Behaviour for Learning Policy

Ixworth High School

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Parent/Carers have chosen Ixworth High School as their preferred School, and we trust they will support the school in its policies and practices.

Ixworth High School believes that, to fulfil the school aims, all members of its community must be involved in the development and implementation of policies relating to keeping a disciplined, secure and happy learning environment. Discipline at Ixworth High School is based upon the encouragement of good behaviour through praise and reward but is supported by clear and firm consequences for those whose effort or behaviour fails to meet our standards. Where students exceed our expectations, rewards are given.

1. Aims

This policy aims to:
- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment

- Establish a whole-School approach to maintaining high standards of behaviour that reflect the values of the school including outlining the rewards policy

- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students

- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

- This policy is based on legislation and advice from the Department for Education (DfE) on:
- [Behaviour and discipline in Schools: advice for headteachers and School staff, 2016](#)
- [Behaviour in Schools: advice for headteachers and School staff 2022](#)
- [Searching, screening and confiscation at School 2018](#)
- [Searching, screening and confiscation: advice for Schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2025](#)
- [Exclusion from maintained Schools, academies and student referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained Schools, academies and student referral units in England,including student movement 2023-24](#)

- [Use of reasonable force in Schools](#)
- [Supporting students with medical conditions at School](#)

It is also based on the [Special Educational Needs and Disability (SEND) Code of Practice](#).

In addition, this policy is based on:

Schedule 1 of the [Education (Independent School Standards) Regulations 2014](#); paragraph 7 outlines a School's duty to safeguard and promote the welfare of children, paragraph 9 requires the School to have a written behaviour policy and paragraph 10 require the school to have an anti-bullying strategy

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.

3. Definitions

Misbehaviour is defined as:
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes and other social times throughout the day such as before and after school
- Non-completion of classwork or homework
- Poor attitude towards students' work, peers and adults on site including visitors
- 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
- Upskirting
- 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 drug paraphernalia
- Stolen items

- Tobacco and cigarette papers
- Vapes
- 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 student)

4. Bullying and Equality

Ixworth High School is committed to ensuring that all students are able to learn in a supportive, caring and safe environment without the fear of being bullied or racially discriminated. Bullying and Racism is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated at the school. If bullying or racism does occur, any incidents will be dealt with promptly and effectively in line with the behavior policy.

Ixworth High School has an open policy for reporting incidents of bullying and racism which are strengthened and highlighted within the Equality Policy. Incidents, when reported, will be recorded and action taken parents/carers, students and colleagues will be informed/involved in due course.

We will continue to work with parents/carers and students to ensure we have a culture of tolerance and respect at School. We urge parents/carers to contact their child's Tutor or Pastoral Leader as soon as possible should they have a concern about bullying or racism. The school's approach toward hates and intolerance around protected characteristics is robust and is underpinned in the assembly schedule. Details of our School's approach to preventing and addressing bullying are set in our anti-bullying strategy (Appendix F).

5. Roles and Responsibilities

a. The Trust Board

The Trust Board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

b. The Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy

- Ensuring that the school environment

  encourages positive behaviour

- Ensuring that staff deal effectively with

  poor behaviour

- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to

ensure they understand its rules and routines, and how best to support all students to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the Safeguarding and Child Protection 2024 policy to offer students both consequences and support
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

c.   Teachers and Staff

Staff are responsible for:
- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of

  acceptable student behaviour

- Implementing the behaviour policy consistently

- Communicating the School's expectations, routines, values and standards through teaching behaviour in every interaction with students

- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the school culture and how they can

  uphold School rules and expectations

- Recording behaviour incidents promptly

- Challenging students to meet the school's expectations

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

d.   Parents and Carers

Parents and carers, where possible, should:
- Get to know the school's behaviour policy and

  reinforce it at home where appropriate

- Support their child in adhering to the school's

  behaviour policy

- Inform the School of any changes in circumstances that

  may affect their child's behaviour

- Discuss any behavioural concerns with the school

  promptly

- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

e.   Students

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

1. The expected standard of behaviour they should be
   displaying at School

2. That they have a duty to follow the behaviour policy

3. The schools' key rules and routines and these will be
   displayed in each classroom as clear reminders.

4. The rewards they can earn for meeting the behaviour
   standards and the consequences they will face if they don't
   meet the standard.

5. The pastoral support that is available to them to help them
   meet the behavioural standards.

- Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Students will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for students who are mid-phase arrivals.

