# Behaviour Policy

(including Child-on-Child abuse)

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<th>6&lt;sup&gt;th&lt;/sup&gt; June 2023</th>
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<td>October 2023</td>
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Revised May 2023
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'3 ways to be’

1. Be respectful

Be polite and courteous with all members of The Appleton School community. Show respect by listening to staff and others and carrying out instructions.

2. Be ready to learn

Be on time to school and to all lessons, dress in full uniform smartly, be equipped.

3. Be the best you can be

Be responsible for your own learning, work hard, do all your work to deadlines, stay on task and to the best of your ability and be an ambassador for the school in the local community.
1. **AIMS**

This policy aims to:
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

**Whole School Policy on Pupil Behaviour**

The development of pupil self-discipline is the goal that all staff works towards by appealing to the best in their pupils’ belief of the school’s core values (“The Appleton Way”). Our core values are as follows:
- Be the best you can be
- Respect others
- Respect social diversity
- Keep others safe
- Respect the environment we share.
- Promote the school positively in the community

Our aim is to:
- encourage pupils to develop and take ownership of their learning, in the context of social responsibility, by:
  - Recognising and rewarding
  - achievement encouraging effort
  - clarifying the means whereby learning may be developed
  - setting goals to modify behaviour
  - influencing by negotiation
  - providing support discussing and applying the Home-School Agreement

**At The Appleton School we believe that…**

All members of the school community have the right to:
- feel safe, happy and secure
- be treated with respect
- be valued equally

A pupil also has the right to:
- have a suitable working environment where learning can take place
- receive all elements of the National Curriculum
- enjoy social and recreational time with fellow pupils.

A teacher also has a right to expect pupils to:
- bring equipment and completed work to lessons
- display suitable behaviour so that learning can take place
- be dressed in school uniform.

All members of the school community have a responsibility to:
- set a good example for the school care for each other and themselves
- show courtesy and respect to other people, their work, opinions and property
- keep the school neat and tidy.

It is especially important that pupils behave properly in public places when wearing The Appleton School uniform (See Appendix 1). Smoking, swearing and misbehaviour bring the good name of the school into disrepute and let everyone down.
2. CODE OF CONDUCT

We place great emphasis upon good behaviour. We expect all pupils to play their part in seeing that the school is a place where there is a well-ordered and safe environment where pupils can learn and achieve to the best of their ability. Our three golden rules, 'The Three Ways to Be', are intended to guide pupils and form the basis for our disciplinary structures.

1. Be Respectful
Be polite and courteous with all members of The Appleton School community. Show respect by listening to staff and others and carrying out instructions.

2. Be ready to learn
Be on time to school and to all lessons, dress in full uniform smartly, be equipped.

3. Be the best you can be
Be responsible for your own learning, work hard, do all your work to deadlines, stay on task and to the best of your ability and be an ambassador for the school in the local community.

Pupils are expected to:
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

(PLEASE REFER TO THE SCHOOL CODE OF CONDUCT FOR STAFF)

3. LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:
- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- 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 88-94 of the Education and Inspections Act 2006, which require 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
- DfE guidance explaining that maintained schools must publish their behaviour policy online
4. DEFINITIONS

Misbehaviour is defined as:
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

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/Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs and non-prescribed medication
  - Stolen items
  - Tobacco and cigarette papers (any associated smoking paraphernalia i.e. vaping devices or oils)
  - 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)
  - Jewellery (unless permitted in Uniform Code see Appendix 1)
  - Chewing Gum

Mobile phones
Students do not need mobile phones in school; if they do bring phones onto school site then they do this at their own risk. If students do bring phones into the school site whilst in the building, they should be stored away and OUT OF SIGHT. Pupils must not be using their phones for any reason inside the school buildings, including the changeover of lessons and therefore phones should NOT BE “VISIBLE”. (This includes listening to music or looking at the time from their phone within lessons or checking timetables on phones during lessons or in corridors – timetables must be checked whilst students are outside the building.)

If staff see a student contravening these rules their expectation card must me marked accordingly. Students choosing to ignore or defy staff will have their mobile phones confiscated and stored in the main office for collection by parents.

Sixth Form students may only use mobile phones within the SIXTH FORM BUILDING and should set an example that we expect our lower school students to adhere to. If a Sixth Form student is seen using their phone within the Main School Building staff will make the student’s Form Tutor or Head of Sixth Form aware.

It is important that pupils and their parents should understand and accept the School’s Code of Conduct in relation to mobile phones.
Behaviour Type/Context/Actions and Strategies:

*This list is not exhaustive but merely exemplar of the actions that could be taken, this will be reviewed on a case-by-case basis.*

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<th>Behaviour</th>
<th>Context</th>
<th>Actions /Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor Punctuality</td>
<td>Arriving late to school.</td>
<td>• One off: Warning/discussion</td>
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<tr>
<td></td>
<td>Arriving late to lessons including following breaktime or lunchtime</td>
<td>• Regular/Frequent: Involve parents / carers, detention from Year Head, document for file, referral to EWO, form tutor to Head of Year</td>
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<tr>
<td></td>
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<td>• 2 lates p/w = 20 minute tutor detention</td>
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<td>• Late to assembly = Form Tutor detention</td>
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<td>• 3 lates p/w = 20 minute tutor detention plus 40 minute Friday senior detention</td>
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<td>• Lateness recorded on expectation card</td>
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<td>• Repeated lateness to be followed up by subject staff supported by department lead.</td>
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<tr>
<td>Truancy</td>
<td>In the case of a student not being on school premises, the attendance team make first day absence call and follow up student absence form school.</td>
<td>• Try to find out where student was/why.</td>
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<td></td>
<td>In the case of a student becoming absent from school following registration, pastoral team and attendance team take necessary actions.</td>
<td>• Involve parents / carers</td>
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<tr>
<td></td>
<td>In the case of isolated truancy from a lesson, subject staff with the support of departments are expected to follow up with the truanting student.</td>
<td>• Students are expected to see subject staff and address the missed work</td>
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<td></td>
<td>In the case of repeated truancy from a lesson, it is the responsibility of pastoral and Year coordinators to follow up and establish issues/implement sanctions.</td>
<td>• Detention given to make up time/work missed.</td>
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<td></td>
<td>In all cases the following actions/strategies apply:</td>
<td>• Negotiation between Year Team and Departments may be necessary</td>
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<td>• Attendance Report, if appropriate, to Form Tutor</td>
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<td></td>
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<td>• Document for file - Update SIMS Behaviour log</td>
</tr>
<tr>
<td>Vandalism</td>
<td>Any intentional damage to school property or equipment. Including uniform borrowed and littering school building and grounds</td>
<td>• Parents / carers to be contacted</td>
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<td>• Where suitable, damage to be “made good”</td>
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<td>• If necessary, payment to repair to be negotiated</td>
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<td></td>
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<td>• Documentation required for both files - Update SIMS Log</td>
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<td></td>
<td>• Appropriate punishment e.g. collection of litter / Community Service</td>
</tr>
<tr>
<td>Bullying</td>
<td>Can include being physical, emotional, social, cyberbullying, passive, mental, racist, transphobic, homophobic etc. At The Appleton School, any unkind actions or comments are called bullying, if the perpetrator is in a more powerful position than the victim (e.g. stronger, more confident, and / or part of a group).</td>
<td>• Form Tutor and HOY must be informed</td>
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<td></td>
<td>• The “victim” must be taken seriously and provided with support</td>
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<td>• The “bully” must be dealt with - this can be affected in a number of ways:</td>
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<td>1. Investigating the circumstances (and recording the outcome)</td>
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<td>2. Reflection period of seclusion (if appropriate)</td>
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<td>3. Contacting the parents / carers (when necessary)</td>
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<td>4. A reconciliation meeting could be arranged (restorative justice)</td>
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<td>5. Suspension</td>
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<td>In the longer term, the possibility of involving outside agencies, such as an Educational Psychologist and Education Welfare Officer, would be considered.</td>
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<td></td>
<td>Inappropriate behaviours online directed to other students, the school, school staff or any members of the community.</td>
<td>Any form of inappropriate behaviour/bullying online will result in the school following the set behaviour systems. If the online behaviour is of a sexualised nature (harassment, violence, sharing of nudes etc) then the relevant safeguarding protocols will be followed as this is a form of child-on-child abuse.</td>
</tr>
<tr>
<td>Online behaviour</td>
<td>Inappropriate behaviours online directed to other students, the school, school staff or any members of the community.</td>
<td>• Remove students from the class teaching group/situation by requesting, Year team staff, and behaviour for learning coach or the Senior Leadership Team (SLT), as appropriate.</td>
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<tr>
<td></td>
<td></td>
<td>• Pupils to be secluded for remainder of the day in Behaviour centre / SSA / Head of Year Office / C7.</td>
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<td>• Investigate situation – both pupils to write accounts. Involve parents / carers at any stage as necessary.</td>
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<td>• Documentation required for both files - Update SIMS behaviour log</td>
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<td></td>
<td>• Suspension for one off serious breach of the Behaviour Policy.</td>
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<td>• In the longer term, the possibility of involving outside agencies, such the police would be considered.</td>
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<td>• In serious cases, other more severe sanctions may be necessary and could lead to the student being permanently excluded or a positive referral to CSS.</td>
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Physical Aggression

