equality Act 2010, and where a student has a recognised disability, reasonable adjustments will be made commensurate with EHCPs or learning/ behaviour plans. See *our accessibility plan*.

However, it does not mean that every behaviour is assumed to be part of a child's SEND and professional practice should reflect this when dealing or supporting a child with SEN(D). SEND must never be used to excuse poor behaviour unless the behaviour is a known issue within their diagnosis

Where a child is identified as having SEND; a graduated approach will be used to assess, plan deliver and review the impact of the support to ensure it continues to meet needs and continually improve behaviour.

The law requires schools to balance a number of duties which in turn has influenced our behaviour policy, for example:

- The Equality Act 2010 – ensuring that a disabled child is not at detriment or disadvantage by the schools policies or practices.
- The Children's and Families Act 2014 – where Redbridge Community School is using 'best endeavours' to meet the needs of those with SEND. In particular, those where an EHCP is in place and provisions secured whilst working positively with the local authority.
- Our *accessibility plan* contains more details.

Responses to Behaviour

Rewards

Maintaining our school culture, underpinned by our school values and this requires constant focus so the atmosphere is conducive to learning. Our behaviour policy will be applied fairly and proportionately, but where necessary reactive to secure a safe environment. We believe good behaviour is promoted by recognition and reward. This is achieved by:

- Arbor points will be used to encourage and reward good behaviour
- Verbal praise will be offered using positive language to encourage students
- Letters home, Hot 100 lists, celebration assemblies, wheels of fortune and reward events like Winter Wonderland, Party in the Park and BBQs that create incentives to behave and learn well
- The VIP Hub will be utilised to offer reward in tutor and lesson time
- Leadership opportunities, privileges and our two vending machines play a role in promoting good behaviour with prizes; including books.
- Announcements over our PA system will continue to highlight student whose conduct continues to improve and/ or surpass standards set.
- Department and year team rewards will be evident in assemblies, tutor time and lessons.

Sanctions

With respect to misbehaviour:

- A member of staff should use the schools published behaviour policy to maintain a calm environment is restored following any misbehaviour or using the established systems in Arbor and CPOMS for reporting.
- Members of staff must use school processes to de-escalate and this is set out in this behaviour policy.
- By using the mantra 'certainty not severity'; this will empower members of staff to promote the school's culture and ensure that all misbehaviour is followed through to completion and this includes follow up with the students, parents/cares and other staff.
- Our restorative practices will enable any breakdown in relationship to restore balance and harmony; and this includes student to student misbehaviour and student/ staff grievances. This policy will therefore:
 - Offer a deterrence
 - Offer protection
 - Provide opportunities to improve and review practice

Our sanctions are outlined in this behaviour policy, which play a significant role in promoting and maintaining our strong learning and positive behaviour culture.

As a school we understand that misbehaviour can be a sign of unmet needs, trauma, child abuse or other factors. We believe behaviour is an 'outcome' of something and as such we will use this as an opportunity to identify and support our young people; through processes such as our Internal Multi Agency Group (IMAG), where individual children will be discussed and signposted internally and appropriately. The school reserves the right to use its professional judgement when considering a sanction because of individual circumstances so this may give an impression of inconsistency, but this is not the case, rather being true to the 1989 Children's Act "the welfare of the child is paramount". This also covers 'Keeping Children Safe in Education' and our safeguarding procedures.

What the Law Allows

- Teachers can sanction students where conduct falls below the standard expected of them.

- Sanctions can be issued at any time and this includes school trips.
- Sanctions can be used for behaviour outside of school hours, where the school may apply discretion in using a sanction or not.
- Any sanction, for it to be lawful, must meet the following criteria:
 - Decision to sanction is made by a paid member of the school staff.
 - The decision is taken on school premises or while a pupil is under the lawful charge of a member of staff.
 - It does not breach other legislation; such as SEN or the Equality Act 2010.
 - Corporal punishment by school staff is illegal in all circumstances.

