



MAIDENHILL SCHOOL

BEHAVIOUR POLICY

MANAGEMENT RESPONSIBILITY:
Assistant Head Teacher – Student Welfare and Guidance

RATIFIED: July 2024

AUTHORISED SIGNATORY: Eric Dawson
Chair of Governors

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This policy has been written with reference to the DFE guidance “Suspension and Permanent Exclusion from maintained schools, academies and student referral units including student movement” (September 2023) and should be read in conjunction with all school policies and the following policies:

- Special Educational Needs and Disabilities
- Safeguarding
- Substance Use and Misuse
- Weapons and Knives
- Equality and Diversity

At Maidenhill we have clear and easy to follow expectations of students regarding behaviour. These expectations are frequently communicated to students and their parent/carer.

AIMS

- To encourage respect for self, others, property and for the environment
- To create a climate of trust, openness and support where students feel safe to learn in our environment, and staff feel secure to teach effectively without fear of distraction, disruption or disrespect
- To cultivate an atmosphere of respect and self-discipline, through the development of positive attitudes including cooperation, tolerance, friendship, courtesy and care
- To ensure that each student/staff member can feel valued appreciated, respected and can gain a sense of worth from the celebration of their achievements and successes
- To set high but realistic expectations regarding the quantity and quality of work produced, behaviour exhibited, and to facilitate the realisation of individual and group

potential

- To promote partnership between students, parent/carer, teachers, governors, feeder primary school colleagues and the wider community to ensure our expectations are communicated, understood and reinforced
- To provide clear and well-defined guidelines of expected behaviour inside the classroom that include both conduct and engagement of students in their learning
- To offer teachers a framework for consistency of approach in terms of preventing, recognising and responding to unacceptable student behaviour and rewarding effort, achievement and attainment.

Teaching staff are expected to use a range of behaviour management strategies from their personal 'teacher toolkit' before applying sanctions. To support this, they will:

- Praise students who make good choices
- Use the school rewards system to acknowledge those that make positive contributions
- Set clear rules and expectations
- Not use emotional language
- Provide clear consequences for students who make poor choices.

Maidenhill recognise that teachers have the right to teach, and students have the right to learn. The behaviour system is designed to complement teaching skills and to support teachers with their teaching and learners with their learning. Consistency from all staff is essential

Maidenhill Students are expected to.....

Be Kind, Aspire, Persevere, Achieve

To support this aim students should:

Take pride in their achievements, themselves and their school
 Be 100% motivated to do their personal best
 Enjoy learning and celebrate the academic achievements of others
 Attend every day and arrive punctually to school and to lessons
 Use every opportunity to learn
 Be organised and equipped for every lesson
 Participate and contribute positively
 Respect every student's right to learn and achieve their best
 Support and encourage each other
 Study effectively at home as well as at school
 Check their work before they hand it in
 Heed advice and improve their work after feedback
 Be prepared to make mistakes and learn from them

REWARDS

Rewards are used to praise and reward for the positive choices that students make with regards to their learning and contribution to the school community.

Students can receive reward points in lessons, during social times and as part of extra-curricular/enrichment provision within the following categories:

Be Kind
 Aspire
 Persevere
 Achieve
 Homework completion
 Excellent homework
 Attendance
 Use of the school planner

Staff will award a maximum of two rewards per lesson for Be Kind, Aspire, Persevere, Achieve.

Tutors will award weekly points for 100% attendance that week, consistent excellent uniform across the week, positive use of the school planner and having the correct equipment

Staff will award a reward point for completed homework and where appropriate, for excellent homework.

Student of the term

Each department and Head of Year nominates 2/3 students from KS3 and KS4 as their “students of the term” for the first 5 terms. This can be awarded for:

- Significant progress
- Improved attitude to learning
- Consistently undertaking roles of responsibility/leadership
- An outstanding piece of work
- Significant contribution to our or the wider community

Those students who receive multiple awards across the year may be invited to an achievement assembly in Term 6. Here they will be awarded a certificate and badge to recognise this achievement. Students who have 100% attendance for the academic year will also be invited.

The school reserves the right to decide the minimum criteria and that this may change year on year.

