

'Expect Excellence'



Shoeburyness High School

a member of

Southend East Community Academy Trust

Behaviour policy and statement of behaviour principles

**'Building Strong Partnerships, Building Strong Community,
Building Strong Schools'**

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| Reviewed and monitored by: | Deputy Headteacher - Pastoral |
| Lead Member of Staff: | J Banks |
| Signed by Chair of the Academy Committee: | <i>K Howard</i> |



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1. Aims

The Shoeburyness High School behaviour policy is designed to encourage students to develop a level of self-discipline, enabling them and others to succeed in a safe and caring environment.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on 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:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. Definitions

At Shoeburyness High School we believe:

- 3.1. All students should show respect and courtesy towards all staff and towards each other
- 3.2. Parents should encourage their children to show that respect and support the school's authority to discipline its students
- 3.3. The Headteacher should help create the culture of respect by supporting their staff's authority to discipline students and ensuring that this happens consistently across the school
- 3.4. That the Academy Committee and Headteacher are to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the student and at the same time supports the person who is the subject of the allegation
- 3.5. That every teacher/non teacher will be good at managing and improving children's behaviour

At Shoeburyness High School, **misbehaviour** is defined as:

- Disruption in lessons, in corridors and at break and lunchtimes
- Non-completion of classwork or homework
- Defiance
- Incorrect uniform
- Truancy
- Unauthorised use of mobile devices in school
- Swearing

Serious misbehaviour is defined as:

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

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

4. Bullying

Bullying is defined as the repetitive, intentional harming of one 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 amongst other things:

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

5. Anti-bullying

5.1. Rationale

We strive to create a culture based on our core values of Inclusiveness, Family, Respect, Resilience and Excellence. Students must feel safe and respected if they are to learn effectively. Since we are a school which sets high standards for our students it is important that we create an atmosphere in which bullying cannot thrive and in which no student has to suffer from harassment of any kind. As bullying happens in all societies, at all levels, it is important that we make our students knowledgeable about bullying and teach them strategies that enable them to stand up for themselves without resorting to retaliation in any form. Bullying is in the news and is a source of real anxiety for parents, it is important that we inform parents fully about our approach to dealing with bullying, so that parents are able to distinguish between what is bullying and what is not.

5.2. A definition of bullying

There is no legal definition of bullying. Bullying is usually described as being behaviour by an individual or group that is repeated over time with the intention of causing hurt to another individual or group either physically or emotionally.

Bullying can take many forms (for instance, cyber- bullying via text messages or on social media) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical. (See ref: Preventing Bullying 2017, DFE).

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Bullying can be:

- physical (hitting, kicking, theft)
- teasing
- making threats
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)

If you are concerned that your child is being cyber-bullied outside of school, we would always recommend you contact the police.

5.3. How we set the right ethos of being a “telling” school

A ‘telling’ school is one where students do inform staff when bullying is taking place.

If students who feel they are being bullied are to tell us about bullying we must work together to create an atmosphere of trust. ‘Victims’ must know that their concerns will be taken seriously and recognise that investigations take time.

If this is to happen, then everyone on the site has a responsibility to ensure that we live by our core values and that we all set a good atmosphere around school. We want to make it clear that this responsibility includes:

- promoting an open and honest ethos that ensures that all members of the school community know and agree with our stance on bullying ensuring that all staff exhibit positive behaviours, demonstrate our Core Values and become positive role models to students
- treating other people with respect at all times;
- doing nothing that could be construed as bullying;
- doing nothing that could be construed as supporting bullying. This includes relaying distressing messages, relaying threats, laughing at bullying, watching a fight;
- reporting to the proper person any bullying we witness or any behaviour which we feel could escalate into bullying.
- engaging students in reviewing and developing our anti-bullying practices.
- analyse available data to ascertain how the school environment and the journeys to and from school can be improved.

Procedure for dealing with complaints of bullying

5.4. How to deal with bullying and who to tell

Each year in the autumn term we will teach all our students to take the following action if they feel they are being bullied:

- if able to, then let the ‘bully’ know that they do not like what is happening to them and ask the bully to stop;
- if the bullying doesn’t stop, tell someone in school who will initiate action to sort out the problem. This will often be their form tutor, any teacher or any member of staff.

