



## **Behaviour policy**

**2025**

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## 1. Introduction

*"The Governing Body of The Stonehenge School believes that high expectations of student behaviour underpins the aims and ethos of the school, safeguards the rights of students and staff, and is necessary for effective teaching and learning"*

At The Stonehenge School we believe –

- Every student has the right to learn and achieve his or her best.
- Everyone has the right to come to school and feel safe. This means they should not be in fear of physical harm, threatening behaviour, bullying, discrimination or harassment.
- Everyone has the right to come to school in the knowledge that their property will be respected and not damaged or interfered with.

The Stonehenge school prides itself on its sense of community and strong ethos of mutual respect and these are nurtured through our relentless commitment to providing a supportive environment to learn. Our school mission is to create good citizens, within a community where:

- We model respect and compassion for all
- We celebrate diversity
- School rules are fair, clear and consistently applied
- The school is a good neighbour and has a positive role to play
- Traditional values are evident in all aspects of school life

## 2. Aims

Students need consistency and to feel that they have been treated with a sense of fairness and equality. The aim of this document is to set out how The Stonehenge School promotes good behaviour, self-discipline and respect, and to communicate these expectations in a manner that is clear to all stakeholders.

- It is important for students to understand what the school defines as desirable as well as unacceptable behavior (including bullying and discrimination)
- Where students fail to meet our behaviour expectations, this policy explains our clear systems to address this, including supportive measures, so that improvements can be made
- It is equally important for students to understand how good behaviour will be rewarded and the systems in place to receive praise.
- This policy also highlights how each stakeholder carries responsibility in supporting the behavior policy's implementation.

### 3. Legislation and statutory requirements

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

**In addition, this policy is based on:**

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

The Stonehenge school will comply with [DfE guidance](#) that maintained schools must publish their behaviour policy online.

### 4. Roles and responsibilities

#### 4.1 The Governing Body

The Governing Body will review this behaviour policy, as well as the Pupil code of conduct in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

#### 4.2 The Headteacher

The 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. The Headteacher will also approve this policy and ensure that it is communicated at least annually to staff, parents and pupils.

The Headteacher will ensure that the school environment encourages positive behaviour. The Headteacher will support staff to deal effectively with poor behaviour, and will monitor

how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.

The Headteacher is responsible for providing new staff with an induction programme that clarifies the school's behaviour expectations and routines enabling all staff to support the school's expectations. Furthermore, the Headteacher will ensure that all staff receive appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour.

The Headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

The Headteacher will ensure that the data from the behaviour logs is reviewed with the Deputy Headteacher in charge of behaviour on a fortnightly basis. Behaviour points, exclusion data, detention records and bullying logs will be scrutinised to ensure that no groups of pupils are being disproportionately impacted by this policy.

### **4.3 Staff**

It is the school's expectation that the behaviour policy is implemented fairly and consistently. It is the staff's responsibility to model consistent and calm behaviour in a manner that will support the student to make the right choices in the classroom. Likewise, staff have a duty to consistently challenge unacceptable behaviour, however with the mind-set that every student can improve their behaviour and are always willing to offer a fresh start, often following on from restorative conversations.

It is the responsibility of every member of staff to record both negative and positive behaviours they encounter during the course of a school day using ClassCharts, so that parents can be kept informed of any issues arising. In all cases, staff will be mindful of any specific behavioural needs and consider whether reasonable adjustments need to be made to meet these. The senior management team are committed to providing highly visible leadership ensuring that staff feel supported in responding to behaviour incidents.

### **4.4 Parents/Carers**

It is the school's expectation that parents support the school's behaviour policy and work collaboratively with staff to support their child to make the right choices and reflect on those that have not led to a positive outcome. Through the use of ClassCharts, parents can monitor their child's behaviour on a daily basis and can contact pastoral staff regarding any emerging concerns. By choosing to send their child to the Stonehenge School, parents acknowledge the systems in place to sanction poor behaviour and support the school in implementing these. Parents may be asked to work with the pastoral team and will be expected to attend reviews of any behaviour interventions.

Parents should also consider the potential impact a change in circumstances can have on have on their child's behaviour. They should inform school via the tutor, pastoral manager, or progress leader of anything they feel may be pertinent to their child's wellbeing so that adequate support can be put in place in school.

The Stonehenge School welcomes parents to become part of the school community. The school will endeavour to build a positive relationship with all parents. Any concerns regarding the management of behaviour should be raised with the school directly ensuring that parents and school work collaboratively at all times.

