

Relationships (Behaviour Policy)

Myton School



Approved by:	FGB Committee	Date: 20/06/2023
Last reviewed on:	February 2023	
Next review due by:	June 2024	
Version	1	



This policy is to be read in conjunction with these other policies:

- Anti-Bullying Policy
- Attendance Policy
- Online Safety Policy
- the Safeguarding and Child Protection Policy and Keeping Children Safe in Education 2022.

Contents

1. ETHOS/GENERAL PRINCIPLES:.....	3
2. AIMS OF OUR RELATIONSHIP POLICY	4
3. HOW CAN WE PROVIDE A SAFE AND SECURE LEARNING ENVIRONMENT FOR OUR STUDENTS?	5
4. HOW WE EXPECT OUR STUDENTS TO BEHAVE:.....	6
5. REWARDS at Myton School.....	7
6. OUR PROCEDURES FOR MANAGING BEHAVIOUR EXPECTATIONS.....	8
7. SANCTIONS:.....	10
8. RECORDING AND MONITORING BEHAVIOUR:.....	14
9. PART- TIME TIMETABLES:	14
10. USE OF ALTERNATIVE PROVISION:.....	14
11. SMOKING INCLUDING VAPING:	14
12. MOBILE PHONE & ELECTRONIC DEVICES:.....	15
13. SEARCHING AND CONFISCATION OF PROPERTY:.....	15
14. OFFSITE-BEHAVIOUR.....	16
15. USE OF REASONABLE FORCE.....	16
16. PUPIL TRANSITION	17
17. TRAINING	17
18. MONITORING ARRANGEMENTS	17
19. PUPIL SUPPORT	17
20. SAFEGUARDING.....	17
21. LINKS WITH OTHER POLICIES & LEGISLATION.....	18
Appendix 1	19

1. ETHOS/GENERAL PRINCIPLES:

Students and staff in our school are important and valued individuals and deserve to be treated with respect. We are committed to the well-being of all our students, staff and parents/carers.

At Myton our core aim is to prepare students for lifelong success which is underpinned by our core values:

- **Developing self-assured learners** – students, all staff, parents, governors are totally focussed upon equipping students with the skills to become self-regulated, motivated and aspirant learners.
- **Removing Barriers** – students, all staff, governors & parents maximise the academic achievement of students through support with careers, transition and social cohesion enabling them to develop and flourish as well-rounded individuals.
- **Working together** - students, all staff, governors & parents totally focused upon student personal development, belonging and sense of community underpinned by harmonious and trusting relationships.
- **Investing in staff** – staff have the support, expertise and knowledge to prepare students so they can thrive in modern Britain with fluent communication skills, high levels of literacy and the ability to be independent learners.

We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole community, and a place where everyone can work effectively, free from violence, bullying and any form of harassment. We understand that the key to developing this environment is strong, professional and positive relationships between all members of our community and this lies at the very heart of this policy.

We have high expectations for all students and are committed to achieving aspirational outcomes so that all students can access the destination of their choice.

We understand that a student's behaviour can be adversely affected by a range of external influences and where possible we should look at strategies to support them with these. We know that young people learn best when they feel happy and secure and there are consistent systems in place to support them. This policy is rooted in our commitment to becoming a trauma informed and attachment aware school and provides the guidance and procedures to achieve this. It is based on the training and guidance we have received from a range of professionals including the Warwickshire Educational Psychology Service. This trauma informed approach is embodied by our aspiration to build a nurturing, caring ethos which permeates through our school environment. As a result, we have developed a policy which places relationships as the cornerstone for our students to thrive, both academically and in relation to their wellbeing.

The policy encompasses all aspects of student behaviour throughout school including in the classroom, around school, to and from school, on external visits and towards the individual. It is recognised that all members of the school community have a responsibility for themselves, others, and the school environment and for discouraging behaviour which is disruptive, challenging, or disrespectful. Myton encourages the highest standards of behaviour and to support students in their responsibility for their own behaviour, encouraging and supporting them to regulate their emotions and maintain positive relationships with others. Good behaviour and self-discipline have strong links to effective learning and are vital skills for students to carry with them both during and after their school years.