5.5. What any adult – teacher, support staff, parent – who has been told about bullying should do

Go to, phone or email the student’s Pastoral Year Manager of the student’s concerned.

If a parent does not know who the appropriate Pastoral Year Manager is they should contact school and the Receptionist will advise them.

5.6. Who should investigate

An investigation into a complaint of bullying will be carried out in most cases by one of the Pastoral Year Managers or the student's Head of Year, and on occasions by a member of the Senior Leadership Team.

5.7. The need for gathering evidence

If we are to deal with incidents fairly, we must gather as much evidence as possible in order to establish what really happened.

5.8. What sanctions we use

At our school, sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that pupils may have, and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed. We expect all students to be proactive and seek help from members of staff if they witness another student being hurt or they are concerned about others.

The following is the normal hierarchy of sanctions. A serious case of bullying, however, might result in immediate exclusion:

- In the first instance, a bully will be warned and parents will be informed. We will impress on them that what they have done will not be tolerated at our school. This frequently solves the problem.
- If the bullying continues, parents will be invited into school and both student and parents will be told that further sanctions will follow if the bullying doesn't stop.
- If there is further bullying, the student will be detained at break and lunch times.
- Removal from specific classes if appropriate will be used.
- Further sanctions such as the use of ReBuild or Suspension from school for a fixed period of time will also be used if appropriate.
- The ultimate sanction for bullying is permanent exclusion.

5.9. Engagement with parents and carers

We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the student being bullied or the one doing the bullying. We will ensure parents/carers are made aware of how to work with us on bullying and how they can seek help if a problem is not resolved. Some parents may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help.

We will;

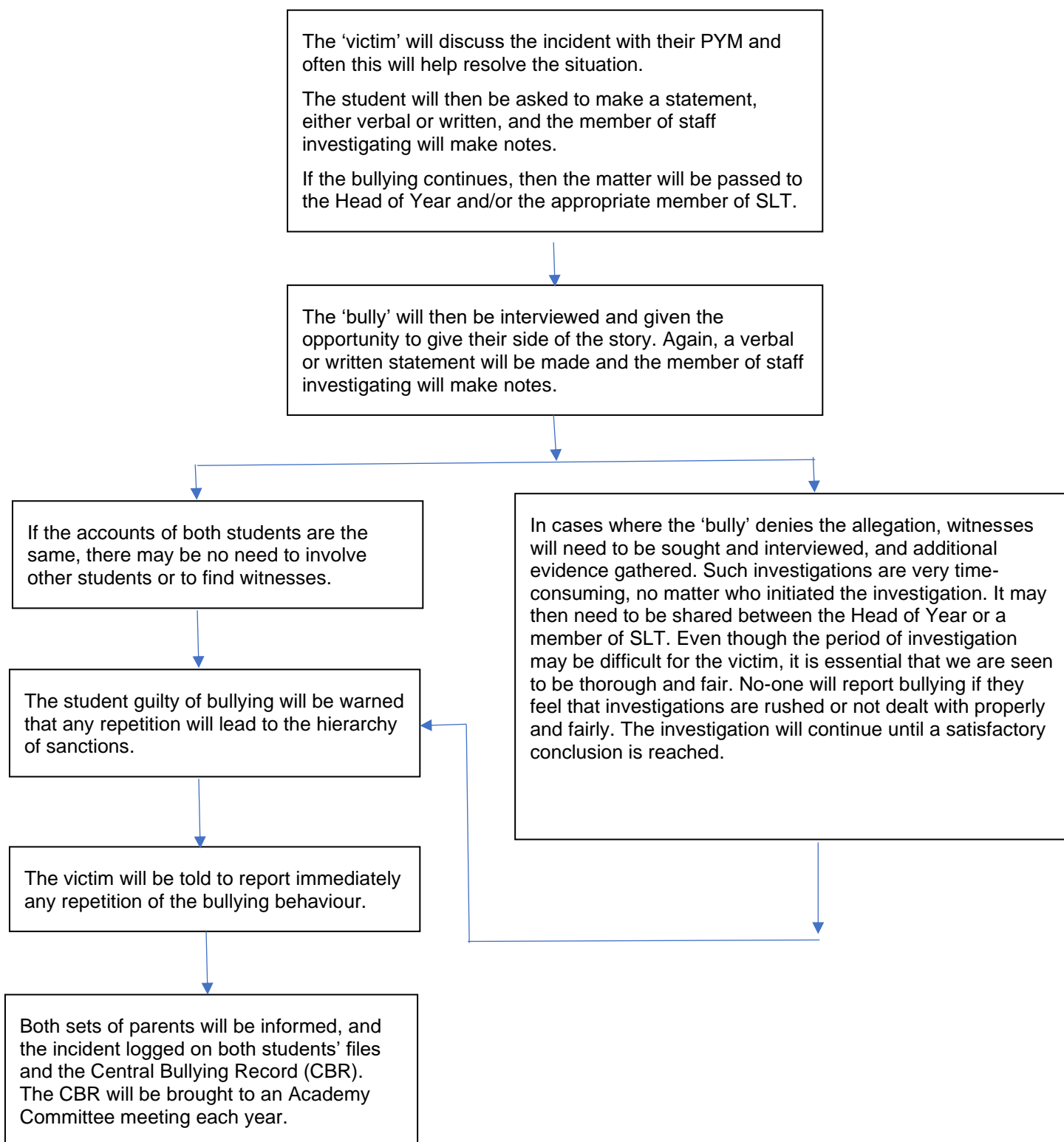
- make sure that key information (including policies and named points of contact) about bullying is available to parents/carers.
- ensure all parents/carers know about our complaints procedure and how to use it effectively.
- ensure all parents/carers know where to access independent advice about bullying.
- work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.

