



Behaviour Policy

School Name:	Melksham Oak Community School	Ratified date:	11/12/2019
Version No:	4	Interim review date:	25/08/2022
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The Melksham Oak Way “This is how we do things here”

1.1 Introduction

There is a strong correlation between a student’s behaviour and their eventual outcomes. The outcomes of good behaviours include:

- students achieving more academically and socially
- time is reclaimed for better and more focused learning
- staff satisfaction improves, giving them a greater sense of belonging in the school.

At Melksham Oak, we are incredibly proud of the vast majority of our students who demonstrate excellent behaviour day in, day out. However, when students don’t meet our high expectations for behaviour, it is important that we have clear systems to address these, including supportive measures, so that improvements can be made.

The purpose of this policy is to introduce “The Melksham Oak Way” and sets out “how we do things here” so that everyone is clear on the expectations at our school on creating a safe environment in which all pupils can learn and reach their full potential. The Melksham Oak Way is an ambitious and clearly communicated set of systems. It outlines the behavioural expectations of staff, students and parents that are needed in order to establish our vision of a world class culture for learning.

1.2 Vision for The Melksham Oak Culture

Our vision for a world-class culture requires the highest of standards and expectations from every member of our school community. Every classroom is a calm, learning-focused environment, demonstrating superb relationships between the adults and students in the room. There is a relentless optimism that every person can meet these expectations through proactive support and care. There is a noticeable respect between staff, pupils and parents demonstrated by the exceptionally positive and courteous relationships between them all. The staff are well-trained, highly fulfilled and feel valued. All members

of the school community have a strong sense of belonging and pride in being a member of the school.

1.3 Vision for Staff Behaviour

- Every member of staff has a responsibility to provide a safe environment in which pupils can learn. Where circumstances arise that endanger the safety of a pupil or staff member, the school will act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.
- A world-class learning environment comes from **consistent, calm, adult behaviour**. Every member of staff seeks opportunities to implement behaviour management practices that will support the student to make the right choices in the classroom. Staff have a mind-set of **first attention of best conduct** and always look to celebrate students' achievements first. There is a commitment to **staff development** so that their collective skill base and confidence in behaviour management is high but always improving.
- Every adult commits to implementing the consistent routines, which create clarity and consistency amongst all stakeholders, contributing to the world-class culture. Highly visible leadership ensures that staff feel supported and that systems are implemented successfully. Staff are **accountable** for their decisions and their adherence to the school routines.
- All staff have an **unshakable belief** that every student can improve their behaviour and are always willing to offer a fresh start. **Staff value restorative conversations** because of the ability to repair broken relationships and improve behaviour in the classroom.

1.4 Vision for Students' Behaviour

- Students are **ambitious** in the standards of behaviour that they set themselves. They understand the importance it plays in their contribution to the school culture and their learning. Every student takes **pride** in themselves, their school and the local community.
- All students show respect by being **exceptionally positive and courteous** to all members of the school community. Students understand and acknowledge that the adults are in charge of the classroom and wider school, but their opinion will always be listened to. This leads to everyone feeling a **sense of belonging** and feeling highly valued.
- Students are **accountable for their decisions**, their adherence to the school routines and demonstration of the school values.

When students get it wrong, they **learn from their errors** following reflection, often supported by restorative conversations.

1.5 Vision of Parents/Carers Behaviour

A crucial element of ensuring outstanding behaviour at Melksham Oak is the relationship between the school and the parents/carers. Therefore, the school expects parents/carers to support the school by:

- having **ambitious, high expectations** for the behaviour of their child, supporting their child to meet the expectations of a student at Melksham Oak.
- **communicating** constructively with the school by telephone, email or letter. **Attending** all relevant parental meetings held by the school.
- **Supporting decisions** taken by the school to uphold the highest expectations and promote good behaviour. **Asking for support** from the school when they feel they need help with their child's behaviour.