This policy extends to all members of the school community and has been devised in agreement with staff, students, governors, parents and carers.

2. AIMS OF OUR RELATIONSHIP POLICY

We aim to develop respectful students who can use their rich experiences to present themselves confidently. We do this by;

- Create a shared vision around our core value of ‘working together’ which underpins our pastoral approach
- Ensure all stakeholders understand the high expectations in place
- Ensure all stakeholders understand the strategies used build relationships in the classroom which are informed by extensive research
- Embedding a shared understanding of LEARN through active teaching and role modelling
- Teaching students what good learning habits look like and underpinning them with rapid support
- Outlining how students are expected to behave
- Defining what we consider to be unacceptable behaviour, including bullying and discrimination
- Ensuring everyone has mutual respect for others irrespective of age, disability, gender identity, race, religion or belief, sex or sexual orientation
- Outlining our system of rewards and sanctions
- Managing expectations and taking account of a students’ personal circumstances
- Providing a positive, safe and inclusive environment that meets the needs of all students
- Enabling our students to learn & develop the skills to self-regulate. Our students will develop confidence, resilience and know how to keep themselves mentally healthy
- Ensuring our students are able to use of a range of social skills in different contexts, and with different people and have the skills and attitudes that will allow them to participate fully in, and contribute positively to, life in modern Britain as responsible, respectful and active citizens
- Supporting our students to work well with others and be able to resolve conflicts effectively
- Enabling our students to have the skills to share information with figures in authority in a respectful and appropriate way

This is based on our core beliefs that:

- Behaviour is a means of communication and adults must support students to communicate their needs safely and appropriately
- All Myton students can achieve aspirational outcomes because all staff have high expectations
- Consistency and routines help young people to be successful
- When a young person’s needs are understood and met, they are much more likely to be able to self-regulate and behave well
- Behaviour that challenges is often because of gaps in emotional development; children who have a difficult start to life have often learned that the world is not a safe place and people (adults) cannot be trusted
- The stage of emotional development of a student will determine their ability to self-regulate and their readiness for learning.
- We should help students develop the skills to self-regulate; they may need a personalised approach to support them to manage their behaviour

- Learning new behaviour is a task, just like learning to read and write and as adults we must support them with this
- Making mistakes is part of the learning process and we should support and guide students to get it right
- We should help students to reflect upon their behaviour, understand the reasons for this and the impact/consequences of their actions
- As care givers it is essential that we understand how we can provide the security and relationships needed
- Working with young people who do not feel safe at school is demanding on the adults working in a school, therefore appropriate, professional support is in place to help them fulfil their role to the expected standard

3. HOW CAN WE PROVIDE A SAFE AND SECURE LEARNING ENVIRONMENT FOR OUR STUDENTS?

To achieve a safe and secure learning environment for our students we are committed becoming a trauma informed and attachment aware school. This requires everyone to develop and cultivate strong relationships between staff, students and parent/carers. Everything we do must be based on building mutually respectful relationships with other members of the school community and if these, for any reason break down, actively seek to repair and restore these relationships. Having a trauma informed approach does not mean having lower expectations, no routines or no structure. On the contrary, for students to feel safe, their educational environment needs to be high in both nurture and structure. Students need predictable, consistent routines, expectations and responses to behaviour. All staff are expected to have high expectations, be proactive in developing strong professional relationships with students and apply consistent routines in line with the school ethos. However, managing these expectations may require flexibility. Being 'fair' is not about each student getting the same (equality) but about everyone getting what they need (equity). Ultimately, we seek to remove the barriers for all children to be successful (liberation).

