

# Behaviour Policy

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<b>Agreed by Governors on</b>	
<b>Committee</b>	Local Governing Body
<b>The policy is communicated by the following means</b>	
<b>Governors</b>	E-mail and Governor's meeting
<b>Staff</b>	Whole staff training, email, policy drive and staff portal
<b>Parents</b> <b>Students</b>	Website, induction booklets, Meet the tutor events, posters, Assemblies, form time, all lessons.

To be read in conjunction with:

- No.1: [Teaching & Learning](#)
- No. 6: Uniform
- No.12: Rewards
- No.29: Promoting Equality
- No. 14: Child Protection, Safeguarding Children and Promoting Welfare Policy
- No.39: Suspension and Permanent Exclusion Policy
- No. 37: Use of reasonable force
- No. 24: SEND and Inclusion
- No 61: Mobile phone Guidance
- No 66: Mental Health and Wellbeing
- No 31: Attendance
- No 03: Trips and visits
- No 28: Challenging Bullying policy
- No 26: Online Safety and Acceptable Use
- No 62: Searching & Screening policy Guidance
- No \_\_ Positive Handling Strategy and Behaviour Handbook

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## Introduction

We believe that every student at Sarah Bonnell School has the **right to learn**, the **right to respect** and the **right to feel safe**. Our Behaviour Policy and practice underpin these rights by ensuring that the behaviour of all students maximises learning.

We recognise that this can be a challenge for some students who may have social, emotional, special educational and mental health needs and that we have a responsibility to support all our students to develop the behaviour and attitudes that enables them, and others, to thrive in school, society and the wider world.

**We are committed to equity, inclusion and anti-racism in the application of all school policies.**

This means that we commit to applying these policies without discrimination and to provide regular training to all staff on issues relating to discrimination, including how to recognise and challenge discriminatory attitudes and behaviours in both students and staff.

We regularly monitor and review the behaviour policy to ensure that it effectively addresses all forms of discrimination, and make any necessary adjustments or improvements as needed.

We also work closely with parents and the wider community to promote inclusivity, and to ensure that all children are treated in an equitable way.

By incorporating these components into the school behaviour policy, the school can ensure that all children are treated in a way that is inclusive and respectful.

## Aim of the policy

We aim to consistently:

1. Provide a **safe**, supportive and inclusive environment for all.
2. Welcome, value and **respect** all who come to the school.
3. Provide every student with the knowledge, behaviour for learning skills, self-belief and motivation to be successful and **maximise learning**.
4. Support all students in developing their social, emotional and mental health (SEMH) and **wellbeing needs** in order to become successful learners.
5. Provide opportunities for all to **participate** in our community, developing a sense of tolerance and **understanding** of others.
6. Adopt a **restorative approach** to resolving behaviour difficulties.

**Behaviour is always a form of communication.** Understanding that children are communicating through their behaviour gives adults the opportunity to respond differently. When children feel valued, respected and have their needs met, they are more able to recognise the needs of others, and there is no longer a reason to use challenging behaviour to communicate.

# The Sarah Bonnell Way - How we do things at Sarah Bonnell




## THE SARAH BONNELL WAY

	BE PROUD  We are proud of ourselves, our school and our community.	AIM HIGH  We are ambitious for ourselves, our school and our community.	WORK HARD  We approach our learning and personal development with effort and determination.	BE KIND  We are kind to ourselves and others and do the right thing even when no one is watching.	NO EXCUSES  We have the highest standards for ourselves, our school and our community.
LEARNING	I value the <b>knowledge, understanding and skills</b> I gain at school and <b>show this</b> in the quality of my achievements.	I am <b>ambitious</b> and show the highest possible standards in my <b>learning</b> and all aspects of school <b>life</b> .	I take the <b>responsibility</b> to complete classwork, complete independent learning, meet all deadlines and ask for help when I need it.	I am <b>calm, kind and polite</b> at all times to create a safe and respectful atmosphere in lessons for myself and others.	I take <b>responsibility</b> for leading my own <b>learning</b> and am ready to learn with the right equipment and attitude for every lesson.
SELF	I value <b>myself</b> , my <b>intersectionality</b> and cultural heritage.	I am a <b>resilient learner</b> and set myself challenging targets to improve my learning and development.	I <b>give 100%</b> to develop myself as a <b>learner, leader and student</b> .	I look after myself through <b>self care</b> that promotes positive mental health and wellbeing.	I always follow the <b>Sarah Bonnell Way</b> , accept that actions have consequences and learn from mistakes.
SCHOOL	I value my role as a student and wear full <b>uniform with pride</b> and respect the <b>school resources and environment</b> .	I want the <b>best for my school</b> and promote and celebrate the school's success and achievements.	I <b>model high standards and follow instructions</b> that inspire others to work hard and achieve.	I am an active member of the school community and will <b>not be a bystander</b> if I see someone in need.	I am in the <b>right place</b> , at the <b>right time</b> .
OTHERS	I am proud to belong to a community that promotes <b>diversity and equality</b> as part of a wider British society.	I am united with my fellow students in a <b>sisterhood</b> supporting each other as <b>influential 21st Century citizens</b> .	I <b>collaborate</b> and work well as part of a team listening to others and <b>working together</b> .	I am <b>kind</b> and treat others in the way I would like to be treated, in person and online.	I act with <b>integrity</b> , and consideration towards others in school and in the wider community.

At Sarah Bonnell all of our staff and students follow 'The Sarah Bonnell'. The means **we believe behaviour can be taught and learnt**.

Understanding that we can change and improve behaviour for individuals and across the school means we should see every interaction as an opportunity to guide, model and support our students to meet our values.

## The Sarah Bonnell Way - Inside the classroom

NO EXCUSES	Expected Behaviour
 <p>We have the highest standards for ourselves, our school and our community.</p>	I wear full and correct uniform
I take <b>responsibility</b> for leading my own <b>learning</b> and am ready to learn with the right equipment and attitude for every lesson.	I am on time to form time, assembly lessons and school
I always follow the <b>Sarah Bonnell Way</b> , accept that actions have consequences and learn from mistakes.	I have the right equipment for the lesson
I am in the <b>right place</b> , at the <b>right time</b> .	I sit in the seat allocated by my teacher
I act with <b>integrity</b> , and consideration towards others in school and in the wider community.	I only talk when the teacher tells me to
I am in the <b>right place</b> , at the <b>right time</b> .	I follow all instructions the first time, every time
I act with <b>integrity</b> , and consideration towards others in school and in the wider community.	I complete all classwork and homework on time
I act with <b>integrity</b> , and consideration towards others in school and in the wider community.	I am calm, kind and respectful at all times
I act with <b>integrity</b> , and consideration towards others in school and in the wider community.	I respect the school environment and resources

# Entering and Leaving Classrooms: Expectations for All Students

To ensure a calm and purposeful learning environment, all students are expected to follow consistent routines when entering and exiting lessons:

- **Students must line up** silently outside the classroom.
- When invited in, **students enter calmly**, are greeted by the teacher, and go straight to their allocated seat.
- **Bags must be placed on the floor, and planners, exercise books and equipment set out on desks** immediately, ready for learning.
- **The 'Do Now' activity must be started straight away** and completed in silence while the register is taken.
- At the end of the lesson, students must stand silently behind their chairs and **wait for the teacher to dismiss them in an orderly manner**.

## Teaching 'The Sarah Bonnell Way':

**Using the Reminder, Warning and Consequence system in the classroom.**

### Praise

- Praise is widely regarded as the most effective motivator. At Sarah Bonnell we aim for a 1:10 ratio of negative to positive behaviour management. Positive reinforcement helps: build positive relationships, foster independence, raise confidence and improve engagement. We expect teachers to narrate the positives for the whole class and give specific, targeted praise.

### Reminders

- It is important that staff remind students of the school's expectations regularly throughout the school day. This helps students regulate their own behaviour. Staff should give regular reminders for students at the start of lessons, tasks and while moving through the school. This helps to reinforce expectations and show we have consistent expectations across the school. Reminders should target the primary source of behaviour concern and be linked to our values.

### Warnings

- A warning should be a private opportunity to explain to a student that if their behaviour continues they will face a consequence.

## Consequence

- If a student's behaviour repeatedly falls below the school's expectations, staff should log negatives on Arbor. Whenever a teacher gives a consequence they must log it on Arbor as soon as possible (must be the same day), and ensure the student fully understands the consequences.

**Caveat:** Staff may move straight to the action / consequence stage to address behaviour that is having a serious and immediate impact on the learning or welfare of other members of the school community.