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<thead>
<tr>
<th>Physical Aggression</th>
<th>Any intentional / deliberate physical assault, harm and intimidation on another person.</th>
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<tr>
<td></td>
<td>• Remove students from the class teaching group/situation by requesting, Year team staff, and behaviour for learning coach or the Senior Leadership Team (SLT), as appropriate.</td>
</tr>
<tr>
<td></td>
<td>• Pupils to be secluded for remainder of the day in BFL / SSA / Head of Year Office / C7.</td>
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<tr>
<td></td>
<td>• Investigate situation – both pupils to write accounts.</td>
</tr>
<tr>
<td></td>
<td>• Involve parents / carers at any stage as necessary.</td>
</tr>
<tr>
<td></td>
<td>• Documentation required for both files - Update SIMS behaviour log.</td>
</tr>
<tr>
<td></td>
<td>• Suspension for one off serious breach of the Behaviour Policy.</td>
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<tr>
<td></td>
<td>• In the longer term, the possibility of involving outside agencies, such the police would be considered.</td>
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<tr>
<td></td>
<td>• In serious cases, especially persistent problems or unprovoked assault, other more severe sanctions may be necessary and could lead to the student being permanently excluded or a positive referral to CSS.</td>
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Defiance - Foul and abusive language

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<thead>
<tr>
<th>Defiance - Foul and abusive language</th>
<th>Swearing at a member of staff / Refusal to comply with or follow a member of staff's instructions.</th>
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<tbody>
<tr>
<td></td>
<td>Swearing in class / Swearing around the school.</td>
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<td></td>
<td>• Member of Staff to document for files on SIMS behaviour log / Student sent to SSA / Inclusion where appropriate.</td>
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<td></td>
<td>• Expectations of the school to be made clear</td>
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<td></td>
<td>• HOY / Pastoral support / Line Manager / Behaviour Coach / Behaviour lead to interview</td>
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<td></td>
<td>• Member of Staff to document for files on SIMS behaviour log and sets detention.</td>
</tr>
<tr>
<td></td>
<td>• Expectations of the school to be made clear</td>
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</tbody>
</table>

Smoking/Vaping

<table>
<thead>
<tr>
<th>Smoking/Vaping</th>
<th>Expectation of school includes all school events, the journey to and from school and other occasions when uniform is worn or pupils are under school supervision, i.e. smoking is not permitted. Pupils may not possess smoking equipment.</th>
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<td>First offence:</td>
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<td>• Contact parents in writing</td>
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<td>• Confiscate smoking materials and only return directly to parents / carers.</td>
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<td>• Make detention appropriate, regarding time and task.</td>
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<td>• 40 minute detention set / Repeated offence:</td>
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<td></td>
<td>• Contact parents / carers by telephone, e-mail or letter</td>
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<td>• Send student home with letter at the end of the day</td>
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<td>• Arrange interview if appropriate</td>
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<td></td>
<td>• Document case for file – SIMS log</td>
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<td>• 1 hour detention on following school day.</td>
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Weapons / Drugs

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<tr>
<th>Weapons / Drugs</th>
<th>Possession of items, under the influence, intent to supply.</th>
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<tr>
<td></td>
<td>• Positive referral to CSS / Permanent Exclusion</td>
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All these behaviour types include infractions on the journey to and from school. All actions to be recorded on the SIMS behaviour log. Any incidences of bullying, child-on-child abuse, discrimination, physical aggression will be recorded via CPOMS.

BULLYING (including Child on Child abuse)

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:

<table>
<thead>
<tr>
<th>TYPE OF BULLYING</th>
<th>DEFINITION</th>
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</thead>
<tbody>
<tr>
<td>Emotional</td>
<td>Being unfriendly, excluding, tormenting</td>
</tr>
<tr>
<td>Physical</td>
<td>Hitting, kicking, pushing, taking another’s belongings, any use of violence</td>
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<tr>
<td>Prejudice-based and discriminatory, including:</td>
<td>Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)</td>
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<tr>
<td>Racial</td>
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<tr>
<td>Faith-based</td>
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<tr>
<td>Gendered (sexist)</td>
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<td>Homophobia/biphobia</td>
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<td>Transphobia</td>
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<tr>
<td>Disability-based</td>
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</table>
### TYPE OF BULLYING
<table>
<thead>
<tr>
<th>DEFINITION</th>
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<tbody>
<tr>
<td>Sexual</td>
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<tr>
<td>Direct or indirect verbal</td>
</tr>
<tr>
<td>Cyber-bullying</td>
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</tbody>
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Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Our approach/strategy to dealing with bullying considers the following:
- How pupils, parents and staff can report incidents of bullying
- How the school investigates allegations of bullying
- How the school records, analyses and monitors incidents of bullying
- Sanction procedures, referring to section 7 of this policy where applicable
- How the school supports pupils who have been bullied, and those vulnerable to bullying
- Whole-school proactive strategies to prevent bullying
- How the school trains staff and governors in preventing and handling bullying

**All** staff are aware that children can abuse other children (often referred to as Child-on-Child abuse), and that it can happen both inside and outside of school and online. All staff have received relevant training on how to recognise the indicators and signs of Child-on-Child abuse and know how to identify it and respond to reports.

All staff understand, that even if there are no reports in our school, it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding Child-on-Child abuse they are trained to speak to our designated safeguarding lead (or deputy).

All staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

The school recognises that Child on Child abuse is most likely to include, but may not be limited to:
- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
All staff are made aware of the school’s policy and procedures with regards to Child-on-Child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

For further information about sexual violence see Annex A.
For further information about sexual harassment see Annex A.
For further information about ‘upskirting’ see Annex A.

6. ROLES AND RESPONSIBILITIES

6.1 The governing board
The school’s Governing Board is responsible for reviewing and approving the written statement of behaviour principles (Appendix 2).

The school’s Governing Board will also review this behaviour policy in conjunction with the headteacher and monitor the policy’s effectiveness, holding the headteacher to account for its implementation.

