

The Royal Sutton School Behaviour for Learning Policy





Behaviour for Learning Policy

Document Control

Author/Contact:	Mr M Grove
Document Reference:	Behaviour for Learning Policy
Version:	02
Status:	Final
Publication Date:	February 2025
Related Policies:	ATLP Behaviour Policy
Review Date:	Annually



BEHAVIOUR POLICY

Reference Documents

- 1 Behaviour in Schools - [Behaviour in schools - GOV.UK](#)
- 2 School suspensions and permanent exclusions - [School suspensions and permanent exclusions - GOV.UK](#)
- 3 Use of Reasonable Force - [Use of reasonable force in schools - GOV.UK](#)
- 4 ATLP policies - [Policies – The Arthur Terry Learning Partnership](#)
 - a. Equality and Diversity policy
 - b. Equality and Diversity policy – Anti Racism Appendix
 - c. Parent Code of Conduct
 - d. Relationships and Behaviour Policy
 - e. Suspensions and Exclusions Policy
 - f. Uniform Policy

ROLES AND RESPONSIBILITIES

- **The Headteacher, Leadership Team, pastoral staff and teaching staff** will lead the school and be responsible for the implementation and day-to-day management of the policy and procedures. It is the aim of the Leadership Team and school staff to promote, recognise and encourage positive behaviour and regular attendance. The positive ethos of the school will promote equality and diversity for all groups and communities. Bullying, aggression or prejudice will be actively discouraged at all levels. (see Anti Bullying Policy).
- **All school staff including teachers, support staff and volunteers** will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Students should be taught how to behave well and encouraged to attend punctually and regularly. All staff share responsibility, with the support of the Headteacher and the Leadership Team, for creating a high-quality learning environment promoting good behaviour and implementing the agreed policy and procedures.
- **Students** are expected to take responsibility for their own actions and develop effective behaviour for learning, thereby enabling themselves and others to achieve the highest possible levels of learning for all. They will be made fully aware of the school policy, standard operating procedures and expectations.
- **Students** should be actively encouraged and supported in feeling able to report any incidents of misbehaviour including bullying, aggression or any form of harassment.
- **Parents/carers** will be encouraged to take responsibility for supporting and reinforcing the positive behaviour and attendance of their child both inside and outside the school. They will be encouraged to work in partnership with the school to promote and contribute to the further development of the Behaviour Policy through consultation when appropriate. Parents will sign a Home School Agreement at the commencement of their child's placement to show their commitment to this.



AIM

The aim of this policy is to ensure clarity for all stakeholders. At The Royal Sutton School, we must make all stakeholders aware that we have high expectations for students' behaviour and conduct. The expectations are shared regularly with students and staff and will be applied consistently and fairly. Low level disruption is not tolerated, and students' behaviour shall not disrupt lessons and the day to day life of the school.

We aim to create a positive learning environment in which bullying is not tolerated. If bullying, discrimination and derogatory language occurs, it will be dealt with swiftly and effectively with appropriate sanctions applied.

EFFECTIVE BEHAVIOUR FOR LEARNING

Behaviour Expectations

These expectations should be adhered to by all students, staff and leaders. Staff should use these as a guideline to set basic expectations inside the classroom and around the school site to help promote positive behaviour.

1. At all times (including on the way to and from school)

Students will:

- Follow staff instructions immediately.
- Refer to staff by their title, 'Sir' or 'Miss'.
- Speak calmly and quietly.
- Be polite and respectful to all.

Staff will:

- Be polite and respectful to all.
- Listen to what students have to say (when appropriate).
- Immediately address any behaviour concerns.

Leaders will:

- Support and model behaviours and routines to all staff and students to demonstrate the above expectations.
- Ensure the school systems work, through regular monitoring and evaluation, in support of the behaviour policy.

The school has a statutory power to regulate the behaviour of students when off school premises and not supervised by school staff. Section 89(5) of Education and Inspection Act gives head teachers a specific statutory power to regulate student's behaviour in these circumstances to such extent as is reasonable. This regulation includes behaviour on activities arranged by the school such as work experience, educational visits and sporting events. It also includes behaviour on the way to and from school and behaviour when wearing school uniform in a public forum, such as on public transport.

2. On the corridor

Students will:

- Arrive to their lesson in a timely manner.
- Be walking to the left of the stairwell and on corridors.
- Be walking purposefully and peacefully.
- Respond to greetings from members of staff (good morning, hello Miss/Sir).
- Arrive at their classroom and enter respectfully, wearing their uniform correctly.

Staff will:

- Be at the threshold of their classroom doors.
- Direct student to keep to the left in corridors and in stair wells.
- Direct students to be calm and quiet on corridors.
- Greet students on their entrance to the classroom.



- Correct uniform infringements asking to see the correction before the student moves on.

