

**Behaviour Policy**

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| Policy Details | Behaviour Policy |
| Prepared by: | Nicola Redhead |
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## **Statement of intent**

REACH School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school is committed to:

* Promoting desired behaviour.
* Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
* Ensuring equality and fair treatment for all.
* Praising and rewarding good behaviour.
* Challenging and disciplining misbehaviour.
* Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
* Encouraging positive relationships with parents.
* Developing positive relationships with students to enable early intervention.
* A shared approach which involves students in the implementation of the school’s policy and associated procedures.
* Promoting a culture of praise and encouragement in which all students can achieve.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), we will create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. We will promote resilience as part of a whole school approach through culture, ethos and environment, curriculum and community engagement.

Where vulnerable students are identified, provision will be made to support them.

These commitments are echoed in the REACH School Code of Conduct which states:

We RESPECT ourselves, others and REACH School

We take PRIDE in our achievements and appearance

We come to school to SUCCEED in learning and are ready to LEARN

We take RESPONSIBILITY for our own actions and learning

We BELIEVE in our futures

Our success is tested not by the absence of challenges but in the way we address them.

# Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

* Education Act 1996
* Education Act 2002
* Equality Act 2010
* Educations and Inspections Act 2006
* Health Act 2006
* The School Information (England) Regulations 2008
* DFE (2021) KCSIE 2021
* DFE (2021) Sexual violence and sexual harassment between children in schools and colleges
* DfE (2016) ‘Behaviour and discipline in schools’
* DfE (2018) ‘Sexual violence and sexual harassment between children in schools and colleges’
* DfE (2018) ‘Mental health and behaviour in schools’
* DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
* DfE (2013) ‘Use of reasonable force’
* Voyeurism (Offences) Act 2019

This policy operates in conjunction with the following school policies and documents:

* Code of Conduct
* Anti-Bullying Policy
* Special Educational Needs and Disabilities (SEND) Policy
* Child Protection and Safeguarding Policy
* Permanent Exclusion Policy
* Physical Restraint and Reasonable Force Policy
* Complaints Procedures Policy
* Offensive Weapons Policy

# Roles and responsibilities

The governing board has overall responsibility for:

* The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy’s effectiveness in addressing any SEMH-related drivers of poor behaviour.
* Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
* Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
* Handling complaints regarding this policy, as outlined in the school’s Complaints Procedures Policy.

**The Headteacher is responsible for:**

* The monitoring and implementation of this policy and of the behaviour procedures in school. This includes the addressing of SEMH related drivers of poor behaviour.
* Establishing the standard of behaviour expected by students at the school.
* Determining the school rules and any disciplinary sanctions for breaking the rules.
* The day-to-day implementation of this policy.
* Publishing this policy and making it available to staff, parents and students at least once a year.
* Reporting to the governing board on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

**The mental health lead is responsible for:**

* Overseeing the whole-school approach to mental health, including how this is reflected in the school’s Behavioural Policy, how staff are supported with managing students with SEMH-related behavioural difficulties, and how the school engages students and parents with regards to the behaviour of students with SEMH difficulties.
* Supporting behaviour management in line with the SEMH Policy
* Collaborating with the Headteacher and governing board, to outline and strategically develop behavioural policies and SEMH provisions for the school.
* Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
* Referring students with SEMH-related behavioural difficulties to external services, e.g. specialist children and young people’s mental health services (CYPMHS), to receive additional support where required.
* Overseeing the outcomes of interventions on students’ behaviour, education and overall wellbeing.
* Liaising with parents of students with SEMH-related behavioural difficulties, where appropriate.
* Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
* Liaising with potential future providers of education, such as colleges, to ensure that students and their parents are informed about options and a smooth transition is planned.
* Leading CPD on mental health and behaviour.

**The SENCO is responsible for:**

* Collaborating with the governing board and Headteacher, , to determine the strategic development of behavioural and SEMH policies and provisions in the school.
* Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEND policies to support students with SEND.
* Supporting subject teachers in the further assessment of a student’s strengths and areas for improvement and advising on the effective implementation of support.

