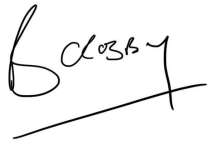




ESKDALE SCHOOL

BEHAVIOUR POLICY

2023-24

Document Status	
Document Title:	BEHAVIOUR POLICY
Date Approved:	November 2023
Date of Review:	November 2026
Signed: (Chair of Governors)	

ESKDALE SCHOOL BEHAVIOUR POLICY

Policy and Ethos Statement

Eskdale School seeks to provide a safe, secure and positive environment where young people can achieve their potential, making full use of the opportunities available to them. This policy should be used in conjunction with other school policies, for example the Mobile Phone Policy.

Our Ethos and Values:

- Our core values as a school are: **RESPECT, KINDNESS AND HONESTY**;
- We believe that all students are unique with different needs, talents, strengths and aspirations and should be challenged to achieve beyond their expectations;
- We believe that at the heart of our school should be the idea that education is best done 'with and by' our students rather than 'to and for' our students;
- We believe that we need to build and organise our school to meet the diverse needs of our learners and create an experience that is personalised,
- We believe that we need the support and expertise of our whole school and more to educate our children.
- We believe that we must make our school a place everyone enjoys coming to;

Aims and Objectives:

- To work closely with parents/carers and our primary schools to ensure continuity, progress and support for all students throughout their school career;
- To enable students to enjoy school, achieve their full academic potential and become lifelong learners;
- To give each student the confidence, attitudes, skills and support necessary to shape their future and make a positive contribution to their community;
- To create an environment which is safe, healthy and stimulating for learning;
- To promote positive personal and social values;
- To create an atmosphere in which the spiritual, moral and cultural development of students can be fostered, an atmosphere of mutual respect where working together and consideration for others are paramount.

Eskdale Expectations for All

- Expectations for All are founded around our core values and our core skills of communication, reading and responsibility;
- Demonstrate personal responsibility for being ready to learn punctual, smartly dressed and complete with appropriate equipment;
- Talks to/with their audience (peer or adult) in a thoughtful manner (communication);
- Speak truthfully (honesty);
- Listen and follow instructions or requests;
- Demonstrate good manners: polite, hold door for others, offer to help if you see anyone in need (respect);
- Try to complete tasks first before seeking support – challenges make us seek solutions (responsibility);
- Show mutual respect to the differing opinions that are shared amongst the peer group;
- Take a collective approach to ensuring the learning environment is equipped and ready for the next set of learners (responsibility);

- Behave appropriately in different environments to ensure the safety of self and others (respect and responsibility);
- Acknowledge mistakes and seek to learn from them (honesty);
- Report any inappropriate behaviours such as disrespectful language, bullying in any form, littering, vandalism; rudeness or unkindness to a member of the school community (respect and kindness);
- Share any concerns with an adult you feel confident with (communication);
- Acknowledge and understand your own feelings and those of others (respect).

By the values we hold and demonstrate daily our learning environment should remain vibrant, purposeful and safe.

These standards are also the School's expectations when we go out into both our local and wider community. The following statements have been designed to ensure the safety of everyone is paramount.

On visits students are expected to:

- Maintain high standards of behaviour when the party is travelling;
- Maintain good order in hotel/hostel accommodation and have awareness of emergency evacuation procedures;
- Recognise there may be other visitors using the accommodation;
- Not to go into other student's rooms for any reason;
- Not to consume any alcohol even if the country visited allows it by law;
- Look after their property and that of others;
- Always carry the emergency contact number of the trip leader;
- Never go anywhere on their own;
- Follow all instructions immediately and without question.

Any breach of these rules could result in a student being banned from future school trips and visits.

On trains and buses students are expected to:

- Remain seated throughout the journey and use a seatbelt if one is provided;
- Not speak or distract the driver unless there is an emergency;
- Not stand in front of the driver on the stairwell when in motion;
- Not use emergency exits or doors unless the driver instructs them to, or if there is a genuine emergency;
- Not eat, drink or smoke or use e-cigarettes on the bus;
- Not use foul or abusive language. Bullying will not be tolerated;
- Not throw items or damage the inside or outside of the bus. If damage is caused the police will be contacted.

