



Rednock School

Quality, Partnership, Success

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Proposed Policy:	Behaviour Policy	Responsibility Of:	Kerala Cole
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BEHAVIOUR POLICY

*The School's Behaviour Policy is consistent with the Governing Body's
Written Statement of Behaviour Principles*

Introduction

At Rednock School we believe that Everyone Matters. We want our community to thrive in a safe, healthy and sustainable environment that sits at the heart of our community. We aim to do this by delivering a high-quality education in partnership with our students, their parents/carers and other stakeholders which leads to success for all.

Our Behaviour Policy is based on the high expectations that we hold for all members of the Rednock School community. It is grounded in our belief that 'Everyone Matters' at Rednock and students and staff should be able to experience an atmosphere at school that is supportive, inclusive and celebratory in nature.

Praise and Rewards

Rewards can take many forms, from a quiet word of encouragement given by the classroom teacher, to an award presented at a special event acknowledging the student's success. Staff will take every opportunity to recognise and reward positive behaviour choices and success and achievement both within the school walls and beyond. Reward points are entered onto the student's electronic record and can be seen by parents as part of their electronic viewpoint of the student's progress. The reward points sit alongside the behaviour points system (with one offsetting the other) and the combination of the two led to a student's overall conduct point tally. Students can gain recognition for positive conduct points accumulation through our system of community postcards and Bronze, Silver, Gold and platinum certificates.

Rewards and celebrations of achievement will take place in all areas of the school. We want to celebrate the success of students in community time, in lesson time and across departments as well as in enrichment activities. We would also like to encourage parents to contact us when their child has accomplished something outside of school that they would like us to know about. The Headteacher meets with a representative from all communities once a week to celebrate them as Achievement Heroes for a wide variety of accomplishments.

The following are rewards which may be issued to all years.

R1	One reward point
R1K	Two Reward Points for a Random Act of Kindness
R2	Between 2-5 reward points
R3	10 reward points for outstanding contributions above and beyond normal expectations

Issuing Reward Points

Reward points can be given to students in all years (7-13). Any member of school staff can and are encouraged to issue reward points. Staff can use the following criteria for issuing reward points:

- Students who remain focused on their work for an extended period;
- Students who offer an oral contribution that helps to take the lesson forward;
- Students who show initiative when working alone or in a group;
- Students who show the ability to work independently;
- Students who visibly display adherence to our core values;
- Students who are supportive of others and give back to the community;
- Students who have achieved a weekly Clean Sheet;
- Students who have displayed a Random Act of Kindness.

Departments are encouraged to agree to consistent criteria for issuing reward points to students and Heads of Department will monitor the distribution of these across teaching groups to ensure consistency for all students.

An R3 Merit Reward is for students who make an **exceptional** contribution or effort. Please consider the value of this reward when issuing.

Due to ease of distribution, no comment is required for an R1, but staff are requested to enter a comment for an R2 or 3.

Clean Sheets

Every week students who have a Clean Sheet (no behaviour points and 100% attendance for the week) will be issued with a R2 and they and their parents will be notified of their success

Celebration Events

Students who demonstrate **outstanding** behaviour will be rewarded on a termly basis. These events range from access to the 'Tuck Shop' to attendance at a community or year group celebration or entrance into a prize draw raffle.

Positive Behaviour Strategies

At Rednock School we use Positive Behaviour Strategies to reinforce the rights and responsibilities of all members of the school in order to make Rednock a **safe, happy** and **successful** environment. We believe in the importance of building positive relationships with all students and their families to

General Principles

- To reward positive behaviour;
- To build trust and establish positive relationships;
- To develop a proactive response to discipline;
- To de-escalate challenging situations when students are not in a regulated state using the principles of trauma informed practice.

Classroom Management through Positive Reinforcement

At Rednock School we recognise the importance of proactive behaviour and effective classroom management to support positive learning and behaviour choices by all students. We focus on the importance of these strategies in staff development and departmental meetings. As a teaching and learning team we share good practise on effective practise and what interventions can be used with classes at C0 level.

- Welcome the class on arrival (individually if possible);
- Use a seating plan which will maximise learning;
- Establish, teach and maintain routines;
- Have set routines for the start of the lesson, transition and prior to dismissal;
- Students should be taught how they are expected to behave and these routines must be reinforced and maintained through clear directions for behaviour;
- Show approval;
- Show appreciation (e.g. use 'I' statements – 'I'm very pleased with the quality of your work today'); and reinforce this with the use of reward points; ☑ Use positive language.

Classroom Expectations

We expect all students to follow the guidelines below in all lessons they attend. We believe that these are reasonable expectations, which if followed, will allow all students in the classroom to learn.