**Teaching staff are responsible for:**

* Being aware of the signs of SEMH-related behavioural difficulties.
* Planning and reviewing support for their students with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the students themselves.
* Setting high expectations for every students in line with the REACH Positive Behaviour Management procedure and aiming to teach them the full curriculum, whatever the prior attainment.
* Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential, and that every student with SEMH-related behavioural difficulties will be able to study the full national curriculum.
* Being responsible and accountable for the progress and development of the students in their class.
* Being aware of the needs, outcomes sought, and support provided to any students with SEMH-related behavioural difficulties.
* Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: SLT, Pastoral Director

**All members of staff, volunteers and support staff are responsible for:**

* Adhering to this policy and ensuring that all students do too.
* Log all behaviour and rewards as requested using appropriate method.
* Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
* As authorised by the Headteacher and Pastoral Director, consequence students who display poor levels of behaviour.

**Students are responsible for:**

* Their own behaviour both inside school and out in the wider community.
* Reporting any unacceptable behaviour to a member of staff.

**Parents are responsible for:**

* + Their child adhering to school expectations
  + Informing the school of any changes in circumstances which may affect their child’s behaviour

# Definitions

* + For the purpose of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:
* Discrimination – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
* Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
* Bullying – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
* Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
* Possession of legal or illegal drugs, alcohol or tobacco
* Possession of banned items
* Truancy and running away from school
* Refusing to comply with consequences sanctioned to them
* Theft
* Swearing at staff, racist remarks or threatening language
* Fighting or aggression
  + For the purpose of this policy, the school defines “low level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:
* Lateness
* Low level disruption and talking in class
* Failure to complete classwork
* Rudeness
* Swearing
* Disruption on public transport
* Use of mobile phones without permission
* Graffiti
  + “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour”, depending on the severity of the behaviour.
  + “Challenging behaviour” is defined as:
* Discriminative abuse
* Verbal abuse
* Bullying
* Persistent disobedience or destructive behaviour
* Extreme behaviour – e.g. violence, running away from school, vandalism
* Any behaviour that threatens safety or presents a serious danger
* Any behaviour that requires the immediate attention of a staff member

# Smoking and controlled substances

* + In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.
  + Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of students and/or encouraging students to smoke.
  + Students are not permitted to bring out smoking materials or nicotine products in school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.
  + In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.
  + The school has a zero-tolerance policy on illegal drugs and legal highs.
  + Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.
  + The staff member will store the sample in the Headteacher’s office.
  + The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols.
  + The school will not hesitate to name the student from whom the drugs were taken to the police, and a full incident report will be completed.
  + Any further measures will be undertaken in line with the school’s Child Protection and Safeguarding Policy.
  + Where controlled substances are found on school trips away from the school premises, the parents of the student, as well as the local police, will be notified.

# Prohibited sexual harassment

* + The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.
  + Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:
* Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
* Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
* Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
* Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
* Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body
* Taking, displaying, or pressuring individuals into taking photos of a sexual nature
* Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “up skirting”, “down blousing”, or flashing
* Purposefully cornering or hindering an individual’s normal movements
* Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
* Accessing, downloading or uploading pornography
* Sharing pornography via the internet or email
* Creating or maintaining websites with sexual content
* Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication
  + The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.
  + Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.
  + The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

# Items banned from the school premises

* + The following items are banned from the school premises:
* Alcohol
* Solvents
* Any form of illegal drugs
* Any other drugs, except medicines covered by the prescribed medicines procedure
* Knives
* Razors
* Catapults
* Guns (including replicas and BB guns)
* Laser pens
* Knuckle dusters and studded arm bands
* Whips or similar items
* Pepper sprays and gas canisters
* Fireworks
* Dangerous chemicals
* Caffeinated energy drinks
* Offensive materials (i.e. pornographic, homophobic, racist, etc.)
  + The Headteacher can use their power to search without consent for any of the items listed above.
  + Searches will be conducted by a member of SLT or DSL, same-sex member of staff, with another staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
  + Staff members may instruct a student to remove outer clothing, including hats, scarves, boots and coats.
  + A student’s possessions will only be searched in the presence of the student and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
  + A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.
  + The school is not liable for any damage to, or loss of, any confiscated item.
  + The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.
  + For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a student.
  + Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol or illegal drugs), from the school office.
  + The Headteacher will always be notified when any item is confiscated.