## **4.5 Students**

Students are expected to contribute to the school in a positive manner recognising that their behaviour impacts not only on their, but also other students' school experience. Students should take pride in themselves as well as their contribution to the Stonehenge School and will be supported by the school to develop an understanding of what behaviour expectations are in place. Students should ensure that they are familiar with the Pupil Code of Conduct (appendix 1) and behave accordingly. Students are accountable for their decisions, their adherence to the school routines and demonstration of the school values. When students get it wrong, they should learn from their errors following reflection, often supported by restorative conversations. Equally, students should be aware of the positive rewards available for consistently meeting behaviour standards.

Students should be aware of the pastoral team who are on hand to support the students in making positive behaviour choices. Extra support is provided for those students who are mid phase arrivals.

Whilst recognising that adults run the school, students should use appropriate forums such as the school parliament and student voice questionnaires to constructively contribute to any changes that could be made.

## **5. Definitions and Expectations**

### **5.1 Misbehaviour is defined as:**

- Behaviour which disrupts the teaching and learning in a classroom such as; calling out, off task chatter, attempting to distract others, lack of equipment, interrupting lessons through late arrival.
- Failure to complete class or homework
- Behaviour that shows a lack of respect to staff such as answering back, inappropriate language, failure to follow instruction.
- Behaviour that shows a lack of respect to students such as one off incidents of unkindness or inconsideration.
- Behaviour that shows a lack of respect for the school environment such as chewing gum, littering or graffiti in exercise books.
- Use of mobile phone between the hours of 8.35am and 2.50pm
- Incorrect uniform

### **Serious misbehaviour is defined as:**

- Repeated breaches of the school rules
- Severe defiance
- Truancy (internal and external)
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments, sexual jokes or taunting
  - Physical behaviour like interfering with clothes

- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, cigarette papers and vapes
  - Fireworks
  - Pornographic images
  - Chewing gum
  - Stimulant drinks containing caffeine (e.g. Monster, Relentless, Red Bull); high doses of caffeine are unsuitable for children and are often Diuretic. They also have extremely high and unhealthy concentrations of sugar. This does not include isotonic sports drinks such as Lucozade although it is useful to remind your son/daughter that these products also have a very high sugar content.
  - Aerosol cans, particularly deodorants and spray perfumes. These trigger asthma attacks in confined spaces. Any student who needs to use a deodorant product should carry a ball or 'stick' variety.
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

## 5.2 Mobile Phones

During the school day, from 8.30am until 3.00pm, mobile phones may not be used at all and must be switched off. Students are expected to keep their phone out of sight during these hours and not to make them visible at any time.

Under no circumstances may mobile telephones ever be used to take photographs, videos, or other media capture of staff or other students. Examples of irresponsible phone use include the following:

- a) Cyber bullying, sexting, inappropriate use of social media / chat rooms – even if the content is posted outside of school, because the problems caused by these actions frequently affect the school culture and orderly running of the school.
- b) Students phoning parents during the day to report feeling unwell, or to report bullying or other problems, without speaking to a member of staff. This is exacerbated by parents who then come directly into school and expect staff to be available to deal with the matter immediately. Breaches of the expectations above will result in the confiscation of the phone.

Other than in exceptional circumstances the phone will be retained safely until a parent is able to collect it.

### **5.3 Uniform**

The only jewellery which is permitted in school is:

- a watch • one ring • one earring per ear which should be a stud for safety reasons in the lower lobe

There should be no facial piercings at all, including tongue piercings.

Students will have excess jewellery confiscated and we request that any ear piercing should happen at the start of a long holiday. Make-up, if worn, must be subtle and discreet (Key Stage 4 Pupils ONLY – Key Stage 3 Pupils are NOT permitted to wear make-up). Nail varnish is not permitted. Pupils will be asked to remove heavy make-up and nail varnish at the start of the school day. Equipment is provided to remove make-up.

Hairstyles should be conventional. Extreme hairstyles are unacceptable e.g. skinheads, tramlines, patterns, patterns, logos and brightly or heavily bleached colours. The overarching principle is that all students must display a hairstyle which looks natural and smart. Exemptions on medical grounds to these restrictions will be permitted subject to parent/carer request and review of information provided.