### Teacher's responsibility around SEND related behaviour

- Teachers must take care when giving sanctions or consequences for behaviour which may be related to a learning need or disability. Some SEND are protected under the disability and discrimination act. Teachers should always consider whether they have made reasonable adjustments for the behaviour of these pupils.
- Staff are advised to be curious about what behaviour might be communicating and consider adaptations to their delivery of the curriculum. The SENCO, Achievement Leads, Pastoral Managers or Teaching Assistants can offer guidance on adaptations for students with identified needs

For example:

- Non completion of homework which is not differentiated
- Disruption to lesson for a student with ASD or Tourettes

Reasonable adjustment may include:

- Time at student's choice to complete homework with support
- Increased warnings via non-verbal cues, moving seat
- Parent meeting or supportive conversation with TA or SEND team

## Rewards

Staff should praise visibly and sincerely. Use praise before warnings and ensure that all students are aware of what is expected of them. Praise is important in recognising behavioural norms and reinforcing positive behaviour. Praise has more impact on changing negative behaviour than sanctions. Praise is a key component of good teaching and good staff/student relationships. Good behaviour is also best promoted and developed by drawing attention to and rewarding well behaved and hard working students.

Punishing a child for a behaviour may stop the behaviour for the moment, but it does not give the child support or provide alternate ways to act in difficult situations. When adults help children find positive ways to communicate their needs to others, children learn important social and problem- solving skills that will help them throughout their life.

Students should be praised on a 10:1 ratio and praise points are monitored by year teams with each milestone marked by a reward. Rewards will include:

- Reward postcards

- Positive phone calls home
- Subject awards
- Letter/Certificates signed by Year Lead
- Letter/Certificates signed by Deputy Headteacher
- Congratulations letters from the Headteacher
- Prize draws (carried out in reward assemblies)
- Voucher rewards
- Bronze, silver and gold stars and shield lapel badges to mark significant positive point milestones.

## Dealing with serious incidents

At Sarah Bonnell School we aim to avoid the need for physical intervention and regard this as a last resort in managing situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Positive Handling Strategy.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all students' safety and wellbeing.

**We aim to manage behaviour positively with the aim of de-escalating any situations of negative behaviour quickly and effectively without the need for further sanctions or potentially unsafe situations.**

### Remember:

- Students don't choose to lose control. It will be frightening for them and others
- The student and other students watching need to know the adults are calm and will be able to control the situation
- The more confident you are, the more quickly the student will calm down. Assume the student will calm quickly
- Students need to see adults dealing with difficult situations without anger or aggression. This provides an important role model. This is why we seek to de-escalate (strike when the iron is cold).

### Helping to calm a situation

- Send or call for help immediately. You don't know what is going to happen.
- Remain calm and controlled. Do not lose your temper. You are the adult.
- Talk firmly and clearly. Only shout to be heard.
- Keep talking, This will make the students feel more secure.
- Give clear instructions, e.g. 'Put the stick down' (not *Control yourself* or *Stop that*). You may need to repeat this – like a broken record!
- Remember to use the 'Walk Away Rule'
- Describe what you want to see, not what may be happening. For example "We are going to be Ok and calm down" not "you are being really threatening".

- Tell the student you are calling for help to support them (not to punish them).
- Remove any audience. It is hard for students to back down in front of friends.
- Speak about the behaviour not the student e.g. 'Waving the stick is dangerous' (not *You are dangerous*)
- Identify the student's emotion, e.g. 'I can see you are angry but hurting someone is not OK'
- Remove anything which could be used as a weapon.
- If two students are fighting, encourage the less aggressive one to move away. Friends often support by encouraging them to move.
- Keep a safe distance. Agitated, dysregulated people need more body space.
- Support a colleague by asking how you can support rather than addressing a student directly if you see a staff member dealing with an agitated student.

### Things which make a situation worse

- Avoid confrontational body language. Standing next to the student is less confrontational than face to face – do not stand with your hands on your hips
- Do not look the student in the eyes for very long or insist on eye contact
- Avoid language which may make the student angrier e.g. do not say *Don't be so childish*
- Do not hold or pull the student away unless everything else has failed. This is a risk to you.

## Emergency Alert

An experienced member of staff will always be on duty and can be called on to help in an emergency, e.g.

- a fight
- if a student is not responding to Reminder, Warning and Consequences and is continuing to disrupt the learning of others in the lesson
- the situation is dangerous for you or the students
- the student threatens you
- there is a serious accident or medical emergency, e.g. an epileptic fit
- you are taken ill

They can be contacted by using the Emergency Alert system on Arbor, sending a student to the nearest adult for help or by contacting reception.

## Serious Incident Follow Up

If you have witnessed a serious behaviour incident please ensure that you email a full, detailed account of the incident to [behaviour@sarahbonell.ncltrust.net](mailto:behaviour@sarahbonell.ncltrust.net) and log the incident on Arbor. This will ensure the incident is resolved as quickly and safely as possible. A serious incident is anything that falls into the **-3 or above category** on Arbor.

## Ongoing issues and support

At Sarah Bonnell we support each other and work as a team to manage student behaviour. If there are repeated issues with the behaviour for learning in any of your lessons we are all here to put things right.

In the first instance staff should seek support from their line manager who can help in identifying issues and which school systems could be applied.

Whilst Curriculum Areas should lead on dealing with poor behaviour in their areas, it is acknowledged that there are times when a student has particular difficulties. Students may require additional support to improve their behaviour and conform to the expected standards. When a student displays continuous disruptive behaviour, it may mean that they are experiencing learning, behavioural, social, emotional or other barriers to learning that might impede self discipline and effective learning.

**Concerns about these students should be raised with the student's Year Leader/Pastoral Manager who will follow the referral process for such students and discuss additional interventions.** Information shared by teachers may form part of the SEND graduated approach for identifying barriers to learning

**Staff will find further guidance on behaviour for learning and for working safety with students in the below government guidance.**

- <https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/>
- [Guidance for Safer Working Practice for Adults who work with Children and Young People in Education 2023](#)

## Pastoral Structure

Expectations of key roles and responsibilities:

- **Tutors** - are the first point of contact for students and families and check their tutees uniform, equipment and punctuality at the beginning of each day.
- **Year Leader** - Manage tutors and monitor the progress of the students in their year group and help to keep students on track to achieve their full potential. Lead on all aspects of behaviour and welfare in their year group. Establish a culture of positive and respectful behaviour in their year group.
- **Key Stage Pastoral Manager** - Manage serious incidents, investigate and ensure parity.
- **Assistant Headteacher** - Ensure consistent high standards of behaviour and attitudes across the year group.

## Follow Up Consequences

Staff must ensure they consistently use the school's behaviour and rewards system to motivate and manage student behaviour. This includes using regular reminders and positive praise. However if a student is choosing not to follow **The Sarah Bonnell Way** despite reminders, a 1:2:1 warning and take up time then it is important staff follow through with a consequence. Where the incident falls into the category of negative 2 or above on Arbor the consequence for the student may reflection and restoration time with staff after school.

All behaviour incidents are recorded on Arbor and parents are notified via this account through email notifications. Although staff may contact parents directly to discuss their child's behaviour, the primary system for notifying parents of any and all information relating to their child's behaviour is via Arbor. It is therefore essential that all parents ensure they have used the details provided by the school to access their parent accounts.

### [Behaviour in schools: sanctions and exclusions.](#)

Staff may also keep a student back for up to 15 minutes at the end of a school day in order to discuss issues arising. This helps to ensure that issues are quickly managed and dealt with effectively without unnecessary escalation. Students staying for longer than this will have this record on Arbor as a 'detention'.

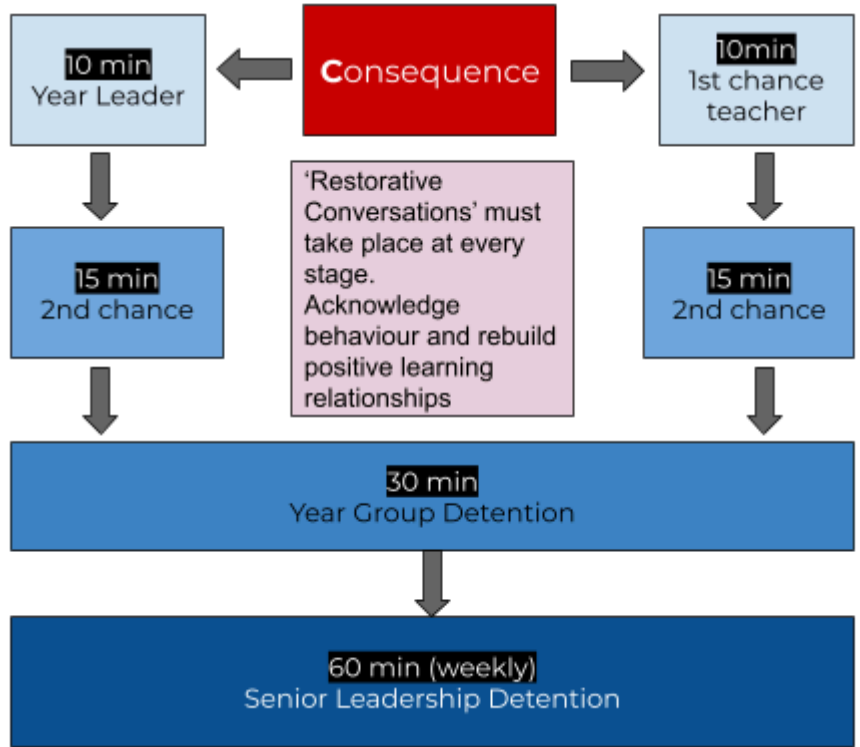
If a student fails to attend a detention this should be consistently followed up using the below system.