- Attend the lesson on time with the correct equipment;
- Follow the teacher's instructions without complaint; ask politely if you do not understand the instruction;
- If you feel something unfair has happened in the lesson, speak with the teacher at a time they agree is appropriate;
- Respect others - Keep hands, feet and objects to yourself;
- Only those who are meant to be speaking should be heard in the classroom and they must use appropriate language;
- Only plain water in a clear bottle may be consumed in the classroom.

Equipment for Learning

The following equipment should be taken to every lesson:

Pens (blue & black), pencils (including coloured), ruler, eraser, pencil sharpener, pocket English dictionary, student planner, calculator, memory stick (optional). It is the student's responsibility to come to school every day with this equipment. Their tutor will regularly check that they have their basic equipment. Students are able to purchase equipment from the LRC before school starts each morning.

Sanctions

Students who do not meet the expectation set by their teacher in class. Students who continue to misbehave will move up the consequence scale. However, it should be recognised that certain actions may result in a higher consequence being set immediately, rather than beginning at a C1 and moving up through the consequences.

There are 5 consequences in all (C0, C1, C2, C3 & C4):

C0 Intervention

Teachers will use proactive behaviour and effective student engagement strategies to support building effective relationships within their classrooms. We expect staff to use a relationship for learning approach as well as adaptive teaching strategies to engage the student in the lesson.

C1 First warning

The teacher tells the student what is wrong with their behaviour and asks them to choose to behave differently. Then 'take up time' is given for the student to reflect. The teacher reminds the student of the instruction using the student's name and tells them what to do (not just what not to do) e.g. 'Student name – the instruction is to work in silence for the next 5 minutes. This is a reminder.' Then 'take up time' is given for the student to reflect. If the student complains, calm refocusing is used e.g. 'Student name – I know this is difficult for you, but the instruction is to work in silence now.'

C2 Second warning

The teacher tells the student 'You have not changed your behaviour. This is your final warning, if you disrupt the learning of others in our class again you will be sent to the IER. A C2 needs to be logged on the system at this point and a visual note for students to see. At this point an in-class corrective action may be applied e.g. change of seat, then 'take up time' should be given for the student to reflect. Consequence in the form of an after school D1 detention is set.

C3 Student is sent to the Internal Exclusion Room (IER)

If the student disrupts the learning again, please state 'this is the third time you have disrupted the learning of our class, please make your way to the IER. The student is now expected to work in the IER for the next 5 school lessons and remain there for the social time that includes. Staff should send work to the IER when requested or ensure their work is placed on Google Classroom for student access.

C4 Suspension

If a student refuses to follow the expectations laid out on entry into the IER, or they refuse to attend the IER as instructed they will be suspended from school for a fixed term exclusion. On returning to school they will be expected to complete a 5 period cycle of learning in the IER in line with the expectations of the room

Please note that further information on our suspension process can be found in the school Exclusion policy

Sanctions Across the School

Sanctions can be used in and out of the classroom to amend and correct student behaviour both in the moment and as a way of moving forward. Staff will work together with the community teams to deal with student behaviour outside of the classroom to ensure that the most appropriate outcome is attained.

Refusing to follow staff instructions, disrespectful behaviour towards staff and any form of abuse or violence towards another member of the school community will be taken very seriously.

When investigating such behaviour we may require students to complete a statement to inform us of the situation and their perspective on it. Statements are taken on a school proforma and allow students to reflect on their perspective as well as consider the implications for them and others.

Code	Description	Behaviour Points Associated
C1	Warning issued for student to amend behaviour	0
C2	Second and final warning for student to amend behaviour	2
C3	Internal Exclusion Room	4
C4	External Suspension	6
C5	Permanent Exclusion	0
DW	After School Catch up session for work	0
D1	After School detention - 40 mins	2
D2	After School detention led by a member of the senior leadership team - 70 mins	3
PUNC	Student is late to their lesson or community time	1
EQ1	Lack of equipment 1st time	0
EQ2	Lack of equipment repeated offence	1

Associated Discriminatory Behaviours

Rednock School will not tolerate abusive or discriminatory behaviour towards any member of its community. It will act strongly against acts of racist or homophobic motivated behaviour as well as those deemed to be of any form of sexual misconduct. Any incident that is linked to any of these discriminatory behaviours will be flagged as such using the additional behaviour flag on Edulink. These behaviours will be tracked by senior leaders and any trends will be investigated and dealt with accordingly through student education or staff training.

Detentions

Detentions take place after school unless there is a prior agreement with the school and the student's parents. All behaviour detentions are held as part of a centralised system. Students will spend the time reflecting on the situation and what needs to be done differently in the future. All detentions will be set after school.

Parents/carers will receive courtesy 24 hours notification of after school detentions. If students misbehave in the detention, they will be given a verbal warning. If they continue to misbehave, they will then be issued with a second verbal warning and may progress to the next consequence within the same detention.