As part of our commitment to providing a safe environment for the transport of our students to and from school, we have a determined procedure for dealing with cases of poor behaviour reported to us. Each case will be considered on its individual merits but will involve contact with parents/carers and statements from both the students involved and witnesses. This may result in a transport ban for a period determined by the seriousness of the incident.

Section 1 - A Consistent Approach to Behaviour Management

We believe that the consistent experience of strong teaching engages students in their learning and that this reduces instances of poor behaviour. The consistent application of effective behaviour management strategies helps students understand the school's expectations and allows staff to be mutually supportive.

As a school we will:

- Communicate clear expectations to all members of Eskdale School;
- Consistently manage behaviour using the steps set out in **(See Appendix A)** and clearly communicate these with students and parents/carers;
- Ensure that students are helped to identify themselves as belonging to a community by sharing a common dress code;
- Use Bromcom to log behaviour concerns and incidents to allow for clear communication and proactive responses to behaviour management;
- Collect data via Bromcom on student behaviour and use it to target support;
- Identify those students who have learning and behavioural difficulties or are experiencing crises and agree common ways of managing and meeting their needs;
- Ensure that the learning environment is safe for all members and staff are encouraged to support one another through open discussions and informal drop ins by SLT AND MLT.

Section 2 - School Leadership

Effective school leadership is central when creating a climate of security and calm that supports students in managing their behaviour. The leadership team and governors have a central role in identifying and developing values and expectations that are shared by students, parents and staff. They have a responsibility to 'lead from the front'. However, leadership to support positive behaviour must be shared across the whole staff – including SLT, Heads of Faculty, Heads of Year, classroom teachers and support staff.

Section 3 - Classroom Management

We aim to ensure a broad and balanced curriculum is offered which is accessible to students of all abilities and reflects individual needs and aspirations.

As a school we will:

- Ensure all staff follow the staged process Behaviour Policy **(See Appendix A)** and apply the agreed procedures (monitored by Heads of Faculties, Heads of Year and SLT);
- Plan lessons well, using appropriate to the ability of the students. Differentiation is crucial in promoting good behaviour;
- Use Bromcom to provide all staff with holistic data on the students they teach so that they have a clear understanding of student abilities and needs and allow for greater personalisation in lessons.
- Use commonly agreed classroom management and behaviour strategies e.g. seating plans etc.
- Offer students the opportunity to take responsibility for aspects of their learning, working in pairs, groups and as a whole class;
- Use Assessment for Learning techniques such as peer and self-assessment, to increase students' involvement in their learning and so promote good behaviour;
- Recognise that students are knowledgeable about their school experience and have views about what helps/inhibits their learning and ensure there are opportunities to receive their feedback about their progress/learning needs e.g. during lesson reviews, student voice groups, etc;
- Plan home learning carefully and set it well before the end of the lesson so that all students have a clear understanding of what is expected from them.

Section 4 - Rewards and Consequences

Our aim is to provide a range of opportunities in which students can excel and be rewarded together with a practical set of consequences that deal appropriately with poor behaviour.

We firmly believe that praise should be used to motivate and encourage students. Our school culture should be one of success and we take every opportunity to celebrate the great work of our students. At the same time, however, students must be aware of the consequences for their decisions and their responsibility for their poor behaviour choices. We believe that self-discipline is a key component for success.

Our reward system includes: (See Appendix B)

- Reward points awarded electronically through Bromcom which can lead to short term or longer-term rewards for students;
- 'Good News' notices;
- Postcards home;
- Celebrating success in weekly assemblies with Heads of Year;
- Headteacher end of term reward assemblies;
- Prom for Y11;
- Form group celebrations;
- Phone calls home;
- Certificates of commendation;
- Reward trips.

Our Consequence system includes:

There are a variety of actions used which range in severity. These include:

Discussion with Students

If an incident arises then staff would look to reconcile relationships and work with the student to identify the steps they can take and what support they need to make prevent it happening again.

Detentions

We use a variety of detentions which range in duration. Detentions are used within our staged sanctions (**See Appendix A**).

Detentions can be given within the school day e.g. breaktimes, lunchtimes, or outside of the school day e.g. after school. We are not required to give 24 hours' notice for a detention but would always endeavour to do so by (email, phone or letter) where the detention is to be held outside of school hours. The following considerations will be given when issuing detentions:

- whether suitable travel arrangements can be made by the parent for the student if the detention is to be held outside of school hours to ensure student safety;
- whether students have a reasonable time for having their lunch and using the toilet where lunchtime detentions are used.