Staff should give regular reminders for students at the start and end of lessons, during activities and while moving through the school. This helps reinforce expectations and set our behaviour norms. Reminders should target the primary behaviour of concern and be linked to our values.

**Reminder**

**Warning**

Warnings should be a private opportunity to explain to a student that if their behaviour continues they will face a consequence. This must not be public or in anyway shame centered. This should be private and framed positively. Staff must explain calmly the behaviour they wish to see and give take up time in order for the student to make the right choice.



# BEHAVIOUR CONSEQUENCES

## BEHAVIOUR POINT

Goes on Arbor message sent home.

## 1ST CHANCE

Go to see your teacher after school for 10 minutes

## 2ND CHANCE

Go to see your teacher after school for 15 minutes

## 30 MINUTE DETENTION

Go to your Year Leader for a 30 minute detention

## 60 MINUTE DETENTION

SLT detention for one hour after school.

## INTERNAL EXCLUSION

RESET - you are not allowed in any lessons

## SUSPENSION

You are not allowed on school site

## 'Emergency Alert'

Teachers and Curriculum Areas are expected to take the lead in dealing with misbehaviour in lessons, but are able to make use of the 'Emergency Alert' system if required. We will not use student 'parking rotas' or 'buddy systems' as this can mask ongoing learning issues and cause unfair impact on the learning of others. If a student has to be removed from a lesson the class teacher must use the school's "emergency alert" system. Then the Curriculum Area must decide on an appropriate course of action and share this with the student before the next lesson.

## Safety around the school

To ensure the safety of all members of Sarah Bonnell School we must have high expectations with regard to movement around the corridors and in the playground. Staff must ensure students always follow **The Sarah Bonnell Way** and pay particular attention to the following expectations:

- Follow instructions from any staff member first time, every time, without comment
- Move to lessons directly and promptly on the sound of the bells or when the five-minute warning bells are rung at the end of break and lunch
- Hold doors open for others
- Never run
- Walk on the left hand side of the corridors and stairways
- Use all designated one way systems at lesson changeover and at break, lunch and beginning and end of the school day
- Keep quiet on corridors, being mindful not to shout or disrupt the learning of others
- Keep the school and the environment clean and tidy and not to leave rubbish behind for others to tidy up.

## At break and lunch time: Expectations for All Students

- We expect students to remain safe and respectful of others during break time.
- Students are only allowed to eat or drink in designated areas and must clear away any rubbish.
- Students are only allowed to consume healthy snacks and drinks.
- If students need assistance during their break, they can speak to one of the members of staff on duty who wear the hi-vis orange duty jackets.
- A warning bell will sound 5 minutes before the start of the next lesson. Staff will also use whistles to signal to students it is time to move to their next lesson. Students must use this time to ensure they arrive on time for their next lesson.
- At Sarah Bonnell School, not all students can eat at the same time in The Restaurant: students should adhere to the slot their year group has been given to eat their lunch in the Restaurant.
  - There are designated areas in which students can eat packed lunches, play sports and games.
  - Students must adhere to the expectations of their behaviour in these areas.
  - Details of the areas available to students at lunch times are set out in Appendix 6. The G-Zone, J-Zone, E-Zone, B-Zone, F-Zone are out of bounds areas at break and lunch time.

Staff on duty at break or lunch must be punctual to their duties. While on duty they should be alert and active and challenge any unacceptable behaviour in their duty area. It is the responsibility of **all staff** at all times to challenge unacceptable behaviour.

## Child on Child harassment or abuse

As in all settings, there can unfortunately be situations where young people are subjected to bullying (including cyberbullying);

Children should be free from harm. Examples of child on child harassment include:

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- Sextortion; and
- initiation-type violence and rituals.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. Staff must bring the allegations of this nature to the attention of the Designated Safeguarding Leads.

## Sexual abuse and harassment

If a student discloses an incident of sexual abuse and or harassment all members of staff must report this incident to the designated safeguarding lead immediately either in person or via the school's 'oncall' system. Staff should bear the following in mind when a child makes a disclosure

- Always take the child seriously;
- Don't promise confidentiality.
- Listen to the child non-judgmentally
- Record the disclosure / facts as reported
- Pass the information to the DSL or a Safeguarding Officer immediately.

Bullying, intimidating and sexually abusive behaviour in all its forms is unacceptable and is not the '**The Sarah Bonnell Way**'. If cyberbullying takes place outside of the school gates the school will treat the matter in the same way as any behaviour that occurs on the school site.

- If an allegation is made then we will support the victims of peer on peer abuse, whilst establishing the facts of the case and liaising with Police and Social Services (where necessary), by:
  - if appropriate, removing the alleged perpetrator from any classes they share with the victim;
  - considering how best to keep the victim and alleged perpetrator a reasonable distance apart on school or college premises and on transport to and from school.
  - providing support in the form of counselling, mentoring or a 'safe space' if requested.
- These actions are in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator.

Whilst all incidents of this nature will be considered in their own context, the nature of this type of behaviour may sometimes mean that permanent exclusion is the appropriate action. All young people involved in such incidents would be referred to Social care as a mechanism to ensure support for a potentially vulnerable young person - please refer to the Child Protection and Safeguarding policy for more details.

- Staff will find further useful guidance in the policies below.

[Managing a disclosure in school](#)

[Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People](#)

[Sexual violence and sexual harassment between children in schools and colleges - May 2018](#)

## Behaviour In the Community

Students on their way to or from school or on school trips have an additional responsibility to ensure that their behaviour does not bring the school into disrepute. By bringing the school into disrepute the student impacts on the rest of the school community.

All students at Sarah Bonnell School are bound by the expectations of the school whilst:

- they are wearing the school uniform.
- when they are taking part in any school-organised or school related activity
- are in some way identifiable as a student at the school.
- are taking actions which affect other members of the school community.

The school will apply consequences where a student is found to have breached the behaviour expectations if any of the above apply.

There may also be occasions when the above does not apply but the student's actions:

- have repercussions for the orderly running of the school
- pose a threat to another students or members of the public
- could adversely affect the reputations of the school.

If a student is found to be involved in such an incident the school will also apply consequences **up to and including permanent exclusion from the school.**

## Permanent Exclusion, Suspensions and Internal Exclusion (RESET)

Suspensions and Internal Exclusion (RESET) are serious sanctions applied in different cases. Internal exclusion is a serious alternative to Suspensions.

Internal Exclusion is used where:

- An incident that falls into the -3 or above category (appendix 7)
- A student puts members of the school community at risk
- A student disrupts the good order of the school. A student fails to meet the standards set out in the schools behaviour policy and it is necessary for safety or for the good order of the school to remove them from general circulation for a period of time or until sufficient interventions can be put into place to help prevent further incidents.

- Internal exclusion will take place either on site at Sarah Bonnell or at one of the other Trust schools.
- Students will be expected to complete work in a small and silent environment away from the mainstream lessons for a specific period of time.
- At the end of the period the student will be encouraged to engage in appropriate reflection and restoration work in order to discourage them from repeating the same behaviours in the future.

Suspension is used where:

- An incident falls into the -5 category (appendix 7)
- A student fails RESET
- Incidents that require a more formal record such as weapons, injury caused to staff, illegal substances
- Where there is a particular reason why a student will respond better to Suspension than RESET
- Where it is necessary for the health and safety or good order of the school to remove a student from the school site immediately.
- At the end of the period the student and their family will be invited to attend a return from suspension meeting. This meeting provides a time for reflection and restoration work for the young person and also allows the school and family to work together to help support the student from repeating the same behaviours in the future.

Occasionally directed placements at an off-site provision may be used:

- This may be as a respite placement for students at risk of exclusion.
- As an alternative to internal exclusion where an offsite sanction is preferable
- As day 6 provision for student that have a Suspension

There are some situations where **Permanent Exclusion** is unavoidable and in these cases all relevant people, including the borough will be informed on the day the decision is made by the Headteacher.