Student Support following a Sanction

Following a sanction; various strategies may be used and this includes:

- Discussions the behaviour incident, understanding how it has gone wrong and what action would be taken to ensure it does not reoccur.
- Communication with parents by telephone, email, letter or meetings. Communication with Virtual Heads for Looked After Children (LAC) would take place.
- Referencing school systems to scope out behaviour trends with data, such as 'hot spots', for behaviour incident, times and location – weekly for SMT with Commstat.
- Use of our safeguarding procedures and data on CPOMS.
- The development of plans, conduct reports (High 5) and targets.
- Referrals to our inclusion team.
- Referrals to IMAG (Internal Multi Agency Group)

Detentions

- Redbridge Community School uses detentions to maintain a strong behaviour culture.
- Detentions can be used before, during or after school. They can be:
 - Issued on the same day and is reasonable in length.
 - Out of school hours.
 - Issued to students under the age of 18.
 - Can be used and communicated by paid staff, Heads of Year, Assistant Heads of Year and SMT.
 - Used on a school day.
 - Used on weekends, during term time (except when they fall either side of a holiday).
 - Used on INSET days; but not bank holidays, notwithstanding holiday and end of term/ beginning of term.

At Redbridge Community School all teachers can set detentions to sanction behaviour. Support staff will refer any concerns to SMT who will sanctions the detention through year teams on their behalf.

When a detention is set:

- Parental consent is not required.
- Lunchtime detentions must allow students time to eat, drink and visit the toilet.
- Issuing detentions must not run contrary to safeguarding concerns or child protections plans e.g. known caring responsibilities. It is expected parents will make plans if a student is set a detention and is required to collect a younger sibling.

- A detention must be changed if a student has a known medical appointment.
- There is no requirement to inform parents, reasonable steps must be taken to ensure a child can get home safely, including the use of public transport or assisted transport.
- Teachers must use their discretion and judgement regarding the length of a detention and any notice given to parents.
- Students are responsible for informing parents of a detention.
- Students can be held after school for 10 minutes and no notice is required to inform parents. However, staff should use their professional judgement and this must not be used to punish the whole class for the misbehaviour of a few.

The use of Reasonable Force

This reasonable force section covers how we enforce our restraint policy and it is guided by the terms 'reasonable'; in that 'using no more force than what is necessary'. Importantly, members of staff have the legal power to use reasonable force to:

- Prevent pupils' committing an offence or a serious breach of our behaviour policy.
- Injuring themselves and others; such as a potential fight.
- Maintain good order and discipline.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, causing disorder, refusing to follow instructions to leave a classroom or location or after repeated attempts, in the school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

At Redbridge Community School reasonable force can be used to:

- Remove disruptive children from the classroom where they have refused to follow simple and clear instructions to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.
- Elements of restraint and reasonable force policy will apply and in most cases the person will be held by the forearm and under the arm.
- In a dynamic situation, members of staff may stand in the way in a shielding move or restrain a child in exceptional circumstances in a 'bear hug'.

For further information on this refer to the schools physical restraint policy.

In addition, reasonable force can be used when searching for knives, weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks (including snaps/ caps) and pornography; on the grounds they have reasonable suspicion and are likely to be used to commit an offence or harm.

Where reasonable force is used, this will offer a defence in law as long as it is reasonable and proportionate to the situation.

Force may not be used to search for any other items banned under school rules. *See our Restraint Policy.*

Searching, Screening and Confiscation

At Redbridge Community School staff can confiscate, retain or dispose of a student's property as a disciplinary penalty.

The law protects staff from all liability in any proceedings brought against them for loss or damage to items they have confiscated; provided they acted lawfully.

Confiscation must be proportionate, reasonable and fair.

The Headteacher and staff, authorised by the Headteacher, have the power to search students or their possessions, with student consent, where they suspect the student has a "prohibited item". Prohibited items may be passed to the police.

Prohibited items include:

Knives and weapons

Alcohol

Illegal drugs

Stolen items

Tobacco and cigarette papers

*Vapes; including vape fluid and vape machines

Fireworks (including bangers/ snaps)

Pornographic images

Mobile phones – if this is in breach of the mobile phone policy

Articles likely to be used to commit an offence, cause personal injury or damage to property

Items banned by the school rules.

Under Section 554OZA of the Education Act 1996 Clause F3, the school can add any other item the school rules identify for which a search may be made (prohibited items) these will have an asterisk (*)

As the school is private property, the school can use private firms to sweep and/or search for prohibited/unlawful items under our safe school approach – if a student refuses, this becomes a disciplinary offence. We use our walk through metal detectors and wands at random and undertake classroom bag searches and by searching on entry to the school. This is to reassure parents, carers and students that the school is as safe as it can be.

As set out in Section 91 of the Education and Inspections Act 2006, school staff can seize any prohibited item found as the result of a search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

If a student refuses to be screened, the school may refuse to have the student on the premises.