Reports

In order to enable students to modify their behaviour, they may be placed on report. This will focus students on the areas that they need to improve upon and each teacher will report against target areas at the end of each lesson. If a student is identified as requiring additional support, then a discussion will be had between colleagues and then an additional conversation will be held with parents/carers to ensure the reasoning for the report is clear. Reports can be issued by Form Tutors and Heads of Year in the first instance and will be checked at the end of the day by staff and parents/carers. The combined supportive approach by home and school is where most impact is had on the young person. The report helps to facilitate self-regulation and discipline and acceptance for their own actions.

There are 4 types of report:

1. Form Report (reports to Form Tutor);
2. HOY Report (reports to Head of Year);
3. Progress Report (reports to Head of Faculty);
4. SLT Report (reports to SLT member).

Report Success: High Impact

The reports are designed to allow the young student to make better choices within the school and to give them immediate feedback from their teachers who have recognised their efforts and change. If home and school are of the opinion that there has been a significant change then the report will cease.

Report Success: Low Impact

There are some students who may find this persistent scrutiny from staff more challenging and therefore additional restorative conversations may be required and these may take place during the school day during appropriate times decided by the Form Tutor or Head of Year. If the report strategy has low impact then following a HOY/Parent/Student Meeting, an action plan will be devised with possible contact with outside agencies where appropriate.

The use of the Restorative Room (See Appendix c)

At Eskdale we are all responsible for our own behaviour but sometimes we need support to make the right decisions. When students go into this room, they will be expected to have challenging conversations, in order to reflect and work towards solutions to improve their behaviour moving forward.

If a student is removed from a classroom by MLT or SLT, they will be taken to the restorative room. It is hoped that most sessions in the Restorative Room will be pre-planned and pre-booked by a Head of Year or a member of the SLT. However, we acknowledge that some will happen following a STEP 4 inclusion or other serious incident such as a fight or dangerous behaviour.

Referrals to the Restorative Room must only come through the Head of Year in conjunction with a member of the SLT. Therefore, Head of Faculty must work the relevant Head of Year in order to place a student in the Restorative Room. The Restorative Room is predominately to be used for students receiving a STEP 4 action. Steps 1-3 should be dealt with through faculty procedures.

Students may be placed in our Restorative Room for either half a day (am or pm), a full day or more than one day by a Head of Year or member of the SLT. The member of staff with responsibility for the Restorative Room will log all periods and the reasons for being sent there on Bromcom. Unacceptable behaviour or failure to co-operate in the

Restorative Room will either result in the issuing of a further day in the room or a fixed term exclusion depending on the level of disruption and/or previous actions taken.

The Restorative Room is also to be used to accommodate internal exclusions for vulnerable students. This reduces the impact of disruptive behaviour on learning and teaching whilst also removing the need to exclude learners from school will all associated risks.

Serious breaches of the Behaviour Policy

These breaches can result in suspension from the school. These include:

- Repeated visits to the Restorative Room or exclusion for persistent breaches of the school's rules or core values;
- Bringing onto school premises or being found in possession of anything that could constitute an offensive; weapon or illegal substances (Note: Some over the counter drugs can be harmful if misused. We advise that students should not carry these in school. If they need parentally authorised medication, they can go to the school office);
- Bullying/Cyberbullying or other harmful behaviour;
- Bringing 'outsiders' onto school property in order to threaten or create conflict,
- Sexually inappropriate behaviour;
- Threatening others – verbally or physically;
- Cursing or inappropriate gestures – particularly towards an adult;
- Deliberate involvement in or instigation of conflict;
- Verbal aggressiveness towards a peer or adult;
- Wilful disobedience or serious disrespect to an adult; including refusal of reasonable requests or instructions from staff;
- Repeated failure to comply with expectations around school uniform;
- Stealing;
- Knowingly possessing stolen property;
- Vandalism and destruction of property;
- Consistently disrupting learning;
- Interfering with fire alarms or extinguishers;
- Smoking or drinking alcohol, (using or distributing drugs – Permanent suspension);
- Possession of vapes, cigarettes, lighters, alcohol
- Cheating in a test or exam;
- Wearing, displaying or graffiting 'gang' affiliated items and phrases;
- Bringing the school into disrepute.