4. HOW WE EXPECT OUR STUDENTS TO BEHAVE:

MYTON  SCHOOL



It is impossible to give an exhaustive set of rules, but we expect our students to behave in a way that is appropriate. This includes demonstrating positive behaviours essential for learning and social development. These have been under the following acronym LEARN:

LEARN 

L	Listen I listen and follow instructions first time I act on feedback and advice
E	Engage I engage with my learning and get involved with discussion
A	Apply I am determined and do not give up when I find things hard I improve my work when given teacher feedback
R	Respect I communicate politely with kindness and courtesy to build positive relationships I respect myself, my school community and my local community
N	Non-negotiables I arrive at school by 8.35am and am on time to form and lessons I wear full school uniform I have my full equipment for lessons I complete my homework to the best of my ability and on time My behaviour allows others to learn



Myton School Pastoral Curriculum

Myton School actively promotes and educates students about positive behaviours, values and skills they need in order to succeed as part of our personal development provision. The concepts are taught under the following headings:

- Professionalism
- Aspiration Independent learning
- Healthy body/mind
- Respectful Behaviours
- Taking Responsibility
- Global Citizenship

These are taught through Tutor Time, stop the clock one-off events and supported through common language used in all classrooms and interactions. By the time students leave Myton at the end of Year 11 or 13, we expect these to be ingrained, automatic behaviours.

5. REWARDS at Myton School

We pride ourselves on acknowledging and celebrating the achievements and successes of all our students. We strongly believe that students should be regularly and fairly rewarded for their achievements, to not only celebrate their successes, but to also inspire, engage and motivate young people to achieve their very best and become confident, courageous and independent learners. We offer a range of rewards that link directly to our school values and include recognition for academic achievement & progress; contributions to the classroom and the whole school community; a consistently positive attitude; good attendance & punctuality and significant improvement in attitude or achievement.

Merits:

The awarding of merit points is an important part of maintaining student motivation and high expectations and should be awarded with fairness and regularity. It is expected that positive to negative points should be awarded at a ratio of at least 5:1.

Merits are awarded to students who display positive behaviour including those listed below and can be viewed by staff, students and parents on the Satchel One App.

A range of rewards are given, including:

Generic Rewards:

- Merits linked to LEARN
- Verbal praise
- Positive phone calls/post cards/texts home

Pastoral Rewards:

- Top merits/Top tutor prizes
- Top merits earners (voucher)
- Top 10 merits and/or Over 20 merits gained (personalised letters)
- Form merits competition – this mentioned in weekly assemblies to update students
- 100% Attendance prize draw (voucher) – all candidates receive prize and letter to go home for recognition.

- Punctuality (3 or less lates) prize draw (voucher) – all candidates receive prize and letter to for home of recognition.
- 100% attendance and punctuality prize draw to include 5 queue skip passes

Department Rewards:

- Friday phone calls/emails/postcards home for 2 students for all their classes for positive attitude to learning and progress
- A Friday Reward merit/recognition on satchel one
- Recognition of stars of the term through letters/contact home
- Half-Colour/Full Colour Badges for Blazers and Satchel One. Colours awarded by departments for commitment, hard work and achievements.

6. OUR PROCEDURES FOR MANAGING BEHAVIOUR EXPECTATIONS

When managing behaviour, we expect all adults to respond in a non-judgmental, empathetic way that focuses on the emotional needs that drive a behaviour, rather than the behaviour itself and look at ways to support the students who presents in this way, as well as any parties who have been harmed/wronged.

We expect all staff to engage with repair practices as these enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. We also expect all of our staff to put in place procedures which:

- Understands and takes account of students' individual circumstances
- Provide all students with the opportunity to regulate and evaluate their behaviour to repair the relationship
- Get to the heart of why students behave in the way they do
- Help ALL members of the school to understand the impact of their behaviour and develop empathy
- Ensure that any sanctions are fair and proportionate
- Develop students' ability to self-regulate their behaviour moving forward.
- Address any unmet needs the student may have

Classroom Management:

The aim is always to keep a student in class, learning, but not at the expense of others in the class. The School's consequence system is administered using Satchel One and follows the Behaviour Protocols which in extreme circumstances may lead to a Parking Zone. If a student does not conform to the School's behaviour expectations then these sanctions will be applied. Each student should be able to recognise that there is consistency in the consequences applied however, there is flexibility for students with additional needs for a personalised approach.