2.1 System for behaviour in lessons

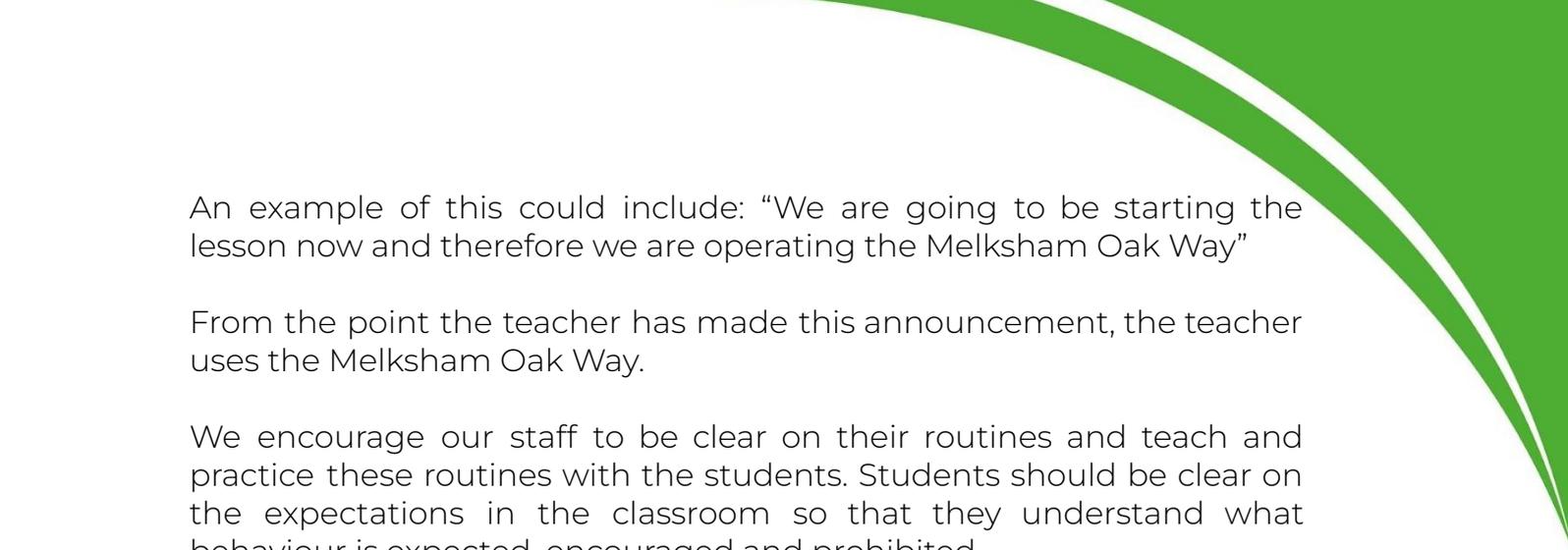
Every student has the right to be in a classroom that is free from disruption which provides a world-class platform for learning. The teacher is in charge of their classroom and has the right to be shown respect by all the students.

At the start of every year, the teacher will spend time establishing their expectations with the students. The students will record these systems in their exercise books at the start of the school year and the teacher will often revisit the systems to remind students. In some practical-based subjects, the established rules will be displayed centrally (e.g. in changing rooms, in workshops etc.)

2.1.1 Before the lesson

We expect that staff will meet and greet the students as they arrive at the classroom. This is an opportunity to check that students are moving in an orderly manner outside of the classroom and to greet students as they enter the class, checking that they have a positive frame of mind for learning whilst wearing the school uniform in an exemplary fashion.

Students may walk into a lesson and still be finishing a conversation that they started on the way there or take time to settle following the transition between classrooms. Therefore, the teacher will settle the class and make all students aware that the lesson is ready to start.



An example of this could include: “We are going to be starting the lesson now and therefore we are operating the Melksham Oak Way”

From the point the teacher has made this announcement, the teacher uses the Melksham Oak Way.

We encourage our staff to be clear on their routines and teach and practice these routines with the students. Students should be clear on the expectations in the classroom so that they understand what behaviour is expected, encouraged and prohibited.

2.1.2 STAR Behaviour

A key part of the Melksham Oak Way, is an expectation that we have STAR behaviour in every lesson. STAR is an acronym for key habits that will help students succeed both in school and in life.