6.2 The Headteacher
The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board, giving due consideration to the school’s statement of behaviour principles (Appendix 2). The headteacher will also approve this policy.
The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 Staff
Staff are responsible for:
• Implementing the behaviour policy consistently
• Modelling positive behaviour
• Providing a personalised approach to the specific behavioural needs of particular pupils
• Recording behaviour incidents (see Appendix 3 for a behaviour log)
The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents
Parents are expected to:
• Support their child in adhering to the pupil code of conduct
• Inform the school of any changes in circumstances that may affect their child’s behaviour

Discuss any behavioural concerns with the class teacher promptly

7. REWARDS

7.1 Rewards
The aim of the reward policy is to foster a positive culture based on praise and reward, leading to consistently high standards of work and behaviour. It encourages pupils to take responsibility for their own learning as well as behaviour. It rewards pupils who adhere the Code of Conduct (page 3) and work to the best of their ability.

Reward Policy underpins three key aims of the school:
1. To provide for every student a disciplined but helpful environment.
2. To maximize opportunities for all students to participate in, to contribute to and gain enjoyment from their education.
3. To give each child an awareness of responsibility to society.

Philosophy
The Appleton School is committed to sustaining, developing and applauding effort, endeavour, excellence and community-based work. Our rewards system celebrates the achievements and successes of our students inside and outside the classroom. If students are to work to their best, they must feel that their efforts are recognised and appreciated both at home and at school. The school promotes and provides opportunities to the students to be recognised and praised through the following areas:

- Achievements and progress in subject areas
- Independent learning and research
- Participation in lessons
- Excellent attitude
- Excellent presentation
- Excellent effort
- Excellent improvement
- Excellent Attendance
- Excellent role model
- Development and contribution to the school community

Year teams may use the individual rewards system to create a sense of team, through inter-form competitions and house competitions. These schemes are shared with all the staff in order that they can give their support and encouragement.

**Achievement Points**

Students should be rewarded with the achievement points for the following during the lessons on SIMS for their effort and attainment. Teachers should be actively looking out for the opportunities to genuinely reward students for their effort and hard work in their subject.

The achievement points collected on SIMS by the students will be centrally monitored to reward students with certificates, golden tickets, Headteacher’s award, badges, etc. However, subject areas may choose to reward their students through subject badges, stickers, postcards, star students display, phone calls to parents, gift vouchers (through raffle) or any other appropriate methods.

**Community and Character Based Crest**

These can be awarded to students in all year groups for demonstrating any of the following characteristics:

- Honesty
- Kindness
- Responsibility
- Respect
- Integrity

### 7.2 The House system

The house system is currently only applicable to Years 7 and 8. Students have divided up by form tutor into one of the four houses. The house names were selected by the students and have been taken from famous Britons.

House points are linked to the student’s achievement points and each point earned will be a point for the student’s house. Additional points can be awarded for separate competitions that will run through the academic year. This could include a creative writing challenge, an art project and competing in house events such as PE related activities.

Students will be competing for the House Cup that will be awarded to the winning house at the end of each academic year. The cup will be dressed in the House colours and displayed for the year at the front of the school.

All students in each of the house have a house badge that they should have displayed on their blazer.
7.3 Procedures & Formats of Rewards

Staff will record the achievements via SIMS for Year 7 to Year 11.

A Bronze, Silver or Gold certificate will be written, and presented in the assembly by a senior member of staff once students reach the agreed achievements points on SIMS. The highest achievers in all aspects can receive awards at the end of term assemblies, along with the other rewards such as School Colours, Cups and half-termly Year Prize Giving’s (Yr. 9 to Yr. 11).

Each week two students from each year group with the most achievement (for the previous week) will be rewarded with “Golden Ticket” allowing them to go in the front of the queue in the canteen.

Each term, students from each form with the most achievements will be rewarded with a lunch with Headteacher or similar reward (at break time).

Each term student in KS4 (year 10 and 11) have the chance to be entered in to the "In it 2 win it draw" this takes place one a fortnight. Students have the opportunity to win a chocolate bar for exceptional work during that fortnight period. Five students from each year group are selected for the prize per fortnight. All nominations are entered into a termly draw and have the opportunity to win a voucher at the end of the term.

Year 7
Staff will record the achievements via SIMS for Year 7, Students will require 45 merits for the Bronze, 80 merits for Silver, and 120 merits for Gold certificate.

Students will be also having the opportunity to apply for the Headteacher’s Award: Bronze Crest. For the award, students must meet the agreed criteria. Please refer to the appropriate section of the policy for further details. Each week two students from Year 7 will be awarded with a “Golden Ticket”.

Year 8
Staff will record the achievements via SIMS for Year 8. Students will require 35 merits for the Bronze, 65 merits for Silver and 100 merits for Gold certificate.

Students will be also having the opportunity to apply for the Headteacher’s Award: Silver Crest, Bronze Crest. For the award, students must meet the agreed criteria. Please refer to the appropriate section of the policy for further details. Each week two students from Year 8 will be awarded with a "Golden Ticket".

Year 9
Staff will record the achievements via SIMS for Year 9. Students will require 25 merits for the Bronze, 45 merits for Silver and 90 merits for Gold certificate.

Students will be also having the opportunity to apply for the Headteacher’s Award: Gold Crest, Silver Crest, Bronze Crest. For the award, students must meet the agreed criteria. Please refer to the appropriate section of the policy for further details. Each week two students from Year 9 will be awarded with a “Golden Ticket”.

Year 10
Staff will record the achievements via SIMS for Year 10. Students will require 25 merits for the Bronze, 45 merits for Silver and 90 merits for Gold certificate.

Students will be also having the opportunity to apply for the Headteacher’s Award: Gold Crest, Silver Crest, Bronze Crest. For the award, students must meet the agreed criteria. For the award, students must meet the agreed criteria. Please refer to the appropriate section of the policy for further details. Each week two students from Year 10 will be awarded with a “Golden Ticket”.

Students can apply to become a prefect in term 3. Students must submit a formal application to the senior leadership team justifying why they would like to become a prefect. All students will then have the opportunity to vote for head boy and girl.

**Year 11**
Staff will record the achievements via SIMS for Year 11. Students will require 25 merits for the Bronze, 45 merits for Silver and 90 merits for Gold certificate.

Students will be also having the opportunity to apply for the Headteacher’s Award: Gold Crest, Silver Crest, Bronze Crest. For the award, students must meet the agreed criteria. For the award, students must meet the agreed criteria. Please refer to the appropriate section of the policy for further details. Each week two students from Year 11 will be awarded with a “Golden Ticket”.

Students may also join the “Excellent Student Award” programme where a student will need to demonstrate that they have achieved their target grade or above in at least five out of nine subjects in each of the mock exams. Award may include a special voucher invite to the prom (term 3). This does mean students will not have automatic right to attend the Appleton Prom.

**Key stage 5**
In Key Stage 5 Teachers and Tutors can electronically nominate students from their subject teaching and tutor groups for an Honours Certificate at the end of the academic year. Additionally, a special award is given to the overall learning ambassadors from Year 12 and 13 respectively. Learning ambassadors are nominated termly and will be acknowledge at Celebration events.

The highest achievers in all aspects can also receive awards at the start of spring and summer term, through celebration assemblies awarding certificates, achievement badges, vouchers, etc. At the end of the academic year, special award assemblies with the governors will take place to award School Colours, Cups and Endeavour Prizes for Year 11 and subject awards and overall learning ambassador for the Yr 13 leaver assembly for prize giving.

Curriculum areas may also have additional rewards that are used to motivate applaud and encourage students. Popular with many are the post cards home.

The policy is intended to be positive, rigorous and consistent. Gaining rewards should be challenging but achievable. This will encourage the pursuit of excellence by all.

**Headteacher’s Award - Crest:**
Students can apply for the Headteacher’s award in Year 7 (Bronze), Year 8 (Silver) and Year 9 (Gold) at the start of summer term, if they meet the criteria including excellent attendance and punctuality and behaviour as well as evidence of a wider school / community role such as participated in a school concert or a helper at a parental consultative.