Leaders will:

- Be positioned so that they are able to look down the corridor and/or up the stairs.
- Ensure uniform standards are maintained by using verbal and non-verbal intervention.
- Use a direction to the student to stand to the side if the verbal or non-verbal signal is not followed by the student. For example, if their uniform is not rectified correctly, the leader will direct the student to stand away to the side with a hand gesture and ask them to, 'show me' the change. Non-verbal actions – point to tie, cover face with hand, tap head.
- Monitor their allocated area until it is clear and calm.

3. In the classroom

Students will:

- Arrive at their classroom and enter respectfully.
- Go straight to their seat, coats on the back of chairs and bags on the floor under the tables.
- Format their desk by placing their iPad, equipment and plastic wallet neatly on the desk (where possible)
- Immediately start on the 'Do It Now' activity in silence.
- Focus on learning, making sure they do not distract themselves or others.
- Speak calmly and politely at all times.
- Leave the classroom by standing behind their chair and leaving when asked.

Staff will:

- Oversee the entrance and exits of their room.
- Hold the student accountable for punctuality to lessons.
- Take responsibility for knowing where students sit.
- Take responsibility for using behaviour systems within their subject area.
- Take responsibility for ensuring a calm and purposeful learning environment.
- Monitor students to ensuring learning is maximised.

Leaders will:

- Support staff and model the appropriate classroom protocols to demonstrate the above expectations.
- Ensure the school systems work, through regular monitoring and evaluation, in support of the behaviour policy.

4. At break and lunch time:

Students will:

- Speak calmly and politely to everyone.
- Be mindful of their own and safety of others.
- Line up, in a calm and orderly manner for food.
- Only eat/drink in the designated areas.
- Clear away litter after eating
- Enter the school building in a calm and purposeful manner when the whistle is blown, break – 11:22, lunch – 14:07.
- Behave appropriately during lunch time and they will conduct themselves without boisterous behaviour.
- Adhere to the no-touching rule to ensure the safety of themselves and other.

Staff will:

- Ensure they arrive on time to duty and be within their designated area.
- Ensure that they notify their absence from duties to their SLT link.
- Take responsibility for a safe and calm environment.
- Ensure students line up calmly for food.
- Ensure students eat food in designated areas.
- Ensure students clear up their litter after eating.



- Ensure students are challenged if they do not adhere to the no-touching rule.

Leaders will:

- Support staff and model the correct procedures to demonstrate the above expectations
- Ensure the school systems work, through regular monitoring and evaluation, in support of the behaviour policy
- Arrange cover for absent colleagues
- Issue a lightening quick correction if a student is not meeting expectations.

THE ROYAL SUTTON SCHOOL UNIFORM

At The Royal Sutton School, we have the highest of expectations for every member of our school community – students, students and staff. We base our expectations on character virtues and these are expanded upon during our character education lessons.

We expect students to strive to make the right choices at all times; to show compassion and empathy for others and recognise that whilst we are all uniquely different, we all deserve to be treated with respect. We expect integrity and courage, and we expect self-discipline and commitment.

We show this in our attitudes and service to each other and to our learning, by saying ‘thank you’ and practising gratitude, by holding doors open for each other and taking turns, and by wearing our uniform with pride.

We expect students to come to school fully prepared to learn and engage with a rigorous and challenging day, developing the right habits of mind to learn and progress and every opportunity.

Students should adhere to our uniform and dress code at all times, including when representing the school away from the school building. While travelling to and from school, including on public transport, we expect that all students will uphold the highest standards of behaviour.

We also expect our students to respect the fabric of the school building, and play their part in making sure it is able to service generations of students to come. This includes clearing away after themselves after they have eaten, and making sure that the playground and school grounds remain litter free.

Our expectations are linked to our desire for all students and students to develop into flourishing, active citizens, and the school’s commitment to prepare them for the challenges that lie ahead.

School Uniform Suppliers

Clive Marks – Boldmere

Tel: 0121 382 1728

Website: [The Royal Sutton School - Clive Mark](#)

Crested Schoolwear – Erdington

0121 350 8444

Website: [The Royal Sutton School - Crested Schoolwear](#)

Unwanted School Uniform

Do you have unwanted school uniform that is in good condition?

If so, we would gladly receive and appreciate any donations. Please leave any donations at Reception.

Up-Cycling of School Uniform (Second Hand)

If you would like to make use of any second-hand uniform, to recycle and prevent purchasing items, please contact the school using the following email: enquiry@trss.bham.sch.uk. Please note: We are committed to up-cycling, but this is dependent on donations.

Our school uniform and dress code is in place to foster a sense of shared identity as a learning community with professional standards and expectations.



With such importance placed upon uniform, it shall be checked as students arrive to school using “the standards gate”. Students will be required to demonstrate that they are wearing the correct uniform as they enter through Reception. Should a student show integrity and acknowledge that an item is missing, the student will be able to borrow/correct the missing/incorrect item without obtaining a negative mark. Should a student not inform the member of staff that an item is missing, the student will need to borrow/correct the missing/incorrect item and receive a negative standards mark.