Particularly during a lengthy investigation, or when there is a repetition of bullying, a victim's parents may feel very anxious. It is very important that the investigator and the parents keep in contact but parents must understand that school staff do have other demands on their time. We will always endeavour to ring parents on the same day that the incident occurred; however, phone calls may not always be able to be made as soon or as frequently as the parent would ideally like.

5.10. How we monitor the situation

Pastoral staff will try to check at regular intervals on the welfare of a student who has been bullied, but we do rely on students reporting any repetition. Whilst the sanctions outlined above will be used as appropriate, both students and parents must understand that we cannot take action if we are not made aware.

The Process Flowchart



During an investigation, it is likely that the alleged victim will feel vulnerable, particularly at breaks, lunchtimes and the end of school. They will be offered a place where they may feel safer at such times, in the form of a room/office in school to which they might go with or without friends, and alternative arrangements for buying and eating lunch.

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBTQ

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srrc.org/educational

6. Roles and Responsibilities

6.1. The Academy Committee

The Academy Committee will establish, in consultation with the Headteacher, staff, students and parents, the policy for the promotion of good behaviour and keep it under regular review, holding the Headteacher to account for its implementation. It will ensure that it is communicated to students and parents, is non-discriminatory and the school's expectations about student behaviour are clear. Governors will support the school in maintaining high standards of behaviour.

This is particularly important in respect of teachers' power to:

- I Search students
- II Restrain students and use reasonable force
- III Discipline students for misbehaviour outside of school
- IV Deal with allegations made by students
- V Work with other local agencies to assess the needs of students who display continuous disruptive behaviour

Searching students

Following consultation with the Academy Committee it has been decided that only staff directed by the Headteacher can search a student.

The Headteacher's directive is any searches must be conducted by a member of SLT.

The only exception to this is if the School Community Policing Team is required to conduct a search within the jurisdiction of the Police. Any search conducted by the School Community Policing team must be agreed by a member of SLT first.

Restraining students

In line with the revised DfE guidelines and in consultation with the Academy Committee Shoeburyness High School maintains a policy of avoiding contact with students unless deemed as absolutely necessary.

We do not offer training on restraint to all staff.

We do not actively look to restrain students but may have to do so when;

- Preventing a student from exiting the room or building where doing so could put themselves or others at risk
- Breaking up a fight
- Leading or ushering a student to a place of safety following an issue or incident

Who may use reasonable force?