6. School Behaviour Expectations

The school works hard to ensure consistent standards of expectations are applied at all times. Our expectations of students are clearly explained in:

a) Code of Conduct
Our expectations of students in lessons, around the school, on trips and travelling to and from School and whenever in School uniform or when students are identified as part of the school community, have been outlined in the School Code of Conduct. All students and parents/carers are supplied with this code on entry to the school; all students are expected to sign it and abide by it. The Code of Conduct was developed on a whole School basis, has been discussed with staff, students and Trustees and has been approved (see Appendix A).

b) Classroom 'Non-Negotiables' - Learning Rules
These statements support the School Code of Conduct by being more specific about expectations in all classroom/learning environment situations. They have

been drawn up jointly with staff and students, are regularly shared through group tutorial sessions and are posted in every classroom. The non-negotiables are designed to ensure that students are clear about what is expected, make the most of their opportunities and do not impinge negatively on the opportunities of others (see Appendix B).

c) Lesson Entry/ Exit Procedure

These procedures are used as a consistent approach for starting and finishing lessons and are linked to our non- negotiable of being ready to learn (see Appendix C).

Mobiles 'Phones and Headphones'

Mobile 'phones must be switched off and out of sight during the school day – 08.00-15.10. Mobile 'phones will be confiscated if seen or heard at any time during the school day and held in the Front Office until the end of that day to be collected by students; when a second or subsequent confiscation occurs, parent/carers will be asked to collect the phone. Personal headphones are only allowed to be used in a lesson, with a computer only and directed by a teacher: they will be confiscated if seen at any other time. Failure to hand over the mobile phone will be dealt with in accordance with the behaviour policy

7. Responding to Behaviour

Classroom Management

Teaching and support staff are responsible for setting the tone and context for

positive behaviour within the school. They will:

- Create and maintain a stimulating environment that

  encourages students to be engaged ❯ Remind students

  of the code of conduct and non-negotiables including

  SLANT

- Develop a positive relationship with students, which will include:
- Greeting students in the morning/at the start of lessons
- Following the start and end of lesson protocols
- Establishing clear routines
- Highlighting and promoting good behaviour by using the reward system (See attached Reward Tariff)
- Concluding the lesson positively and starting the next lesson afresh
- Being consistent
- To follow the consequences as identified in 7.4.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.
We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
Where this may be the case, we will follow our Safeguarding and Child Protection Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
Please refer to our Safeguarding and Child Protection Policy 2025 on the school's

website.

Responding to Good Behaviour

Celebrating success is a priority and this includes good behaviour. When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture (see Appendix D).

Responding to Misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour (see Appendix E).

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques should be used to help prevent further behaviour issues arising, such as the use of pre- arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour consequences, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

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

- Calling 'On Call' to hold the class while the teacher discusses the behavior privately with the student in the corridor.
- A verbal reprimand and reminder of the expectations of behaviour
- Expecting work to be completed at home, or at break or lunchtime
- B1 detention at a point during lunchtime which will be escalated through the sanctions for non-attendance
- B2 detention during all of lunchtime which will be escalated through the sanctions for non-attendance
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom or litter picking with gloves and grabbers
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'
- Removal of the student from the classroom if behavior does not change after the first conversation
- Time spent in Internal Exclusion
- Off-site Direction / Managed move
- Suspension

- Permanent exclusions, in the most serious of circumstances

This list is not exhaustive, and other consequences may also be put in place. Personal circumstances of the student will be taken into account when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

Any incident where reasonable force has been applied, should be reported to the headteacher immediately.

Confiscation, Searches and Screening

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

Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.
We will also confiscate any item that is harmful or detrimental to School discipline such as chewing gum. These items will be returned to students after discussion with senior leaders and parents, if appropriate. We are a no nut school and must maintain this with the strictest zero tolerance ethos. For this reason, food items containing nuts will also be confiscated to protect the safety of the whole community.