Health and Safety legislation requires the school to be managed in a way which does not expose students or staff to risks to their health and safety, under the Health and Safety at Work Act 1974

Electronic devices (such as a mobile phone) can have their files or data examined. Following examination, a member of staff can decide to return the device, retain the device, dispose of the device, and erase any data or files in the device if they think there is good reason to do so. In determining a 'good reason' to examine or erase the data or files the staff member must reasonably

suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching, break the school rules or potentially commit a criminal offence.

If inappropriate material is found on the device, it is up to the member of staff to decide whether they should delete the material or retain it as evidence (of a criminal offence or a breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

The school will seek permission to search and a refusal to agree may infer guilt on the grounds of non-compliance and the Police may be consulted. More information can be found within the DfE guide for “Screening, Searching and Confiscation”.

If a student refuses a search; advice must be sought from the Headteacher, member of SMT or the Lead DSL.

The response to this situation and must be proportionate. However, if a student continues to refuse a search a member of staff can use reasonable force to conduct a search for any prohibited items identified in this policy; including vapes and vape machines. To meet the test of using reasonable force, consideration must be given to whether the search will prevent the student from harming themselves or others, damaging property or causing disorder.

An effective search must abide by the following:

- The search is conducted away from other students e.g. an office (unless it is a whole class search)
- The reasons for the search explained
- The searcher must be of the same sex as the person being searched
- There is another member of staff present at all times
- Possession search on bags, outer clothing, pockets and possessions can be searched; though staff are expected to be fair, reasonable and proportionate
- Metal detectors/ wands can be used for the search

Under no circumstances can a student be strip searched by a member of staff at the school. Whilst Police can strip search on school premises, under the Police and Criminal Evidence Act 1984 (PACE A&C), on the school site without permission of the Headteacher, this will be discouraged as far as possible. If the strip search is essential and urgent, as defined by the Police, a member of staff will be involved; advocating for the young person and supporting their wellbeing. The school expects the Police to rigidly follow the process and the conditions set out in PACE C.

The school will follow its safeguarding processes if a strip search is conducted by the Police.

Screening

Screening can provide reassurance for students, staff, parents and visitors in supporting Redbridge Community Schools ‘Safe School’ agenda.

The school has a legal duty to make school rules on pupil behaviour and a legal duty as employers to offer the safety of staff, students and visitors and as such can impose a requirement to screening which covers the use of hand-held metal detectors (e.g. wands and arches) before students enter the school.

Any request from the local Police to screen students with an arch, walkthrough machine or wand will be granted. Refusal to cooperate may result in a search (see previous section). The school will inform parents annually of our safe school approach and some searches will be announced through school communication and some will be unannounced. Any reasonable adjustment will be made to cater for any SEN/ disability.

Confiscation

A member of staff carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- A risk to staff and students
- A prohibited item (identified in the school rules) for which a search can be made
- Evidence in relation to an offence

Other substances which are not controlled will be delivered to the Police. Searches for alcohol, tobacco, cigarette papers or fireworks may be disposed of or retained as seen fit, but must not be returned to the student.

If a member of staff finds a pornographic image they must dispose of this; unless there is reasonable suspicion the image may be illegal, such as an indecent image of a child, in which case the Police must be informed. Staff must never copy, print, share, store or save such images.

Where stolen items are found; these must be given to the Police. The member of staff can retain, dispose of or return to the owner.

Any weapons or items which are evidence of a suspected offence or to cause personal injury must be given to the Police.

Any items banned by the school rules can also be confiscated, retained or disposed of and staff should use their professional judgement in the action they take.

Smoking and Vaping

Smoking

Smoking in a school is against the law and any smoking in the building, grounds or the site will result in a disciplinary sanction.

Vaping

It is against the law for vapes and e-cigarettes to be purchased or given to anyone under the age of 18. It is against the school rules to use a vape in the school buildings or on the school site. However, there may be exceptional circumstances in which permission may be granted. This may be due to health reasons and will be risk assessed and parental permission sought – for Key Stage 4 students only. Vaping without such reason will be seen as a breach of school rules and as such this will be a disciplinary matter.

Mobile Phones

The school is aware that breaches of our mobile phone policy can also be considered a breach of our behaviour policy. Therefore, if the school believes that a mobile phone is a distraction and that it leads to issues within the school, the school reserves the right to issue a mobile phone ban for a set period of time or permanently.