# Effective classroom management

* + The school understands that well-managed classrooms:
* Start with clear sets of rules and routines that are understood by all students.
* Establish agreed rewards and positive reinforcements.
* Establish sanctions for misbehaviour.
* Establish clear responses for handling behavioural problems.
* Encourage respect and development of positive relationships.
* Make effective use of the physical space available.
* Have well-planned lessons with a range of activities to keep students stimulated.
  + Subject to reasonable adjustments (e.g. those made for students whose SEND may affect their behaviour), students will be expected to follow the school Code of Conduct:

# We RESPECT ourselves, others and REACH School

# We take PRIDE in our achievements and appearance

# We come to school to SUCCEED in learning and are ready to LEARN

# We take RESPONSIBILITY for our own actions and learning

# We BELIEVE in our futures

# Our success is tested not by the absence of challenges but in the way we address them.

Students are also required to sign the home school agreement on induction at REACH School.

Positive Behaviour in the classroom:

* + Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

Classroom rules (Positive Behaviour in the Classroom)

* Routines
* Praise
* Rewards
  + Respect others by being polite at all times
  + No unacceptable language
  + Mobile phones handed in at the start of the school day
  + No feet up on chairs or tables
  + No sitting on tables
  + Drinks are only allowed in REACH bottles (adapted during COVID) No energy drinks.
  + Listen to and follow instructions.
  + Teachers introduce and remind students of the Positive Behaviour in the Classroom points on a regular basis.
  + The Pastoral Director will review these with the Headteacher and ensure they are displayed in all rooms so that they are always clear, comprehensive and enforceable.
  + Teachers ensure they use positive language rather than negative, when enforcing these.
  + Before committing to them, teachers ensure that all students fully understand what they involve and what is expected of them.
  + The Pastoral Director and teachers explain the rationale behind the rules in order to help students understand why rules are needed.
  + Teachers explain clearly to students what will happen if they breach any of the rules so they are aware of the sanctions that may be imposed.

Rewards

* + The school understands that when rewards are used following certain behaviour, students are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:
* Immediate – immediately rewarded following good behaviour.
* Consistent – consistently rewarded to maintain the behaviour.
* Achievable – keeping rewards achievable to maintain attention and motivation.
* Fair – making sure all students are fairly rewarded
  + The school uses three different categories of rewards – these are:
* Social – praise and recognition, e.g. a positive phone call or email home.
* Physical – material rewards, e.g. postcards, vouchers or certificates.
* Activity – activity-based rewards, e.g. reward trips, free time.
  + Teachers may implement different types rewards as they see fit with approval from the Headteacher; however, as a general rule, the following rewards are used:
* Positively Positive / Postcard home
* Golden Ticket / Vouchers
* Reward trips
* Certificates
* Subject postcards
* Class celebrations
* Lucky dips
* Phone calls and texts home

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# Positive relationships and approach

* + Positive teacher-student relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their students and create a strong foundation from which behavioural change can take place.
  + Teachers will enforce a number of strategies to establish positive relationships with their students – these may include:
* Welcoming students as they enter the classroom.
* Ensuring students understand what is expected of them.
* Creating a positive environment where every student feels comfortable and respected.
* Showing an interest in each student’s interests, talents, goals, likes and dislikes, and their family.
* Engaging with students during lunchtime and before school.
* Focussing on using positive language when interacting with students to guide them towards positive outcomes rather than highlighting their mistakes.
  + Within the classroom, teachers establish clear expectations for manners and respect for students – this includes:
* Acknowledging and giving praise when a student demonstrates good manners.
* Encouraging students to treat others with respect by modelling the desired behaviour.
* Informing students of the importance of treating others the same way they like to be treated.
* Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
* Encouraging basic manners and respect.
* Teaching students the importance of showing respect to each other – e.g. saying thank you or thank you notes.
  + The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and students are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.
  + The school aims to promote resilience as part of a whole-school approach, using the following methods:
* Culture, ethos and environment – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
* Teaching – the curriculum is used to develop students’ knowledge about health and wellbeing
* Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for students’ health and wellbeing
  + Positive mental wellbeing will be promoted through:
* Teaching in health education and PSHE
* Pastoral mentoring
* Counselling
* Positive classroom management
* Developing social skills
* Working with parents
* Peer support
* Where vulnerable students are identified, provision will be made to support and promote their positive mental health