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themself.
Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:
The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or assistant) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search th

authorised member of staff will:

- Assess whether there is an

  urgent need for a search

- Assess whether not searching would put other

  students or staff at risk

- Consider whether the search would pose a

  safeguarding risk to the student

- Explain to the student why they are being

  searched

- Explain to the student what a search entails – e.g. I will ask you to turn out your

  pockets and remove your shoes

- Explain how and where the search will be carried out

- Give the student the

  opportunity to ask

  questions

- Seek the student's

  co-operation

If the student refuses to agree to a search, the member of staff will escort the student immediately to Internal Exclusion.
If they still refuse to co-operate, the member of staff will contact the headteacher (or deputy), to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets,

possessions, desks or lockers. Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching Students' Possessions

Possessions means any items that the student has or

  appears to have control of, including:

- Bags
- Lockers

A student's possessions can be searched for any item if the student agrees to the search.

If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Refusal to be searched and/or remain in a safe place (internal exclusion) will be dealt with in line with the behaviour policy.

Informing the Designated Safeguarding Lead (DSL)
The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system (search log).

Informing Parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:
- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any consequences that have been applied to their child

Support After a Search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student maybe suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).
If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Off-site Misbehaviour

Consequences may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. School trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student at our School

Consequences may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions on the running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

Consequences will only be given out on School premises or elsewhere when the student is under the lawful control of staff members (e.g., on a school-organised trip).

Online Misbehaviour

The school can issue behaviour consequences to students for online misbehaviour when:

- It poses a threat or causes harm to another student

- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school
-

Consequences will only be given out on School premises or elsewhere when the student is under the lawful control of staff members.

Suspected Criminal Behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the headteacher, deputy or safeguarding team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.
If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

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

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 and 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 Safeguarding and Child Protection Policy 2025 for more information (available on the school website).

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer ((LADO),

where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other students.

8. Consequences

Detention

Students can be issued with detentions during break (if late to school with no reasonable explanation) or during lunch. These are called: 1) Break time detention 2) B1 (20 mins at lunchtime) 3) B2 (40 mins at lunchtime)

The school will decide whether it is necessary to inform the student's parents.

When imposing a detention, the school will consider

whether doing so would:

1. Compromise the student's safety
2. Conflict with a medical appointment

Repeated behaviours may result in an escalation of sanctions. Repeated sanctions will lead to increased severity of consequences.

Removal from Classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful and linked as closely as possible to the mainstream curriculum.

Removal is a serious consequence and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive.
- Maintain the safety of all students.
- Allow the disruptive student to continue their learning in a managed environment (first removal is to another classroom, second removal would be to internal exclusion (IE)).

Students who have been removed from the classroom are supervised by a member of staff in another classroom or office and will be removed for the shortest length of time appropriate. As a minimum this will be for the remainder of the lesson. In some serious circumstances, it may be for longer.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head of Lower/Upper School (for example, internal exclusion).
Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom via Bromcom.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the student in the behaviour log. A removal from a classroom is recorded as a B1. In extreme behaviour incidents, a more severe sanction may be imposed.

As with any other frequent breaches of behaviour policy the school will consider alternative approaches to behaviour management for students.

a.   Suspension and Permanent Exclusions
Students that are at risk of suspension or permanent exclusions, will have appropriate interventions in place to try and prevent this.
For example:

- Off-site direction
- Managed moves
- Multi agency assessments
- Alternative provision

If a student is directed off-site, it is explained that this is compulsory. The letter will include a date by which the off-site provision will be reviewed. Trustees will be included in the reviewing process.

Managed Moves are never guaranteed. The student in question is discussed at IYFAP (In Year Fair Access Panel) by the School's Inclusion Manager or a member of the Senior Leadership Team. If accepted, the student will begin a Managed Move at an alternative school with agreement of the parent/carers.

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school consequences and interventions. The attached Suspension Document (appendix F) will be completed to determine the reason for Suspension and signed by the Headteacher.

Parent/carers will receive a letter informing them of the suspension and the reason for the suspension which will be one of the following:

- Verbal abuse/ threatening behavior against another student
- Damage to property
- Persistent or general disruptive behavior (such as truancy)
- Bullying
- Fighting
- Sexual Misconduct
- Use of threat or use of an offensive weapon or prohibited item

- Abuse against sexual orientation and gender identity
- Verbal abuse/ threatening behavior against an adult
- Physical assault against another student
- Theft
- Physical assault against an adult Racist abuse
- Drug or alcohol related (including vaping)
- Inappropriate use of social media or online technology
- Willful and repeated transgression of a protective measure in place to protect public health
- Anything that seriously effects the safety or wellbeing of staff, students or the wider community

The decision to suspend or exclude will be made by the headteacher and only as a last resort. Please refer to our exclusions policy for more information. This can be found on the school website.