Use of Suspension

Under law, the Headteacher, Governing Body, LEA and independent appeals panel must have regard to the relevant DfES guidance when deciding:

- Whether to suspend a student or (where applicable) to uphold a suspension;
- The period of suspension;
- (Where applicable) whether to direct the Headteacher to reinstate a suspended student;

The Governing Body and Head of School are responsible for promoting good behaviour and discipline on the part of Eskdale School's students and for securing an orderly and safe environment for students and staff.

Eskdale School's response to challenging and disruptive behaviour will be made in the context of the Behaviour Policy and will encompass a range of strategies, with suspension as one option. Eskdale School will ensure that the interests of the whole school are considered within any action taken.

Deciding whether to suspend a student

Only the Headteacher or, in his absence, a senior leader acting with his authority, can suspend a student from school. A decision to suspend a student will be taken only:

- In response to serious breaches of Eskdale School's Behaviour Policy;
- If allowing the student to remain in School would seriously harm the education or welfare of the student or others in the School.

The decision to suspend a student is a matter of judgement for the Head of School, who will consider the likely impact of the misconduct on the life of Eskdale School. This may include behaviour on or off School premises which is in breach of the standards of behaviour expected by Eskdale School.

Before reaching a decision to suspend either permanently or for a fixed period, The Head of School will:

- Consider all the relevant facts and such evidence as may be available to support the allegations made, considering Eskdale School's behaviour and equal opportunities policies and, where applicable, the Race Relations Act 1976 as amended and the Disability Discrimination Act 1995 as amended;
- Allow the student to give his or her version of events and ensure that a thorough investigation has been carried out;
- Check whether the incident may have been provoked, for example by racial or sexual harassment or by bullying, including homophobic bullying;
- (If necessary) consult others, being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example members of the Governing Body's Discipline Committee.

Permanent Suspensions

Permanent suspensions will normally be used as a last resort when a range of other strategies such as Alternative Provision have been exhausted.

In exceptional circumstances, the Head of School might consider it appropriate to permanently suspend a child for a first or one-off offence. Such circumstances might include;

- Where there has been serious actual or threatened violence against another student or member of staff;
- Sexual misconduct;
- Supplying an illegal drug;
- Carrying an offensive weapon.

Fixed Term Suspension

In the case of fixed term suspensions, the Head of School may suspend a student for up to 45 days in any one academic year. Strategies to prevent this total being reached include placement at Education Outreach.

Lunchtime Suspension

Students whose behaviour at social time is disruptive may be suspended from Eskdale School premises for the duration of a lunchtime period. Lunchtime suspension is treated in the same way as any other fixed period suspension.

Reintegration

A reintegration meeting with a member of the leadership team following the expiry of a fixed period suspension will be arranged by Eskdale School prior to a student returning from a period of suspension, and in the case of any student who has been suspended from another school. The meeting will establish a risk assessment of the student and identify the resources needed to provide the necessary support to the student.

Informing Parents/Carers

The School will inform the parent/carer of the period of the suspension (it may not run for an indefinite period) and the reasons for it. The parent/carer has the right to make representations about the exclusion to the Discipline Committee.

Where a parent/carer refuses to comply with the terms of a suspension, Eskdale School may notify the Children and Social Care Department and the police if, in the Head's view, the child or any other person may be at risk as a result of a failure to meet the terms of the suspension.

Section 5 - Behaviour Strategies and the Teaching of Good Behaviour

The school's policies on behaviour, learning and teaching will create an ordered school climate that is supported by clear rewards and sanctions. It is critical that these policies are communicated to all staff (particularly part time, new and supply staff), students, and their parents/carers.

Section 6 - Continuing Professional Development

All staff in school will be provided with the skills to understand and manage student behaviour effectively. This is as important for heads as it is for Early Career Teachers and support staff. Training and coaching are both vital elements of a high-quality professional development programme. These must be made available for staff taking up a new post via our induction programme and ongoing via our CPD plan.