The Headteacher is empowered to authorise all teachers and associate staff in the school to use reasonable force to restrain students if the need arises.

Training and guidance should be given to all authorised staff, who should be fully aware of their responsibilities.

Prior to using physical intervention, staff should consider;

- can the situation be dealt with using other strategies?
- development of de-escalation strategies for individual children which can be used to defuse or calm situations;
- whether such action will exacerbate the situation;
- the age and level of understanding of the child;
- whether the action is being used as a substitute for good behavioural management

Recording the incident

The school will record all incidents where restraint is used, as soon as possible after the incident. The report will include:

- names of students
- the time of the incident
- the place where the incident occurred
- the names of staff or other authorised adults involved
- details are recorded on our recording sheets and are noted by Governors

Where the incident has been prolonged or where considerable force has been used, the report should also include the following details:

- names of all witnesses, students and adults
- signed witness statements
- the reason for force being used
- a description of the way in which the incident developed
- the student's response
- details of the outcomes of the incident including injuries and damage

Review and monitoring practice

Following the detailed recording of a serious incident, the Headteacher or delegated person will:

- read all the accounts of the incident
- interview all staff (both teaching and support) and students who witnessed the incident
- discuss the incident with the student or students who were directly involved. The students will be given the opportunity to give their version of events, particularly in cases of divergent fact or opinion, and they should be encouraged and if necessary helped to write a statement
- ensure that parents and/or guardians or other persons with parental responsibility (such as social workers) have been informed of all the relevant facts
- ensure that support agencies and the Chair of the Academy Committee have the incident drawn to their attention
- ensure that all concerned are aware of their right of complaint
- following an incident, both the student and the member of staff should be monitored to determine the effect of the incident on them
- cases of students with special needs, or who provoke incidents as a means of seeking attention, or who, are testing the boundaries of the school's discipline policies, should be referred to specialist agencies
- post trauma counselling may be required, following an incident, and specialist help sought if necessary

Disciplining students for misbehaviour outside of school

As a school we believe that our students continue to represent the school and are members of our school community whether they are on or off site. If a student is wearing our school uniform and is making their way to or from school, then they are representing the school and are open to any rewards or sanctions that their behaviours whilst in uniform may necessitate. Additionally, this applies to all visits, sporting fixtures or work in the community when they are under the direct supervision of staff regardless of whether their uniform is being worn.

Dealing with allegations made by students:

Against another student

Statements will be sought and obtained from the student(s) making an allegation and any other student(s) involved such as witness or those the allegation/s have been made about, by a Pastoral Year Manager, Head of Year or senior member of staff. Where possible CCTV footage will be sought, observed and investigated. Where appropriate a Pastoral Year Manager may then decide on an appropriate course of action, such as, informing the parents of all students involved of any action taken or where necessary, referring the matter to a member of SLT for additional support and decision making.

Against a member of staff

The Headteacher will be informed immediately if an allegation is made against a member of staff. At the direction of the Headteacher or a member or SLT as directed by the Headteacher, student statements will be sought and obtained by the relevant Pastoral Year Manager. These will be from the student making the allegation and any witnesses. The Headteacher will request the member of staff also makes a statement.

The Pastoral Year Manager will seek CCTV footage and refer to the Headteacher, or a member or SLT as directed by the Headteacher, if required.

If the allegation is unfounded the matter will be dealt with by the Headteacher, or a member or SLT as directed by the Headteacher. If there is evidence to suggest any inappropriate conduct by a member of staff then the matter will be referred to the Headteacher or the Deputy Headteacher responsible for HR. It may be necessary to inform the Local Authority Designated Officer (LADO).

NB: DfE guidelines for Governing Bodies states that employers should NOT automatically suspend a member of staff who has been accused of misconduct, pending an investigation.

Work with other local agencies to assess the needs of students who display continuous disruptive behaviour

As a school we work closely with various local agencies to assess and support our students who continually display disruptive behaviour. As a student reaches key milestones in our tracking system, this will initiate an internal multi agency meeting where the behaviours being demonstrated are discussed in addition to the support that can be offered. The reaching of further milestones results in assessments being undertaken by the school's SEND team and where appropriate, referrals being made to external local agencies who can work with the school in the supporting the student to modify their disruptive behaviour.