Prevention of Bullying

- Maidenhill recognises that bullying (this includes physical, emotional, cyber, prejudice based and discriminatory) happens even if it is not reported.
- The consequences and sanctions of such behaviours are set out within this policy.
- To support the prevention of bullying the school will take these measures as a minimum (this is not an exhaustive list);
 - Curriculum work in PSHE lessons
 - Developed culture of reporting incidents to staff
 - Engagement in Anti-bullying week
 - Drop-in sessions from The Door
 - Assemblies
 - The Door Mentors
 - School displays
 - High expectations of all students to ‘Be Kind’

The school requires notification to ensure we can act to deal with any situation. Students should report direct to their tutor or Head of Year. Alternatively, they can report through our online reporting form (found in their planner) or through their parent or carer contacting the school. If a problem persists despite our efforts, it is essential that the concern to be continually reported to the tutor or head of year, to allow us to be informed and escalate our consequences appropriately.

The behaviour consequence system

If a student makes poor choices and ignores rules, then sanctions are applied. The member of staff will explain the rule broken and encourage the student to make good choices to avoid an escalation of the situation. The sanctions need to be clear and understood by all. The sanctions for behaviour are: -

C2 – Verbal warning

C3 – issued with a detention (40mins)

C3r – Student relocated to the referral room and issued with a removal detention (55mins)

- C4** – Isolation (usually for 1 day) in the refocus room
- C4E** – Educated off site at an Alternative Provision
- C5** - Suspension

The sanctions for poor attitude to learning are: -

- C2** – Verbal Warning
- C3** – Awarded at the end of the lesson if significant improvement after a C2 has not been achieved. Subsequently issued with a BFL detention.

All C3 sanctions are recorded by staff on ClassCharts.

Referral Room

The student is to attend the referral room when they are given a C3r. In the referral room the student will complete work in silence. Students remain here for the duration of the lesson they have been removed from. They will then follow their timetable for the remainder of the day. Parents/Carers are informed of the detention via ClassCharts.

If a student chooses to walk out of a lesson this will be an automatic C3r. If a student chooses not to arrive to the referral room following a C3r within a reasonable amount of time, this will be classified as truancy and therefore a C4 sanction will be issued.

Refocus Room

The refocus room is where students attend if they have received a C4 or need to be isolated while an incident is being investigated. Students sit in silence and are provided with a laptop to work from. All students follow a timetable appropriate to their key stage and a suite of age appropriate work is available via 'Microsoft Teams', to ensure a good continuation of their learning. Students in the refocus room follow a different pattern to the day and have breaks at different times to the rest of the school.

Any form of truancy including hiding in toilets will be classified as a C4.

Please note the school reserves the right to keep a student in the refocus room for a given period of time while an incident is being investigated, this may cross over more than one day.

Detentions

Detentions are supervised on a rota by the Senior Leadership Team with support from a Head of Year. Detention sessions are from 3:00 to 3:40pm and 3:00 to 3:55pm. It is expected that all students arrive no later than 3:04pm. Students who arrive after this will receive a late mark.

Students in the detention are dismissed after positively completing the time of their allotted detention. Students are expected to bring their knowledge organiser (KS3), curriculum work (KS4) and work in silence throughout their detention. If students are unable to maintain these expectations, they will be given a single warning. If this continues, they may have their time escalated up to a maximum time of 55mins. Students who choose to walk out or continue to disrupt the detention despite the escalation, they will receive a C4 consequence and the detention re-set for the following day. This will be communicated to parents/carers as soon as possible after the failed detention.

Missed Detentions

If a student fails to arrive for their detention, they will automatically be placed on a C4 the next day and complete this in the refocus room, their detention is also reset to the same evening. If this occurs on a Monday, the detention will be scheduled for the next day. Failure to arrive to the reset detention will result in a fixed term suspension of 1 day.

If a student has a pre-booked medical appointment, which prevents them from being able to sit their detention, a request must be made by their parent/carer to the school via the office and or the Head of Year, no later than midday on the day of the detention and evidence must be provided. Requests made after midday or after the detention has been missed will not be accepted and the consequences above will apply. Requests to rearrange a detention to allow the student to take part in sports and or hobbies, will not be accepted.

The AHT's decision regarding the rearrangement of a detention will be final.