Compulsory Branded Items

Blazer	Navy blazer with school logo	This must be worn at all times unless staff give permission for it to be removed.
Tie	The Royal Sutton School tie	This must be worn at all times.

Compulsory Non-Branded Items

Jumper	V-neck knitted navy jumper	This must be a knitted jumper. No sweatshirts or hoodies are allowed.
Trousers or skirt	Navy tailored or straight school trousers Skirts should be tailored (pleated or pencil skirts) of a reasonable length (ie: just above the knee)	Jeans or tracksuit bottoms are not allowed. Lycra, jersey, pencil, knitted or tight fitted skirts are not appropriate for school.
Shirts	Plain white long or short sleeved shirts	This should have a stiff collar, be buttoned to the neck and tucked in at all times.
Socks / Opaque tights	Black socks or black opaque tights (fluffy/leg warmer socks are not permitted)	
Plain, black shoes	Plain black shoes of sturdy leather (or leather style)	Trainers, platform, backless or open toe shoes, coloured laces or visible branding, ballet pumps, fabric shoes or leather trainers are not considered appropriate styles for school (see image on school website).
Outdoor coats	Coats should be worn outside only	No hooded tops or any other non-school wear can be worn under or instead of blazers. Outdoor coats are not to be worn in the school building.

Jewellery and Hair

- Students may wear a maximum of one pair of small, plain metal (silver/gold) stud earrings in the lobe of the ears and a wrist-watch. These should be removed for PE, dance and enrichment activities a. New piercings should be done during the summer holidays.
- No other jewellery or visible body piercing, including tongue studs/nose studs, are permitted
- Make-up, fake tan, nail varnish or acrylic nails may not be worn.
- Aerosol sprays and perfumes may not be brought into school.
- Hair should be worn in a manner which has regard for a smart personal appearance and safety in relation to any curriculum activity. As an inclusive school we seek to avoid hair discrimination.
- We do not permit patterns to be shaved into the hair.
- Any items of jewellery or clothing worn for religious reasons should be discussed with the school but reasonable requests will not be refused.
- Any incorrect items of jewellery will be confiscated and returned to the student at the end of the school day. Repeated incorrect uniform will result in a parent/carers meeting.

Equipment

Students require all the usual writing materials:

- Black ink pen
- Green ink pen



- Pencil
- Eraser
- Ruler
- Scientific calculator
- Protractor

A strong rucksack or school bag to carry books, school planner and equipment as well as PE kit (drawstring bags that can only be carried on one shoulder are not appropriate).

All items of clothing should be clearly marked with the owner's name so that lost property can be easily returned.

In cold weather, gloves, hats, scarves a may be worn on the journey to and from school. Baseball caps or hoodies are not permitted at any time.

PE Kit

Students must bring their PE kit to school when they have a PE lesson, even if they have a medical note as PE staff will involve students in leadership roles such as officiating, coaching and scoring.

Compulsory Branded PE Items

Long sleeved zip Top	Navy blue school zip top	This top is required for participation outside during the autumn and winter months.
----------------------	--------------------------	---

Compulsory Non-Branded PE Items

T-shirt	Plain navy blue
Shorts or tracksuit bottoms	Plain navy blue shorts or tracksuit bottoms
Trainers	These must be suitable for physical activity by providing sufficient ankle support, cushioning and laces to tie up. Converse or 'plimsol' type shoes are not appropriate as they do not provide sufficient support
Shin pads	Suitable to protect the shins during contact sports
Studded boots	To ensure grip is appropriate for outdoor activities when playing on grass
Gum shield	This is recommended for contact sports such as rugby and football

Additional Optional Items (for winter months, when outside)

- Black gloves
- Black base layer

Staff will

- Wear business appropriate dress at all times, in according with Health and Safety, dress code is part of our staff code of conduct (See Staff Code of Conduct for further information).

Leaders will

- Support staff and model the uniform expectations at all times.
- Ensure the school systems work, through regular monitoring and evaluation, in support of the behaviour policy.

MOBILE DEVICES

Mobile devices are not permitted to be in view or switched on in lessons or around school, unless the teacher has given explicit instructions. Any device, including headphones, viewed or used during the school day will be confiscated. A central log of incidents is kept so that persistent problems can be communicated to parents or



carers. Further actions may include asking the parents/carers to restrict the mobile device being brought to school. For further information please read the ATLP Mobile Devices Policy.

Students are strongly encouraged to read the students' Acceptable Use Policy to familiarise themselves with acceptable use of school IT equipment; please see <https://atlp.org.uk/files/2022/11/Acceptable-use-Students.pdf#acceptable-use-policy-students/>.

Earphones/headphones are not permitted on school site, if they are seen, they will be confiscated.