**The Curriculum Area for Education gives the Headteacher the power to exclude student either temporarily (Suspension) or permanently:**

- *‘in response to a serious breach or persistent breaches of the school's behaviour policy; and*
- *where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.*

Full details of this power can be found here:

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

## Tracking Behaviour

At Sarah Bonnell School, behaviour is tracked through the use of the school's behaviour tracking system (Arbor) upon which all members of staff are able to log behaviour - both positive and negative. A tariff of these praises and concerns can be found in Appendix 7.

Behaviour tracking means that incidents of positive and negative behaviour are logged on a database so that:

- the school is able to monitor more effectively patterns of behaviour by individual students and across the school, thus enabling more effective intervention

- Parents are able to keep track of their child's behaviour record and support their child and the school by reinforcing expectations at home.

## Students on report

A student may be placed on Tutor report for one or more of the following:

- Concerns expressed in a number of subject areas (via Arbor / incident reports / discussion with staff)
- Concerns about underachievement
- Concerns about bullying or anti-social behaviour etc
- Truancy
- Frequent lateness (to school or lessons).

Failure to achieve the targets set on the Tutor report could lead to: contact with home, appropriate consequences such as the setting of detentions or the report escalating to Pastoral managers / senior staff.

The hierarchy of pastoral reports students may be placed on follows the sequence:

- Tutor Report
- Year Lead
- Pastoral Manager
- Assistant Headteacher
- Deputy Headteacher

Some students may move to a higher level of report skipping some levels, based on their individual needs and identified support.

## Safeguarding and Behaviour Support

When a student displays continuous disruptive behaviour, it may mean that they are experiencing learning, behavioural, social, emotional or other difficulties that might impede self discipline and effective learning. We therefore recognise that there are times when further intervention is required.

Students who may be experiencing difficulties are referred to the 'Year Group Panel Meeting' via their year teams where their needs are tracked, monitored and discussed and appropriate interventions are put in place. These may include:

- Intervention groups run by the behaviour support team.
- Adaptations to the curriculum
- An increase in staff:student ratio through second adult support
- Pastoral Support Plan (internal)
- Referral for SEND interventions via the SENCo. Some examples include: Emotional regulation coaching, Tree of Life Intervention, Dyslexia Intervention, Phonics and fluency support and Zones of Regulation.
- In school counselling service
- Referrals to external services. For example CAMHs (for ADHD or ASD), Speech and Language therapy, Occupational Therapy or Educational Psychologists

- In school mental health support with Mental Health First Aid workers

It may be appropriate to consider multi-agency referrals such as:

- A referral to Children's social care if there is reason to believe that the behaviour of a child is an indication of abuse or harm.
- Referral to CAMHS (Mental health concerns)
- Please see the school's Safeguarding policy for further details.

## Incidents of Illegal and criminal behaviour

In cases when a member of staff or Headteacher suspects criminal behaviour, the DSL, Deputy Headteacher and Headteacher will make an initial assessment of whether an incident should be reported to the police. This will take place after the initial investigations, which will gather enough information to establish the facts of the case.

If a decision is made to report the incident to police, staff will ensure any further action taken does not interfere with ongoing police action.

However, Sarah Bonnell retains the discretion to continue investigations and enforce its own sanctions so long as it does not conflict with police action. When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. In these cases, the designated safeguarding lead (or deputy) would take the lead.

Reports of child-on-child sexual violence and abuse will be managed via the systems outlined above.

## Sanctions for specific behaviours

The Behaviour Policy is only effective if systems are applied consistently to every student by every member of staff. Reasonable adjustments are applied for specific students depending on need and circumstance, for example complex needs or students who are Looked After Children.

Learning is disrupted if there is persistent low-level disruption and/or failure to follow the NO Excuses strand of the school Behaviour Policy. If students are not following the Sarah Bonnell Way, teachers will apply the school's behaviour policy to help students recognise that they are off task or behaving inappropriately and improve their behaviour accordingly.

Below are some examples of how the behaviour policy may be applied in school.

### **Lesson Truancy (being out of lessons without permission):**

If a student has not arrived to their lesson but was marked as present earlier in the day after 10 minutes, the class teacher will complete an On Call so that the member of staff on duty can check that the student is safe. Once the student is located, if it is established that there is no valid reason for them not being in their lesson, they will be issued with a Truancy Detention. This is an afterschool detention on the same day.

### **Dangerous behaviour**

If a student's behaviour poses a danger to the safety of others, the student may be removed from the lesson and placed in RESET depending on the seriousness of the behaviour and risk to others.

## **Refusal to comply**

Every effort is made by staff to de-escalate situations where students are not behaving well and to support students to manage their own behaviour effectively. Where poor student behaviour persists despite support having been offered, parents will be contacted and asked to attend a Serious Concern meeting as a matter of urgency. At this point, suspension is possible unless working with the parent(s) brings about a significant and immediate change in behaviour.

## **Confiscation of Mobile Phones, Music Devices, Headphones and items not allowed on the school premises:**

Please refer to our separate [digital devices guidance](#) for details on the school's rules and expectations in relation to the use of mobile phones, electronic devices and headphones.

Any other items listed as not allowed within our uniform policy or which are listed as banned or prohibited within other relevant policies, will be removed and confiscated.

## **Malicious accusations against school staff**

Malicious accusations against members of staff are taken very seriously. Where students are found to have made malicious accusations against a member of staff which, following investigation are proved to be unfounded, the school may suspend the student/s concerned. Depending on the severity of the accusation and the level of distress caused to the member of staff, this suspension may be permanent ([see Suspensions and Permanent Exclusion policy](#))

## **Uniform and personal appearance**

Students at Sarah Bonnell School are required to wear their uniform with pride as a demonstration of their commitment to being a student at the school and to enhance their sense of belonging to our school community.

All students are required to wear their full and correct uniform at all times during the school day.

Please find a listing below of all of the necessary items of clothing for life in the school alongside where they can be purchased from.

## Uniform items list

UNIFORM ITEM	TO BE PURCHASED FROM
Fitted navy blazer with logo	School supplier - Ian Howard
Choose from: <ul style="list-style-type: none"> <li>- Navy blue tailored trousers with logo</li> <li>- Navy blue skirt with logo (knee length)</li> <li>- Navy blue skirt with logo (long)</li> <li>- Jilbab with school logo</li> </ul>	School supplier - Ian Howard
White shirt (fitted or non-fitted)	Own choice of supplier or school supplier
Pale blue headscarf with navy piping <i>Please note, other head scarves or head coverings will not be accepted.</i>	School supplier - Ian Howard
Jumper with logo	School supplier - Ian Howard
Cardigan with logo	School supplier - Ian Howard
Choose from: <ul style="list-style-type: none"> <li>- Ankle socks (plain white, navy or black only; no patterns or designs)</li> <li>- Knee-length socks (plain white, navy or black only; no patterns or designs)</li> <li>- Tights (plain flesh-colour, navy or black only; no patterns or designs)</li> </ul>	Own choice of supplier
Black formal school shoes are preferred and encouraged, plain all-black trainers are accepted. <b>No boots, ankle boots, or trainers displaying a logo or a different coloured sole.</b>	Own choice of supplier

ACCESSORIES	DESCRIPTION
Hair Bands	Plain navy, white, pale blue, black.
Jewellery	ONE PAIR – small stud earrings. ONE wristwatch. ONE small ring. ONE necklace - no chains. Please note that nose studs and facial piercings are not permitted. If your daughter is going to have her nose pierced, you must leave enough time for this to heal in the school holidays.
School Bag	<u>Black</u> rucksack – no handbags.

PE KIT	TO BE PURCHASED FROM
School navy tracksuit bottoms with logo	School supplier - Ian Howard
School navy polo shirt with logo	School supplier - Ian Howard
School navy long sleeved tracksuit top with logo	School supplier - Ian Howard
School navy shorts with logo (optional)	School supplier - Ian Howard
Trainers with non-marking soles	Own choice of supplier
Black stretchy head scarf (no pins)	Own choice of supplier

## Please note the following:

### 1. Jewellery

- Students may wear small discreet stud ear piercings and a watch. Earrings must not exceed the size of a 5p piece.
- Students may wear one plain headband of any of the following single colours: navy, white, blue or black headband.
- Bracelets and ankle chains should not be worn to school
- The school will not take responsibility for jewellery worn to school

### 2. School Bags

- School bags must be large and practical enough to hold required equipment and school books (including A4 size).
- **The school will not take responsibility for any lost or stolen items including electronics, purses, wallets or high value items.**

### 3. Head Coverings

- The only **head coverings** should be the school headscarf, or black stretchy scarf during PE lessons.

### 4. Makeup and false nails

- **Make-up** of any description, including nail varnish, is not allowed.
- Fake acrylic nails are NOT permitted, students who have these will be told to remove them as they pose a health and safety risk.