Section 7 - Student Support Systems

Eskdale School uses a wide-reaching pastoral team, Heads of Year, Mentors, Attendance Officer and SENDCO for example;

As a school we will:

- Recognise that an effective pastoral system involves teachers and support staff;
- Recognise that student support is not just about behaviour. Poor pastoral support just focuses on 'naughty students. Good pastoral support is concerned with academic attainment, developing students' ability to become good citizens;
- Ensure that staff with pastoral responsibilities:
 - Have appropriate time to carry out their role;

- Are appropriately trained;
- Have adequate administration support;
- Have access to specialist support. This might include services such as Educational Psychologists, Education Welfare Officers, Child and Adolescent Mental Health Services, and Speech and Language Specialists etc.
- Ensure that pastoral staff understand and are responsive to the needs of groups within the school and wider community e.g. Looked After Children, SEND students, Disadvantaged students.
- Regularly make clear to students, parents/carers and staff, that bullying, harassment and oppressive behaviour in any form is totally unacceptable and will not be tolerated. This will be emphasised through our Anti-Bullying Policy.

Section 8 - Liaison with Parents and other Agencies

We work closely with parents/carers to ensure progress and support for all students throughout their school career with us. In managing student behaviour Eskdale School needs the support of parents and carers.

Opportunities to meet with parents and carers within the School are encouraged in a variety of ways including via parent meetings, student exhibitions/performances and subject teacher evenings. Communication via e-mail is open and encouraged. All parents should communicate via the post@eskdale-school.co.uk email address.

Section 9 - Managing Student Transition

Changing schools is never easy and can cause students and parents' anxiety. At Eskdale School we recognise this and aim to smooth transition by working closely with parents and other schools to ensure continuity, progress and support for all students who join us.

Section 10 - Organisation and Facilities

Our school ethos is central to what we do in the school. Pastoral structures such as year and form groups and allow for a supportive community to be developed and every student and their family to be known. We also work hard to ensure that the facilities and learning spaces are of a high quality and so refurbishment and remodelling are key to the development of our facilities.

Section 11 - Student Behaviour Outside the School Gate

Eskdale School has a statutory power to discipline students for misbehaving outside the school premises.

As a school we may discipline a student for any misbehaviour when the student is:

- Taking part in a school-organised or school-related activity;
- Travelling to or from school;
- Wearing school uniform;
- In some other way identifiable as a student at the school.

We will also respond to misbehaviour at any time, whether the conditions above apply, which:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another student or member of the public;
- Brings the reputation of the school into disrepute.

Discipline will always be carried out in accordance with the staged sanctions laid out in this policy **(See Appendix A)**.

On occasions, in view of the nature of the incident or issue, the school may deem another agency (e.g. the Police) more appropriate to deal with it.

Section 12 - Confiscation of inappropriate items

Students will be searched where there are reasonable grounds for suspecting that they are in possession of a prohibited item as set out in the table below. They can be searched on school premises or, if elsewhere, where the member of staff has lawful control or charge of the student e.g. on a school trip. (Section 550ZA (3) of the Education Act 1996).

If a member of staff suspects a student has a banned item in their possession, they can instruct the student to turn out their pockets or bag and if the student refuses, the teacher shall apply an appropriate sanction in line with those explained below.

If the student refuses to be searched, the Head of School or key senior staff (Deputy Headteacher, Assistant Headteacher, Head of Year) can still carry out a search in line with the following guidelines:

1. The item is a prohibited item. Prohibited items are knives or weapons, alcohol, illegal drugs and stolen items. They are also 'an 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.'
2. Ensure the member of staff has reasonable grounds for suspicion. For example, they might have heard other students talking about the item or they might have noticed a student behaving in a way that causes them to be suspicious.
3. The search should be carried out by a person of the same sex where possible and in the presence of the student and with another member of staff (preferably of the same sex where possible).
4. The person conducting the search may not require the student to remove any clothing other than outer clothing such as hats, shoes, boots, gloves, coats, scarves. A jumper/sweatshirt would also be included where the student had a t-shirt or shirt beneath it.
5. The person conducting the search may search any of the student's possessions, this includes any goods over which the student has or appears to have control e.g. bags.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they have acted lawfully, are in line with the guidelines above and have dealt with the confiscated items in line with the procedures set out below. (Section 94 of the Education and Inspection Act 2006).