Most misbehaviour could and should be dealt with by the subject teacher as it is vital that teachers are responsible for the good order in their own classroom (and around the School if they see anything which is inappropriate) in accordance with the School rules. As a school we are committed to working together and supporting each other to ensure all students can access learning.

The general principles underlying any consequences are: is it reasonable? Is the consequence related to the behaviour? Does it keep dignity and respect intact for all involved? Does the student learn from it? Has an appropriate restorative conversation taken place to enable the student to reflect and move on from the situation?

Parking Zones/Withdrawal from the lesson/On-Call

If a student is dysregulated or off task, staff should use the behaviour protocols and other strategies including those for managing our most dysregulated students.

If the teacher has tried a range of strategies including the behaviour protocols to re-engage the student and require further assistance, they can use 'On-Call'. A member of the pastoral team or SLT will come to the classroom. The staff member on call will aim to de-escalate and re-regulate the student in order for them to continue accessing learning. On-Call can be used also if behaviour is deemed unsafe.

If poor behaviour continues to disrupt the learning of others and the student does not take note of the reminders given and a detention has been issued, the student can be withdrawn from the lesson which is called a 'Parking Zone'. Parking Zones can be given to students also where:

- Behaviour is deemed unsafe
- Clear non-compliance
- Swearing or verbal abuse
- Child on Child abuse
- Discriminatory language or behaviour towards protected characteristics:
 - o Age
 - o Disability
 - o Gender
 - o Marriage and civil partnership
 - o Pregnancy and maternity
 - o Race
 - o Religion or belief
 - o Sexual orientation
 - o Gender reassignment

If the student is removed from the classroom or the student has been given a 'Parking Zone' the classroom teacher **MUST**:

- Tell the student which designated classroom in the department to go to. This allows the student time to gather thoughts, calm down and focus.
- Provide suitable work for the student.
- Set a department detention on Satchel One and where possible tell the student when / where this will be during the 5-minute lesson changeover time

If a student does not settle then they will be removed to the Reflection Room by on call.

Managing our most dysregulated students:

As an inclusive school we have some students who, if they become anxious, may become significantly dysregulated and present behaviour which challenges. All staff should use emotion coaching and make themselves aware of who these students are to try and avoid presenting them with 'triggers' to their anxiety and to understand the individual strategies that may help to calm the

student and help them to become re-regulated. In such circumstances we practice 'Connection before Correction'. Often a student in such a heightened state of anxiety will only respond to someone they consider their 'key adult' in school, so in such instances staff are advised to seek support from specialist staff in the SEND Team or the student's Head of Year.

7. SANCTIONS:

As part of any repair conversation it may be decided that a sanction is appropriate; where possible this should be relevant to the misdemeanour. It is important that for everyone to feel safe and secure in the school, they understand that there are consequences to poor choices. At Myton, we do not have a system of 'tariffs' for when a student does not meet behaviour expectations, instead we look at a range of factors including:

- The severity of the behaviour
- Any mitigating circumstances
- How the sanction might improve a student's behaviour in the future
- How a sanction might compensate the party who has been harmed or wronged
- Whether the behaviour is repeated.

Examples of possible sanctions are given below; this is not a hierarchy and certainly not an exhaustive list:

i) Catch up work: Extra work or repeating unsatisfactory work until it meets the required standard. If a student is sent out of a lesson the teacher **MUST** ensure they catch up on the work missed either through a detention or by giving the student work to do at home (depending upon individual circumstances).

ii) Missing social times: Students can lose their lunch and break times, but staff must ensure that the student receives her/his/their lunch and allow reasonable time for the student to use the toilet. They must also be supervised during this time.

iii) Monitoring reports: Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed 'on report' for behaviour monitoring.

iv) Reparations: If a student breaks or damages school property or the fabric of the building through poor or aggressive behaviour they will be expected to pay for this either in full or contributes to the repair or replacement of the broken item (depending upon individual circumstances) or undertake a suitable amount of community service.

v) Detentions and community service: At Myton all members of staff can issue a student with a detention outside of the normal school hours and whilst the law states that teachers have the authority to issue same day detentions, we endeavour to provide reasonable notice for these. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a) any school day where the student does not have permission to be absent;
- b) weekends during term - except a weekend during, preceding or following the half term break; or
- c) non-teaching days – usually referred to as 'training days', or 'INSET days.'