## Uniform supplier details

[Ian Howard Schoolwear](#)

409 Barking Road  
East Ham  
London  
E6 2JT

Tel: 020 8472 1729

## Parent Responsibilities

### Home School Partnership Agreement

- *Agreement*: we are committed to helping our students to excel during their time with us. We believe that this is best supported through a partnership approach – ie. school, parents/carers and students working together. Detailed information is provided on our [Partnership and Equality Page](#). Parents/carers, as well as students, are asked to sign the Agreement.
- *Contact with parents*: we are committed to working with parents to support the very best outcomes for our students. Parents are welcome to attend the school events throughout the academic year, as an opportunity to engage with school staff and students. Details regarding parents' evenings are published regularly on the [Parents' Evenings Page](#). Any queries or concerns should be raised with Form Tutors in the first instance.
- *School governing body*: our board of governors includes representatives from our teaching staff, our parent body and our wider community. Details of how this body operates is available on the [Governance Page](#).

### Student planner

- *Student planner*: all students will be issued with a school planner which includes essential information about school procedures as well as lesson and homework timetables.

### Homework expectations

- *Homework – students*: at Sarah Bonnell, we believe homework to be an essential part of the school curriculum. It is regularly set by subject teachers and provides important opportunities for students to develop their skills, knowledge and understanding in all subjects. The regular completion of homework enables students to develop independent learning skills and motivates them to greater achievement. As detailed above, our Learning Hub is open daily and provides a supportive environment for the completion of homework tasks. Details of the homework set and dates due are recorded in the school planner.

- *Homework support – parents:* parents/carers are asked to check homework record sheets and sign the homework planner each week. A section inviting parents/carers to communicate with the student’s Form Tutor and teachers is also provided

### School equipment required

- *General equipment:* the relevant equipment, books and paper are provided to every student in every subject. We ask that students ensure that they have the following items: black or blue ink or ballpoint pen, pencil, ruler, rubber, coloured pencils.
- *Additional equipment required for mathematics lessons:* compass, angle measurer/protractor, a calculator (a scientific calculator)
- *Other items:* as a school, we cannot accept liability for loss or damage to any personal property brought to school. We recommend that large amounts of money, radios, personal stereos, mobile phones and/or pagers are not brought into school. The electronic items mentioned above are not allowed to be used during the school day. Parents may wish to take out personal insurance policies to cover electronic items or expensive clothing.

### Storage and use of personal electronics

- *Personal electronics (phones, tablets, earphones, headphones and any other personal electronic devices):* any such items brought on to the school premises *must* be kept in bags or lockers at all times. **Devices *must be switched off and must not be used in the school buildings or the playground.*** Any visible personal electronic items will be confiscated. Phones found switched on will be confiscated for 24 hours up to a maximum of 48 hours.
- ***Damage to or theft of personal electronic items: we cannot accept responsibility for any damage to or theft of personal electronic items brought to school.***

### Health and safety arrangements at school

- *Moving around the school site safely:* Students walk quietly around the school, keeping to the left in corridors and on staircases. The ‘one way’ routes must be observed as signposted. Students must always follow instructions given by any member of staff, at any time.
- *Eating and drinking:* students may not eat or drink outside the areas clearly designated for this purpose.
- Students are not permitted to have chewing gum anywhere on school site.

# Staff responsibilities

**7.1 All teaching and non-teaching staff** have the responsibility to implement the school's Behaviour policy, set high standards for behaviour and have high expectations of students in classrooms and around the school, especially in the corridors, providing a positive experience for all students. All staff must be positive role models, teaching, monitoring and responding to student behaviour by using the agreed strategies such as restorative conversations, RIP/PIP and connection before correction. Staff should be calm and assertive with students who are showing unacceptable behaviour and avoid confrontation or shouting. Staff are encouraged to seek support from their Line Manager, Pastoral Managers and /or SLT if they are experiencing challenges in implementing the Behaviour policy.

**7.2 Parents and families** have the responsibility to support the school's Behaviour policy by ensuring their child adheres to the Sarah Bonnell Way as detailed in the Home/school Agreement which all parents sign when their child joins the school. In this policy, 'parent' refers to any adult with parental responsibility. There is also a [Code of Conduct for Parents](#). This is set out in Appendix 7.

## **7.3 At Sarah Bonnell School, there are a number of people with specific responsibility for ensuring outstanding behaviour.**

**7.3.1 The Headteacher (HT)** ensures the Behaviour for Learning policy and other relevant policies are communicated clearly with all members of the school community and that strategies are in place which will enable high standards of behaviour to be consistently achieved throughout the school.

**7.3.2 The Deputy Headteacher (PDBA)** has oversight for behaviour at the school and for supporting members of staff directly responsible for managing the implementation of the Behaviour policy on a daily basis and has responsibility for reviewing the policy, ensuring it is applied equitably and in accordance with the school's anti-racism commitment.

They liaise with relevant staff on a daily basis to review the strengths and areas for development within the school's behaviour systems and decide on immediate and long-term strategies to ensure the highest standards of behaviour. This includes keeping staff informed of any specific issues such as friendship difficulties which could have an impact on students' ability to behave appropriately and learn. The DHT (PDBA) has strategic oversight for students on Behaviour Support Logs and action plans containing personalised targets and strategies for students who struggle to adhere to the school's behaviour code or improve their behaviour. The DHT is available as a source of advice for all members of the school community in relation to behaviour.

**7.3.3 The Leadership Team** The leadership team supports the headteacher on a daily basis to ensure that there are excellent standards of behaviour at Sarah Bonnell School. models the use of the Behaviour policy for all staff and ensures its implementation through the direct line management of middle leaders to ensure consistency. This includes support with implementation of the policy and how this is communicated with staff within their faculty, curriculum area or year team. At every SLT Business Meeting SLT Links use the Inclusion Dashboard to discuss key students in their year groups who need support to get their behaviour right. The Inclusion Dashboard is set out in Appendix 8. The Leadership Team have a key role to play through their Daily Schedule which sets out their daily responsibilities and actions. The SLT Daily Schedule is set out in Appendix 9.

**7.3.4 Middle Leaders** play a crucial part in promoting high standards of behaviour for learning by ensuring that learning is interesting and challenging and that students' emotional and learning needs are

met. Middle leaders are responsible for actively monitoring and managing behaviour within their faculty by using weekly behaviour data to evaluate trends and address emerging concerns. Behaviour should be a standing agenda item in curriculum area meetings to ensure regular discussions on best practices, challenges, and strategies for improvement. To support consistency and accountability, Curriculum Leaders should place students on CA report where necessary, to monitor and address persistent behaviour concerns. They must also ensure that all restorative conversations relating to incidents that occurred in their area have taken place, reinforcing a culture of reflection and improvement. CLs must ensure that the behaviour policy is applied consistently across their CA. This may require having effective supportive conversations with colleagues, to offer guidance on behaviour management within classrooms. CLs must make appropriate referrals where it is felt additional support is needed. CLs must proactively contact parents and communicate clearly in relation to any learning or behaviour concerns for their child.

**7.3.5 Year Leaders(YLs)/Progress Leaders (PLs) and Pastoral Managers** ensure high standards of behaviour in the specific year groups assigned to them. They communicate closely with parents in relation to any behaviour concerns to ensure behaviour improvement and are, along with form tutors, the first point of contact for parents and students, when additional support is needed. This includes identifying students with SEMH needs and appropriate interventions to support students to manage their own behaviour effectively. This could be a referral to the Inclusion Panel or an external agency such as CAMHS. They closely monitor the progress of students with Behaviour Support Logs and liaise closely with parent and external agencies in relation to these. Year Leaders and Pastoral Managers have a key role to play through their Daily Schedule which sets out their daily responsibilities and actions. The Year Leader and Pastoral Manager Daily Schedules are set out in Appendix 9

**7.3.6 Access and Inclusion team** are specialists in supporting students with learning and SEMH needs and support all staff to provide the most inclusive QFT. Where SEND needs are identified, the Assistant Headteacher/ SENDCO coordinates and advises staff on any relevant provision. All staff are responsible for informing the SENDCO if they feel a student may have an unidentified learning need and for ensuring that the learning needs of students with SEND are effectively met in the lessons that they teach. The school has fortnightly Inclusion Panels which meet to discuss students who have been raised as a concern in relation to their learning and/ or behaviour. The Inclusion Panel consists of key members of school staff who meet to discuss any students raised as concerns, to share ideas for how to support them and make any relevant referrals either to interventions available within the school or to relevant external agencies with the consent of the student's parent(s).

**7.3.7 Senior Staff on call** are responsible for ensuring the highest standards of behaviour throughout the school day. This consists of a rota of allocated staff throughout the school week who circulate the school site during lesson time and respond to any emerging needs. Once members of SLT, Year Leaders and Pastoral Managers have checked students are engaged in their learning, the member of SLT on Call, Pastoral Managers and Year Leaders attend the 'mini meet' in the Piazza to discuss key priorities in terms of student behaviour and support for that hour. The schedule for the mini meets is set out in Appendix 9.