After the search school will confiscate the item and dispose of it in the following way:

Items banned in the school rules	Procedure after confiscation
Mobile phones	Held in the School Office until the end of the day and then returned to the student for first offence. Second offence returned to the student at the end of the day after parent/carer contacted. Third offence to be

	collected by parent/carer and phone handed in each day for the remainder of the half-term.
Cigarettes, tobacco, skins, filters, vaping equipment etc.	Disposed of
Other Electronic devices	Held in the School Office until the end of the day and then returned to the student for first offence. Second offence returned to the student at the end of the day after parent/carer contacted. Third offence to be collected by parent/carer and the device handed in each day for the remainder of the half-term.
Prohibited items	
Knives and other weapons	Handed over to police
Alcohol	Poured down a sink
Controlled drugs	Handed over to police
Other substances not believed to be controlled drugs	Handed over to police or disposed of
Stolen items	Handed to police if of high value. Returned to the owner where of small value
An article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to, or damage to the property of, any person in school	Returned to parents/disposed of Handed to police if an offence committed.

Section 13 - The use of reasonable force

Eskdale School has a legal duty of care for all our students. In very rare circumstances where a student is creating a situation where they are threatening the well-being of other students, reasonable force may need to be used to control or restrain. It will only be used as a final option. Staff will always try to intervene verbally before using reasonable force. Where staff fear for their own safety and the student is not responding to a verbal request, help should be sought before intervening.

Reasonable force can be used to prevent students:

- Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- Causing personal injury to themselves or others;
- Causing damage to property;
- Causing disorder within the class or school grounds.

In our school we will use reasonable force to:

- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a student from attacking a member of staff or another student;
- To stop a fight in the school grounds;
- Restrain a student at risk of harming themselves through physical outbursts.

All staff at the school have the authority to use force when reasonable, and this extends to any other person whom the Head of School has given the responsibility to be in charge or in control of the students. Staff can also use this power when they are lawfully in charge of students but off the School premises – i.e. on a school visit. Where reasonable force has been used in school, parents/carers will be informed, and an incident form completed in detail.

Reasonable adjustments will be made for disabled children or children with SEND. All complaints about the use of force will be thoroughly, speedily and appropriately investigated in line with the school's Complaints Policy.

Roles and responsibilities

The Governing Body will establish, together with the Head of School, staff and parents/carers, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students, parents/carers, is non-discriminatory and the expectations are clear. Governors will support Eskdale School in maintaining high standards of behaviour.

The Head of School, together with other senior staff, will be responsible for the implementation and day-to-day management of the policy and procedures. Arranging support for staff faced with challenging behaviour is also an important responsibility of the Head of School and the leadership team.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Head on the effectiveness of the policy and procedures. They also have a responsibility, with the support of the Headteacher, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

The Governing Body, Head and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic, or national origin, culture, religion, gender, disability or sexuality. They will ensure that the concerns of pupils are listened to and appropriately addressed.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside Eskdale School, and for their attendance. They will be encouraged to work in partnership with Eskdale School to assist the School in maintaining high standards of behaviour and attendance and will have the opportunity to raise with Eskdale School any issues arising from the operation of the policy.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of Eskdale School's policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying, racism, homophobia, name-calling and any form of harassment are reported. Students will be given opportunities to seek and provide peer support as well as support from staff, who will be aware that students may become vulnerable through events such as bereavement, divorce or separation of their parents.

Equal Opportunities

In accordance with NYCC Policy staff at Eskdale School believe that all children, irrespective of class, ethnicity, religion or belief, gender, sexual orientation or special educational needs and disabilities should have access to appropriate curriculum and provision given to their learning needs. The school's commitments to inclusion and supporting children with SEND is in line with the school ethos and with current legislative requirements (SEND Code of Practice 2014, Equality Act 2014) and within the guidelines and inclusion policies of the Local Education Authority and other policies current within the school. We have high expectations of all students and we are also committed to making reasonable adjustments to meet a student's needs in terms of their behaviour and their learning. These two aspects are not separate and will sometimes require a differentiated approach to ensure students make good progress and achieve their best.

Respecting Children's Rights

Eskdale School also respects 'The United Nations Convention on the Rights of the Child (UNCRC) (UNICEF, 1989)' and this policy is written to comply and support the articles contained therein.