### **5.4 Smoking/ Vaping**

The Stonehenge School expressly prohibits smoking at all times. There are no facilities on site for staff or students who wish to smoke. The following smoking related items are not permitted in school, and will be confiscated if found:

- Cigarettes (or cigars) • Loose tobacco • Lighters or matches • Cigarette papers
- Cigarette filters • Electronic cigarettes / vaping devices or equipment

Students are forbidden from smoking in any public place as this brings the school into disrepute - this applies to:

- The journey to and from school (including MUFTI days)
- School trips and visits, even if uniform is not worn



- Anywhere in public whilst school uniform is worn. A breach of the school's nonsmoking policy will be sanctioned as serious misconduct. This may include those students found associating with smokers, even though they may not be smoking themselves.

### **5.5 Off-site behaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student 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 student 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 student or member of the public

### **5.6 Online misbehaviour**

Where online behaviour incidents occur outside of school and off the school premises, parents are responsible for this behaviour. However, 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.

### **5.7 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police; the [NPCC Guidance](#) will be taken into account where relevant.

- 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 or member of senior leadership team 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.

## 6. Bullying

As mentioned in section 5.1, bullying is regarded as serious misbehaviour at the Stonehenge School. To avoid ambiguity, it is important to be explicit about our understanding of the term 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
<b>Emotional</b>	Being unfriendly, excluding, tormenting
<b>Physical</b>	Hitting, kicking, pushing, taking another's belongings, any use of violence
<b>Prejudice-based and discriminatory, including:</b> <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/bi-phobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
<b>Sexual</b>	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
<b>Direct or indirect verbal</b>	Name-calling, sarcasm, spreading rumours, teasing
<b>Cyber-bullying</b>	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

**Table 1**

The Stonehenge School places an emphasis on the prevention of bullying. We aim to educate all students on what bullying is, its impact and what students should understand as acceptable, respectful behaviour. Through PSHE lessons, tutor time, assemblies and modelling positive relationships, students are taught to recognise behaviour which constitutes bullying and are encouraged to report incidents through various channels. Furthermore, specific types of bullying are addressed in subject specific lessons where it directly relates to the curriculum. For example, cyberbullying is also extensively addressed through the IT curriculum. We want students to feel confident to report any incidents so that these can be followed up in line with our bullying policy as well as offer pastoral support to those who have experienced bullying.

## **7. Responding to behaviour**

Wherever possible the Stonehenge school will look for opportunities to use praise and rewards to reinforce our behaviour expectations in a positive manner. We want our students to be aspirational and recognise that behaviour for learning leads to the ultimate reward of academic success. However, where misbehaviour impacts negatively on the learning environment or on other student's wellbeing, sanctions will be applied

### **7.1 Rewards**

Rewarding students isn't just about prizes, but about recognition and praise. We want our students to feel motivated and part of a positive school community where their efforts, behaviour and attitudes are recognised. In line with our school vision, we expect our students to:

- Be inquisitive,
- Challenge themselves,
- Be passionate,
- Contribute to the community,
- Be resilient and determined,
- Aspire to great things,
- Embrace new experiences,
- Be kind and respectful,
- Be tolerant and inclusive.

We want to celebrate the above, and we know that celebration and recognition of these behaviours help create motivated students who are willing to learn, try their best and be involved in the school community. Students can be expected to be recognise, praised and rewarded in the following ways:

- Plus points on ClassCharts,
- Postcards/phone calls/e-mails home
- Prizes, such as vouchers
- Privileges such as skipping the lunch queue
- Comments from teachers (verbal or written)
- School work used as exemplars, or shared on social media
- Leadership roles in our ambassador and prefect teams
- Recognised and rewarded during celebration assemblies.

Rewards will be given on a daily, weekly and termly basis by all staff at The Stonehenge School.

### **7.2 Sanctions**

Sanctions can act as a deterrent to misbehaviour. They can also serve the purpose of

Category	Examples (not an exhaustive list)	Consequences	Possible Further Actions	As a parent I could support my child
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removing a student from a particular situation. However, the main aim of the sanctions at The Stonehenge School is to offer students the opportunity to reflect and correct the behaviour choices they have made. It is important that any sanctions are applied fairly and consistently so that students know what consequences to expect for any particular action. The severity of the sanction also needs to fit the severity of the misbehaviour. With this in mind, we have a graduated response to incidents of misbehaviour.