At The Royal Sutton School we ensure students are aware that mobile devices/headphones/speakers will not be seen or heard unless permission has been granted by a member of staff. Failure to abide by this rule will result in the mobile device/earphones/headphones/speaker being confiscated.

Upon the first confiscation, the item can be collected by the student at main reception at the end of the day. Any further confiscations will result in the parent/carer of the child having to collect the item at the next available opportunity. The item will not be returned to the student.

The policy above will reset at the end of each half term.

Should the students have an afterschool detention, the device will not be given to the student until the afterschool detention has been attended (15:30 or 15:50).

Misuse of mobile devices

Students must not use mobile devices to access, use or distribute any material, or to participate in any activity, which is regarded as distasteful, offensive, indecent or harmful to other students. The following list gives examples of the sort of material or activities that will be regarded as unacceptable. It is not exhaustive.

- bullying or harassment
- personal insults, attacks or abuse
- racist or sexist activity
- indecent images; taking, sending and receiving especially of other students

In the event of a serious misuse of a mobile device, the school will seek to inform you of the circumstances and will also contact the police, pending their investigations. Mobile devices will in this instance only be returned to a parent/carer or will be handed over to the police at their request.

SCHOOL ISSUED IPADS

We kindly ask that iPads remain in their protective cases at all times. If a device is damaged (whether accidental or not) while the case has been removed, parents/carers will be responsible for the cost of any repair or replacement. Removing the case also breaks the Acceptable Use Agreement, so please encourage your child to keep their iPad protected to avoid any issues. Thank you for your support.

iPad Classroom Expectations

Please see below classroom expectations for students with respect to the use of iPads. Please note that this is not an exhaustive list and the school's Behaviour Policy will be applied as appropriate.

- **Exemplary use of iPads**
- iPads are brought to school every day and are fully charged at home ready to be used; please note that school does not have sufficient chargers or electrical sockets for students to charge their devices in school.
- iPads are placed on the desk, where appropriate, at the start of every lesson and only used when asked to do so by the member of staff.
- iPads are only used for schoolwork and are always used appropriately.
- iPads are always kept in their protective case and students take care of their respective device to avoid damage or loss as this will likely impede their learning. Students can provide their own



cases. Please note that students will be required to return the issued iPad and issued case when they leave school in good condition.

- Store iPads in bags when not in use and take care of the bag and the contents to avoid damage to the iPad.
- iPads are not used at breaktime or at lunchtime unless students are given permission to do so by a member of staff.
- If for any reason a student does not have a working iPad, they will be expected to work with a pen and paper in line with the Learning and Teaching Policy and the Praise and Behaviour Policy; it is very unlikely that students will be provided with a replacement device.
- If the iPad is accidentally damaged or there are technical issues related to the iPad, the student's parent or carer will email enquiry@trss.bham.sch.uk to seek advice and support.
- Communicate with staff and students using official school systems only. Any such communication will be polite and courteous in tone and manner. Please note that staff aim to respond within 48 hours (school days only).
- Taking of photos, sound recordings and/or videos are for schoolwork purposes only. Please note that any photos, sound recordings and/or videos must be stored on the iPad and not air-dropped or distributed without permission from a member of staff.
- Students will only attempt to use an iPad off the school site during the specified times of the day when it is permitted.
- Students will not open any hyperlinks in emails or any attachments to emails, unless the source is known and trusted.
- Verbal praise is used and where appropriate, Virtue Points are issued by members of staff in line with the Behaviour Policy.

BEHAVIOURAL PROCEDURES

The behaviours below are not exhaustive, and staff members reserve the right to confiscate a device when learning is being disrupted as a result of misuse. Staff members may feel it necessary to confiscate the device without issuing a warning 1 or warning 2.

Warning 1 <i>Verbal Warning</i>	Misuse of iPads that disrupts own learning <ul style="list-style-type: none"> • Using the iPad when the member of staff has asked students not to • Using an iPad in a way that disrupts your own learning • Not using the correct App as instructed by the member of staff
Warning 2 <i>Verbal Warning & seat change/pastoral conversation</i>	Misuse of iPads that disrupts other's learning and/or continued misuse <ul style="list-style-type: none"> • Continued inappropriate use of an iPad in the lesson following verbal warning (above) • Communicating with others in an impolite or inappropriate way • Attempting to restart iPad when locked / restricted by Apple Classroom; please note that this does not work, and students will still be restricted by Apple Classroom/locking • Not locking an iPad which may allow others to access the device • The actions above may result in the student receiving an immediate warning 2, without the need for a warning 1
Warning 3 <i>After school detention</i>	<ul style="list-style-type: none"> • Using an iPad to make a noise or project light (e.g. using the torch function) in a way that is likely to disrupt learning • Using an iPad at breaktime or lunchtime without permission from a member of staff. • The actions above may result in the student receiving an immediate warning 3, without the need for a warning 1 or warning 2
Other:	Grossly inappropriate misuse of iPads