9. Responding to misbehaviour from Students with SEND

Recognising the impact of SEND on behaviour

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

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

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the School's policies or practices (Equality Act 2010)

- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)

- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

Any preventative measures will take into account the specific circumstances and requirements of the student concerned. Our approach to anticipating and removing triggers of misbehaviour may include examples such as:

- Adjusting seating plans to allow for students with visual or hearing impairment or sensory needs

- Training for staff in understanding conditions such as autism

- Use of 'time out' where students can regulate their emotions/use calming techniques to ease anxiety before returning to their usual curriculum – documentation would be required to support time out of the classroom.

- Use of communication cards to ease communication between student and teacher

- Ensure that students fully understand what is required for them to participate in the lesson and ensure that teachers use positive language to engage the student.

Adapting consequences for students with SEND

When considering a behavioural consequence for a student with SEND, the School will consider:

- Whether the student was unable to understand the rule or instruction
- Whether the student was unable to act differently at the time as a result of their SEND
- Whether the student is likely to behave aggressively due to their particular SEND – students would have a risk assessment in place to mitigate these circumstances.

If the answer to any of these questions is yes, it may be unlawful for the school to consequence the student for the behaviour.
The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs coordinator (SENDCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. However, we cannot diagnose specific needs.

Students with an education, health and care (EHC) plan

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

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

10. Supporting students following a consequence

Following a consequence, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.
This could include measures like:

- Reintegration meetings
- Regular contact with member of the pastoral team
- A report card with personalized behaviour targets
- A mentor (either internal or external)
- Risk assessment
- A school/Suffolk Framework Support Plan and/or Individual Behaviour Plan.

11. Student Transition

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider School culture.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:
- Restorative practice
- The needs of the students at our school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development for all staff.

13. Monitoring Arrangements

Monitoring and evaluating School behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom

- Attendance, internal exclusion, suspensions and permanent exclusions

- Use of student support units, off-site directions and managed moves

- Incidents of searching, screening and confiscation

- Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the schools behaviour culture.

The data will be analysed every term by the assistant headteacher and analysed from a variety of perspectives including:

- At School level
- By age group
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it. Behaviour reports will be run weekly and analysed by the assistant headteacher, these will analyse house points and demerits of students in all year groups so rewards and consequences can be put in place (see Appendix D and E).

Monitoring this Policy

This behaviour policy will be reviewed by the headteacher and assistant headteacher at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Board of Trustees.

14. Links with Other Policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding Policy
- Exclusions Policy
- Physical Restraint Policy
- Equality Policy

Appendices

A- Code of Conduct

B- Non-Negotiables – Learning Rules and SLANT

C- Lesson Entry/Exit Procedure

D- Rewards at Ixworth High School

E- Consequences Behaviour & Support Ixworth High School

F- Suspension Document

Appendix A: Code of Conduct

All those who work at Ixworth High School whether as students or as adults do so in the knowledge that their rights will be promoted and safeguarded. The following code of conduct states the high standards that we expect from everyone to ensure our safety and well-being. When these are not adhered to, consequences will be applied.

The Home-School agreement states that students will:

- attend everyday expecting to work hard.
- arrive at school on time, prepared and organised for all my lessons.
- be ready for lessons, on time and with the correct equipment.
- follow the schools values of 'Ready, Respectful, Safe, Resilient, Responsible and Ambitious' in everything I do.
- demonstrate politeness, care, concern and respect for all other members of the school and members of the general public and ensure that all students are welcomed and included in the life of school.
- follow the Trust's Behaviour Policy and uniform code at all times; in school, traveling to and from the school-on-school trips and residential visits/exchanges.
- do all my classwork and homework to the best of my ability and to make maximum progress.
- do all the work set by the deadline and to the best of my ability, seeking to extend myself through additional effort, reading, research and target setting.
- let someone at school know if I have any concerns.
- take advantage of all opportunities offered to me by the school, both within and outside lessons.
- adopt a positive attitude towards and participate fully in the life of the school.
- play my part in keeping the school buildings, furnishings and site in good order, in particular, free from litter and graffiti.
- take good care of the books, resources and equipment which I use.
- look after and fully utlise any mobile technology the school gives me to use for learning.
- act as a Young Leader at all times, helping teachers and staff to run my school and undertake my duties and responsibilities when required.