**Attendance**
Certificates of attendance and a badge is awarded at the end of each term to the students who have achieved 100% attendance. Students are also awarded with a Headteacher’s certificate and a badge at the end of the year for achieving 100% attendance throughout the year.

**Curriculum Support Department**
The Curriculum Support Department aims to share the students’ achievements with home regularly, so in addition to the whole school system LSAs are encouraged to make positive phone calls home to parents when appropriate, can award
students by signing achievements in the students’ planner (for Year 7) or add them on SIMS (for Year 8 to 11). LSA’s can also give positive reward points on students’ expectations cards.

**Headteacher’s Award - Crest:**
Students can apply for the Headteacher’s award in Year 7 (Bronze), Year 8 (Silver) and Year 9 (Gold) at the start of summer term, if they meet the criteria including excellent attendance and punctuality and behaviour as well as evidence of a wider school / community role such as participated in a school concert or a helper at a parental consultative.

### 8 SANCTIONS, SCHOOL PROCEDURES AND STRATEGIES

#### 8.1 Expectation card:

- Be respectful,
- Be ready to learn,
- Be the best you can be.

Throughout the day, all students carry an expectation card comprising rewards and sanction for conduct. Students are expected to display positive behaviours throughout the day, simply holding doors for others, including staff, being community minded and taking care of their environment, as well as a host of other rewardable positive behaviours.

Sanctions for not meeting general expectations are listed on the reverse side of the reward card, setting expectations such as attendance to lessons, equipment, use of mobile phones in permitted areas, conduct in corridors, uniform etc. Completion of the sanction section of an expectation card will result in 1hr detention after school the following day or most suitable time following the incident and following notification with parents.

Expectation cards are issued once at the start of the term. Losing an expectation card or soiling it without full explanation by parents will result in a sanction.

Each issuance of an expectation card will have an issue number and no student should carry more than one expectation card.

**POSITIVE LEARNING ENVIRONMENT: Strategies**

Set out below is a list of suggested actions which may be used to help establish a learning environment.

- Provision of purposeful, interesting, well-organised lessons with clear, articulated learning targets and a variety of stimulating resources.
- Consistent prioritising of the tasks in hand, to promote learning.
- Negotiation of ground rules between individual groups and their teachers – ideally from the outset.
- Discussion of difficulties with group or individual pupil.
- Recognition by the subject tutor of potential problems and sharing the concern with colleagues; in particular Area Adviser.
- Consideration of advice. Development of personal strategies and teaching skills.
- Negotiation of targets with groups or individuals to facilitate behaviour modification.
- Further consultation with Area Adviser.
- Consultation with the Form Tutor, Year Manager and Assistant Headteachers.
- Discussion, if necessary, between Form Tutor and Learning Support Adviser regarding Code of Practice which can also be used for recording and reviewing.

**Behaviour Improvement Goals**

If a pupil becomes a persistent source of disruption/trouble in a series of lessons, he / she can be placed “On Report” by the Form Tutor, Pastoral Co-ordinators, Behaviour for Learning Coach, Head of Year, Pastoral Mentor or SLT. If
behaviour impacts on subject lessons, then subject departments must place students on a departmental report. In the case of covered lessons, a Cover Supervisor report. In all cases, parents must be contacted and met with to discuss student behaviour improvement goals.

A holistic understanding of the concerns can be obtained via the student’s SIMS record. This enables the setting of specific targets that directly relate to common teacher concerns. Whenever this is done parents should be informed.

The pupil will then carry a report card and subject teachers and the form tutor are to view the pupil's targets, give a score out of five for each target, write a comment and sign each lesson or tutor session.

Any adverse comments will mean that the pupil will stay behind after school to make up unsatisfactory work. The report card should be presented to staff at the beginning of each lesson.

### 8.2 ARC Appleton warning system code of conduct

The ARC Appleton warning system reinforces the stepped approach to behaviour. Staff and students are clear of the 3-tier protocol. In the case of disruption to learning or general poor behaviour, staff ASK, REMIND and finally give a Consequence. The consequence must follow the department removal room procedure or in serious cases referral to SSA.

The expectation is repeat offenders to department behaviour protocol will be subject to a departmental report following a school based meeting with parents.

### 8.3 Pastoral conduct points sanction

Conduct points will be reviewed and updated on a weekly basis and the Head of Year informed. This will allow for the following systems to be put into place for students who are contravening whole school expectations.

- **Departmental removal room referral (C3)**
- **SSA referral made (C3) – (call from class teacher) 15 minute detention set by class teacher, automatic generated 1 hr detention after school via C3 consequence code. Departmental report protocol.**
- **Behaviour points over 30 (to 59) but 1-4 SSAs – 2 week white Tutor Behaviour report, lilac Pastoral Co-ordinator report and discussion with parents and pastoral co-ordinator / Behaviour for Learning Coach**
- **Over 60 points (to 99) or multiple referrals 5 or 6 SSAs – letter emailed home, 4 week yellow HOY report and meeting with Head of Year and parent.**
- **Over 100 points or 7 or more SSA referrals meeting with link Assistant Headteacher and Behaviour contract (identify areas for change and additional support for student to achieve this i.e. input from CSS outreach tutor, counselling) with a 3 week and 6 week review with parent and orange Senior Management Team behaviour report with specific behaviour improvement goals**
- **Reflection period of seclusion with staff from the Behaviour centre**
- **Suspension for one off serious breach of the Behaviour Policy**
- **Multiple suspension for persistent serious breach of the Behaviour Policy**
- **Breaking of behaviour contract – Pastoral Support Programme (PSP)**
- **Failure of PSP – CSS “request for help”/ managed move/ alternative provision**
- **Bringing Weapons / Illegal substances on site. Any situation where a student is found on school premises carrying weapons or illegal substances (or any item defined as “possession of a prohibited item” as defined on page 5) will lead to the student being permanently excluded or CSS request for help so that the student does not return to the school.**
- **Depending on the severity, and this judgement will be at the discretion of the headteacher, any offence described as a “serious misbehaviour” on page 5 (section 4) of the behaviour policy can lead to a suspension, permanent exclusion, or a request of help from the local authority. The final decision on the outcome is at the discretion of the Headteacher who will need to consider the safety of the wider school community.**
8.4 Departmental removal room

All departments carry out as part of policy a removal room schedule as an intervention to students not meeting expectations within lessons. There is an expectation key subject staff to manage student behaviour and referrals to the department removal room. Tracking and monitoring of student referrals is carried out via a weblink:

8.5 SSA referral

Referral Guidelines

- A fundamental aim is to meet the learning needs of all students in their timetabled lessons. The vast majority of students will never be sent to SSA throughout their school career. SSA should only be used as a last resort for a minority of students and only after stages 1-3 of the Stepped Approach to Discipline have been completed, the option/procedures to remove students to the departmental removal room have been utilised, and in cases where students fail to follow instructions to the removal room or whilst in the removal room, request is made for senior managers on SSA duty to remove students to SSA.
- SSA referral cannot be seen as a punishment in itself. Although the guidelines for those who manage SSA emphasise the need to make the experience unpalatable, there will always be some students who regard the situation as preferable to that of the scheduled lesson. To be supervised in the class of a colleague of the same subject area can prove very effective in enabling the student to be removed from a destructive situation while maintaining area control of the situation.

Stepped approaches to discipline across the school.

Inappropriate behaviour/ low level disruption of learning environment by student [e.g. calling out, talking when teacher is speaking, not engaging in classwork.]

Stage 1 – (ASK) Verbal request to address behaviour and reminder of expectations - Normal stepped approach, use of silent signals, proximity praise, warning / reminder given by classroom teacher, followed by discussion during or at the end of lesson to positively reinforce expectations.

A further incident of disruption occurs [e.g. calling out again]

Stage 2 – (REMINd) Formal reminder of request to address behaviour, name on the board, verbally made aware of SSA consequence if further disruption continues – Remind student of the behaviour that needs to be seen. Let the student know the rule they are breaking. Record C1 on Sims.