Sit up

Track the teaching

Ask and answer questions

Respect those around you

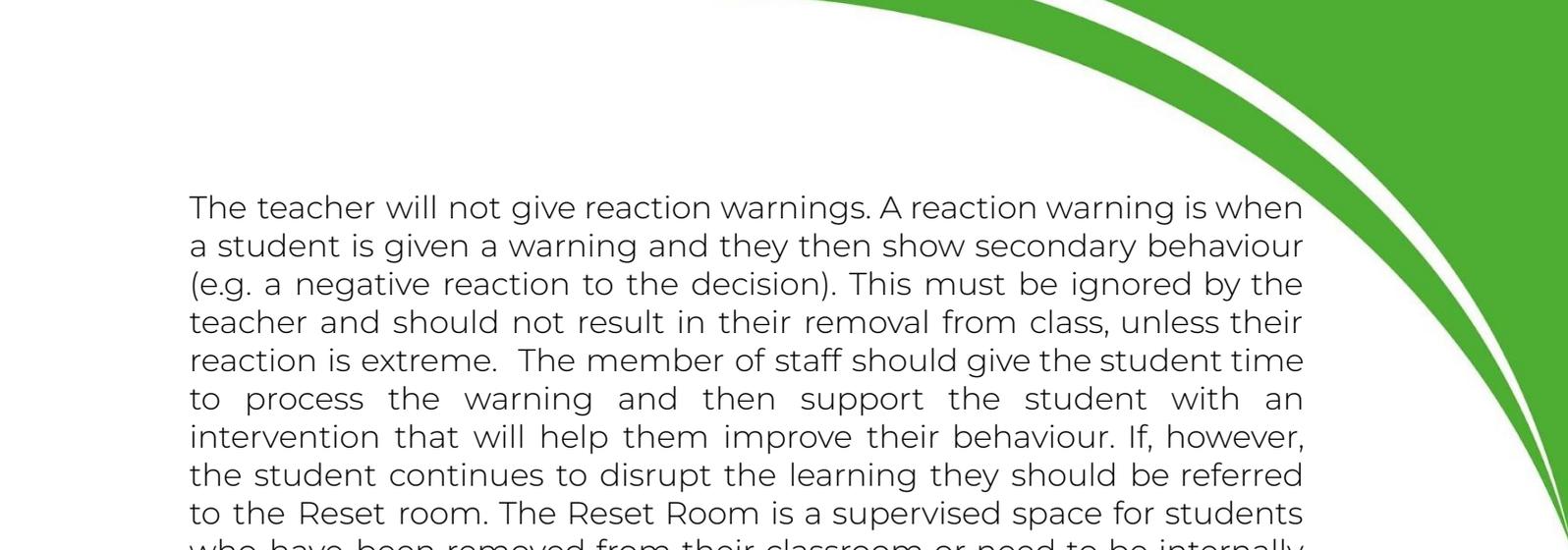
By demonstrating STAR behaviour, more will be learnt, more remembered, more self-control shown with polite people who can show respect to their teachers and their classmates.

2.2 The Melksham Oak Way (in the classroom)

Following the start of the Melksham Oak Way in the lesson, if a student disrupts the learning in the classroom with their behaviour, the teacher will clearly tell the student that they have received a warning. This warning will be written by the teacher on the classroom's behaviour yellow card. This ensures that it is clear the warning has been given but is not on display to the rest of the students. The warning cannot be withdrawn by the teacher as an incentive to improve behaviour. Warnings should only be given in the classroom and for behaviour that is disruptive or acting in a way that is defiant to the teacher. Following intervention from the teacher, if the student fails to meet the expectations for a second time during the lesson, they will be asked to leave the classroom and sent to L54, where they will spend the rest of the lesson and will receive an after-school detention. The teacher will email the Reset Room with the name of the student and a brief reason (e.g. disruption) and log on the computer system (Satchel). The student must take their bag and belongings and has 5 minutes from the teacher emailing to independently arrive at Reset room or a fixed term exclusion of one day will be considered. If a student is in a PE or Outdoor Ed lesson, extra time will be given for them to get changed if needed.

Sometimes, an adult may wish to draw attention to the expectations of behaviour (The Melksham Oak Way) without giving a warning to a particular student. In such situations a collective reminder to the whole class would be more appropriate. This does not mean the whole class are receiving a warning. For example, if the class is working in groups and you notice that one group's conversation appears to be straying away from the set task, you may say,

"I'd like to remind everyone that off-task conversations are for social times. I don't wish to have to give anyone a warning about this."



The teacher will not give reaction warnings. A reaction warning is when a student is given a warning and they then show secondary behaviour (e.g. a negative reaction to the decision). This must be ignored by the teacher and should not result in their removal from class, unless their reaction is extreme. The member of staff should give the student time to process the warning and then support the student with an intervention that will help them improve their behaviour. If, however, the student continues to disrupt the learning they should be referred to the Reset room. The Reset Room is a supervised space for students who have been removed from their classroom or need to be internally isolated.