Appendix B: Non-Negotiables- Learning Rules

I will:

- listen to instructions and questions
- follow instructions
- ask for help when I am unsure
- concentrate on the work set
- complete as much work as I can in the time given
- complete the work to the best of my ability (with care and attention)
- allow others to concentrate and do their best
- speak to other students and staff politely and with respect
- wait to offer an answer rather than shouting out
- check my own work and correct mistakes/make improvements
- respond positively to marking verbal feedback
- follow SLANT

S	Sit up
L	Lean forward
A	Ask and answer questions
N	Nod your head
T	Track the speaker

Appendix C: Entry/ Exit Procedure from lessons and Warn, Move, Remove, Restore

I will:

- wait to be asked to enter the classroom and will say hello to my teacher as I walk into the room
- sit in the correct seat as directed by my teacher
- complete the 'do it now' activity in silence and I will respond to the teacher when the register is being completed
- Be responsible, resilient and ambitious throughout my lesson
- stand behind my chair, with correct uniform, at the end of the lesson and wait quietly to be dismissed

Classroom behaviour process

Staff should model the positive, calm and attentive behaviour which we expect from our students.

New lesson. *Ready, Respectful, safe*

Meet, Greet and Seat - positive welcome

'Do it now' task on the board/ready for all students

Emphasise positives & use the reward system

'End and Send' - quiet and calm, uniform correct.

Warning 1

Scripted intervention:

I've noticed that you are/seem…

I've seen you…(give a positive)

I need you to…

When I come back, you will… (give time, move away, do not engage in argument or negotiate

When you address the student, stand near them and speak in a

Examples:

I have noticed you haven't picked up your pen yet therefore you are not **ready** to work. When I come back, you will…

You have shouted out over others which isn't **respectful** to them… I need you to…

Warning 2

Discussion with student to identify barriers

E.g. I asked you to do/stop doing <u>X</u>. You are still doing <u>X</u>, as a result

Let's discuss this outside, thank you.

Call 'on call' to hold your class whilst you talk to the student.

Be clear about their behaviour. You need to try and rectify their barriers to learning.

Removal

Extremes of behaviour:

E.g. Swearing at a member of staff, physical violence etc.

Contact 'on call'

Removal

Should disruptive behaviour continue following <u>all</u> the previous stages and the use of take up time

'on call' contacted for removal to another classroom. Students must take work.

*This is deemed a B1 situation - Paperwork must be completed on Bromcom.

B1 issued by automatically

2 removals from one subject in a week leads to Subject report, contact to be made home.

Repair

Teaching staff follow up:

A restorative meeting <u>must</u> take place to ensure the student is ready to be successful in future lessons. This should take place before the next lesson. This ideally would take place in the detention.

Reconsider: seating plans, use of rewards, challenge, next lesson lets aim for a house point etc. to modify behaviours further. This is not an opportunity to enforce an apology although this may occur in the process.

A Fresh Start each lesson

Appendix D: Rewards at Ixworth High School

Verbal praise in public to students House Points (worth 1 house point)

Rewards help to build a confident, positive 'can-do' ethos and will bring clear benefits to your interactions and success with students inside and outside the classroom; they help to celebrate and validate achievement, service and effort. A positive attitude and polite manners are regularly rewarded such as holding a door open or saying please and thank you.

Praise postcards (worth 5 house points)

Subject/teams may send a postcard home (digital or physical) after a student has completed an excellent piece of work as detailed in the table below. Tutors can send postcodes home when students are highlighted in the weekly behavior report as the students in their year group that have achieved the greatest number of houses points that week.

Subject Pins (worth 15 house points)

Students must show an outstanding attitude/effort or achievement in the specific subject. They may also act as a mentor by encouraging others within their lessons.

School Value Certificates (worth 25 house points)

We recognise students who continually go above and beyond in any of the following areas:

Resilience

Responsible

Ambitious

A2L Rewards

Rewards for the students with the highest attitude to learning in their year group and the most improved attitude to learning. A2L grades are issued by classroom teachers at the end of each term.

Ixworth Pins (worth 100, 150, 250 house points respectively)

Students are awarded Ixworth pins (Bronze, Silver or Gold) when multiple staff nominate them as deserving winners. The student will show consistent resilience, effort and integrity in or outside of school.