The Headteacher

The headteacher is responsible for:

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

Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents/Carers

Parents and carers, where possible, should:

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

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

Students

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

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

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

Students will be supported to develop an understanding of the school's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

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

Students are expected to adhere to and follow the expectations of the school:

| | |
|---------------|--|
| Expectation 1 | No swearing or anti-social behaviour |
| Expectation 2 | Walk quietly in the corridors and keep our school tidy |
| Expectation 3 | Follow instructions |
| Expectation 4 | Be properly equipped and follow the school's dress code |
| Expectation 5 | Be positive and work together |
| Expectation 6 | Mobile phones, smart watches or other electronic equipment should not be seen or heard |

- We enforce a strong and non-negotiable stance regarding the use of mobile phones due to the disruption they can cause to the learning of our students. They are banned completely and will be confiscated until the next half term holiday if a student is found to be in possession of one
- These expectations are made clear within our Home-School Agreement which is signed by students and their parents/carers

7. Rewards and sanctions

Positivity and celebration breeds success:

Effective behaviour management is underpinned by a positive and pro-active approach to rewarding students. The purpose of rewards is to:

- Give students a sense of pride and achievement in their work
- Develop a positive approach to learning
- Recognise and celebrate students' contribution to the school and wider community
- Celebrate their successes with family and collectively with the school community

List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- House Points
- Letters or phone calls home to parents
- Subject Certificates
- Other weekly/half termly/termly rewards

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

- A verbal reprimand
- Sending the student out of the class for a "cooling off" period
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Removal from the classroom to faculty isolation
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'

We may use the ReBuild room in response to serious or persistent breaches of this policy. Students may be sent to the ReBuild room during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. Students may also be placed in the ReBuild room for longer periods of time for serious breaches of the school's behaviour policy. The ReBuild room is managed by the Inclusion Manager and supported by the Pastoral Team.

- **Zero- tolerance approach to sexual harassment and sexual violence**

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

Students 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

Sanctions for sexual harassment and violence may include – as appropriate:

- Detentions
- Reflection time with Pastoral or Senior Leaders
- Exclusion from school

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

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

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

7.3. Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. The DfE guidance advocates that schools actively support police and other local community groups with dealing with and managing inappropriate behaviour outside of school that brings the good name of the school into disrepute.

Disciplining beyond the school gate covers the school's response to all non-criminal poor behaviour and bullying which occurs anywhere off the school premises which is witnessed by staff or reported to the school by community members, in cases of cyberbullying/bullying which occur in the evening or at weekends, we would always recommend contacting the Police if you are concerned that your child is being bullied or bullied online.

Inappropriate behaviour beyond the school gate may:

- Have repercussions for the orderly running of the school, or
- Pose a threat to another student or member of the public, or
- Adversely affect the reputation of the school

Any sanctions put in place will reflect the seriousness of any incident that occurs and will involve our local police constabulary. All decisions or sanctions will be made by SLT.

7.4 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

7.5 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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

8. Behaviour Management

Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the student code of conduct or their own classroom rules
- Develop a positive relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Staff should challenge how behaviour is having a negative and disruptive influence on learning and praise students who are focused on achieving their potential. Staff should keep reminding students to:

- Stay on task
 - Be Positive Learners
 - Contribute to the learning of themselves and others
 - Do their best
 - Take an active role in their learning
- **Confiscation**
Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

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

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

- **Student support**
The school recognises its legal duty under the Equality Act 2010 to prevent students 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 student.

The school's special educational needs co-ordinator will evaluate a student 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 student, 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. Student transition

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

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

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.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training log is held centrally.

11. Monitoring arrangements

11.1 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 every term by the pastoral members of the SLT

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

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

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

11.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Academy Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 11.1). At each review, the policy will be approved by the Headteacher.

12. Links with other policies

This behaviour policy is linked to the following Shoeburyness High School or SECAT policies:

- Exclusions policy
- Drugs policy
- Detentions policy
- Racial Equality policy
- Safeguarding & Child Protection policy
- Equality Objectives policy

Appendix 1: written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and student's home life

The Academic Committee also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.