If the school believes that a mobile phone is having a detrimental impact on a student's mental health, then the student may be required to hand in the mobile phone on entrance to the school, have the phone banned for a set time or a permanent ban.

Removal from the Classroom/ Learning Space

Students can be removed from classrooms at Redbridge Community School for a short period of time by being sent out, but for no longer than 5 minutes, spending time with a member of staff pastoral team or being placed in our Alternative Exclusion Room. In all cases, they must be supervised.

Work set must be meaningful in all circumstances.

When a student is removed and taken to the Alternative Exclusion Room, the sanction must be proportionate, no longer than 5 school days and consideration given to any SEN or disability. Where this does conflict, alternatives must be sought. However, in circumstances where a child is a flight risk; the time spent in AER maybe longer than 5 days as a response to their risk of leaving the school site without permission. In this circumstance a student can be supervised more closely (see *Absconding Policy*)

Removal should be used for:

- Maintaining the safety of pupils and staff, and to restore stability following unreasonably high levels of disruption.
- To enable disruptive students to continue their education.
- Regain calm in a safe and closely supervised area of the school.

At Redbridge Community School our Alternative Exclusion Room is used for sanctions for poor behaviour and as an alternative to external exclusion and for safety and assurance CCTV and body cams will be monitored by the on-call referral system.

For the purpose of this document Edu-K8, nurture groups, the ARB, Hearing Impaired Unit, pathways and inclusion groups do not constitute removal from lessons.

Removal is therefore governed by:

- Clarity in this behaviour policy.
- Use of behaviour data to review practice and create plans to meet potential unmet needs.
- Clarity offered to all and the reason for the removal provided.
- Parents are notified as soon as is possible, in this case by letter or phone call.
- The behaviour policy will outline the principles in governing the principles of removal.
- An opportunity to assess behaviour data; looking for trends and patterns.
- Children and Families Act 2014, the Equality Act 2010 and regulations under that Act.
- Social Workers and Virtual Headteacher's must be notified if a student is open to them.
- The Headteacher/ SMT reserve the right to use their professional discretion to place a students in AER to maintain a safe, orderly and functioning school.

Off-site Direction/ Day 6 Provision

Under Section 29A of the Education Act 2002 “The governing body of a maintained school in England may require any registered pupil to attend at any place outside the school premises for the purpose of receiving educational provision which is intended to improve the behaviour of the pupil.”

For clarification, this may include:

- Short placements at a pupil referral unit (The Compass)
- Day 6 provision at another school if a student commits a breach of policy that would require them to be at another school for a short period of time.
- At home tutored learning, paid for by the school (e.g. Acorn Learning), to reduce the likelihood of extreme violence in the school – to other students and staff be used in exceptional circumstances, with full agreement of parents, medical practitioners (if required) and social care (if required). In any circumstance, the school must be able to demonstrate fully that:
 - This is in the best interests of the student and not the school (test for off rolling)
 - That an appropriate curriculum is taught
 - That there is clear contact with the school – site drop ins, home visits and phone calls
 - Attendance should be ‘b’ coded with a note to explain this circumstance
 - That there is a regular review at least 6 times per year to assess suitability for reintegration back into school

Alternative Provision

At Redbridge Community School we rarely use third provider ‘off site’ provision and consequently use our in house inclusion provision. By doing so, students remain at Redbridge with individual plans designed for success. Edu-K8 is a flexible solution where students can still access the mainstream and pathways in the school. Plans are reviewed regularly for individual students and this has maintained the needs of that student. The school has not and will not off-roll. The school does not support Elective Home Education (EHE) in all circumstances, including when advised by a medical professional or the Hospital School, but will act within the law.

The use of in school inclusion, off site direction and managed moves do not constitute off rolling.

Monitoring School Behaviour

A range of data is used frequently to assess, model and review all behaviour systems. This includes:

- Arbor data
- On-call/ AER data
- Attendance and exclusion data
- Reward points
- Surveys; including learning surveys
- CPOMS
- Pupil Panels and Headteacher breakfast meetings

- SMT Commstat – creative and innovative responses will be used to continually improve behaviour in the school

Child on Child Sexual Violence and Sexual Harassment

Redbridge Community School is clear that sexual violence and sexual harassment is unacceptable in any circumstance and will not be tolerated. All staff and students must challenge and report inappropriate language and behaviour between students, between staff and students and staff to student to a member of staff; whether this be verbally, physically or online. Redbridge Community School will undertake the following:

- Never normalise sexually abusive language as ‘banter’, but report on Arbor concerns; copying in Head of Year and the Senior Management Team.
- Appropriate investigations should be undertaken and where necessary reported to the Police.
- Refer to the relevant guidance in our safeguarding policy.
- Review practice and ensure a safer culture is continually provided through our PSHE curriculum.
- To work with specialised partners if required.
- Support any victim.
- Support and rehabilitate the offender. If the offender is on roll at Redbridge, they must not be referred to in a negative manner e.g. paedophile and sex offender etc. Any comments will be challenged and appropriate policies applied.