This time must be used to facilitate the repair conversation, as outlined previously, and may include “school-based community service or imposition of a task – such as picking up litter; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti”.

Detentions and Repair Conversations:

Sometimes students will not demonstrate LEARN behaviours and will break the trust of their peers or staff members through their behaviours. Restoring that trust and the relationship is key to a successful learning environment where everyone feels safe and secure and can achieve their potential. Detentions will be set by class teachers where they feel they need to re-establish the LEARN expectations and effective working relationships to maximise student achievement. If a student fails to attend the process followed is below:

- 1) If a teacher sets a teacher detention, it will be logged on Satchel One and should be *up to 20 minutes* at the next available break, lunch or after school slot to suit with a repair conversation the focus.
- 2) If a student misses the detention the teacher refers them to a department detention and logs on Satchel One. Where possible communicate this with the student.
- 3) If a student misses a department detention they will be referred to a senior detention by the HOD and it will be logged on Satchel One.

Repair Conversations will be held where possible in all detentions to maintain or restore a positive relationship and set the expectations for future lessons. Teachers are encouraged to be proactive in seeking out the student to have a Repair Conversation (before the next lesson). If support is required, the Head of Department or Heads of Year could mediate the meeting.

The aim is that these meetings:

- ensure the student has completed the work from the lesson, either with the teacher later or as home learning
- include reflection on what could have been done to prevent the student becoming dysregulated (was the work too hard, too easy, was there something going on in their home life you were unaware of?)

It always beneficial to contact the student’s parent/carer to discuss the situation to see if there are any reasons why the student has become dysregulated

NB: If a student is removed for two lessons during one day, they should remain for the day in the Reflection Room to identify reasons for their behaviour, and strategies to prevent this happening again. The Head of Year should contact home to discuss this further and any sanctions to be given, as and when appropriate.

If students are given school detentions these are entered onto the Satchel One app with the valid reason, timings and location. Detentions are given for the reasons listed below:

Reasons:
01 Teacher DT
01.1 Escalated Department DT

02 PZ Parking Zone - Continued Poor Behaviour
03 PZ Parking Zone - Gross Misconduct
04 Truantiing Lesson
05 Truantiing Tutor Time
06 Late to lesson
07 Late to School/Tutor time
08 Missed detention (Escalated)
09 Homework Issue
10 Uniform Infringement
11 Non-attendance to revision
12 Mobile phone confiscated
13 Equipment missing
14 Chewing Gum
15 Poor Conduct outside classroom
16 Poor Conduct outside classroom - Derogatory language
18 Other confiscated item (Please list item description in the notes section)
18.1 Refusal to hand in phone

Other strategies include:

- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour or conduct contract
- Putting a pupil 'on report'

Serious misbehaviour/gross misconduct is defined as:

- Persistent breaches in the school's Behaviour/Relationships Policy
- Any form of bullying towards other students or Myton School Staff
- Serious breaches of health and safety rules
- Verbal abuse of staff, other adults or students
- Wilful damage to property/Vandalism
- Homophobic or racist behaviour – Bullying
- Theft
- Making a false allegation against a member of staff
- Minor assaults or fighting that is not premeditated or planned
- Inappropriate use of social media or online technology
- Violence
- Promoting a gang culture in school
- Smoking/Vaping on site
- Racist, sexist, homophobic or discriminatory behaviour or language
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers or other smoking related paraphernalia including vapes
 - Fireworks
 - Pornographic images

- Any article a staff member 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 pupil)
- Sexual misconduct, Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour including interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

The list of serious misbehaviours or gross misconduct is not exhaustive and subject to discretion by the Headteacher.