# Reflection time

As a school, we believe that reflection time is one of the most vital steps in student learning and progress. This period of reflection at the end of the day will enable students to understand consequences, improve critical thinking skills, heighten their motivation and recognise positives whilst cultivating positive individual student/teacher relationships.  We will ensure that our students are given time to reflect upon their learning and actions throughout the school day for the final 15 minutes of the school day.

# Restorative time

Restorative and trauma informed practice will become an integral and embedded part of the school day. Where necessary, reflection time will enable a restorative meeting to take place, on the same day as any significant incident, ensuring that students and staff are afforded the opportunity to explore actions throughout the school day which have had an impact upon learning. This will help strategies for support moving forward and continue to improve student and staff relationships. Student voice will be a significant driving factor, utilising Trauma Informed Practice for improved student outcomes.

# De-escalation strategies

* + Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:
* Appearing calm and using a modulated, low tone of voice
* Using simple, direct language
* Avoiding being defensive, e.g. if comments or insults are directed at the staff member
* Providing adequate personal space and not blocking a student’s escape route
* Showing open, accepting body language, e.g. not standing with their arms crossed
* Reassuring the student and creating an outcome goal
* Identifying any points of agreement to build a rapport
* Offering the student a face-saving route out of confrontation
* Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”

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# Intervention

* + All members of staff have the legal right to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.
  + The following situations are examples of where physical restraint may be appropriate:
* A student attacks a member of staff or another student
* A student is causing, or is at risk of causing, injury, or damage by accident, by rough play or by misuse of dangerous materials or objects
* A student is running around on a corridor or stairway in a way that may cause an accident or injury to themselves or others
  + Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.
  + All staff will attempt to use de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.
  + Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.
  + After an instance of physical intervention, the student will be immediately taken to the Headteacher and the student’s parents will be contacted. The member of staff who has conducted the physical intervention must complete a restraint form and submit to the Pastoral Director for behaviour.
  + Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Headteacher as to what behaviour constitutes for an exclusion.
  + When using reasonable force in response to risks presented by incidents involving students with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

# Managing behaviour

* + Instances of poor behaviour are taken seriously and dealt with immediately. All staff record behaviour issues on SIMS which is then analysed by the Pastoral Director Where de-escalation and classroom management strategies are not effective, the school adopts a 3,2,1,0 staged process for handling challenging incidents. When 0 is reached, the student is sent with a red card to the Pastoral Team or a member of SLT. Where possible, a student will be returned to the classroom following an intervention. Where this is not appropriate, the student will be kept out. The class teacher is responsible for giving a short detention to any student who is issued a red card. This should be a time for restorative conversations and catching up on learning missed.
  + The Pastoral Director will keep a record of all reported incidents to help identify students whose behaviour may indicate potential mental health problems, this will then be shared with the mental health lead ad SLT.
  + The following sanctions may be issued in managing behaviour:

# Verbal correction

# Phone call home

# Parent/student meeting

# Restorative justice

* + Pastoral 1:1

# Catch up sessions

* + Reflection time

# Removal from the lesson using lesson support process to work under supervision out of the classroom environment if absolutely necessary

# 3,2,1 points system with possible red card sanction

# Behaviour points allocated

# Behaviour Target Card

* + Separation from group
  + Fixed term exclusion if absolutely necessary
  + Following several incident of challenging behaviour, the following sanctions may be implemented, as deemed most appropriate by the Headteacher:
* SLT and pastoral team will meet to discuss the student
* A fixed term exclusion may be given, if absolutely necessary
* A formal meeting with parents, student and any other key agencies
* The student will have an individual behaviour plan put in place.
* Parents may be made aware, in writing that a further incident could result in permanent exclusion.
  + For punishments to be lawful, the school will ensure that:
* The decision to discipline a student is made by a paid member of school staff, or a member of staff authorised to do so by the Headteacher.
* The decision to discipline a student is made on the school premises or whilst the student is under the charge of a member of staff, such as during an educational trip/visit.
* The decision to discipline a student is reasonable and will not discriminate on any grounds – as per the Equality Act 2010.
  + The school will ensure that all sanctions are reasonable in all circumstances, and will consider the student’s age, religious requirements, SEMH needs and any SEND.