On-Call device confiscation	<ul style="list-style-type: none">• Attempting to contact another student for example via the Messages app, FaceTime, an email, Teams, or any other app/ internet based platform in a lesson without permission from a member of staff• Attempting to contact anyone outside of school eg home, friends etc when in lessons• Searching (e.g., via any search engine such as Safari) for something inappropriate. Please note that all devices are monitored by Smoothwall and alerts are sent to school with screenshots with the inappropriate material• Using another student's device without permission from a member of staff and/or to disrupt learning, that may lead to a loss of work or to access inappropriate material• Supplying the passcode for an iPad to another student/person or giving access to an iPad to another student/person• Using social networking sites without permission from a member of staff or not in accordance with the school's policies• Attempting to download unauthorised apps• Refusing to follow instructions from a member of staff following a warning 3• Using an iPad for any harmful sexual behaviour e.g. sending an abusive or indecent message of a sexual nature, use of sexualised language towards a student or member of staff or creating/sending sexualised, indecent or pornographic material• Using an iPad for any racist, homophobic, transphobic, misogynistic or discriminatory behaviours• Sending abusive, intimidating or threatening messages• Refusing to hand over an iPad to a member of staff when asked to do so; please note that the iPad is school property and not the property of the student• Connecting an iPad to a projector without permission from a member of staff• Removing any wiring or IT equipment such as cables, Apple TV box etc as this could disrupt learning• Any behaviours using an iPad that may cause significant disruption to learning• Taking photos, making sound recordings or filming of students, the classroom environment or the school site without permission• Taking photos, making sound recordings or filming a member of staff/student without permission• Attempting to access prohibited areas of the school network, other students' work or members of staff's files without permission from a member of staff• Attempting to disable systems or equipment• Deliberately installing malicious software or altering device or school network settings that may disrupt learning• Deliberately damaging an iPad• Selling or giving the iPad to someone else to keep. Please also note that the device can be remotely deactivated rendering the device useless to anyone else outside of the organisation• Using an iPad for any potentially illegal behaviours• Any serious breach of the students' Acceptable Use Policy (https://atlp.org.uk/files/2022/11/Acceptable-use-Students.pdf#acceptable-use-policy-students/). Please note that the device is school property and can be taken back at any time at the discretion of the school
------------------------------------	--

Harmful Sexual Behaviour (HSB)

The Royal Sutton School does not tolerate sexual violence and sexual harassment, it is never acceptable.

- The starting point regarding any report will always be that there is a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable, and it will not be tolerated. It is especially



important, not to pass off any sexual violence or sexual harassment as ‘banter’, ‘just having a laugh’, part of growing up’ or ‘boys being boys’ as this can lead to a culture of unacceptable behaviours and an unsafe environment for children (for the purpose of this policy, 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).

- The Royal Sutton School will avoid not recognising, acknowledging, or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse as this can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- In the event of an incident of HSB, The Royal Sutton School will investigate, taking the advice of external agencies where appropriate, comprehensively record and sanction with exclusion/suspension as per the behaviour policy.
- If a report is shown to be deliberately invented or malicious, The Royal Sutton School will consider whether any disciplinary action is appropriate against the individual who made it.

Discriminatory Language/Behaviour

The Royal Sutton School will not tolerate discriminatory behaviour/language of any sort. The school maintains a zero-tolerance policy relating to this issue.

- Any incident involving the use of language/behaviour which is considered to be discriminatory towards any person with a protected characteristic will be investigated and sanctioned in accordance with the behaviour policy.
- This policy addresses discriminatory language and behaviour which occurs both on and off the school site, as well as face to face and/or online.

REWARDS AND SANCTIONS

The Royal Sutton School is an orderly school in which students normally act with care and consideration. We use our reward system to promote and encourage good behaviour; however, sanctions are necessary for students who have not responded to encouragement.

Virtue rewards and recognition

Purpose:

- Encouragement and Motivation.
- Reinforcement of Positive Behaviours.
- Academic Performance Improvement.
- Fostering Healthy Competition.
- Building a Sense of Community and school pride.
- Student Engagement and Participation.
- Encouraging Goal Setting and Progress Tracking.

Students will earn virtue points when they uphold the virtues of The Royal Sutton School.

- Those with the highest virtue points for the day are recognised during line up daily.
- Students are rewarded virtue points for 100% attendance each week.
- Students can receive virtue points for making a demonstrable effort in improving their attendance.
- Highest earning tutor groups are recognised during assembly each week.
- Students can spend their virtue points at the Virtue Shop and collect their purchases of a Wednesday and Friday lunchtime.
- Students are invited to reward trips at the end of each term if they are in the top 30 for their year group for virtue points (attendance and behaviour is also considered).



- Students are recognised in celebration assemblies at the end of each half term for consistent application of the school's moral virtues.