#### **7.3.8 All staff are expected to:**

1. Reinforce the expectations the school has of students at all times of the day.
2. Explicitly model and teach expected learning behaviours such as listening actively and working collaboratively.
3. Be proactive in dealing with infringements of school policies, including the Behaviour for Learning policy and support others doing the same.

4. Know how the school's sanctions for unacceptable behaviour work and apply these consistently to all students, ensuring that no group or individual is unfairly targeted or discriminated against.
5. Be aware of the possibility of unfairly imposing disciplinary sanctions based on racial stereotypes and seek support and guidance if concerned that this may be a factor in disciplinary decisions.
6. Refer more serious incidents of poor behaviour to the correct members of staff within the school in a timely manner using the procedures outlined in the school staff handbook.
7. Consistently reinforce positive behaviour for learning through using rewards and incentives such as achievement points
8. Provide students with a verbal reminder, warning and choice before issuing a sanction in the form of a behaviour point. This coincides with our 'connect before correct' expectation for staff interactions around student behaviour.
9. Be aware of any particular learning or SEMH needs of the students in their care, read their individual pupil support plans and ensure quality first teaching which meets the needs of all students.
10. Be proactive in referring any student whose behaviour is of continuing concern to the school's Inclusion Panel by contacting the relevant Year Leader or Progress Leader.
11. Adopt the school's restorative approach to addressing behaviour concerns with students. Staff are expected to remain calm and warm in the face of confrontation and to deal with students in a compassionate manner even when students are behaving in an unpleasant manner, in order to de-escalate situations.

## Restorative conversations

At Sarah Bonnell School, we recognise that sometimes students do not behave as positively as they should and every effort is made to support students to put things right as quickly as possible. To achieve this, we make sure that restorative conversations take place whenever something has gone wrong. This simply means that students and staff reflect on, and discuss, what went wrong and why, what the impact of this may have been and what can be done in the future to put things right and prevent the same thing from happening again.

These restorative conversations take place during detentions, whether it's a 10-minute teacher detention or a longer 30-minute or 1-hour detention. This ensures that staff and students make the most of detentions, turning them into meaningful opportunities for reflection and growth.

Staff are expected to have a restorative conversation with students during detention time in a separate space away from other students to ensure that conversations are focused on the behaviour displayed by the student and are meaningful.

## Restorative conversation guidance

What We Do:		
<p><b>1 PREPARE</b></p> <ul style="list-style-type: none"> <li>- Inform the student in advance</li> <li>- Hold it in a neutral, non-threatening space</li> <li>- Ensure you have the right staff supporting</li> <li>- Assess your own emotional state. Remember we are Emotion Coach</li> </ul>	<p><b>2 SELF</b></p> <ul style="list-style-type: none"> <li>- Discuss concerns - linked to The SB Way</li> <li>- Actively listen</li> <li>- Be aware of your body language and facial gestures</li> <li>- It is an opportunity for all parties to speak - a two-way conversation</li> </ul>	<p><b>3 USE 'MUST ASK' QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. How did it happen?</li> <li>3. What part did you play in it?</li> <li>4. How were you affected by what you did?</li> <li>5. Who else was affected by what you did?</li> <li>6. What do you need to do to make it right and repair?</li> </ol> <p>Use small words eg. 'yes', 'okay', 'I see', 'um'... to demonstrate active listening</p>
<p><b>4 AGREE</b></p> <ul style="list-style-type: none"> <li>- Agree a way forward</li> <li>- Decide 1 visible action step ("What's one thing I'll see you do differently?")</li> </ul>	<p><b>5 REPAIR</b></p> <ul style="list-style-type: none"> <li>- Confirm resolution</li> <li>- Is there any additional needs or ways to support the student?</li> </ul>	<p><b>6 CHECK</b></p> <ul style="list-style-type: none"> <li>- Check if you understand and summarise</li> <li>- <u>Record it on SIMS</u></li> <li>- Update Parents/Carers</li> <li>- If a student fails to attend the restorative, a call must be made to the parent, the restorative reset and the details updated in SIMS.</li> </ul>

# Appendices

## Appendix One: Use of Positive Handling and Restraint

At Sarah Bonnell School we are committed to a positive behaviour policy which encourages children to make positive behaviour choices. On rare occasions circumstances may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:

- Physical intervention should be used only as a last resort when other appropriate strategies have failed;
- Any physical contact should be only the minimum required;
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned;
- Incidents must be recorded and reported to the Head teacher as soon as possible;
- Parents/Carers will be informed on the day of each incident.

## The Legal Framework

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Headteacher who have control or charge of students to use such force as is reasonable in all the circumstances to prevent a students from doing, or continuing to do, any of the following:

- Causing injury to his/herself or others;
- Committing an offence;
- Damaging property;
- Prejudicing the maintenance of good order & discipline.

## Our approach

At Sarah Bonnell School we aim to avoid the need for physical intervention and regard this as a last resort in managing situations. We always aim to deal with behaviour using a positive approach and

therefore this policy should be read in connection with our Positive Handling Strategy. .

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all student safety and wellbeing. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

**Sarah Bonnell's Positive Handling Strategy contains clear guidance for staff on positive interactions with young people. Please ensure that you have read through this guidance and raised any queries or questions you have with your line manager or the Deputy Headteacher for Behaviour .**

## Key Legal References

- 'Reducing the need for restraint and restrictive intervention' - HM Government 27th June 2019

The NEU also produces a guidance document called [Education, The Law and You](#), which provides a helpful summative overview.

# Appendix Two:

## Confiscation and Searches

This section of the policy has been written with reference to the Government guidance on [Searching, Screening and Confiscation; Advice for Headteachers, School Staff and Governing Bodies - January 2018](#)

### Screening

Sarah Bonnell School places a great emphasis on the importance of the safety of all members of the community at all times. To ensure the safety of the school community, from time to time the school may 'screen' students as they arrive at school. This might involve students walking through a metal detector (arch) or being screened by a hand held metal detector (wand) even if the school does not suspect them of having a weapon. The consent of students and parents is not required and is part of the School's statutory power to manage the safety of staff, students and visitors. We hope that parents would view this as a positive measure and understand that this is because we see the safety of our school community as paramount.

### Searching with Consent

There are occasions when schools must use their power to search, screen or confiscate items from students in order to ensure the safety of all members of the school community and to maintain school discipline and good order. At Sarah Bonnell School searches should take place with verbal authorisation from the Headteacher. In the absence or unavailability of the Headteacher, the Headteacher delegates the authority to the Deputy Headteacher responsible for behaviour. In the absence of a Deputy Headteacher, permission should be sought from the most senior member of staff on the school site.

At Sarah Bonnell School school staff are permitted to search a student for **any** item **if the student agrees**. However, if a student does not agree they may receive a sanction serious sanction for non-cooperation. It is impossible to ensure that the school is safe if students refuse to be searched. Therefore the sanction for such a refusal may be up to and including permanent exclusion.

### Searching without Consent

There will be rare occasions when the Headteacher (or a member of staff authorised by the Headteacher) decides to search a student if they have reasonable grounds to suspect that the student may have a prohibited item in their possession.

However, it should be noted that the Headteacher will **always** authorise a 'search without consent' if there are reasonable grounds to suspect that a student has an item in their possession which **endangers themselves or other members of the community**. In such instances, the Headteacher would always expect the member of staff to prioritise the safety of themselves and others and conduct the search as soon as they can safely do so even if they have not gained authorisation from the Headteacher. When conducting a search the staff members will adhere to the government guidance:

Prohibited (banned) items are as follows:

- Knives or weapons
- Alcohol
- Illegal Drugs and banned substances: including THC, Spice or chemicals sometimes known as 'legal highs'
- Stolen items
- Tobacco products and associated paraphernalia including lighters and cigarette papers
- Vape pens (disposable or non-disposable) including all associated liquids and paraphernalia for these
- Fireworks including, 'Snaps' and 'Bangers'
- Pornographic images
- Unnecessary amounts of money, specifically amounts of £20 or more
- Any article that the member of staff 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).

Additionally, Sarah Bonnell School bans the following items and identifies these as items which may be searched for:

- Smartwatches
- Mobile phones or electronic devices which may contain content of malicious communication or content that has been used to bully, intimidate or humiliate others, or places a young person at risk of harm.
- Any items that may be being sold by students on school site without the express permission of the Headteacher
- Any unhealthy food items, specifically,
  - Sweets
  - Large bags of crisps
  - Large chocolate bars
  - Junk food
  - Energy drinks (caffeinated)
  - Sweet or fizzy drinks
  - Chewing gum

**Caveat:** No list can be exhaustive, other items may be judged by staff to be inappropriate for students to have in school. If this is the case, items may be confiscated in line with the procedures above, parents will always be called and informed.