Monitoring, evaluation and review

The Headteacher, in consultation with staff, will undertake systematic monitoring and conduct regular reviews of the Behaviour Management Policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Head of School will keep the Governing Body informed.

Appendix A - Additional Guidance

STEP 3 – Moving students within a department of faculty

The main emphasis in terms of identification of members of staff who will be available to 'receive' difficult students will lie in two areas. Each faculty has a faculty removal timetable where students can be moved to in the first instance. Faculties are further supported by the following system in the first instance (although students may be moved to any faculty if necessary):

- i. Maths, Science, Creatives and Technology; and
- ii. English, Humanities and PE will receive students from each other.

A student who has entered **STEP 3** is likely to have caused disruption and inconvenience. Consequently, **they should be received in an appropriately professional manner**. The referred student will bring work with them and work in silence in an appropriate part of the room. When referring a student to another teacher it is the original teacher's responsibility to ensure that the student has enough work to do and ensure that the incident is recorded on Bromcom.

Ideally, the student will be debriefed immediately after the lesson though, if this is not possible, the debriefing should take place at the earliest practical opportunity.

If a student refuses to go to the faculty link, they will be referred to SLT on call **STEP 4**. This will be defiance and the student placed in the 'Restorative Room' for the rest of the day. SLT as a policy will inform Heads of Year who will then notify parents/carers.

Being sent to the 'Restorative Room' is an extremely serious sanction. The room will have a functional and purposeful environment with a bank of work which covers every curriculum area. Additionally, it will be staffed by timetabled members of staff.

Supervision at break and lunch time will be incorporated into the existing duty rota and at no time will students be allowed to socialise with other students.

STEP 8 – FIXED TERM/PERMANENT SUSPENSION

Students who persistently break the agreed Action Plan or who commit a particularly serious misdemeanour can expect to find themselves at STEP 8.

The control of fixed-term or permanent suspension is entirely in the hands of the Head of School and Governing Body. Suspensions normally operate on a tiered process that leads through **1 day, 2 days, 3 days, 5 days, 10 days, 11 days and finally 12 days**. There may be occasions where the Head will use their professional judgement to not follow the tiered process a higher level of expulsion when the behaviour presented by a student warrants; these suspensions will be reviewed annually to ensure consistency. Following a suspension that has been given outside the tiered process, the student will revert to following the tiered system for subsequent for subsequent suspensions.

On the fourth occasion that a student reaches STEP 8, at the discretion of the Head, placement at an alternative provision will be put in place to support the student. Should the students subsequently reach STEP 8, they would receive a suspension. For subsequent occasions that the student reaches STEP 8, this alternating use of alternative provision and expulsion may be implemented.

Prior to making any decision on a fixed term or permanent suspension, the Headteacher will consider the circumstances of the suspension and of the individual student. This will include making reasonable adjustments with regards to the SEND or disability was relevant to the behaviours leading to the final incident.

APPENDIX B

THE REWARDS SYSTEM

<p>STEP 1 – Ongoing Subject Rewards via Bromcom and or Postcards</p>	<p>It is expected that all good work will be rewarded with reward points on Bromcom. Form Tutors will reward, good attendance, correct equipment and positive attitude in line with the School’s core values. Reward postcards can be sent home by members of staff when it is considered appropriate to reward hard working students.</p>
<p>STEP 2 – Rewarding of Certificates, Phone Calls Home, instant physical rewards deemed appropriate.</p>	<p>Bronze = 100 (Form Tutor call home) Silver = 200 Gold = 300 (Head of Year call home) Diamond = 500 Platinum = 600 (SLT of Year call home)</p>
<p>STEP 3 – SLT Praise</p>	<p>During tutorial time and when appropriate students may be sent to a member of the SLT for further praise. The Head may also see students at this time.</p>
<p>STEP 4 – End of Term Awards</p>	<p>Awards to include:</p> <ol style="list-style-type: none"> 1. Faculty nominations for each subject for effort and achievement 2. 100% attendance/punctuality 3. Form tutors nominate students in their form who demonstrate the School’s core values 4. Top 10 students with achievement points (NET)

APPENDIX C

SERIOUS INCIDENT PROCEDURE