Attendance Rewards

Students with 100% attendance will receive a weekly email home to acknowledge their achievement.
At the end of each half-term, the tutor group with the highest attendance will be rewarded — each tutee in that group will receive one house point. At the end of each term, students with 100% attendance will be invited to a Hot Chocolate Celebration. Finally, at the end of the school year, students who have maintained 100% attendance throughout the year will be awarded a 100% Attendance Pin in recognition of their commitment.

Celebration Assemblies

At the end of each half term, each year group will have a celebration assembly. This will be organised in the last week of term. They are designed to celebrate those students that are always amazing.

In the assembly the following suggestions could be included:

- Students with the most house points (top 3 in each year)
- Students with the most house points in lower/upper school
- The tutor group with the highest attendance
- The house with the highest attendance
- Students with most improved attendance
- 100% attendance certificates
- Positions of responsibility
- School Value Certificates
- Subject and Ixworth Pins

Year 11 Prom

Students must meet the Schools's Code of Conduct to receive an invitation to Prom.

Rewards system

Tier	Reward	Description	House Points
Tier 7	**Ixworth Pins**	**Gold**—(e.g. repeated significant contributions to the schools ethos over school life, obtaining a pin in 7 subjects or more, consistently high A2L throughout school life) **Silver**—(e.g. Repeated significant contributions to the schools ethos &/or school, obtaining a pin in 5 subjects or more, repeated high grades over a subject) **Bronze**—(e.g. One off significant contributions to school. Obtaining a pin in 3 subjects or more, repeated high A2L grades in a year)	100, 150 & 250 house points
Tier 6	**A2L Rewards**	A2L grades and most improved students rewarded. Letter issued to parents. 1* in all areas receives Head Teacher recognition.	50 & 75 House points
Tier 5	**School Values Certificate**	Staff/Parent/Student recommended—Issued by the senior leadership team for outstanding contributions to one of our school values (either in or outside of school). Certificate to be recorded in PEP folders with the value embossed as achieved. Individual certificate issued by SLT with a copy of the commendation.	25 House points (per school value)
Tier 4	**Subject Pins**	Each subject to allocate 1-3 subject pins per full term for students that deserve special recognition. The justification for which is within each departments discretion. All pins to be handed out in Assembly (Log on Bromcom).	15 House points
Tier 3	**Praise postcards**	Postcard issued—These are to be recorded on Bromcom and issued directly to students or tutors (Alternatively electronic versions via email to parents). Information collated for assembly from records.	5 House points
Tier 2	**House Points**	Issue one house point for any reason deemed appropriate e.g. strong answer, a high standard of work, demonstrating the school values, attempting more challenging work etc (good behaviour is an expectation).	1 House point
Tier 1	**Praise**	Staff praise and appreciation of work/effort	

Appendix E- Behaviour

Behaviour and Support

Behaviour *(Guide only - Mitigating circumstances may impact on this guidance)*

Possible Support
This will vary from student to student.

Tier 8 — PEx
(This may include suspension behaviours that are deemed to warrant PEx)

Behaviour:
- Extreme behaviours (e.g. sexual assault)
- Illegal substances
- Dangerous weapon
- Repeated suspension
- Any Suspension reason that is deemed to be more severe than a suspension.

Possible Support:
- Police notified
- External agencies informed/invited in
- Parent/carer meeting with SLT

Tier 7 — Suspension

Behaviour:
- Unprovoked Physical altercation
- Abusive language directly towards staff
- Smoking/Vaping
- Smoking/Vaping paraphernalia
- Criminal damage including graffiti
- Non-Compliance
- Abuse of protected characteristics
- Failure to complete isolation
- Repeated isolation behaviours

Possible Support:
- Parent/carer meeting with SLT/Head of Lower/Upper
- Suffolk Student Support Framework, Meetings with parent/carer every 2 wks
- Managed move (IYFAP)
- Adapted curriculum/School day– EWO
- Alternative Provision
- Phased return to lessons
- Daily feedback to parents (single point of contact e.g. pastoral/HoL/U/tutor etc)
- Education work from local policing team
- Spot searches conducted throughout school

Tier 6 — Full Day Internal Exclusion

Behaviour: Full Day/Multiple
- Repeated B2 detentions
- Repeated truancy
- Harassment, Physical altercation, Theft, Bullying, Threatening behaviour, Damage to the school or property
- Inappropriate use of mobile phone and social media including abuse of another person specifically hate crimes, filming someone without consent, taking photos without consent, sharing photos of another person, suggesting that images found on the internet are likenesses of another person.