<b>Level 1</b>	<p>Chewing Gum, minor uniform breaches (jewellery hoodies etc.)</p> <p>Use of mobile phone</p> <p>Off task chat, shouting out, distracting others, lateness</p>	<p>Confiscation</p> <p>Confiscation (parental collection)</p> <p>First Warning</p>	<p>Conversation with student about expected behaviours.</p> <p>Student moved seats in classroom</p> <p>Contact home</p>	<p>Ensure my child has the correct uniform/equipment</p> <p>Remind my child of mobile phone policy and do not contact them on phone during school hours.</p> <p>Remind my child of Stonehenge School expectations and code of conduct.</p>
<b>Level 2</b>	<p>Continued off task behavior and/or behaviour that has been addressed by a prior warning,</p>	<p>Final Warning</p>	<p>Break/Lunch detention</p> <p>Contact home</p> <p>Report Card</p>	<p>Talk through the actions that lead to the sanction.</p> <p>Check report Card (if issued).</p>
<b>Level 3</b>	<p>Persistently disruptive behaviour despite warnings</p>	<p>Removed to Departmental Zone</p>	<p>Departmental Detention</p> <p>Head of Department to contact home</p> <p>Report Card</p>	<p>Remind my child of detention</p> <p>Check report Card</p> <p>Check and inform school regarding any underlying issues</p>
<b>Level 4</b>	<p>Not arriving to Departmental Zone</p> <p>Non-attendance of Friday SLT Detention</p> <p>Serious/Repeated breaches of uniform rules</p> <p>Truancy</p> <p>Severe Defiance/Extreme rudeness to members of staff</p> <p>Being sent out of more than 1 lesson in the day</p> <p>Possession of low risk banned items</p>	<p>On call to collect and place in reset room</p>	<p>SMT Detention</p> <p>Progress Leader to contact home</p> <p>Report Card</p>	<p>Support uniform expectations by not permitting piercings/hair dyes and cuts/ fashion and beauty accessories that contravene our expectations</p> <p>Remind my child of detention</p> <p>Check report card</p> <p>Reinforce expectations with sanctions at home</p> <p>Liaise with Progress Leader about steps going forward</p>
<b>Level 5</b>	<p>Students whose behaviour has not improved through the graduated approach or whose individual actions warrant a time out period to reflect on behaviours.</p>	<p>Reset Period at Redworth Centre</p>	<p>Meeting with parents and completion of behaviour support plan.</p> <p>Member of SLT to contact home</p>	<p>Attend meetings to discuss Redworth intervention</p> <p>Check weekly updates sent from Redworth regarding progress made towards targets.</p> <p>Support reintegration into mainstream by checking Classcharts</p>
<b>Level 6</b>	<p>Violence, Criminal Actions, Abusive and or threatening behaviour</p> <p>Possession of high risk banned items.</p>	<p>Suspension or Permanent Exclusion</p>	<p>It is the Headteacher's decision to exclude.</p> <p>Progress Leader or Member of SLT to contact home.</p> <p>Formal reintegration meeting and reset period at Redworth centre.</p> <p>Referral to Alternative Provision</p>	<p>Ensure child is at home during school hours</p> <p>Ensure child completes work whilst suspended</p> <p>Attend reintegration meeting</p> <p>Support alternative provision if provided.</p>
<b>All actions and consequence to be recorded on Class Charts</b>				

### 7.2.1 Graduated Response

**Students whose behaviour cannot be improved through the graduated response may be referred to Alternative Provision.**

### **7.2.2 Confiscation**

Parental consent is not required before undertaking a search and there is no requirement to keep a written record of every search. Other than in exceptional circumstances (for example, there is potentially an immediate risk of serious harm or of some other criminal activity) a search will only be undertaken by a staff member of the same sex as the student. In all cases, another member of staff must also be present.

**Any prohibited items (listed in section 5.1) found in pupils' possession will be confiscated.**

**These items will not be returned to pupils.**

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

Searching of pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### **7.2.3 Detentions**

All members of the teaching staff are authorised by the Headteacher to set detentions. The Stonehenge School does not, in law, have to give parents/carers notice of an after school detention but we understand that parents/carers will worry if a child does not arrive home and in all but exceptional circumstances we will give 24 hours' notice of an after school detention. When issuing a detention the school will be mindful of circumstances where the detention may compromise the student's health or safety; for example their ability to get back home, or to attend medical appointments.

#### **a. Break/lunch time detentions**

These are used by class teachers / form tutors and progress leaders as a swift consequence for classroom based incidents such as low level disruption, incomplete work or missing homework or equipment. Students are expected to attend these on the day they are given. Students who do not attend break and lunch detentions will be referred to an afterschool Faculty/Department Detention.