Relational conversations

During detentions members of staff may attend to allow a relational conversation to be held. They will ask the student to accompany them to a venue away from the main detention, to sit down and discuss the incident which resulted in the detention. Members of staff will follow a structured conversation tool with the aim for both them and the student to understand what had gone wrong and more importantly, the steps required to see an improvement for the next lesson. This can also be a 'two-way' conversation and students will have the opportunity to work with the member of staff.

Accumulation of consequences

If a student accumulates five C3r (removal from lesson) consequences in a short term, each subsequent C3r will be sanctioned with a C4. Whilst in school, the student will remain in the refocus room for a 24-hour period. For example, if a student is issued with their sixth C3r in the second lesson/period of their day, they will remain in the refocus room for the rest of that day and again the following day until the end of period 2. When a student reaches five C3r consequences in a short term, the student and parent/carer will be informed by their Head of Year. At the end of each short term this will be reset, and the student will begin a fresh start the next term.

Please note that all records of behaviour will remain on the system from term to term and for the duration of a student's time at Maidenhill. Any student who reaches the five C3r threshold within a short term, will not be required to spend 24 hours in the refocus room at the start of a new short term, unless the 5 C3r threshold is met again.

We reserve the right to issue a C4 for students who accumulate several detentions that render it impossible to sit all said detentions before the end of term.

Our rules relating to the accumulation of C3r's must be viewed as separate to any escalation/escalation of our graduated pathway. The decision to move a student on to a stage of this pathway is made by one or both inclusion panels. (see appendix 1).

Mobile Phones

Mobile phones are not permitted to be used in school anywhere on the premises, inside or outside including social times. Students who wish to be able to use their mobile phone before or after school must switch off their device upon arrival to school and keep it in their bag. If a student uses their phone during the day it will be confiscated and then collected at the end of the day. If

a student chooses to repeat this offence the phone will be confiscated, and a parent/carer must collect. Continued and repeated use could bring further consequences such as having to hand in their phone in each day or a complete ban for a period of time. Where students need to contact home in an emergency situation, they should come to reception who will consider whether a phone call home is both necessary and appropriate.

Prohibited items – (Not an exhaustive list)

- All smoking paraphernalia including tobacco
- Vapes/e cigarettes
- All items used that would classified as a 'weapon'
- Knives/imitation knives
- All illegal substances including alcohol
- Pornographic material of all types
- Chewing gum
- Fizzy drinks

Searching, Screening and confiscation

Searching, screening and confiscation will only be conducted in line with [DfE searching, screening and confiscation guidance for schools](#) (July 2022)

Off-site Unacceptable Behaviour

School staff apply sanctions where a student has misbehaved off-site when representing the school. This includes when the student is:

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

Sanctions may also be applied where a student has behaved unacceptably off-site, E.G are hanging around or in the locality at any time, whether or not the conditions above apply, if the misbehaviour:

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

Suspension

The suspension of a student is for a fixed term period (FTS). A student can also be permanently excluded (PEX). The decision to suspend or permanently exclude a student can only be taken by the Head Teacher, who will ensure the parent/carer, the Chair of Governors and the Local Authority are informed.

Incidents for which a student may be suspended or permanently excluded:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a student
- Verbal abuse or threatening behaviour against an adult

- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by this policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Persistent disruptive behaviour

Suspension

The Education Act 2002 sets a limit for fixed term suspensions of up to a total of 45 school days in a school year. Legislation also requires the Governing Body to review the school context of any student requiring more than 15 days of suspensions within a traditional term time period. Although the length of the suspension should be commensurate with the severity of the offence, it is expected that exclusions of over 15 days per traditional term would be used only rarely.

Permanent Exclusion

This is only used as a last resort, when all reasonable steps to avoid excluding the student have been taken by the school, or when allowing the student to remain in school would be seriously detrimental to the education or welfare of the student, or that of others in the school.

A student who is at risk of permanent exclusion due to persistent disruptive behaviour, will be placed on a Pastoral Support Plan to support and attempt to prevent the permanent exclusion. This will need to be agreed by the student, the parent/carer and the school. The plan will be managed by the Head of Year and monitored by the Assistant Head Teacher (Student Welfare and Guidance). Parents need to engage with this plan and attend meetings. The plan will last 16 weeks with a review after 8 weeks. The school may call an earlier review before the end of the plan or at the mid-point review, where concerns about behaviour persist.