Student’s poor conduct continues [e.g. repeated failure to follow instructions]

Stage 3 – (CONSEQUENCE) Student is asked to wait outside the classroom to reflect on their conduct and to allow a discussion with the teacher to try to resolve the issue. Students may be asked to move seat. A C2 is given alongside a 15-minute class teacher detention set at break/lunch/after school. With the right attitude the student may be able to re-join the lesson.

Use of the Departmental Removal Room

If students still do not get it right, students will be sent to the departmental removal room with work to complete in silence. A 30 minute after school departmental detention and C3 will be given. Class teacher to use as an opportunity to discuss the issue with the student.

Department removal room rotas are shared with Line Managers in order to track and monitor student referral to department removal rooms. Departmental removal room rotas are also shared with senior leaders responsible for SSA and pastoral Coordinators working in conjunction with SLT. Subject departments must contact parents to discuss student behaviour and the need to remove students to the departmental removal room.

If students repeatedly fail to adhere to departmental behaviour policy, departments are expected to contact parents and invite into school to discuss student behaviour.
In extreme circumstances where a student refuses to move to the removal room or an incident of serious nature occurs, it is necessary in this instance to refer the student directly to SSA. The classroom teacher issues a 15 minute after school detention. Staff should also record an SSA 1hr after school detention via SIMS using the drop-down menu recording a C3 consequence. SLT amend the C3 consequence recording C4 upon student arrival to SSA, and given this is saved onto SIMS a notification will automatically be sent to parents via SIMS App notifying of the following day’s 1 hr detention.

NB. Each escalation point must replace the previously recorded C code on Sims. If a student reaches the removal stage, then only a C3 should be recorded on sims.

Senior Staff Call Out
If students fail to go to the removal room or student conduct in the removal room does not meet expectations a senior member of staff will be called to escort the student to SSA and a C4/C5 code will be entered. A one-hour detention will be set. Where possible a member of staff should have a restore and rebuild conversation with the student.

[Please see Page 16] ‘Detentions’ the school’s Behaviour policy for further details of the administration of detentions. In the case of students who use the school bus, or other local service links; It should be noted that the detention takes precedence over transportation arrangements. Student’s home should be contacted to inform and 24 hours’ notice given.

Staff should record behaviours on students SIMS area using C3 codes. This will record 3 negative conduct points against the student as an SSA referral. (NB – Staff should only record the highest code required for the level of intervention used)

SSA referral – The Standard email SSA referral to be sent to SSA duty staff along with work for the student. Another student could be used to send work to SSA.

A standard letter will be sent to parents (By the Pastoral Assistant) to inform them that their child has to be sent into isolation for severe disruption to the learning environment. The Head of Year should check that this letter has gone home. (Standard letters for this are available on the school system.)

An SSA referral will automatically lead to a further 1 hour after school senior detention being arranged for the following day in addition to the class teacher’s 15-minute detention. This will be included in the SSA letter emailed home.

Duty SSA staff will add senior detention to SIMS record and will record the SSA referral as a C4 code. This will record 4 negative conduct points against the student.

The student’s misconduct leads to more than one SSA referral in a day
Where a student is referred to SSA twice in a day the student will be immediately isolated for the rest of the day. Senior link to the student’s year group should be informed and the Head of Year should contact parents to inform.

The member of staff responsible for the isolation should add a C5 onto students SIMS record. This will record 5 negative conduct points against the student.

Lateness to lessons is recorded on the student expectation card. Multiple lateness will result in completion of expectation card and an automatic 1hr detention the following day after school. Notification of the detention is generated via SIMS and sent home to parents.

ISOLATION/SECLUSION PROTOCOL

Where occasion necessitates, Isolation/Seclusion sanctions imposed upon students for serious breaches in behaviour and conduct warranting restrictions on student movement around the school.

In exceptional cases where students fail to meet the expectations whilst in Isolation/Seclusion, and or become a health and safety risk to themselves and others, the school will look to impose a suspension.

DETENTIONS

Curriculum Area Detention
Criteria, management and consistency issues are the responsibility of the Area Adviser. This should include responding to removal room referrals to departments and SSA referrals within own department area.

- The school detention statement should be added from the SIMS dropdown menu options.
- Area detention criteria should outline that the subject teacher detention should be 15 minutes in duration. If this is not attended a second teacher detention should be set for 30 minutes.
- If this detention is missed, then a Head of Area detention should be set for 40 minutes.
- If this detention is missed the link SLT should set detention for 60 minutes after school.
- Failure to attend this sanction will lead to an seclusion/isolation and a C5 conduct point offence.

**Year Detention**

Detention criteria

- Behavioural problems – Form Tutor discussion with Year Manager. (Detentions to be added to students SIMS record).
- Truancy – including non-attendance in lessons and Review Period.
- Homework default in a number of curriculum areas or where there is repeated refusal to comply with the Curriculum Area system. (Discussion MUST take place with Year Manager first).
- Persistent failure to comply with uniform requirements. Letter available for sending home. Student to be ‘On Report’ for uniform (Lilac) if appropriate.
- Offences at lunch time/non lesson time/travelling to and from school as appropriate following discussions with the Year Manager.
- Smoking.
- Persistent lateness – arriving to school after the register has been taken to the tutor room on 3 occasions will result in Friday HoY/SLT lateness detentions.

**Late to Lesson**

Students arriving late to lesson is challenged by the class teacher and late arrival recorded via the expectation card. An ‘L’ registration code must also be recorded on SIMS under the student’s name and serves as a record to monitor student punctuality. Repeated lateness to a single lesson must be raised by the class teacher with contact home.

It should be noted that any detention as a result of students not meeting expectations takes precedence over transportation arrangements.

Ensure all communications with the pupil / parents / guardian are recorded on SIMS log. This early information will become valuable if the pupil fails to engage and incidents escalate.

**Behaviour checklist for teachers (Getting the simple things right - Charlie Taylor, DfE)**

**Classroom**

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

**Pupils**

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils’ special needs.

**Teaching**

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
• Differentiate.
• Stay calm.
• Have clear routines for transitions and for stopping the class.
• Teach children the class routines.

Parents
Give feedback to parents about their child’s behaviour - let them know about the good days as well as the bad ones
The school may use one or more of the following sanctions in response to unacceptable behaviour:

8.5 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.
Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.
The school’s response will be:
• Proportionate
• Considered
• Supportive
• Decided on a case-by-case basis

In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or require referrals to be made to statutory services (social care or Police) and that it would be appropriate to handle the incident internally, through utilising our behaviour and bullying policies and by providing pastoral support.

Sanctions for sexual harassment and violence may include but not exhaustive:
• Form Tutor report
• Year Manager report
• SLT report
• Social time isolation/detentions
• Adjusted timetable
• Parental letter/meetings
• Behaviour Contract

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 policy and harmful sexual behaviour/Child on Child abuse policy for more information.

8.6 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:
• Taking part in any school-organised or school-related activity (e.g. school trips)
• Travelling to or from school
• Wearing school uniform
• In any other way identifiable as a pupil of our school
Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

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

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

### 8.7 Promoting our school positively within its community

Expectation of school includes all school events, the journey to and from school and other occasions when uniform is worn or pupils are under school supervision, i.e. smoking, foul and abusive language, damage to public property and anti-social behaviour is not permitted.

The school may act upon any incident / behaviours that are out of school premises and out of school hours if it is deemed to become a barrier to pupil learning or has brought the school’s name into disrepute. If judged appropriate such behaviours maybe reported to the police.