In instances where there are reasonable grounds to believe that an electronic device contains content, such as that outlined above, then the member of staff may search the contents of the phone. If such content is found then the staff member may take any of the following actions depending on their professional judgement:

- Confiscate the device as evidence and to prohibit further use.
- Take images/copies of the content to retain as evidence (except in cases where the content is unlawful, in which case the device will be retained and passed to the Police)

- Delete the malicious content from the device, if they believe there is good reason for doing so, and return it to the student.

If there is reason to believe the electronic device may contain indecent images of children it must be immediately handed to the DSL. This will then only be searched if absolutely necessary and in the presence of the Headteacher.

### **Search Protocol**

**Step 1** - Permission sought from and granted by the Headteacher. The DSL must also be informed.

**Step 2** - The search must take place in a room away from other students and must be conducted by two members of staff, one of which must be the same gender as the student.

**Step 3** - Staff must ask the student if they are in possession of any banned items. The list of banned items should then be shared again with the student. If the student says yes the student will be asked to give the banned item to the members of staff present.

**Step 4** - Staff will then ask the student to give them any bags or coats in the student's possession. The staff will then check all pockets and compartments of these items and place all belongings in full view of the student on a table.

**Step 5** - Staff will then ask the student to empty their pockets (if they have them) and turn them inside out so that they can be seen. The contents of the pockets should be placed on a table by the student.

**Step 6** - If a banned item is found it will be removed from the table and taken out of the room to be locked in the school safe. If the item is illegal the DSL and Headteacher must be notified immediately.

**Step 7** - All other items are then returned to the student who will be given time to replace their belongings and ask any questions they may have.

**Step 8** - The incident is recorded on the search and restraint log and the parents/carers of the students are notified by phone.

If the student does not consent to the search the Headteacher and family will be informed and the student will remain separated from the general school population until the safety of others can be guaranteed.

# Appendix Three:

## Pastoral Care for Staff accused of Misconduct

All members of staff are expected to treat students with appropriate respect and any allegations made against a member of staff will be investigated and appropriate action taken. If there is a concern that the member of staff may have:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against children, or related to a child
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children

A referral will be made to the LADO (Newham - Local Authority Designated Officer) and any investigation will follow guidance from them. A designated member of staff will make contact with the member of staff to check on their welfare, throughout any resulting investigations or suspensions.

Where an investigation concludes that the allegation was in the 'balance of probabilities', malicious, a decision will be taken by the Headteacher about what further action may be appropriate. An exclusion may be considered where it is felt appropriate and the member of staff's reputation has been tarnished or they have suffered in the process.

# Appendix Four:

## Directed Placements to Alternative Provision

### Directed Placements

The school may from time to time use the powers outlined in the DFE Statutory Guidance of January 2013 "Alternative Provision" to direct a student to off-site provision for the purpose of improving their behaviour. Exercise of this power is delegated to the Headteacher. Where this power is exercised, the school will inform the parents of the reasons why the decision has been taken. Wherever possible the school will meet with the parents before the beginning of the placement, although it should be noted that parental consent is not an absolute requirement for such placements. Parents will also be informed of the outcomes of reviews of the effectiveness of the placement which will take place after no more than six weeks attendance at the placement, and no less regularly than every eight school weeks after that. Although the decision to direct a student offsite may be triggered by a serious incident and may follow a sanction, the placement itself is not a sanction, but a measure taken to support a change in patterns of behaviour.

The school will work with the Alternative Provision provider to ensure that the student is able to access a good quality of education during the placement. During the placement the student remains on the roll of the school, and is subject to the same expectations on behaviour and attendance as other students. The length of time a student spends in alternative provision will depend on what best supports the student's needs and potential educational attainment.

The Governing Body will receive a summary report at least once per term of the number of such placements, where the students have been placed, or whether any reviews have taken place, and of the outcomes of such reviews.

If parents have concerns about the placement they may request a meeting with the Governing Body. Such a meeting will be arranged by the Chair of the governing body committee, and will be held with at least two members, who will also receive information from the school and the alternative provision provider on the reasons for and the effectiveness of the placement. Such a meeting is only required by statutory guidance if there has not been a review within the previous ten weeks, but the Governing Body may use their discretion to hold such meetings if they feel they will help to clarify any concerns about the placement.

# Appendix Five:

## Voluntary Seclusion of students with SEND

Sarah Bonnell School does not use seclusion as a form of behaviour management or punishment. In extremely rare cases it may be necessary to provide a place for students with recognised SEND to 'cool down' or 'self regulate'. If this is the case, this will be explicitly mentioned in that child's behaviour plan and logged methodically every time the student requires this type of support.

If this is a recognised need the parents/carers of this child will be informed and a copy of the behaviour plan or individual education plan will be shared with them.

No student should ever be left unsupervised and must be in direct eyesight of a member of staff at all times through an open door. This is unless there has been a prior agreement with parents and child regarding the particular needs of a child to 'self regulate', and does not form part of a sanction but is a method that has been chosen by the child and family to regulate.

# Appendix 7: Behaviour Points Tariff

This list is not exhaustive. The tariffs in the list are a guide only. Consequences will be applied at the discretion of the school and take into account factors such as history, context, SEND, effect on others and other relevant considerations.

Consequence = Behaviour Point	Points -	Positive	Points +
Behaviour Points		Rewards Points	
Unkind behaviour	-1	Positive attitude to learning	1
Persistent failure to follow staff instructions	-1	Following instructions first time	1
Disrupting the learning of others	-1	Being kind to others	1
Poor attitude to learning	-1	In the right place at the right time	1
Poor uniform	-1		
Concern = 15 minute teacher reflection time		Merit	
Arrived late to lesson	-2	Outstanding piece of work	2
Left the classroom without permission	-2	SB Award: Demonstrating Leadership in Lesson	2
Serious or repeated unkind behaviour	-2	100% Attendance (week)	2
Failing to attend a 2nd chance detention	-2	Perfect uniform	2
Repeated poor uniform	-2	Attending a club	2
Major Concern = 30 minute Pastoral Detention		Distinction	
Truanting a lesson or part of a lesson	-3	100% Attendance (half term)	3
Bullying (peer relationship issue)	-3	Exceptional Progress	3
Behaving in a dangerous or disruptive way in the community or online	-3	Exceptional and sustained positive attitude to learning	3
Damaging school property/the property of others	-3	Representing the school	3
Failure to attend a 2nd chance detention	-3	Caring for the wider community	3
Failing to handover electronic device or unhealthy snacks.	-3		
Major incident = these may result in internal or external suspension		Award 4+	
Theft from the community	-4	Overcoming obstacles and showing resilience	4

Dangerous behaviour that puts the wellbeing of the community at risk.	-4	Not being a bystander and standing for social justice	4
Sexist language or prejudiced behaviour	-4	Performing in a concert or event	
Racist language or prejudiced behaviour	-4		
Homophobic/biphobic/transphobic prejudiced behaviour	-4		
Discrimination based on disability	-4		
Sustained and significant disruption to the learning of others	-4		
Failing to attend a <b>Year Leader detention.</b>	-4		
<b>Incidents that may result in permanent exclusion -5</b>	<b>-5</b>		<b>Award 5+</b>
Refusal to be searched	-5	Headteacher's Award	5
In possession of an illegal and/or dangerous banned item	-5	Sarah Bonnell Social Justice Award	5
Physically abusing a member of the school community	-5		
Persistent disruption to the good order of the school	-5		

## Appendix 8 Home- School Partnership Agreement

**Sarah Bonnell**

**Home-School Partnership Agreement**

**'Be proud. Aim high. Work hard. Be nice. No excuses.'**



**STUDENT:** I will follow the Sarah Bonnell Way:

**Be Proud:**

- Always put 100% of my effort into my learning, participate in all lessons, and complete all class and homework to the best of my ability.
- Wear correct uniform and bring the correct equipment every day.
- Respect and take care of the school environment; it is my school, and I have a role to play in maintaining a positive learning environment.

**Aim High:**

- Attend school on time every day, and arrive at my lessons on time, ready to learn.
- Make the most of all opportunities I am offered.

**Work Hard:**

- Follow all instructions in lessons, around the school and during school trips.
- Take responsibility for my own learning, progress and attainment.

**Be Nice:**

- Listen to others, be kind and polite; treat others the way I would like to be treated.
- Look after and respect all members of the Sarah Bonnell School community. I will not be a bystander and allow anyone to be treated badly.