Support for the student will be provided when appropriate, with external support being sought as necessary. If a Pastoral Support Plan is refused by the parent/carer, a record of this will be placed on to the student file. It will be made clear that without the intervention and/or a change in behaviour that the student may be at a higher risk of permanent exclusion.

A student who is at risk of permanent exclusion, where possible and appropriate, will be offered a “managed move” to another school. This will be arranged by the Head Teacher, monitored by the Local Authority/Assistant Head Teacher and managed by the Head of Year.

There may be exceptional circumstances where it is appropriate to permanently exclude a student for a first or one-off offence. These might include:

- serious actual or threatened violence against another student or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon

In these circumstances it will be unlikely that interventions such as a Pastoral Support Plan or a managed move will be offered to the student.

Safeguarding

If a sanction is applied that involves the student being off-site e.g. Attendance to an alternative provision, suspension or PEX then the school will contact the parent/carer before initiating this action.

Inappropriate behaviour attracting higher tariff sanctions e.g. C4 and above may be indicative of underlying external issues for students. The school will, where possible, endeavour to explore any such issues if they exist.

SEND

The BFL policy applies to all students in the school. Specific needs of students will be considered when applying the policy. This includes making reasonable adjustments where appropriate.

The role of the Governing Body

The school's Governing Body is required to review certain suspensions/exclusions and to consider any representations about a suspension/exclusion made by the parent/carer of an excluded student. To this end, the Governing Body will establish a Discipline Committee of three members and ensure that they receive training to fulfil their role. The Head Teacher will not be a member of this Committee.

The Committee will have regard to any guidance given by the Secretary of State.

For suspensions of more than five school days in any one term up to and including 15 school days, the Committee will meet no earlier than the 6th school day and no later than the 50th school day after receiving notice of the suspension if requested by parent/carer. This can be done by emailing office@maidenhill.gloucs.sch.uk

For permanent exclusions and suspensions of more than 15 school days in any one traditional term, the Committee will meet no earlier than the 6th school day and no later than the 15th school day after receiving notice of the suspension/exclusion.

The minimum time limit will not apply to any suspension/exclusion which would result in a student losing an opportunity to take a public examination. In such cases the Committee will try to meet before the date of the examination, and if this is not practical the Chair of the Committee will review the suspension/exclusion before that date.

If the Committee decide that a student should be reinstated, they will give the appropriate direction to the Head Teacher (who is under a duty to comply with it) and inform the parent/carer and local authority of their decision.

If they decide that a student should not be reinstated, they will inform the parent/carer, the Head Teacher and the local authority of their decision. In the case of a permanent exclusion, they will notify the parent/carer in writing of their decision and the reasons for it. The letter will advise the parent/carer of his or her right to such a review of the decision through an independent panel, whom they should contact, the process and the final date for submitting the review i.e., 15 school days after the Governors' decision to uphold a permanent exclusion.