Lunchtime Detentions

These are run by the Senior Leadership team every day and exist for two reasons

- To immediately reprimand poor behaviour during the lunch break thus removing students from circulation;
- To manage students who are on Community or SLT report to support them with immediate daily rewards or sanction them quickly with removal from social time.

Failure to Attend a Detention

If a student fails to attend a detention and has not been given prior agreement, the detention will be rearranged and escalated to the next detention stage. If a student fails to attend a D2 detention they will be placed in the IER on their next day in school.

Mobile Phones and Electronic Devices

Students should not use these whilst on school grounds unless directed to do so by a member of staff. If the student is found using them the item in question will be confiscated and taken to the Headteacher's office where it will be kept in the safe. The item will then be returned at the end of day. If the student repeats this behaviour choice within a term their parent will be requested to come and collect the item. For further clarification please see Mobile Phone policy.

Bullying Points

Rednock does not tolerate bullying of any kind. Students who 'bully' others will have B points recorded against their name:

- B1-2 Verbal warnings, may be given by any member of staff
- B3 – reported to CSOs, investigated and points recorded by CSOs/CLs.
- B4 – reported to and recorded by CLs
- B5 – reported to and recorded by SLT
- B6-8 – reported to SLT and possibly police, recorded by SLT

Bullying points will carry behaviour points.

Beyond the School Gates

Consequences may be applied for misbehaviour whilst students are:

- taking part in any school-organised or school-related activity, or
- travelling to and from school, or
- wearing school uniform, or
- in some other way identifiable as a student of the school.

This is especially the case for incidents which could have repercussions for the orderly running of the school, or pose a threat to another student or member of the public, or could adversely affect the reputation of the school.

Removal of Students from Mainstream Learning

C3 Internal Exclusion Room (IER)

The Internal Exclusion Room is an extremely serious sanction. The aim of the IER is to improve student behaviour by allowing them time to reflect on their behaviour.

Consequences in the Internal Exclusion Room

Students who fail to obey the rules of the Internal exclusion room will follow similar procedures to the classroom sanctions. However, given that the students are already part of the sanction process, there will be a slightly different route through. The procedure will be as follows: -

- **C1** Issued as a first warning using the wording of C1 from the classroom setting
- **C2** Issued using the same mechanisms in the classroom setting with an adjustment made to support the student to adapt- a Senior Leader will be called at this point to issue this warning.
- **C4** Student Suspended - a Senior Leader to be called. Student will be removed from the room and parent/carer contacted to collect student.

On their return to school students will resist a day in the Internal exclusion room to prove that they are willing to comply with the expectations of the school.

Fixed Term Suspension

Suspensions are issued as a result of a serious breach of the student's responsibilities. Suspensions will be recorded permanently on a student's record and cannot be removed. Students will be issued with work via Google Classroom that they should complete during the period of their exclusion.

On return to school following a suspension the student and parent/carer will be expected to attend a readmission meeting with the Community Leader, a member of the Senior Leadership Team or the Head Teacher. During this meeting the student will be expected to sign a contract of agreed behaviour actions to ensure that they can access school effectively on their return. If it is considered appropriate, the student will spend a period of time in 'Student Development' or the Internal Exclusion Room to aid reintegration into school.

Special Educational Needs and Disabilities (SEND)

The school will actively support students with special educational needs and disabilities in managing their behaviour and will make reasonable adjustments to managing poor behaviour for those students with a disability.

The school will always consider ways of supporting students with SEND to help address any poor behaviour, including positive reinforcement measures and reward systems as appropriate. Parents will be consulted to assist the school in managing any poor conduct, as appropriate.

Consequences of Failure to Wear Correct Uniform

If a student fails to wear full uniform, the following consequences will apply:

- On the first occasion the school will contact parents and agree a date for the issue to be resolved (usually the next day). A uniform card will be issued.*
- On the second occasion within a school week the student will be referred to the Community Leader or a member of SLT and a detention may be set, or the student may be isolated for the day.
- A student whose uniform is deemed to be inappropriate for the classroom, may be obliged to work in isolation.

*Please note – the school has a supply of some items of uniform. Pairs of shoes, black socks, sweatshirts and skirts or trousers. Students coming to school in inappropriate footwear/skirt/trousers will be expected to wear a school item until the situation can be resolved at home.

Please refer to the School Uniform Policy for details.

The Headteacher will consider requests from parents and students for variations in the uniform for reasons related to disability, gender reassignment and / or religious grounds provided they are consistent with the school's policy on health and safety and it is reasonable in all the circumstances including in light of the school's obligation under the Equality Act 2010.