When a student arrives in the Reset Room, they will put their bag in the unit and hand over their mobile phone. The student will be asked to complete a reflection sheet and then given work to complete in L54. The student will complete the rest of the lesson in the Reset room and then return at the end of the school day for their after-school detention, which will last for 30 minutes. The school will notify parents/carers that their child will be staying in school after school via Satchel. If a student is sent to the Reset room after lunch, then they will complete their after-school detention the next day. If a student is sent out of a second lesson in the same day, they will spend the rest of the day in the Apollo Centre. Also, if a student fails to leave the classroom in an orderly manner or meet the expectations of Reset room when they arrive, then it will be considered whether they should stay in the Apollo Centre for the rest of the day.

If a teacher has not used the Melksham Oak Way system or taken into consideration the student's needs on the OSSi, a senior leader may decide that the student is not required to attend the after-school detention. The senior leader will clearly communicate the reasons to the teacher for this decision. However, it is important that the teacher and student still have a restorative conversation.

2.3 SEND students

Some students with a SEND need will struggle to meet key school behaviour milestones, and the school is committed to giving as much assistance as possible to help meet these. It is, however, wrong to accept misbehaviour from any student who is capable of modifying their actions and the school will always look to equip students with better skills, habits and qualities no matter their circumstances. The school has high expectations of behaviour from students with SEND but there will be times when reasonable adjustments to The Melksham Oak Way are needed for individuals so they can meet our expectations. The school are mindful that not all pupils requiring support with behaviour will have identified special educational needs or disabilities.

2.4 Extreme behaviour

There could be an unlikely scenario where a student's behaviour is so extreme that the teacher decides to send the student straight to the Reset room without a prior warning. This is likely to be rare but the teacher will use their professional judgement to consider if the behaviour is serious enough to make this decision.

2.5 Restorative Conversations

It is an emotionally difficult time for both the student and the teacher when it is necessary to ask a student to leave a classroom. It is important that the teacher and student have time to reflect but also meet together relatively soon after the event to discuss how they can prevent a similar situation. This meeting is called a restorative conversation. The restorative conversation is not an opportunity for the teacher to tell the student off or for both to disagree over the events that led to the student being asked to leave the classroom. It is important that the cause of the event is quickly discussed and agreed and the discussion is focussed on future actions to avoid a similar incident in the future.

The conversation should:

- provide an explanation to the student as to why they were sent to the room.
- give time for the student and member of staff to agree solutions that will improve the student's engagement in the lesson.
- restore the relationship between the teacher and the member of staff.

The expectation is that the member of staff will meet at the time of their choosing but preferably during their after-school detention. The restorative conversation must take place before the student is next in the teacher's lesson. However, there may be rare circumstances when this is not possible and the expectation is that the teacher still completes the restorative conversation at the earliest opportunity. In some exceptional circumstances, a restorative conversation is not always appropriate for some students but interventions will still take place to increase the likelihood of the student successfully reintegrating back into the member of staff's lesson.

2.6 Contacting parents/carers

The relationship between the school and parents/carers is crucial and it is important that parents/carers are contacted when things are going well and also when there are concerns. If a student is referred to the Reset room, the expectation is that the teacher will either telephone

the parent/carer or give an explanation of the incident on Satchel. The telephone call is a passing on of information from the teacher to the parent/carer so that they can support their child to improve their behaviour in the classroom. It is not a time to discuss the merits of the decision but pass on the information. It is not always possible for some members of staff (eg cover supervisors or external cover staff) to give feedback but parents/carers can discuss incidents with pastoral members of staff.

2.7 Detentions

Detentions are an important part of the school's consequence system to encourage students to recognise that their behaviour or attitude to learning has not been acceptable and to make improvements. The Department of Education states that there is no expectation for the school to give notice, reason or seek parental consent for a detention. However, the school out of courtesy to parents/carers, will make them aware of same-day detentions. If there is a genuine reason for a student being unable to attend a detention, the school will work with the parents/carers to make alternative arrangements. However, this must be in exceptional circumstances (eg. medical appointment) and we expect all parents/carers to support the school in ensuring the detention takes place.

When issued, detentions are compulsory and failure to attend a detention or not meet the expectations of behaviour in the detention will result in further consequences. It is important that parents/carers keep the school up-to-date with contact telephone numbers and email addresses.

The expectation is that students work in silence during the detention and complete work. Failure to meet these expectations or follow staff instructions will result in the detention being repeated or further sanctions, depending on the nature of the behaviour. If a student is behaving poorly, the school may decide to send the student home early. The parents or carers will be contacted if this is the case.