For '**Gross Misconduct**' sanctions may include:

- Further time in reflection (arranged by LT/HOY only)
- Exclusion from lessons (arranged by LT/HOY only)
- Removal of social time at break and lunch
- Preventative placement in another school
- Senior detention and loss of privileges, for instance the loss of a prized responsibility or not being able to participate in additional enrichment opportunities such as trips/visits, school productions and representing the school in any sporting event or other activity.
- Offsite direction
- Managed transfer
- Fixed term suspensions and permanent exclusion
- Referral to the External agencies

This list is not exhaustive and is at the discretion of the Headteacher.

vi) Fixed Term Suspensions and Permanent Exclusions: At Myton we actively try to seek other alternatives to suspensions, however in the event of persistent poor behaviour, aggressive and dangerous behaviour or when a student fails to respond to all other sanctions the school may have to resort to Fixed Term Suspensions.

A fixed term suspension is for a specific period of time. A student may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year). The following list includes examples of when a student may be given a fixed term suspension (it is not an exhaustive list, and other behaviours may lead to a suspension:

In such cases where a fixed term suspension is deemed necessary, parents/carers (or another appropriate adult) would be expected to pick up their child immediately and be responsible for them for the duration of the suspension.

vii) Permanent Exclusions: On very rare occasions the school may decide to permanently exclude a student. This decision will be made by the Headteacher and is never taken lightly. This would be:

- “in response to a serious breach or persistent breaches of the school's behaviour/relationships 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”

In cases of permanent exclusion, a hearing will be held within 6-15 school days where governors and a representative of the Local Authority are in attendance. Parents are able to bring a representative to this meeting and put forward their case. In most cases, working with other school partners, students will spend day 6+ provision at another school. If this cannot be arranged, School will provide and mark work for the student to continue her/his education at home.

(DfE Guidance, Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2022)

8. RECORDING AND MONITORING BEHAVIOUR:

All staff will record both positive and negative behaviour on Satchel One. The positive categories link to the school's personal qualities including LEARN. Any behaviour concerns can be recorded under the various categories in Satchel One.

9. PART- TIME TIMETABLES:

To support a student with continued dysregulated behaviour the Headteacher, in limited circumstances, may make use of a part-time timetable. This is done in agreement with parents/carers, are reviewed regularly, and should never be a long-term solution. A form is to be completed which is provided by Warwickshire LA.

10. USE OF ALTERNATIVE PROVISION:

In addition to the strategies set out previously school may consider the following as prevention for a permanent exclusion:

- a) an off-site direction (temporary measure that maintained schools and academies for similar purposes can use) or
- b) managed moves (permanent measure)

Any use of AP should be based on an understanding of the support a child or young person needs in order to improve their behaviour, as well as any SEND or health needs. Off-site direction will only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct. Off-site direction will only be used where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate.

The school does have the power to direct a student off-site for education to improve their behaviour at an Alternative Provision. See link below Government advice and guidance from the Department for Education:

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101422/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-england-including-pupil-movement-2022.pdf)

11. SMOKING INCLUDING VAPING:

Students are not allowed to smoke in school. If they are caught smoking (including in the outdoor areas and whilst travelling to and from school) the student will be issued with sanctions. Items relating to smoking including e-cigarettes, lighters etc will be confiscated and only returned to the parent/carer. If a student is caught repeatedly smoking it could lead to further sanctions or

involvement with external agencies, such as the Police, Fire Service or support agencies such as compass.

12. MOBILE PHONE & ELECTRONIC DEVICES:

We appreciate that parents/ carers wish their child to have mobile phones to keep them safe whilst travelling to and from school. However, they are an unnecessary distraction in school time and are not required. If you do need to contact your child, please ring Student Support or the Head of Year and similarly if your child needs to contact you, we can make a phone available to them.