Behaviour Incidents Online

Online misbehaviour, whether this is bullying, sexual harassment or making false allegations; can undermine the culture of Redbridge Community School, resulting in a false perception that the school is an unsafe place.

Any inappropriate behaviour will be challenged under this behaviour policy, mobile phone policy and any other policy relevant to it and where necessary sanctions applied.

Any nude, semi-nude or pictures that meet the threshold of an indecent image of a child; the school will take appropriate action under our safeguarding policy and mobile phone policy. (*See safeguarding policy/ mobile phone policy*)

Parents are responsible for the behaviour of their children but such behaviour can affect the culture of the school. Therefore, school policies can be used to resolve issues and issue sanctions if required.

Mobile Phones

Mobile phones, if used appropriately, are modern methods of communication, research and enjoyment. However, there are times when the freedoms can be abused. Redbridge Community School has a very clear mobile phone policy that outlines acceptable usage and students must sign a contract and abide by its terms. The policy outlines the actions the school can take if the provisions are infringed. Redbridge Community School is of the view “it is not a right to bring in a mobile phone, but a privilege”. As such, privileges can be withdrawn with short term or indefinite bans (see *Mobile Phone Policy*).

Suspected Criminal Behaviour

In cases where the school suspects that criminal behaviour has taken place, the Headteacher, with advice from SMT, will make an assessment using information and evidence provided to decide whether a referral needs to be made to the Police.

If a criminal offence is suspected, any evidence will be retained in the schools safe and the school will work with the Police in the scope of their investigations.

Therefore, as long as the schools procedures do not prejudice any criminal investigation, Redbridge Community School is free to apply its own sanctions and the Headteacher reserves the right to do so.

Vandalism

Any sort of vandalism (deliberate damage/graffiti) will not be tolerated and as such will be treated as breach of this policy.

Consequently, parents and carers will be required to pay for the cost of repair, replacement and or cleaning. As the school is a PFI school, costs are more expensive and because this is a contractual issue, the school cannot source outside quotes.

Vandalism will be treated under this policy and may involve a suspension.

Other Strategies to Continually Develop and Promote Excellent Behaviour

Out of Classroom Behaviour and use of Jankers

Students who struggle to maintain sociable behaviour during break times (littering or running through the corridors and pushing in the lunch queue are example of anti-social behaviour) must report to the 'Jankers' classroom at break time once a decision has been made by the pastoral team.

Names will be logged by the senior management team and students will lose their social time during the school day. In some cases, the school may oblige parents to supervise their children off site at break times, as the law and guidance allows if they do not support the school. If parents and carers do not support the use of Jankers, and their child refuses to undertake a spell in Jankers, a punishment could be escalated and this can include AER and or a fixed term suspension. Under no circumstances should a child ever be punished for the reluctance of a parent to support the school. An escalating punishment can only be taken if the child refuses.

The school will use its professional judgement in challenging groups of students walking around the corridors at break time, if staff have reasonable grounds to believe that there is an element of intimidation, concerns regarding health & safety and safeguarding or SEND reasons. The school will use a range of sanctions if all else has not modified this behaviour; for example a restorative session with members of staff, so the young people understand the perception and impact of their 'gang' mentality.

On Call support

All staff members can call for 'on-call'. The phone line is staffed and each call is triaged to assess what action is required and data is analysed through Comstat/ SMT for trends and patterns. This is used to make improvements.

Blind referrals/Learning Survey

Behaviour data is monitored closely within school and students who are repeatedly appearing on this can be subject to the blind referral process. Internal behaviour data includes our Arbor referral system, on call data and Alternate Exclusion Room tracking. In addition to this staff and students are able to nominate 'learning blockers' within their groups. These will be the names of students who prevent others from learning. The repeat names from the above will be part of the year group blind referral.