Each week our Heads of Year nominate a 'Virtues Champion'. This is a person in their year group who has gone above and beyond to demonstrate our virtue of the week. We would like to thank our Virtues Champions for leading the way, focusing on and practicing our virtues.

Sanctions

The following table outlines the range of sanctions we use at The Royal Sutton School.

Warnings, sanctions and detentions

There will be an expectation that teachers will redirect behaviour in the first instance and describe what behaviour is required in the classroom. This may be to an individual/group of students. Possible language could include, <i>"I must not have been clear; I need you to complete the DIN in silence"</i> .	
Warning 1 Verbal Warning	Verbal warning, reminder of school rules and consequence. <i>An example of the language used by the teacher could be, "X, I need to you to be silent during this activity, that is a warning 1".</i>
Warning 2 Verbal warning/seat change	Verbal warning, reminder of school rules and consequence. The teacher may move the student to another seat to reset the behaviours displayed. The class teacher may log the behaviour on Class Charts. An example of the language used by the teacher could be, "X, I have asked you not to talk, but you have continued, that is a Warning 2".
Warning 3 After school detention	Student will be removed from the lesson and placed into the department referral classroom/reflection room. Student will be issued with a 20-minute afterschool detention to be attended on the same day. The class teacher will log the behaviour on Class Charts. An example of the language used by the teacher could be, "X, unfortunately, you have continued to talk so you will have a W3 and I'm going to call on-call".
HOY detentions – 20-minute to 40- minute	A student would receive a Head of Year (HOY) detention if they receive multiple afterschool detentions in one week or if a member of the Senior Leadership Team/Pastoral team deem it a necessary sanction for an incident of poor behaviour.
Late to lesson	20-minute same day afterschool detention
Over 10 minutes late to a lesson	40-minute same day afterschool detention
Internal truancy	40-minute say day afterschool detention/reflection room/suspension
Incorrect uniform	20-minute same day afterschool detention

If a student receives an afterschool detention, this will be visible of the Class Chart app.

Please see below the escalation procedures should students fail to attend their sanction:

Failure to attend 20-minute detention – 40-minute detention the following school day

Failure to attend 40-minute detention – time spent in the reflection room the following day and a 40-minute afterschool detention



Repeated missed detentions – extended periods of time in the reflection room with a reintegration into lessons.

Failure to attend reflection room – may lead to a suspension.

The escalation of sanctions will/has been shared with students through tutor time and assemblies.

Student out of lesson

At The Royal Sutton School, we do not permit students to be out of lesson unless they have been collected by a member of staff or have been provided with an out of lesson slip/note from a teacher. We hold the same expectations for those students who do not arrive to lesson on time. For those students who are not meeting this expectation, we follow the procedure below:

Student out of lesson

- Student out of lesson to be escorted to the reflection room
- Call home made by leadership/pastoral team

Reflection room

- Students to complete statement sheet identifying reasons for being out of lesson
- Following statement, if deemed necessary, student to hold conversation with staff member to identify the reason for being out of lesson
- Students to remain in the room through social time until they are “ready to learn” which is a **minimum** of 2 periods of good work

Defiance (refusal to attend reflection room)

- Parents will be communicated with – explaining escalation process
- Suspension may be issued by the Headteacher

If a sanction has been given this will be recorded on the Class Charts, where behaviour points are subtracted from the students’ virtue points. These points will be reported to parents via the Class Charts app. We expect to work with parents to ensure that students have a successful and worthwhile education; therefore, sanctions are given when negative behaviour occurs and when the member of staff feels that it is appropriate. We will use our professional judgement to ensure that the behaviour policy is implemented appropriately and within context.

Please note that detentions are a school’s disciplinary right, and as a result, permission is not needed to detain a student, however parents will be able to view any afterschool detentions on the Class Charts app.

Punctuality to lessons

The Royal Sutton School know the importance of being punctual to lessons. Students who are late to lessons miss out on valuable learning time and disrupt the learning of the other students in the classroom. Therefore, those students who arrive late to lessons will receive a 20-minute afterschool detention.

Behaviour reports

Should a student fail to uphold the character virtues of The Royal Sutton School, there is an escalated approach in which a student may be under focus from the relevant staff member. Data will be used to plan appropriate interventions and issues sanctions.

EXCLUSIONS AND SUSPENSIONS

The Headteacher decides whether to exclude a student, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

This sanction would be for either a single serious incident or where a student has repeatedly failed to follow the required standards of behaviour. The table below demonstrates some of the reasons provided for an exclusion/suspension, it is not exhaustive.