Possible Support:
- HoL/U/SLT meeting with parents
- Independent Behaviour Plan
- SES, CEPP
- Curriculum Plus appointments
- Mentoring programme
- Adapted curriculum
- Phased return to lessons
- Student Support Plan (in school version)
- B2L form to identify need
- Trusted adult check ins

Tier 5 — Half Day Internal Exclusion

Behaviour:
- Failure to attend B2s
- Truancy (x1) in a day
- Inappropriate use of mobile phone such as playing music or sounds on it to disrupt learning
- Excessive B1/B2s

Possible Support:
- Tutor tracking of behaviours
- Tutor regular communication with home
- Head of Lower/Upper report
- Subject report for specific subject truancy is happening in
- CAT4 test, reading assessment review– possible barriers to learning form
- School nurse check in
- Wellbeing resources available

Tier 4 — B2 Detention
(Behaviour must be logged on Bromcom)

Behaviour:
- Failure to attend a B1
- 3 or more B1s in a week
- Repeated behavioural issues in multiple subjects
- Failure to hand over mobile phone to be kept in the school office

Possible Support:
- A2L report, positive report
- Restorative conversations
- Mentoring
- Lead tutor meeting with parents
- Student workbook review
- Complete work missed
- RAG rating lessons, identify areas of concern
- No contact contracts
- Hand mobile phone in daily
- Primary/secondary behaviour tables

Tier 3 — B1 Detention
(Behaviour must be logged on Bromcom)

Behaviour:
- 3 Warnings removal
- Repeated uniform issues
- Poor use of language
- Littering - (Litter picking)
- Lateness - (Make up time lost)
- Mistreatment of Peers (verbal without protected characteristics, excluding from social activity)
- Using mobile phone in school
- 3 or 4 on a report (next social time slot)

Possible Support:
- Restorative conversations - sheet to be completed with staff
- Repeated B1s over time = Subject report through subject teachers and parent meeting
- Thrive
- Repeated lateness/uniform/jewellery - Positive report through tutors
- Tutor meeting/contact with parent/carers
- Subject lead meeting with student and pastoral support

Tier 2 — Classroom warnings (1-2) -
(Add to Bromcom)

Behaviour:
- Repeated low level disruptions following scripted intervention
- Work below the standard expected of the student
- Shouting out
- Failure to follow instructions after script and take up time.

Possible Support:
- Staff discussion with student at break/lunch/before next lesson
- Look for positive reward token in first 10mins
- Positive report if repeated across subjects (Tutor, inc. meeting/call with parents)
- A2L Report to monitor - contact home (Tutor/L.Tutor)

Tier 1 — Teacher/tutor intervention

Behaviour:
- Minor disruption up to 1 warning issued
- Off-task behaviour
- Incorrect Uniform
- Phone out (first time)
- Chewing gum

Possible Support:
- RIP/PIP
- Staff discussion with student following lesson
- Contact with parent/carer - scripted
- Phone confiscated and placed safely in school office
- Chewing gum put in bin– confiscate rest of supply

Appendix F: Suspension Document

Student Name:		Year Group:	Date:
Form Completed by:			
Summary of incident:			
Statements Attached: *Yes or No*		**Other Adults Involved:**	
Recommended Sanction:		**Headteacher Approval:** *(Signature)*	
First day of suspension:		**Last day of suspension:**	
Returning to school date:		**Parent/Carer Informed by:**	
Date of External Placement (if required):		**When:** **How: Call/Email/LMOA**	
Parent/Carer informed of work set:			

Reason for Suspension (please tick all relevant):

Verbal abuse/ threatening behaviour against another student (VP)		Physical assault against another student (PP)	
Damage to property (DM)		Physical assault against an adult (PA)	
Persistent or general disruptive behaviour (PB)		Theft (TH)	
Bullying (BU)		Racist Abuse (RA)	
Sexual misconduct (SM)		Drug or alcohol related (DA)	
Use of threat from offensive weapon or prohibited item (OW)		Inappropriate use of social media or online technology (DS)	
Abuse against sexual orientation and gender identity (LG)		Abuse relating to disability (DS)	
Verbal abuse/threatening behaviour against an adult (VA)		Wilful and repeated transgression of a protective measure in place to protect public health (PH)	

Additional Notes: (e.g. Reduced timetable)	
Date added onto Bromcom:	**Letter generated by:**