### 8.8 Department Behaviour Policy

#### Department Aims

- To reduce classroom disruption thus improve the quality of learning for all students
- To empower staff to utilise a stepped approach to behaviour management in their classroom
- To reduce the number of suspensions
- To reduce the number of referrals from lessons
- To achieve an improvement in behaviour and academic performance of targeted students
- To consolidate the role of the home-school partnership in reinforcing behaviour for learning expectations.

#### Department Objectives

- To help students recognise and understand the consequences of their actions
- To equip students with an understanding of how their conduct effects their own and other students’ learning
- To encourage positive changes in behaviour and attitude
- To improve consistency in whole school discipline
- To improve home-school liaison over rewards and sanctions

Every student is expected to follow the school and classroom Code of Conduct (see ‘Three Ways to Be’, page 3),

Departments must be committed to ensure every student they come into contact with is following both the school and classroom code of conduct. If a pupil fails to do so, staff must follow the Department Behaviour Procedures. If an incident occurs or a member of staff is aware of persistent unacceptable behaviour, the department behaviour procedures must be followed. These procedures are in line with The Appleton School’s whole school systems and policies and are to be followed by every member of each department.

### 9.9 Malicious allegations

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

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the
allegation needs 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 staff code of conduct including statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse against staff or other pupils.

9. Behaviour Management

9.1 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 pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils 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.
  - Use of SIMS learning and conduct points.
  - Use of expectation card.

9.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

‘There are circumstances where it is appropriate for staff in school to use reasonable force to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed.’ (DFE July 2022)

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see Appendix 4 for a behaviour log)

Staff receive training on de-escalation procedures and specific senior members of staff receive training on the use of restraint.

9.3 Confiscation/Screening/Searching

Any prohibited items (included in list in section 4) 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 and screening pupils is conducted in line with the DfE’s latest guidance on searching, screening and confiscation.

Schools’ obligations under the European Convention on Human Rights (ECHR).

- Under article 8 of the European Convention on Human Rights students have a right to respect for their private life. In the context of these particular powers, this means that students have the right to expect a reasonable level of personal privacy.
- The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8.

School staff can search a student for any item if the student agrees.

Formal written consent from the student is not required, it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.

The Headteacher and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Prohibited items are listed on page 5 of our behaviour policy or if there is an attempt to:
  i. to commit an offence,
  ii. to cause personal injury to, or damage to the property of, any person (including the pupil)
  iii. the Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Should a member of staff suspect a student of carrying such items and they have refused their consent to be searched the following members of staff have the authorisation to search without consent. All members of the Senior Leadership Team and Heads of Years, in addition all members of staff whilst carrying out their ‘Senior Staff Availability’ duty. However, all members of staff can search if they believe there is an immediate risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.

A member of staff conducting a search must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched. There is a limited exception to this rule. You can carry out a search of a student of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

The search must take place in a suitably private area and never in front of another student, unless a group of students (the same sex) are being search and it is with their consent.

The person conducting the search may not require the student to remove any clothing other than outer clothing. ‘Outer clothing’ means clothing that is not worn immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats, blazers, shoes, coats, jumpers, boots, gloves and scarves.

The power to search, without consent, enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do. A metal detector wand, can also be used to help aid in the search. If a student refuses to comply and there is a suspicion of them being in possession of prohibited items then the police will be called.

Should a search not reveal anything and the member of staff remains certain that a student may still have in their possession illegal items or something they believe could be used as a weapon then the police must be called.
Any search of a student must be recorded on an incident form and processed in the normal manner. In addition, should any member of staff conduct a search without consent the member of the Senior Leadership Team responsible for behaviour must be informed, in their absence the Safeguarding Lead.

Searches must be recorded even if nothing is found.

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips. The powers only apply in England. Therefore, a member of staff conducting a search without consent, whilst on school trip in Wales, would be acting unlawfully.

9.4 Post 16 Behaviour Policy

The post 16 Yr 11/Yr 12 behaviour policy mirrors the workplace environment disciplinary procedure set out below:

**Stage 1** - Classroom intervention (student discussions, phone calls home, learning intervention)

**Stage 2** - Verbal warning from Head of Sixth Form

**Stage 3** - Written warning - if escalated a written warning will be sent home to student/parent

**Stage 4** - Formal warning - meeting with student, Head of Sixth Form & line manager

**Stage 5** - Review meeting - meeting with student, parent, Head of Sixth Form & line manager

9.5 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.

The school's special educational needs co-ordinator will 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.

9.6 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil’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.
10. PUPIL TRANSITION

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

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

11. TRAINING

At The Appleton School training is designed so that staff can access support to improve their practice.

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. This training is provided for all staff throughout key times of the academic year.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in Appendix 3.

12. MONITORING ARRANGEMENTS

This behaviour policy will be reviewed by the headteacher and Governing Board annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (Appendix 2) will be reviewed and approved by the Full Governing Body annually.

Parents/students and staff are directed to the behaviour policy on the website; for staff this will be internally through new staff induction and following the update, staff directed to read the update. Correspondence with parents will advise of updated version of the behaviour policy.

13. LINKS WITH OTHER POLICIES

This behaviour policy compliments and is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Antibullying (including Cyberbullying) policy
- Harmful sexual behaviour
- E-safety - Online Safety Policy and the procedures for responding to concerns about online abuse
- Equality and diversity
- Inclusion
- CAPE
- Teaching and Learning
APPENDIX 1: School uniform

UNIFORM AND EQUIPMENT
So that students can apply themselves swiftly and effectively to any task required of them, it is recommended that they carry with them each day the following range of items:

- Two good lead pencils (HB)
- A selection of coloured pencils (not felt tips)
- A rubber and sharpener
- A 300mm ruler (marked in inches)
- At least two pens (black or blue)
- An angle measure and a compass
- A basic calculator
- A pair of round nosed safety scissors
- A glue stick
- An English dictionary
- A French or German Dictionary (Collins Easy Learning French/German Dictionary or Oxford Learner’s French/German Dictionary)
- A pencil case large enough to carry the above
- A large waterproof bag
- A reading book

The wearing of full school uniform is compulsory for all school sessions and any journeys to and from the school site. This policy encourages students to identify with the school while promoting a positive, purposeful atmosphere during the working day.

The items listed below are designed with smartness, practicality and availability in mind and differences in requirements for each sex have been kept to a minimum.

Excessive make-up is inappropriate; students should not wear nail polish and jewellery should be discouraged. Students are allowed one ring of sensible size, a watch and one stud earring in each ear. Students are not allowed to wear bracelets, nose studs or any other piercing. Inappropriate block colouring, streaks or highlights, as well 'under-cutting', 'tramlines' or 'carving' hair is not permitted. Please note that students’ hair should also always be a natural colour. Tattoos or body art should not be visible.

Any student persistently failing to address incorrect uniform concerns will be required to work independently of the remainder of the year group in our isolation unit and not be allowed to attend mainstream lessons until expectations are met with.

- BLACK BLAZER with APPLETON BADGE
- APPLETON TIE worn at an appropriate length and done up fully to the neck
- PLAIN WHITE SHIRT or BLOUSE (not an aertex T-shirt) that is buttoned up to the neck and tucked in at the waist
- PLAIN BLACK, FORMAL TROUSERS, which go over shoes. Not permitted: Jeans, cropped trousers, stretchy, jersey or Lycra/skinny-fit trousers, jeggings or leggings, brushed cotton/chino style trousers. or
- FORMAL BLACK TAILORED SKIRT of reasonable length, material and style - please note that stretchy, jersey, Lycra or tube style skirts are not permitted.
- PLAIN BLACK ANKLE SOCKS or WHITE ANKLE SOCKS/PLAIN BLACK OR NATURAL TIGHTS, no long knee length socks are permitted or accoutrements to standard uniform.
- FORMAL PRACTICAL BLACK LEATHER SHOES (or faux leather alternative) which must have a heel and black laces (where applicable). Must not have any sports brands/embraces/logos. Canvas shoes, flat sole style shoes, trainers, high heels or boots are not permitted.
- PLAIN BLACK "V" NECK SCHOOL JUMPER (optional)
- No designer names or sweatshirts or hooded tops, the only jumper allowed is a plain black V-neck jumper as detailed above. Sweatshirts or hooded tops should not be worn as an alternative to a coat.
- A PLAIN OUTSIDE COAT: this may not be denim or leather and must not have any emblems • COTTON APRON for DT lessons
Appendix 2: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils 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 pupils and staff
- The exclusions policy explains that suspensions will only be used as a last resort, and outlines the processes involved in permanent exclusion and suspension
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils’ home life

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

This written statement of behaviour principles is reviewed and approved by the Full Governing Board annually.