**No Excuses:**

- Commit to building my resilience, face challenges head on, and never give up.
- Accept responsibility for my behaviour and the consequences of it.
- Ensure my mobile phone is switched off and out of sight during the school day.
- Be responsible in my use of the internet and social media outside of school; I will not post unpleasant statements, or statements intended to upset anyone else, on any social media platform.
- Make healthy choices in the food I bring to school, and not bring sweets, crisps, chewing gum or fizzy drinks.

**PARENT/CARER: I will follow the Sarah Bonnell Way:**

**Be Proud:**

- Ensure that my daughter arrives on time and aims to maintain 100% attendance. In the event of unavoidable absence I will contact the school's absence line every day.
- Ensure my daughter is in correct school uniform and arrives with the necessary equipment for learning.

**Aim High:**

- Discuss my daughter's work/progress with her regularly, check that all homework is completed and sign her planner each week.
- I agree to my daughter taking part in all areas of the curriculum including music, swimming, dance, assemblies, theatre visits, and PSHRE (Personal, Social, Health and Religious Education).

**Work Hard:**

- Attend October's Celebration of Achievement, Parent's Evening and, wherever possible, other events.
- Encourage my daughter to attend visits/trips/extracurricular activities to support her development.

**Be Nice:**

- Work together with the school to achieve the best for my daughter.
- Let the school know if there are any issues of relevance which may affect my daughter.

**No excuses:**

- Make sure I do not take my daughter out of school for holidays during term time.
- Provide updated information regarding telephone numbers and addresses and respond to all communication from the school regarding my daughter.

**SCHOOL: We will follow the Sarah Bonnell Way:**

**Be Proud:**

- Ensure your daughter has a broad, balanced curriculum which meets her individual learning needs and enables her to succeed.
- Ensure regular communication between home and school.

**Aim High:**

- Provide a high standard of teaching and learning, with the expectation that all students should achieve results in line with their abilities.

**Work Hard:**

- Provide regular feedback and set appropriate targets to encourage achievement.
- Ensure that homework is regularly set and that all work is marked regularly.

**Be Nice:**

- Provide encouragement including praise and reward.
- Support students' emotional/social development and well-being.

**No excuses:**

- Maintain a supportive atmosphere in which your daughter can work and succeed.
- Communicate with parents/carers regularly about school activities, and offer opportunities for parents to become involved in the life of the school.

**PARENT/CARER: I will follow the Sarah Bonnell Way:**

**Be Proud:**

Ensure that my daughter arrives on time and aims to maintain 100% attendance. In the event of unavoidable absence I will contact the school's absence line every day.

Ensure my daughter is in correct school uniform and arrives with the necessary equipment for learning.

**Aim High:**

Discuss my daughter's work/progress with her regularly, check that all homework is completed and sign her planner each week.

I agree to my daughter taking part in **all** areas of the curriculum including music, swimming, dance, assemblies, theatre visits, and PSHRE (Personal, Social, Health and Religious Education).

**Work Hard:**

Attend October's Celebration of Achievement, Parent's Evening and, wherever possible, other events.

Encourage my daughter to attend visits/trips/extracurricular activities to support her development.

**Be Nice:**

Work with together with the school to achieve the best for my daughter.

Let the school know if there are any issues of relevance which may affect my daughter.

**No excuses:**

Make sure I do not take my daughter out of school for holidays during term time.

Provide up-dated information regarding telephone numbers and addresses and respond to all communication from the school regarding my daughter.

**Signed (student):** \_\_\_\_\_

**Date:** \_\_\_\_\_

Signed: (parent/carer): \_\_\_\_\_

Date: \_\_\_\_\_


Signed (staff): \_\_\_\_\_

Date: \_\_\_\_\_

No Excuses Poster

### The Sarah Bonnell Way – NO EXCUSES

We all have the right to learn and to feel safe and respected in school. We achieve this by following the Sarah Bonnell Way. There are no excuses for not meeting our high standards of conduct - we always strive to be the best versions of ourselves.

NO EXCUSES	Expected Behaviour	Details	If You Choose Not to Meet Expectations Verbal warning, Reminder & Behaviour Point
 We have the highest standards for ourselves, our school and our community.	I wear full and correct uniform	<ul style="list-style-type: none"> <li>Blazer</li> <li>Student ID</li> <li>SB skirt / abaya / trousers</li> <li>SB blue hijab</li> <li>No coats, hoodies, caps, scarves or other outdoor items (except when outside at break)</li> </ul>	<ul style="list-style-type: none"> <li>Sent home to change</li> <li>Borrow uniform</li> <li>Report Card</li> <li>Parent letter and/or meeting</li> </ul>
	I am on time to form time, assembly lessons and school	<ul style="list-style-type: none"> <li>Arrive via the Water Lane Gates before 0825</li> <li>Form Time and Assembly at 0830</li> <li>Lesson 1 at 0900</li> <li>Lesson 3 at 1120</li> <li>Lesson 2, 4 and 5 within 5 minutes</li> <li>No Truancy</li> </ul>	<ul style="list-style-type: none"> <li>Late mark recorded</li> <li>Late Coat Bucket</li> <li>Catch-up session at break/lunch</li> <li>Report Card</li> <li>Parent letter and/or meeting</li> </ul>
I take responsibility for leading my own learning and am ready to learn with the right equipment and attitude for every lesson.	I have the right equipment for the lesson	<ul style="list-style-type: none"> <li>Pen, pencil and ruler</li> <li>Books for the lesson</li> <li>Device free (eg phone, smart watch)</li> <li>PE kit for PE</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Area detention</li> <li>Curriculum Area report card</li> <li>Parent letter</li> </ul>
	I sit in the seat allocated by my teacher	<ul style="list-style-type: none"> <li>Seat given by the teacher</li> <li>I do not move seat or get out of my seat without permission from the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Area detention/Area report card</li> <li>Parent letter</li> <li>Restorative conversation</li> <li>Internal suspension for repeated occasions</li> </ul>
I always follow the Sarah Bonnell Way, accept that actions have consequences and learn from mistakes.	only talk when the teacher tells me to	<ul style="list-style-type: none"> <li>I am a STAR</li> <li>I face the front and track the speaker</li> <li>I am silent when asked and respond when invited</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Area detention/Area report card</li> <li>Parent letter</li> <li>Restorative conversation</li> <li>Internal suspension for repeated occasions</li> </ul>
	I follow all instructions the first time, every time	<ul style="list-style-type: none"> <li>Without arguing or comment</li> <li>I know this helps me and others learn</li> <li>I know this helps me and others be safe</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Area detention/Area report card</li> <li>Parent letter</li> <li>Restorative conversation</li> <li>Internal suspension for repeated occasions</li> </ul>
I am in the right place, at the right time.	I complete all classwork and homework on time	<ul style="list-style-type: none"> <li>Work to the best of my ability</li> <li>Ask for help when I need it</li> <li>Meet deadlines</li> </ul>	<ul style="list-style-type: none"> <li>Detention if work is not completed</li> <li>Parental contact for repeated issues</li> </ul>
	I am calm, kind and respectful at all times	<ul style="list-style-type: none"> <li>Use names when asking or replying to questions</li> <li>Use kind words (no discriminatory slurs)</li> <li>Keep my hands to myself (no touching other people or their belongings)</li> </ul>	<ul style="list-style-type: none"> <li>Verbal apology or restorative meeting</li> <li>Detention for rudeness/disruption</li> <li>External Suspension for serious disrespect or aggression</li> </ul>
I act with integrity, and consideration towards others in school and in the wider community.	I respect the school environment and resources	<ul style="list-style-type: none"> <li>No graffiti or break any school property</li> <li>No chewing gum or bringing gum into school</li> <li>Clear up after myself</li> </ul>	<ul style="list-style-type: none"> <li>Restorative action (e.g. litter-picking for mess)</li> <li>Parental contact for damage</li> <li>Financial charge for vandalism</li> </ul>

## NO DEVICES, NO DISTRACTIONS

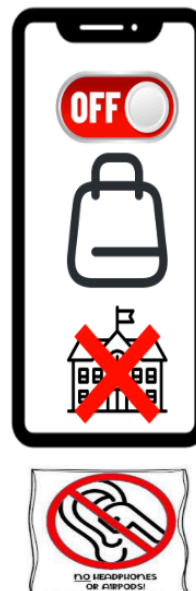
At Sarah Bonnell School, we want you to succeed and thrive in every lesson and around the school building.

We AIM HIGH and WORK HARD every day without distractions.

Did you know that mobile phones and other electronic devices negatively affect your concentration and lead to fatigue, headaches, anxiety and can lead to mental health concerns? If you need to make an urgent call, you can go to Student Services.

At SBS, mobile phones and other devices like headphones and airpods must be turned off and out of sight.

If a mobile phone or other devices is seen or used on the school site, it will be confiscated and you will receive a behaviour point and a 1 hour community service detention.



- Turned off
- In your bag or locker
- Not seen or used in the school building
- If we see it, we take it