#### **b. Faculty/ Department Detention**

These are issued after school by a Faculty or Department. Parents will be informed of these detentions via ClassCharts so it is important that parents/carers keep the school up-to-date with contact telephone numbers and email addresses. Faculty/Department detentions may last up to an hour from 3.00 pm. Students who fail to attend Faculty/Department detentions will be referred to SLT.

#### **c. Senior Leadership Team (SLT) Detention**

This is a most serious detention and can only be issued by a member of the Senior Leadership Team. Parents/carers will be informed of the detention via ClassCharts at least 24 hours in advance. It is held on Wednesdays from 3.00 – 3.30 pm. Students who do not attend SLT detention on a Wednesday will be expected to attend the

longer SLT detention on Friday. Failure to attend two SLT detentions will result in a referral to the Redworth Centre for a reset period.

Students who owe detentions at the end of term may be withdrawn from classes or required to attend school on Teacher Training Days to complete the detention.

#### **7.2.4 Isolation**

Students may be placed in isolation by any member of the Senior Leadership Team. Heads of Faculty/Progress Leaders may also place a student in isolation in consultation with their SLT Line Manager.

Students in isolation:

- Are expected to hand over their mobile phone. It will be returned at the end of the day.
- Will be supervised by staff at social time.
- Will be escorted to collect food from the cafeteria
- Students who misbehave in isolation are likely to be excluded.

#### **7.2.5 The Redworth Centre**

The Redworth centre is adjacent to the main school building. This is a specially designated intervention area for students whose behaviour has been unacceptable and has fallen below our expectations. The intervention is designed to allow students a reset period away from the main school in order to reflect on the behaviour or conduct that has led to this consequence. The aim is to support students to re-enter the learning environment with the skills to adjust their behaviour to meet the school's behaviour expectations. Parents will be contacted prior to a student being placed in the Redworth centre.

#### **7.2.6 Suspension and permanent exclusions**

The decision to suspend a student will be taken in the following circumstances:

- In response to a serious breach of the school's Code of Conduct
- If allowing the student to remain in school would seriously harm the education or welfare of students or others in the school.

The Headteacher may suspend a student for one or more fixed periods not exceeding a total of 45 days in any one school year. Suspension exceeding 15 days in one term will be referred to the Governors' Pupils' Disciplinary Committee.

Incidents that may warrant a suspension from school can include: fighting, threatening behaviour, inciting violence, bullying, defiant behaviour including swearing at staff, malicious allegations against school staff, bringing the school's name into disrepute off site, theft/stealing, harassment of staff or students, inappropriate use of IT, persistent disruptive behaviour including breaches of the School's rules on uniform and appearance. Any offence involving either illegal drugs or weapons will almost certainly lead to exclusion from school and referral of the matter to the Police.

Further details can be found in the school's suspension and permanent exclusion policy.

### **7.2.7 Supporting students following a sanction**

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school. The support strategies used will be dependent on the seriousness of the sanction as well as the needs of the student. Measures could include:

- Completion of behaviour wrappers allowing for self-reflection
- Conversations with the pastoral team
- Restorative Justice Conversations
- Report Cards
- Reintegration Meetings

### **7.2.8 Managed Moves and Alternative Provision**

Where a parent, student or school feels that the Stonehenge School is not the right learning environment for a child, it is possible to consider a managed move in order for the student to receive a "Fresh Start" at an alternative education provider.

Should a child not be suitable for secondary mainstream education the Headteacher may seek Alternative Provision in accordance with section 29A of the Education Act 2002 (amended by Section 154 of the Education and Skills Act 2008). The Governing Body have delegated the power to the Headteacher to direct a student to be educated off-site to receive education provision which is intended to improve their behaviour.

This is not an exclusion and is to address the student's behaviour with additional support from the Local Authority.

## **8. Behaviour management**

The Stonehenge school embraces the recommendations of the EEF report into improving behaviour, and this is reflected in the approaches set out below

### **8.1 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.

### **8.2 Classroom management**

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

They will:

- Meet and greet students at the entrance of the classroom ensuring that students enter the learning environment in a calm and orderly fashion.
- Establish and implement the Stonehenge School's expectation of silent reading (KS3) or retrieval exercise (KS4) at the start of the lesson.
- Communicate expectations of behaviour clearly by referring to the pupil code of conduct which should be displayed for students to see.