Appendix 3: Staff Training

The calendar for continued professional development September 2022 – December 2022; January 2023 – March 2023; April 2023 July 2023 is shared at the start of the year, in January and in the summer term with all staff.

Additional Sources of CPD:

- Wider reading and pedagogical research in the weekly staff bulletin
- National College - for unlimited access to Webinars presented by the National College please log in via: www.thenationalcollege.co.uk. Please see Hazel Walker if you cannot log in.
- Leadership Matters – for training materials and resources on leadership matters please log in via: www.leadershipmatters.org.uk. Login: finance@theappletonschool.org Password: Leadership Matters 2018 (case and space sensitive).

Notes:

- Full time teaching staff are required to complete 15 hours of additional CPD. Part-time teaching staff can calculate how many hours of CPD they must complete over the year depending on the number of days they are in school each week (1 day per week = 3 hours).
- Please keep a log of your CPD for your Performance Management record.
- If you have specific requests for group training please do not hesitate to share these with me.
- If you have a session that you would like to run, please do let me know.
- Staff members should also check the BTSA website, alongside the website for their subject’s awarding body, and should see me if there are courses for which you wish to be considered.

Staff wellbeing:

Activities which encourage staff well-being is shared at the start of the year.
## Appendix 4: Behaviour Log

<table>
<thead>
<tr>
<th>Pupil's Name:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Name of Staff Member Reporting the Incident:</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Where Did the Incident Take Place?</td>
<td></td>
</tr>
<tr>
<td>When Did the Incident Take Place? (Before School, After School, Lunchtime, Break Time)</td>
<td></td>
</tr>
<tr>
<td>What Happened?</td>
<td></td>
</tr>
<tr>
<td>Who Was Involved?</td>
<td></td>
</tr>
<tr>
<td>What Actions Were Taken, Including Any Sanctions?</td>
<td></td>
</tr>
<tr>
<td>Is Any Follow-up Action Needed? If So, Give Details</td>
<td></td>
</tr>
<tr>
<td>Follow up Action After Two Weeks</td>
<td></td>
</tr>
<tr>
<td>People Informed of the Incident (Staff, Governors, Parents, Police):</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix 5: SSA Referral Template

### SSA Referral

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Period</td>
</tr>
</tbody>
</table>

### Issue Summary

### Stepped Approach followed to level 3.

<table>
<thead>
<tr>
<th>Yes</th>
<th>SSA Referral</th>
<th>Yes</th>
</tr>
</thead>
</table>

### Issue Summary

Dear Staff,

You have sent [Student Name] to SSA today at 11:45 am/pm period room.

*Delete/strike through as appropriate*

This email is confirmation that this student arrived at SSA along with the following:

- A Detention has been set via Sims (Step 3 of the whole school stepped approach)  
  Yes/No TO BE GIVEN
- Work set to complete in SSA  
  Yes/No TO BE BROUGHT TO SSA

It is now expected that if you as a staff member refer a student to SSA the following actions must happen:

1. You discuss referral with your Area Advisor.
2. The teacher referring makes a phone call home to advise the parents of the issue that has occurred in the classroom, **the same day and no later than the close of main office.**
3. A discussion with parents includes how you aim to move this situation forwards, this could include:
   - A classroom behaviour agreement is drawn up
   - Area report
   - A discussion 1:1 within the detention.
   - A period of time out of the lesson in another classroom within the area.

This conversation is recorded and the strategy in place is communicated via email to the head of area, the tutor and the head of year and referral recorded on SIMS for follow up sanction. (1 hr detention after school.)

Thank you
J Gill
Appendix 6: SSA referral - detention letter to parents

Monday 10th January 2022

Dear Parent/Guardian

Re: [[Student]]

On the 10th January 2022 [[Student]] was removed from a [[Subject]] lesson and sent to Senior Staff Availability (SSA). Given your child has continued to disrupt the learning of the other members of the class, despite being given two verbal warnings, they have been sent to work under the supervision of a senior member of staff in a separate location.

The expectation is that in order for the rest of the group members to receive the education to which they are entitled, senior staff become responsible for your child’s learning.

In accordance with the behaviour policy, because [[Student]] has been sent to SSA they will be expected to serve an after school detention for one hour at the end of the next school day.

If you seek further details regarding your child’s referral to Senior Staff availability, please contact [[teacher]] who will be able to assist you.

Can I seek your continued support in discussing the SSA referral with [[Student]] and offer assurances this will not happen again.

Yours sincerely,

Year 9 Manager

Appendix 7: General expectation Card
Appendix 8: The ARC Appleton warning system code of conduct

APPLETON WARNING SYSTEM

If you follow the code of conduct
You will have an excellent lesson and be awarded Achievement Points

A
Ask
If you do not follow code of conduct, you will be given a verbal warning

R
Remind
Name on the board and C1 behaviour points recorded

C
Consequence
Student is asked to wait outside the classroom to reflect on their conduct and to allow a discussion with the teacher to try and resolve the issue. Students may be asked to move seats. A C2 is given alongside a 15 minute class teacher detention set at break/lunch/after-school. With the right attitude the student may be able to re-join the lesson

If you still do not get it right...
Student will be sent to department removal room with work to complete in silence. A 30 minute after-school departmental detention and C3 will be given. Class teacher to use this as an opportunity to discuss the issue with the student.

Senior Staff Call Out
If you refuse to go to the removal room, or your conduct in the removal room does not meet expectations, a senior member of staff will be called to collect you and take you to SSA and a C4/CC given. A one-hour SSA detention will be set, where possible a member of staff should come down to have a restore and rebuild conversation.

What will lead to an immediate SSA?
Refusal, swearing at a member of staff, physical violence, truancy, severely inappropriate comments
Appendix 9: Pastoral behaviour reporting system

Flow chart of pastoral hierarchical structure for students being on report:

### Pastoral

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Tutors (2 weeks)</th>
<th>Improve come off report.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(White)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 2</th>
<th>Head of Year (2 weeks)</th>
<th>Improve go back on monitoring report to tutor for 2 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Yellow)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 3</th>
<th>SLT attached (2 weeks)</th>
<th>Improve, remain on monitoring report to Head of Year (2 weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Orange)</td>
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</table>

<table>
<thead>
<tr>
<th>Stage 4</th>
<th>Start of PSP with Behaviour Lead (2 weeks)</th>
<th>Improve, go back on monitoring report to SLT attached (2 weeks)</th>
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<tbody>
<tr>
<td>(Blue)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 5</th>
<th>PSP to Headteacher (2 weeks)</th>
<th>Improve, go back on monitoring report to SLT attached (2 weeks)</th>
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<tbody>
<tr>
<td>(red)</td>
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</table>

<table>
<thead>
<tr>
<th>Stage 6</th>
<th>PSP to Headteacher and Governors (2 weeks)</th>
<th>Improve, go back on monitoring report to SLT attached (2 weeks)</th>
</tr>
</thead>
</table>