Prohibited Items & Offensive Weapons

Students are not permitted to bring onto school premises any prohibited items (e.g. alcohol, illegal drugs, fireworks, pornography) or an offensive weapon of any kind (including folding knives e.g. pen-knives). The school has the authority to conduct a search of students suspected of carrying such items, or suspected of being in possession of stolen goods. The search will wherever possible be carried out in the presence of a senior member of staff, it will be conducted in a private office, unless it is a student locker that is to be searched. If considered appropriate the police will be called upon to conduct such a search. Parents will be notified if such items are found, as serious consequences will follow. Please note that parent's permission does not need to be sought in order for a search to take place - further details available [here](#).

Smoking and Vaping

Cigarettes, vapes and smoking paraphernalia (tobacco, rizla papers, lighters, e-cigarettes) are not permitted on school site. If students are suspected of carrying such items the school reserves the right to search the student and confiscate such items which are subsequently disposed of. Students who smoke whilst in school uniform and students who are seen in the company of smokers may receive a C3 in the first instance and if repeated behaviour it will be a C4.

Aerosols

Aerosols are not permitted in school; students are encouraged to use roll-on deodorant when required following PE lessons.

Relationships

Students should act in a professional manner at all times. They should not take part in displays of excessive affection or physical intimacy on school site, during school hours.

Searching of Students

The school follows the best practice control measures.

Where staff feel threatened the police will be called to undertake the search.

- Two staff members will be present at all times
- Confiscated items will be handled with care and locked in secure storage until disposal
- Where appropriate police will be contacted (e.g. for illegal substances)
- If considered necessary a debrief with staff involved in the search will follow
- If considered necessary counselling or other support as appropriate will be offered

Brandished Weapons

In the event that a teacher is faced with a student or other person brandishing a weapon, they should use their professional judgement on action to take. When faced with a weapon good practice indicates:

- Recognise potential dangers, be empathetic and spot growing tension or hostility early. Use conflict resolution or defusing techniques. Be non-confrontational, polite and professional at all times;
- Be aware of the effect staff and other students may have on the situation through verbal and non-verbal communication;
- Take steps to avoid provocation and a patronising tone of voice but try to calm the situation;
- Consider how to alert others;
- If there are other students in the room, where possible get them to leave;
- In some circumstances activating the evacuation alarm may be an option, but be aware that this can potentially put more people in harm's way depending on where the threat exists;
- Position yourself with your back to the door so that you can leave quickly if necessary;
- Avoid conflict at all costs;
- Faced with an imminent threat staff are entitled to use such force as is 'reasonably necessary' in the circumstances to control students and to restrain them;
- In a self-defence situation the aim of using force should be to create a window of opportunity for escape from the situation.

Confiscation

The school has the authority to confiscate and dispose of inappropriate items. Any confiscated item will be taken to the school safe located in the Headteacher's office and kept there with the name of the student clearly marked. The item will be returned to the student at the end of the school day if deemed appropriate or, if not, it will be given to the parent/carer. If the confiscated item is an illegal item for a child to have it will be passed on to the police or disposed of. Under these circumstances the parent/carer will be informed of this action.

Physical Intervention

The law allows members of school staff to use reasonable force in particular circumstances. The expectation is that physical intervention:

- should only be used as a last resort.
- should only be used in the best interest of the young person or other young people
- should only be used after all preventative measures have been explored
- should never be punitive
- should be reasonable, proportional and necessary

Physical intervention can take several forms. It might involve staff:

- physically interposing between students;
- blocking a student's path;
- holding;
- pushing;
- pulling;
- leading a student by the hand or arm;
- shepherding a student away by placing a hand in the centre of the back;
- in extreme circumstances, using more restrictive holds.

All incidents of physical restraint will be recorded and senior staff informed.

Reasonable adjustments will be made when behaviour relates to any learning difficulty, special educational needs or disability of a student.

Safeguarding and Pastoral Considerations

All sanctions are reasonable and must be proportionate to the circumstances of each case, taking into account the student's age, any SEN or disability and any religious requirements affecting the student. All staff are responsible for considering whether any misbehaviour gives cause to suspect whether a student is suffering, or is likely to suffer, significant harm. If such suspicions exist, staff must follow the school's Child Protection Policy. The school will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether support systems need to be put in place and whether liaising with external agencies is necessary and appropriate. The School will follow the approach set out in the Gloucestershire Graduated Pathway guidance and work alongside parents in this process.

Parents/carers are welcome to view their child's conduct log at any time. They may make an appointment with their child's tutor or Community Leader to do so, giving at least 24 hours' notice.

Linked Policies

- Home School Agreement
- Uniform Policy
- [Anti-Bullying Policy](#)
- Online Safety Policy
- Homework Policy
- Attendance Policy
- Offensive Weapons Policy
- Drugs & Substance Misuse Policy
- Physical Intervention Policy

Appendices

[Home School Agreement](#)

[Student Statement Form](#)

[Readmission to School Form](#)