Appendix 1 – Behaviour Stages

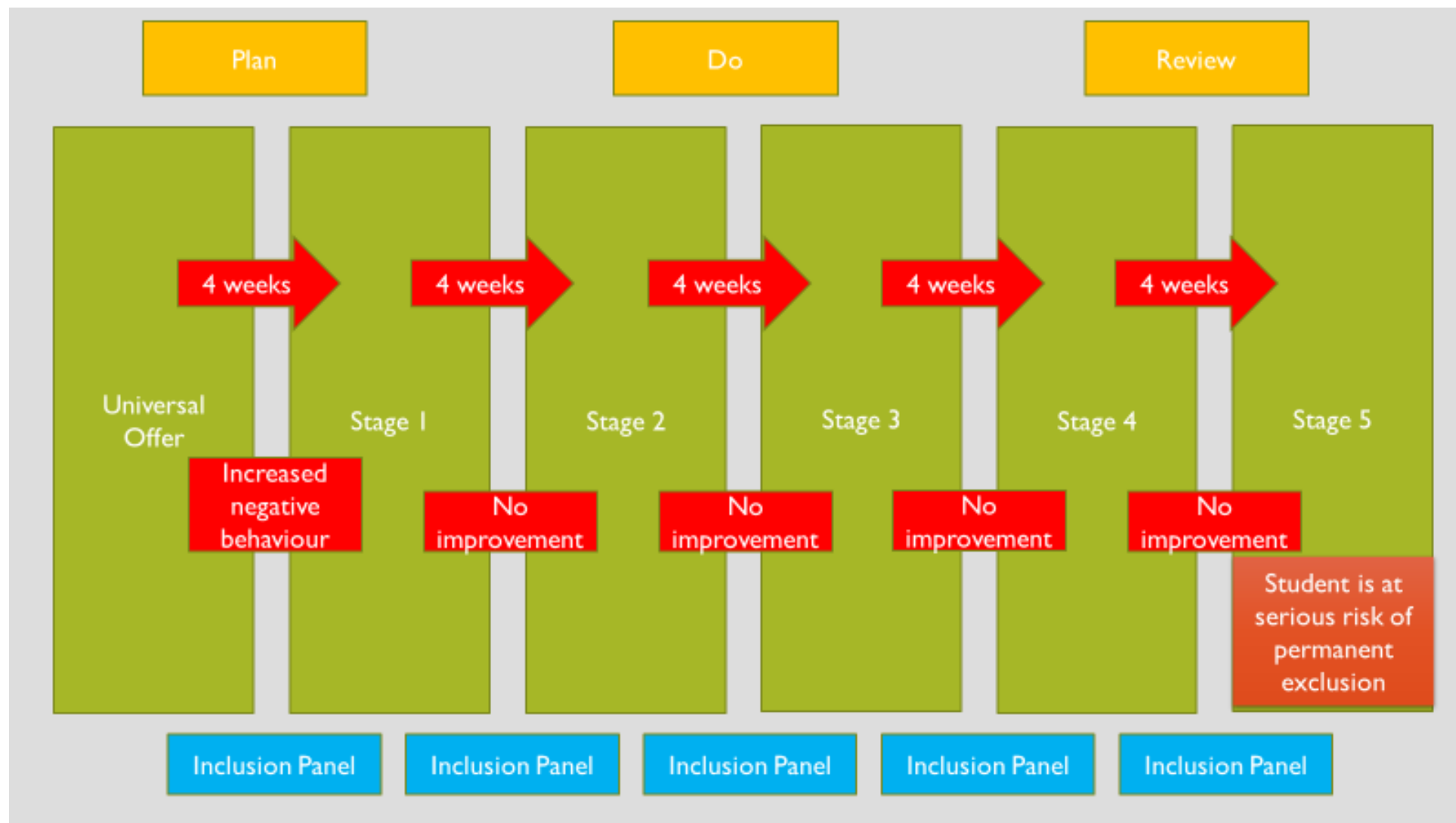
We are committed to a consistent approach to behaviour and providing all students with equal opportunity to access a quality education that is designed to challenge students and be as supportive as possible. This forms our universal offer which is an entitlement of all students.

When the universal offer isn't enough to ensure positive behaviour, students will move to stage 1. If student's behaviour continues to escalate they will move through each stage up to an including stage 5. At every stage we will follow the 'Plan, Do, Review' model as well as consider the graduated pathway. Student and parent/carer views will be collected, and support will be instigated/reviewed to try and ensure the student can develop positive behaviour habits.

At every stage the impact of support will be reviewed with a parent/carer (where possible). Where there has been a positive impact the student can begin to reverse down the behaviour stages. These reviews will normally take place every 4-8 weeks. The school reserves the right to lengthen the number of weeks if this becomes necessary.

Students who reach stage 5 despite a wide range of intervention and support will become at serious risk of permanent exclusion.

A visual of this process can be found on the next page.



Inclusion Panels

There are two different inclusion panels.

Pastoral Inclusion Panel: Stages 1 & 2.

The panel consists of, the Head of Year team, AHT and SEND-CO. This group meet weekly to discuss students with emerging and escalating needs that are presenting as changed behaviours. The panel will review to ensure that all reasonable aspects of the universal offer have/are taking place. An assessment of need will then be initiated, support decided, a plan established and a four-week review date set. The group will review any student at their 4-week review point and assess the impact of intervention/support and decide whether to move a student up or down a stage

Senior Leader Inclusion Panel: Stages 3 and above.