### PSP Daily Target Card

**Name:** 
**Form:** 
**Date:**

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<thead>
<tr>
<th></th>
<th>T1 -</th>
<th>T2 -</th>
<th>T3 -</th>
<th>Total</th>
<th>Action taken by staff member</th>
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<tbody>
<tr>
<td>Registration</td>
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<tr>
<td>Period 1</td>
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<td>Period 2</td>
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<tr>
<td>Break</td>
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<td>Period 3</td>
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<td>Period 4</td>
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<tr>
<td>Lunch</td>
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<tr>
<td>Period 5</td>
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<tr>
<td>Period 6</td>
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<tr>
<td>Only on a Wednesday</td>
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**SLT signature:** 
**Parental signature:** 
**Total points:** 
**Successful:**

Yes  No
Appendix 10: Pastoral Hierarchy: Academic Year 2023

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Post 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutors</td>
<td>Tutors</td>
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<tr>
<td>Year coordinator</td>
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<td>Year coordinator</td>
<td>Head of Sixth</td>
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<td>SLT attached</td>
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<td>Behaviour Lead</td>
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<tr>
<td>Headteacher</td>
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<tr>
<td>Governor</td>
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</tbody>
</table>
# Appendix 11: Physical Contact form

## Record of Incident Form

| The Appleton School
| Details of student or students on whom force was used by a member of staff |
|---|---|
| **Name** | |
| **Form** | |
| **Date, time and location of incident** | |
| **Names of staff involved (directly or as witnesses)** | |
| **Details of other students involved (directly or as witnesses), including whether any of the students involved were vulnerable for SEN, disability, medical or social reasons.** | |
| **Description of incident by the staff involved, including any attempts to deescalate and warnings given that force might be used.** | |
| **Reason for using force and description of force used** | |
| **Any injury suffered by staff or students and any first aid and/or medical attention Required.** | |
| **Reasons for making a record of the incident.** | |
| **Follow up, including post-incident support and any disciplinary action against students.** | |
| **Any information about the incident shared with staff not involved in it and external agencies** | |
| **When and how those with parental responsibility were informed about the incident and any views they have expressed.** | |
| **Has any complaint been lodged (details should not be recorded here)?** | |

<table>
<thead>
<tr>
<th><strong>Report compiled by:</strong> Name and role</th>
<th><strong>Signed</strong></th>
<th><strong>Date</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Report countersigned by:</strong> Name and role</td>
<td><strong>Signed</strong></td>
<td><strong>Date</strong></td>
</tr>
</tbody>
</table>
Appendix 12. Bringing Weapons / Illegal substances on site

Any situation where a student is found on school premises carrying weapons or illegal substances as defined in the definitions within this policy will lead to the student being permanently excluded or a “request for help” from CSS so that the student does not return to the school.
Appendix 13. Screening/Searching Recording Form

Screening search record

Date: 
Time: 
Staff present: 

Student screening referral (give reason):

Record of screening (given details of items searched/ any further comments):

Screening Script:

1. We have called you here today because .......... 
2. We therefore feel that you may have something in your possession that you shouldn’t have...... (Say what you suspect it may be). Explain that if any health and safety concerns were reported as per our School’s Behaviour Policy that the school had a duty of care to check that no contraband items were in a student’s possession.
3. Do you have anything on you that you shouldn’t have that you want to give me now?
4. Do you have any objection to me searching you and your belongings for ...........?
5. If student says they do not have a problem (conduct search)
6. If student states that they do not want to be searched state the outcomes that will occur.
7. Prior to search ask the student if they have anything on them or in their bag that could harm you?
Children can abuse other children (often referred to as child-on-child abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Sexual violence and sexual harassment between children in schools

Context

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Staff should be aware of the importance of:
- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and,
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

**Rape**: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration**: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault**: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone’s bottom/breasts/genitalia without consent, can still constitute sexual assault.)

**Causing someone to engage in sexual activity without consent**: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not
reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g., to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Further information about consent can be found here: Rape Crisis England & Wales - Sexual consent

• a child under the age of 13 can never consent to any sexual activity;
• the age of consent is 16;
• sexual intercourse without consent is rape.

Sexual harassment
When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

• sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
• sexual “jokes” or taunting;
• physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
• online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  • consensual and non-consensual sharing of nudes and semi-nudes images and/or videos. As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;
    o sharing of unwanted explicit content;
    o upskirting (is a criminal offence141);
    o sexualised online bullying;
    o unwanted sexual comments and messages, including, on social media;
    o sexual exploitation; coercion and threats.

Upskirting
The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. ‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

The response to a report of sexual violence or sexual harassment
The initial response to a report from a child is incredibly important. The school is aware that how we respond to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. The school recognises that by not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they will follow the referral process as set out in the KCSIE 2021 (part 1 – from paragraph 55) and the school Child Protection policy. As is always the case, if staff are in any doubt as to what to do they know to speak to the designated safeguarding lead (or a deputy).

ADDENDUM: Home working

Addendum to The Appleton School Policy for Behaviour Management and Coronavirus (COVID-19) September 2022 - July 2023
This addendum will be applied as and when required until further notice.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We reserve the right to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

Ensure that any children and young people who have a high temperature and are unwell do not attend the education or childcare setting until they no longer have a high temperature and are well enough to attend.

Encourage all children with respiratory symptoms to cover their mouth and nose with a disposable tissue when coughing and sneezing and to wash their hands after using or disposing of tissues.

Advise children or young people with a positive COVID-19 test result to stay at home for 3 days after the day they took their test.

Expectations for pupils at home

Remote learning rules:
If students are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact your child’s Year Coordinator if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

Students are expected to:
• Log on to their school email account on a daily basis to check for the remote learning set for that day. The work will be set according to the timetabled lessons for that particular day.
• Be contactable during timetabled lesson times, accessing lessons via TEAMS platform and engage fully in the learning. Specific break times to avoid over exposure to the computer are programmed into the lessons.
• Engage in the tasks set on TEAMS which may involve a range of activities including PowerPoint lessons, Seneca, Ever Learn, GCSE Pod, Active Learn and Doodle to name but a few.
• Complete remote learning tasks on the day on which they are set.
• Submit work according to teachers’ instructions.
• Complete work to the deadline set by teachers.
• Seek help if they need it, from teachers or teaching assistants.
• Alert teachers if they’re not able to complete work.
• Use proper online conduct, such as using appropriate language in messages.
During live lessons, pupils are expected to behave appropriately: Students should:
• Be on time.
• Have books, stationery and any resources sent to the student beforehand ready before class begins.
• Mute microphone.
• Turn off cameras.
• Use the online ‘raise hand facility’ to gain the teachers attention or relevant online class participation feature.
• Whilst in school, refrain from eating or drinking during the live lesson.
• Whilst in school, follow the dress code and uniform policy.
• Not disrupt the lesson for others in the remote class chat facility.

Dealing with problems
If there are any problems with pupils adhering to rules around remote learning, including if they don’t engage with the remote learning set for them, the school will:
• Contact the students’ home and reinforce the expectations the government have laid out in terms of remote learning during the lockdown.

Monitoring arrangements
We will review this policy as guidance from the local authority or Department for Education is updated.

Links with other policies
This policy links to the following policies and procedures:
• Child Protection policy
• Anti-bullying policy
• Health and Safety policy
• Remote Learning policy
Contact details

Nominated Behaviour lead

Name: Mr. J. Gill  
Phone: 01268 794215  
Email: jgill@theappletonschool.org

Designated Safeguarding lead (DSL)

Name: Mr S. Stockdale  
Phone: 01268 794215  
Email: sstockdale@theappletonschool.org

Police

999

Childline

0800 1111

NSPCC Helpline

0808 800 5000

National Bullying Helpline

0300 323 0169

and eCRIME @NationalEcRime

We are committed to reviewing our policy and good practice annually.

This policy was last reviewed on:.................................................................

Signed:...........................................................................................................

(Safeguarding governor)

Date:.............................................................................................................