# Fixed term exclusions

# A Fixed-Term Exclusion is when a student is excluded from school for a specified number of days. This will only be used:

* In response to a serious breach of the school’s Behaviour Policy
* If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

# An exclusion is only administered by the Headteacher, or, in the absence of the Headteacher, the member of SLT acting in that role. Fixed term exclusion, may be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of the school’s Behaviour Policy:

* Actions which put the student or others in danger
* Bullying including homophobic or racist language
* Verbal abuse to staff and others
* Verbal abuse to students
* Physical abuse to/attack on staff
* Physical abuse to/attack on students
* Indecent behaviour
* Damage to property
* Misuse of illegal drugs
* Misuse of other substances
* Theft
* Serious actual or threatened violence against another student or a member of staff
* Enticing students to cause damage or assault staff
* Sexual abuse or assault
* Supplying an illegal drug
* Carrying an offensive weapon
* Arson
* Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

A Fixed Term Exclusion is of short duration (usually between one and three days) and may be necessary if a student commits an offence which is considered so serious, that it would not be appropriate for him/her to remain in school. In the case of Fixed-Term Exclusions, the Department for Education allows the Headteacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.

REACH School will send work home for students who are excluded, which will be marked when the student returns. The school will inform parents immediately by phone call when the decision has been taken to ‘Fixed-term Exclude’ a student. This will be followed, subsequently by a letter in which the terms of the Exclusion are set out, together with the time and date of the re-admission meeting (see below). Parents/Carers are also informed that they have a right to make representations to the Headteacher if they wish to challenge the terms of the exclusion.

Following a Fixed-Term Exclusion, parents/carers are invited into school to attend a re-integration meeting. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school. The student will be set specific goals in order to help him/her avoid the behaviour that led to exclusion. REACH School believes in restorative justice as a means of improving behaviour and relationships. Students returning to school following fixed term exclusion may, as part of their reintegration, spend a short period working 1:1 with a member of staff to enable them to catch up with their studies.

# It is REACH School practice to place a student returning to school following exclusion, on a target card/behaviour

# contract to monitor behaviour and work. In some incidents, on the return from a Fixed Term Exclusion students

# may require a phased reintegration to school.

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# Behaviour off school premises

* + Students at the school must agree to represent the school in a positive manner.
  + The guidance laid out in the Student Code of Conduct and Home School Agreement applies both inside school and out in the wider community.
  + Staff can punish students for misbehaviour outside of the school premises.
  + Staff may discipline students for misbehaviour off the school premises when the student is:
* Travelling to or from school.
* Taking part in any school-related activity.
* In any way identifiable as being a student at the school.
  + Staff may also discipline students for misbehaviour off the school premises that, irrespective of the above:
* Could negatively affect the reputation of the school.
* Could pose a threat to another student, a member of staff at the school, or a member of the public.
* Could disrupt the orderly running of the school.
  + Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school’s Anti-Bullying Policy.
  + The school will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.
  + In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the student has returned to the school premises or when under the supervision of a member of staff.
  + Complaints from members of the public about misbehaviour by students at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy

# Staff training

* + The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks and lunchtime.
  + Teachers and support staff will receive training on this policy as part of their new starter induction.
  + All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour – this training is updated on an annual basis.
  + Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.
  + All staff members are trained in the approved methods of physical intervention.
  + All staff will also receive training on the common symptoms of SEMH problems, what is and isn’t cause for concern, and what to do if they think they have spotted a developing problem.
  + At least one member of staff will know every student well and receive training on how to spot where challenging or unusual behaviour may have an underlying cause that needs addressing.
  + Teachers and support staff will receive regular and ongoing training as part of their development