This runs annually for each year group and constitutes a two week period of monitoring by staff. The student will be unaware that the process is running and will receive individual feedback from the Headteacher once the process is over. Staff record all incidents involving the student, both positive and negative throughout.

At the end of the blind referral fortnight and subsequent meeting with the Headteacher actions will be taken should the reports be negative.

This is likely to involve a period of time of the student being placed in AER.

This is designed to create a voice for those students to take an active part in their school by providing a safe opportunity to report concerns, without fear of retribution. This process is supportive and students have opportunities throughout to modify behaviour with a clear escalation.

Assembly 'Pull Ups'

These are used within assemblies to highlight the negative referrals being received by students. The ultimate aim of the 'Pull Up' procedure is to publicly acknowledge counterproductive behaviours, leading to subsequent behaviour improvement. Given this is well publicised, it is important for students who are 'pulled up' take responsibility for their actions and so that all students can see that 'justice is seen to be done'. Due diligence will be undertaken with regards to students with SEN(D).

Support Agencies

A range of outside agencies may be contacted to support students in school. An appropriate member of the pastoral team will usually lead contact. Currently these agencies include educational psychologists, family and mental health groups, student support services, Education Welfare officers, social workers, the Youth Service and Voluntary Sector Youth Support groups, The Youth Offending Team and Health Service representatives including our own inclusion team. Parents will be contacted prior to the involvement of any of these agencies; by these agencies.

In School Support

Over recent years Redbridge Community School has invested significantly in additional in school support. This has included:

- A fully trained ELSA

- Nurture groups in Years 7 & 8
- Family engagement worker
- A trained counsellor
- A wellbeing/mental health nurse
- A dedicated therapy space to support emotional wellbeing.
- RiZe – a pre-Edu-K8 group

Edu-K8-Our In-House Inclusion Service

Our Edu-K8 programme operates as a school within the school. Edu-K8 provides students at risk of permanent exclusion or repeated short term exclusions with an opportunity to remain in school. Attendance at Edu-K8 will help young people to prepare for adult life through a range of educational experiences which are planned to motivate, inspire & support learning.

Students will benefit from smaller class sizes, a range of extended learning projects, a balanced core curriculum (English, Mathematics, Science, PE, Art, PSHE, ICT) with vocational learning, counselling services and nurture group work. To give Edu-K8 its own identity the school day will be personalised to meet individual needs.

Students who are struggling with their mental health or suggest they are being bullied and this is a barrier to school the student will come under the care of Edu-K8 our inclusion team and may operate a mixed provision (time in Edu-K8/ time in lesson).

Exclusions from School: Suspension and Fixed-Term Exclusion: General Policy and Procedures

Exclusion from School

The Headteacher can decide whether to suspend or permanently exclude a student, for a fixed-term or permanently, in line with the school's behaviour policy, taking into account all of the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

A Procedure for Fixed-Term Suspension

On reaching the decision to exclude a student, the Headteacher, Senior Management Team or an appropriate member of the pastoral team will contact the parents/carers and discuss the reasons for the exclusion. In a letter, the Headteacher will formally notify the parents/carers about:

- The reasons for the exclusion
- The period of a fixed-term exclusion
- Parents/carers rights to make representations to the Governing Body
- How representations can be made
- Date of reintegration meeting
- Any process to contact the governing body

Parents/carers have the right to make representations to the Governing Body about any exclusion and the Governing Body will review the exclusion decision in certain circumstances, which includes all permanent exclusions. The school has a duty to provide suitable full-time education for excluded

students from the sixth school day of any fixed period of exclusion of more than five consecutive school days. A student's Social Worker and/ or Virtual Headteacher must also be informed.

Parents/ Carers

Parents/carers have a clear role in making sure their child is well behaved at school. If they do not, the school or Local Authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents/carers must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or LEA may issue a penalty sanction of £50 (rising to £100).

Parents/carers must also ensure that their child attends the suitable full time education provided by the school Governing Body or the LEA from the sixth day of exclusion.

Parents/carers are expected to attend a reintegration interview following any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the court will impose a parenting order if the school or LEA apply for one.

In both cases the LA must be informed of a suspension and/ or permanent exclusion.

The school can legally direct a student off site for safeguarding reasons and the circumstance to do so must be evidently demonstrated that it is in the best interests of the child (see offsite provision).