Suspension categories
Abuse against sexual orientation or gender identity
Abuse relating to disability
Bullying
Damage
Drugs/alcohol related
Inappropriate use of social media or online technology
Persistent or general disruptive behaviour
Physical assault against a student
Physical assault against an adult
Racist abuse
Sexual misconduct
Theft
Use or threat of use of an offensive weapon or prohibited item
Verbal abuse/threatening behaviour against a student
Verbal abuse/threatening behaviour against an adult

Suspension

- Suspensions will be used appropriately. We will reintegrate suspended students on their return in order to manage their behaviour effectively.
- It is likely that students may spend some time in the Reflection Room. This could be prior to the fixed term exclusion/suspension during the initial investigation into the incident or behaviour, or as part of their re-integration plan. This may also be referred to as internal exclusion.
- Parents/carers are advised that a change in the law makes it explicit that they are responsible for supervising students for the first five days of any period of exclusion. Where an exclusion is for longer than 5 days the school will arrange suitable alternative education from the 6th day.
- Parents/carers are expected to attend a reintegration meeting following a fixed term exclusion, at this meeting a student's behaviour will be reviewed and a reintegration programme drawn up.
- Where a student has been excluded for 5 days or more (either for one fixed term exclusion or a series of different fixed term exclusions) the student, along with their parent/carer, may be asked to attend a meeting with the school's Behaviour Lead/Headteacher/School Governor.

Permanent Exclusion

A decision to exclude a student permanently is a serious one. It will usually be the final step in the process for dealing with disciplinary offences, following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student and will normally be used as a last resort.

A decision to exclude permanent can arise:

- a) In response to serious breaches of the schools' behaviour policy.
- b) If allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school.

There will however be exceptional circumstances when, in the Headteacher's judgement, it is appropriate to exclude permanently a student for a first, or one off, offence. The Secretary of State for Education has made it clear that he would not normally expect the Governors' Disciplinary Committee, or an Independent Appeal Panel, to re-instate the student.

Parents have the right to challenge a permanent school exclusion decision via the Governing Body in the first instance. Parents be invited to a review meeting with the school's governors if your child has been permanently



excluded. This will happen within 15 school days. If the governors do not overturn the exclusion, parents can ask for an independent review by their local council.

Off-site direction

Off-site Direction is a time-framed placement of a student in a different school for the purposes of improving that student's behaviour. There may be secondary objectives such as improving attendance, improving academic progress or improving punctuality. Placements usually last for one of four time frames: 2 week re-engage, 6 week re-connect, 12 week re-direct, 39 week re-discover (for students in the last term of year 10 and those in year 11). Students will remain dual registered for the duration of the placement. The placement of a student on an off-site direction is at the Headteacher's discretion.

Managed move

Managed Move, according to the DfE guidance, is the permanent transfer of a student from one school roll to another school roll without any trial period, or chance to return to the home school.

Part time timetables

It may be appropriate for some students to receive a part time timetable. This should only be considered in very exceptional circumstances. This must be reviewed regularly with the initial review date to take place within 2 weeks of the start date. Part time timetables may be implemented for the following reasons:

- To support a student who has become disaffected
- As part of a medical plan as agreed between the school and health professionals
- As part of a planned reintegration programme into school after a period of absence.

Preventing Bullying

Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group, either physically or emotionally. At The Royal Sutton School we have a separate policy which deals with the procedures we follow in instances where bullying has been reported. However, as a school we are dedicated to the prevention of bullying by fostering an ethos of respect for others, an understanding of the value of education and a clear understanding of how our actions affect others.

This is delivered through our tutor programme, assemblies, and across the curriculum in subjects like drama, citizenship, history and English. Outside agencies are also used, such as the police, to deliver messages to the students to help protect them from situations outside school where they may be vulnerable to bullying; this includes use of social media and other electronic communication, the dangers of carrying weapons and the dangers of criminal exploitation.

The Headteacher decides whether to suspend/permanently exclude a student from school, taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community.

Student Restraint

The Education Act 2006 provides clear guidance on restraint. Further advice is available to schools in the DfE guidance "Use of reasonable force" July 2013. Staff are authorised to use physical force to control or restrain students if a student's misbehaviour is so serious that:

- there is a danger of physical injury to the student themselves or someone else.
- there is a danger of damage to property.
- the student is prejudicing the maintenance of good and discipline within the school.
- a criminal offence is being committed.

In circumstances when restraint has been necessary it is likely that this would be seen as an offence where a student would be punished by internal exclusion, fixed term exclusion or permanent exclusion. We expect our students to be able to follow instructions and believe that following verbal instruction is essential to maintaining a well-disciplined school.

The power to screen, search and confiscate items



The Education Act 2002 provides clear guidance on screening and confiscation.

Screening

What the law allows:

- Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.
- Schools' statutory power to make rules on student behaviour and their duty as an employer to manage the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.
- Any member of school staff can screen students.
- We work alongside our local police forces and participate in programmes, which aim to raise the dangers of carrying weapons both inside school and outside. This process involves screening of classes and students using a metal detector and searching bags to ensure students are safe and there are no prohibited items.