The panel consists of, the DHT, AHT and SEND-CO. This group meet every four weeks to discuss students whom have reached stage 3 and above. The panel will review and revisit actions from previous stages. Support will be decided, a plan established and a four-week review date set. The group will review any student at their 4-week review point and assess the impact of intervention/support and decide whether to move a student up or down a stage

In some cases, within both panels, they may decide to extend the review period another four weeks. For example, if a student is showing signs of improvement as a result of the support in place, but not enough to warrant moving down a stage. No student will normally have longer than eight weeks at one stage (other than the universal offer).

APPENDIX 2 - Safe Toilet Access

Rationale

Students who leave lessons frequently to visit the toilet disrupt their learning, disrupt others and leave themselves at a significant academic disadvantage. As a school we encourage all students to take part in lessons at all times. We also have a responsibility to keep children safe and therefore, manage the numbers of students in the toilets at any one time.

However, we also understand that a very small minority may require emergency access to the toilet for a temporary time. An even smaller minority may have a physical disability or serious, chronic condition that may necessitate a more long-term exemption from our whole school approach to safe toilet access.

Self-certification

All student planners contain a 'self-certification' page. This means that if there is an emergency requirement to use the toilet, students can sign themselves out of a lesson. In this instance, a student can show the teacher their self-certification page, with their signature and date clearly shown. There will be two opportunities for students to self-certify during each 'small term' to visit the toilet during the academic year and we stress that this facility must be used for emergencies only. Teachers will manage exits from classrooms ensuring that no more than one student is out of class.

Monitoring/Classcharts

Use of 'self-certification' will be closely monitored throughout the year and each time a student leaves the classroom to go to the toilet, this will be recorded on Classcharts.

Medical Exemption

In a rare case of a student requiring a temporary medical exemption, parent/carer should apply for this in writing to their child's Head of Year. Formal medical evidence should accompany this request such as:

- Screen shots from the NHS app' where evidence of the need for medical exemption is highlighted
- Subject Access Request (SAR) where evidence of the need for medical exemption is highlighted
- In very rare cases, correspondence from a doctor can be used but we do not recommend additional doctor appointments are made to apply for this as this could put unnecessary demands on NHS services.

Medical Exemption can be granted on a temporary basis and reviewed by the Head of Year in the penultimate week of each term to enable time for any changes to provision to be put in place ready for the start of the new term.

In cases where the student is either disabled or there is another severe, permanent medical condition, evidence included as part of an Educational Health and Care Plan (EHCP), Individual Health and Care Plan (IHCP), or similar will be used by the SEND-CO to grant medical exemption without parental/carer application. Any exemption will be reviewed with parent/carer as part of any EHCP/IHCP review.

The school reserves the right to refuse medical exemption on the grounds of the school believing that the medical condition is not serious enough to qualify. For example, if a child says they have a 'small', 'sensitive' or 'over-active' bladder, they will be reminded of the self-certification procedure and recommended to follow medical advice (e.g. bladder training or other pelvic exercises) to develop their bladder strength. Students may also be directed to websites such as bladderhealth.org which also contain useful information about treatments and lifestyle changes.

Students and Periods

There are some cases where secondary school age students may require Temporary Exemption if they have a period. In the majority of cases, students can feasibly have access to the toilet several times a day in the same way as all other students. In addition, they can use their 'self-certification' page for additional emergencies. This process therefore removes the requirement to 'ask' a teacher which could result in embarrassment for the student. If a student runs out of space in this page of the planner, a replacement page can be sought from any Head of Year. In cases of particularly heavy or irregular periods, either parent/carer or the student should contact the relevant Head of Year who can issue temporary exemption. This will be a sticker or note in the correct day (or days) in the planner. If a further period of exemption is required for the same process can be followed.

APPENDIX 3 – Glossary of terms

- Graduated pathway – This is Gloucestershire’s early help assessment and planning process which provides support to practitioners (including education) working with children, young people and services
- My Plan – This is level two on the graduated pathway. It is a plan with targets to support a young person
- My Plan+ - This is level three on the graduated pathway. When the My Plan has proved not enough to support the young person, a My Plan+ can look at creating depth to targets and help initiate support from external agencies
- PSP – Pastoral Support Plan – In school plan to identify behavioural concerns and formulate targets and support to try and improve this.
- PSHE – Personal, Social, Health and relationship education
- AHT – Assistant Headteacher
- Short term – Also known as half a traditional term. There are six short terms in one academic year
- Traditional term – There are three of these each academic year. A traditional term is equivalent to two short terms.