Procedure for Permanent Exclusion

Permanent exclusion is rarely used at Redbridge. However, there are some occasions when the Headteacher may reluctantly exercise the right to do so. Permanent exclusion at Redbridge may be used for one or more of the following reasons

- An irretrievable breakdown in the relationship between the student and the school due to a persistent refusal to co-operate and respect the school community
- Preventing other students from learning with persistent disruptive behaviour when an interaction has failed.
- Serious and extreme verbal abuse towards or physical assault of a member of the school community
- The safety and welfare of staff is of paramount importance when conducting their professional duties around the school. In the event of a fight between students, staff will forcibly tell the students to stop fighting and separate. If this command is ignored and a member of staff is struck, intentionally or unintentionally, whilst trying to intervene, the Headteacher will recommend permanent exclusion of the student responsible
- The use or sale of prohibited banned and illegal substances
- A severe threat to the health and safety of the school

In the event that a student wilfully activates the fire alarm the matter will be referred to the Headteacher who may consequently recommend permanent exclusion to the Governing body

The Process

On reaching the decision to permanently exclude a student, the Headteacher or a member of the Senior Management Team attached to that Year group or the Lead of EDUK8 will contact parents/carers and inform them of the decision. A letter will be sent within 24 hours confirming the decision and providing the parents/carers with the Local Authority (LA) contact for advice and support

The school, through its Pastoral Team, will make arrangements to send work home and organise arrangements for it to be marked once it is completed.

The LA will be informed of the decision.

The Governing Body will be informed and an arrangement will be made to review the decision to permanently exclude.

All school documentation relating to the exclusion, for presentation at the Disciplinary Hearing, will be sent to the parents/carers at least 48 hours before the meeting.

The Headteacher may cancel a permanent exclusion (known as withdrawing/ rescinding a permanent exclusion) as long as the governing body has not received documentation in the agreed hearing. Once the hearing begins, the PEX must be completed and cannot be withdrawn once started. Virtual Heads and Social Workers must be informed along with LA and the parent(s).

At the exclusion hearing, the Governing Body will review the evidence submitted by the Headteacher, parents/carers and the LA

The parents/carers and the school will be notified of the Governing Body decision in writing within 24 hours of the hearing.

Should the Governing Body overturn the decision to exclude the school will make arrangements for the student's return as soon as possible. In most cases this will be with support from outside agencies in order to ensure a successful outcome.

Where the Governing Body upholds a permanent exclusion parents/carers have the right to appeal the decision to an Independent Review Panel. Parents/carers may request an SEN expert to advise such a review. The LEA are under duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

More information about exclusion can be found within the statutory instruments document on the DFE website.

False Allegations against Staff

DFE guidance protects teachers from malicious allegations and strengthens their authority in the classroom. It makes clear that the Headteacher can temporarily or permanently exclude students who make false allegations against members of staff, including against the Headteacher. In extreme circumstances the Headteacher may even press criminal charges against the student.

Visitors to the School

Other Individuals.

Redbridge Community School is private property and people do not have an automatic right to enter the school. Parents and visitors have an 'implied licence' to attend for appointments, to attend a school event or to drop off lunches and property at their own discretion Section 547 of the Education Act 1996 makes it a criminal offence for a person to be on school premises without legal permission to cause or permit a disturbance.

To cause a nuisance, an individual must have been previously banned under Section 547, Education Act 1996 for aggressive, abusive or insulting behaviour, notified by letter from the Headteacher. In addition, once the Headteacher (or member of staff) has asked on at least three occasions for someone to leave, and refusal is evident, their implied licence has been exceeded and withdrawn, they can be removed by the Headteacher or SMT after at least three warnings. The governing body will require the Headteacher and SMT to do so under this precedence and this policy is reviewed annually. If the professional judgement is that the Police should be called, they will advise on what action to take. If any adult is to be removed, the Police will be notified.

Pupils with Special Educational Needs

School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; e.g. exams, school trip, etc. Others may have experienced bereavement or loss or another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include;

- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will assess this on an individual basis and use reasonable endeavours to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as No Limits, Educational Psychologists or Early Help. We will also utilise our in school support mechanisms including our ELSA and Family Engagement Worker.

Pupil's working from home

If interacting with other pupils or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, or any other platform will be taken very seriously. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school.

Behaviour out of school hours

We expect every member of our community to adhere to the recommended Government guidelines on social distancing. Should the school receive information that a student has been taking part in risk taking activity that could jeopardise the health and welfare of themselves or our any of our community, this will be investigated and they may be asked to continue their learning from home.