Therefore, all mobile phones/mobile music devices MUST be switched off and, along with accessories such as earphones, be kept out of sight during the school day. At no point should a student use their mobile phone to record other people or events in school. If the phone is seen or heard by a member of staff, it will be confiscated and left in the main Admin Office; it will only be returned to the student at the end of the school day. Repeated infringements may lead to further sanctions. Please be aware the school accepts no responsibility for the loss of damage of mobile phones or any such items if they have been confiscated because of students breaching these rules

We recognise the significant impact that social media can have on our students' well-being. Therefore, we would advise parents/carers to communicate with their children regularly about their social media use and monitor that it is appropriate and being used responsibly. Some key tips to support you and your child with their social media use are outlined below:

- Talk to your child about what they do online – do you know what they are doing online? Ask them who they interact with online and always mention for them to not to accept friend requests from strangers.
- Ensure that you and your child know how to block, mute or report on different platforms.
- If you are video-calling, ensure you either review or set up privacy and security settings on the device beforehand.
- Review your child's friends' lists regularly – you may want to limit their friends list to only people you/they know.
- Teach them to limit what they share, i.e., avoid their personal details such as their full name, school, address, family/friend information, etc. Use a safe screen name.
- Remind children that once they post something online, they can't take it back. Even if the information is deleted from a site, you have little to no control over older versions that may exist on other people's computers and these may circulate online.
- Create a digital agreement to set some digital rules about tech use in and out of the home e.g. highlight and limit the number of hours each day your child is allowed to use the phone.

13. SEARCHING AND CONFISCATION OF PROPERTY:

At times it is necessary for a student's property to be searched. This usually relates to a concern that the student may be in possession of prohibited items. In the first instance we would always ask a student to hand over any such items. However, if they are unwilling the school has a duty to ensure that all members of the school are safe and as such, the school's general power, as set out in [Section 91 of the Education and Inspections Act 2006](#), "enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so...The law protects them from liability for, damage to, or loss of, any confiscated items provided they have acted lawfully".

i) Powers to search without consent:

G:\Policies\Behaviour\Myton School Relationship (Behaviour Policy)V1June2023.docx

If a student refuses to give permission to search their propriety, it can still go ahead. The Headteacher and authorised staff have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. It may be necessary to contact the Police if additional support is needed.

Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any other item banned by the school rules including legal highs and drug paraphernalia.

ii) Confiscation of property:

A member of staff has the power to confiscate, retain or dispose of a student's property as a consequence so long as it is reasonable in the circumstances. The staff and the School are protected by the law from liability for, damage to, or loss of, any confiscated items provided they have acted lawfully. As set out in legislation the School is then obliged to hand over weapons, knives and extreme or child pornography to the police. With all other items the School will decide on each case if and when to return a confiscated item. Parents may be required to collect confiscated items.

[\(DfE Guidance, Behaviour and discipline in schools: Advice for Headteachers and school staff, January 2016 Section 36 \(with reference to the Education Act 2006 section 91\).](#)

14. OFFSITE-BEHAVIOUR

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

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

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

15. USE OF REASONABLE FORCE

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

16. PUPIL TRANSITION

To ensure a smooth transition to the next year, pupils have transition sessions with their new tutors and teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

17. TRAINING

Myton staff are provided with training on managing behaviour including emotion coaching and being Trauma Informed & Attachment Aware. Key Myton staff are trained in the proper use of restraint (Team Teach). Behaviour management will also form part of continuing professional development.

18. MONITORING ARRANGEMENTS

This behaviour policy will be reviewed by the headteacher and Myton School Governors annually. At each review, the policy will be approved by the Headteacher.

19. PUPIL SUPPORT

The school recognises its legal duty under the **Equality Act 2010** to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

20. SAFEGUARDING

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

21. LINKS WITH OTHER POLICIES & LEGISLATION

This behaviour policy is linked to the following policies located on our website:

- Exclusions policy
- Child protection and safeguarding policy

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Searching, Screening and Confiscation (publishing.service.gov.uk)
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

Appendix 1

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments. Here is a list of possible sanctions the school could consider using:

- After all incidents (e.g., involving parents)
- Only after serious incidents (e.g., involving the police)
- Appropriate sanctions to list might be:
- A verbal warning
- Keeping the pupil behind after class to apologise to their peer
- A letter or phone call to parents
- Detention
- Community service, for example litter picking
- A period of internal exclusion (length dependent on incident)
- Fixed-term (length dependent on incident) or permanent exclusion

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

More details listed in the school's anti-bullying policy: [Anti Bullying Policy](#)

Please refer to our child protection and safeguarding policy for more information: [Child Protection Policy](#)