- Highlight and promote good behaviour in line with the rewards system as outlined in section 7.1.
- Use positive reinforcement at every given opportunity.
- Make use of any information available (for example One Page Profiles) to understand any barriers to learning and adjust the teaching accordingly.
- Deal with low level disruption in line with the graduated response as outlined in section 7.2.1.
- Record all rewards and sanctions using ClassCharts.
- Should a student be given a sanction the teacher should provide an opportunity for the student to reflect on the behaviours which led to the sanction, as well as the opportunity for a restorative conversation.

### **8.3 Removal from classrooms**

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted in line with the graduated response as outline in section 7. The exception to this rule applies to situations where the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Allow the disruptive pupil to continue their learning in a managed environment

### **8.4 Restorative conversations**

It is important that inappropriate behaviour is dealt with. When a student's behaviour has led to them being removed from a teacher's classroom and a sanction has been served, it is also important that the teacher and student have time to reflect and meet together relatively soon after the event to discuss how they can prevent a similar situation. This meeting is called a restorative conversation. The restorative conversation is not an opportunity for the teacher to tell the student off or for both to disagree over the events that led to the student being asked to leave the classroom. It is important that the cause of the event is quickly discussed and agreed and the discussion is focussed on future actions to avoid a similar incident in the future. The conversation should:

- Provide an explanation to the student as to why they were sent to the room.
- Give time for the student and member of staff to agree solutions.
- Restore the relationship between the teacher and the member of staff.

### **8.5 Reasonable Force**

The Stonehenge School empowers staff to use 'Reasonable 'Force in certain circumstances. These include:

- Preventing students committing an offence
- Preventing students injuring themselves or others
- Preventing the damage of property.

## **What is Reasonable Force?**

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involves a degree of physical contact with students.

- Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed, in the context of the incident. Typically the amount of force used should be proportional to the degree of harm which it is aiming to prevent.
- As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- Restrain means to hold back physically or bring a student under control. It is typically used in more extreme circumstance. For example, when two students are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

## **Who can use Reasonable Force?**

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge.

## **8.6 Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Every year group is supported by a pastoral team, including an Assistant Headteacher, Progress Leader and a Pastoral Manager. Our Pastoral Managers are trained in the "Thrive" approach and wherever possible will support the students in order to develop successful behaviours for learning.

Should a student consistently exhibit challenging behaviour, the school's special educational needs co-ordinator will evaluate whether they have any underlying needs that are not currently being met.

## **8.7 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

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

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

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

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

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

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

The school will aim to avoid and prevent possible triggers by using intervention where appropriate, for example

- Use of Timeout cards for students with SEND who find it difficult to sit still for long
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of the skills centre where pupils can spend time to regulate their emotions during a moment of sensory overload

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

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND

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

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

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **9.4 Pupils with an education, health and care (EHC) plan**

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

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

## **10. Response to allegations of sexual harassment and child on child abuse**

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

Responses to sexual harassment and violence may include:

- Pastoral Intervention/Additional PSHE Education
- Counselling
- Mediation
- Loss of social time/"safe place" directive for social time
- Behaviour contract
- Change of class/set/seating plan
- Exclusion- internal or external
- Referral to external agencies such as School Nurse/Social Care
- Referral to Police

This list is not exhaustive.

In the event of bail conditions being applied the school may require a student to receive education off site if conditions cannot be managed in our mainstream setting. The school will carry out risk assessments, where appropriate, to help determine the best course of action.

Please refer to our child protection and safeguarding policy for more information.

### **10.1 Malicious allegations**

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

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student 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 Designated Officer for Allegations, where relevant) will consider whether the student 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 child protection and safeguarding policy for more information.

## **11. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development, for example through TD Days as well as twilight learning development groups.

## **12. Monitoring arrangements**

### **12.1 Monitoring and evaluating school behaviour**

- The school will collect data on the following:
- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed half term by the Deputy Headteacher in charge of behaviour.

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

- At school level
- By age group
- By protected characteristic
- By defined user group

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

## **12.2 Monitoring this policy**

This behaviour policy will be reviewed by the Headteacher and the Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour log (as per section 4). At each review, the policy will be approved by the Headteacher.

## **13. Concerns and complaints**

We encourage parents to raise any concerns about behaviour with relevant staff members, for example the Subject Leader, Pastoral Leader or a member of the Senior Leadership Team. These will be dealt with as quickly and effectively as possible. For any serious complaints, parents should follow the Complaints Procedure, which is available on the school website.

## **14. Links with other policies**

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Uniform policy
- Anti-Bullying Policy
- Attendance Policy
- Suspension and Exclusion Policy