Also note:

- If a student refuses to be screened, the school may refuse to have the student on the premises. Health and safety legislation requires a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. The student should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Searching

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

Staff authorised by the Headteacher also 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:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, to cause personal injury to, or damage to the property of, any person (including the student)
- headteachers and authorised staff can also search for any item banned by the school, such as electronic cigarettes, laser pens/lights, lighters, matches, vapes

School staff also have the power to search students if they believe they are in possession of a banned item.

Banned items are:

- fizzy drinks/energy drinks
- unsuitable confectionary
- permanent marker pens
- mobile device that has been used for the purpose of cyber bullying/sexting/disrupting the behaviour of students both inside and outside of school
- any items that may cause harm to themselves or others

Searches will take place wherever possible by two members of staff, with at least one being the same sex as the student, and member of staff acting as a witness. The search should be conducted quietly and discreetly,



and if possible, away from other students. Any item found during the search will be confiscated by the staff members.

Confiscating

School staff can seize any prohibited or banned item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. It is our intention that seized items will not be returned to the students, and in some instances may be referred to the police. However, there may be instances where items could be returned to parents/carers and in these circumstances, we will contact parents/carers, for their support and to arrange an appropriate time for them to collect any items that can be returned.

Allegation against staff

When a student makes an accusation about a member of staff and the accusation is shown to have been deliberately invented or malicious, the head teacher/executive head teacher will consider whether to take disciplinary action in accordance with this policy. This may include a referral to the police to consider if action might be appropriate against the accused. The LADO must be consulted when there are concerns that a person in a position of trust has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
- Where such an allegation is made, appropriate support will be provided to the members of staff affected (See Safeguarding Policy for further information)

Transition Support

The transition between year groups, key stages and school settings can be disruptive to some students - setting out a plan which ensures a smooth transition will help to make this a positive experience for all.

This will include:

- Meeting with previous school
- HoY meeting with students and parents
- Testing of student's ability
- Student will have a buddy of support
- Regular contact with parents
- Ensuring new students are aware of the expectations we hold of all
- Ensuring new students are aware of all rules, routines and consequence systems
- Ensuring new students know key staff and understand where, who and how they can receive support.

Staff induction, development and support

To implement a consistent approach to behaviour, we offer regular training and support to both new and existing members of staff. We offer "playbooks" to staff members and ensure behaviour management routines are revisited regularly with frequent instructional coaching opportunities available.

REFLECTION ROOM PROCEDURES AND PROTOCOLS

1. Students must remove all outdoor clothing including coats, hoodies, jackets, and hats. Students should always comply with The Royal Sutton School Uniform Policies.
2. All mobile phones, tablets or technological devices must be switched off and handed to the reflection room manager. Students will place their belongings including bags and coats on the back of their chair
3. Students will be allocated work; staff are to enquire whether students have work with them that they can complete or should source alternative work.
4. Students are to be seated where indicated by the staff member in the room
5. All students should register with a staff member upon arrival and record any times in and out of the reflection room.
6. Room Expectations:
 - NO graffiti



- NO chewing gum
 - NO eating or drinking
 - NO movement around School during lesson change, break or lunch
 - NO movement around the reflection room
 - NO talking with peers under any circumstances
 - NO communication through windows or the door
 - NO communication with visitors to the reflection room
 - NO talking to staff unless spoken to
 - NO comfort breaks during lesson change over (students must be escorted by on-call staff members).
7. Students will be advised of any detentions or other sanctions within reasonable time.
8. Students are to ensure their workstations are clean, tidy, and all equipment/resources are returned before retrieving their belongings and being allowed to leave the reflection room.

KEY STAFF MEMBERS

Senior Leadership Team

Mrs N Gould (NG) – Headteacher
Ms T Richards (TR) – Deputy Headteacher
Mr M Grove (MG) – Assistant Headteacher
Mrs L Lockley (LL) – Assistant Headteacher
Mrs L Norton (LN) – Assistant Headteacher
Mrs G Aston (GAS) – Associate Assistant Headteacher
Mrs N Sturmey (NS) – Associate Assistant Headteacher
Mrs V Spawton (VS) – Pastoral Manager & Lead DSL
Mr S Clarkson (SCL) – Lead Practitioner for Behaviour

Designated safeguarding lead

Miss L Wootton (LWO)

Heads of Year

Year 7 – Mrs C Wakefield (CWA)
Year 8 – Miss S Wootton (SWO)
Year 9 – Mr M Denver (MDE)
Year 10 – Mr A Ahmed (AA)
Year 11 – Mr M Cannell (MCL)

Learning mentor

Mr E Warner (EW)
Miss K Holland (KH)

Phase Leaders

Mr D Smikle (DS) – Year 7 and 8
Miss E Smart (ESM) – Year 9 and 10
Mrs C Halford (CFD) – Year 11

SENDCO

Ms C Jordan (CJO)
Mrs G Gilbert (GG) – Assistant SENDCO

Inclusion manager

Mrs S Allen (SA)