There are some occasions (not if removed from the classroom) when a student will receive a lunchtime detention. Students will be given an opportunity to collect their lunch if needed and eat it during this detention.

2.8 Exclusions

A student may be excluded from the school for a significant, one-off event or persistent failure to follow instructions or episodes of defiance. The decision to exclude a student can only be taken by the Principal or

a senior member of staff designated by the Principal if they are absent from school.

Exclusion may take the form of Fixed Term Exclusion to the care of parents or the student will be required to attend the Apollo Centre. In both cases work should be set to prevent students falling behind. This work could be set electronically or via websites supporting students' learning.

Readmission meetings, following a Fixed Term Exclusion or an Apollo Centre exclusion, will be held with the parent/carer(s), the student, the appropriate Head of Year and a member of the Senior Leadership Team. A readmission meeting form will be completed during the meeting which follows the principles of the restorative approach and allows students a chance to reflect on their behaviour.

In the unusual event that parents/carers are unable to attend the readmission meeting then it should still continue with the student. A letter should be sent to the parent/carers following the meeting to inform them of its outcomes.

All exclusions are monitored to ensure that an underlying need of the student is not being missed. This is important because in a report on exclusions from the Children's commissioner in 2019, it stated that excluded children and young people are:

- Twice as likely to be in care
- Four times as likely to have grown up in poverty
- Seven times as likely to have a special education need
- Ten times as likely to have mental health problems

3.1.1 Transition between lessons

During transition between lessons (going from one lesson to another) students will move purposefully and appropriately. They must not run, eat food or drink on the move and are encouraged to keep to the left. Students should wear jumpers during the transition between lessons unless there is exceptionally hot weather.

3.1.2 Social times (Break and Lunchtime)

Students are expected to follow two key rules during their social time:

- respect the school site (this includes putting all rubbish in the bins)
- respect each other (including no play fighting)

If a student fails to meet these two rules, they will be placed in a lunchtime detention. This is a staffed area, where students will spend their social time for an agreed period of time. Once it is agreed that

they can leave the lunchtime detention, they will be placed on a social time report. This is a report card that must be signed by a designated senior leader twice during break and three times during lunchtime. Failure to respect the social time report or improve their behaviour, will result in the student returning to the lunchtime detention.

3.1.3 Exiting a Lesson

Students are not expected to need to leave the classroom during a lesson. The most common reason is for a student needing to go to the toilet. Students are expected to use the toilets at break or lunch. However, if there is an urgent need to leave the classroom, the teacher will issue the student with a pass which they must show to any adult who asks why they are out of lessons.

3.1.4 Mobile Phones

Students are not allowed to use their mobile phones or headphones during the school day. If a mobile phone or headphones are seen, used or heard during the school day by a member of staff, then they will be confiscated until the end of the school day, when students can collect them from reception. If the offence is repeated in the same term, parents/carers will be asked to come in to collect them. In some lessons, a teacher may feel that the mobile phone or headphones can support the student's learning. If this is the case, the teacher will clearly state that mobile phones can be used for the task of the learning. For clarification, the school will use the same policy for any electronic device (eg smart phone, mp3 player).

3.1.5 Haircuts

The school does not allow students into the classrooms if they have an extreme hairstyle (eg. tramlines, unnatural hair colour, Mohican or shaved hair shorter than a grade 2). If a student has a haircut similar to these styles, then they will be placed in the Apollo Centre until the style/colour conforms to the school's expectations.

Students with long hair must tie it back for PE, technology and science lessons.

3.1.6 Punctuality

Being on time demonstrates that a student has the correct mindset and focus to be ready for school. Students are expected to arrive punctually to school in the mornings by 8:40am, when the student entrance will be locked. Students who arrive after this time will be signed in and issued with a same-day lunchtime detention. Students who do not appear for the lunchtime detention will receive a detention for 30 minutes after school. If a student has a valid reason for their

lateness, they should get a signed note from their parent/carer or the parent/carer should contact the school via telephone before breaktime.

3.1.7 Lateness

If a student is late to class without a valid reason, the teacher will mark the register with an "L". If a student receives more than one "L" in one day, then they will receive a lunchtime detention the next day.

3.1.8 Equipment

At Melksham Oak, every student is expected to independently prepare themselves for the school day by bringing the correct equipment. A student cannot have a successful day at school if they do not have the required equipment to succeed. At the start of the day, the tutor will check that every student has at least a blue or black pen, purple pen (needed for our feedback policy) pencil and ruler. If the student fails to have the correct equipment, they will receive a lunchtime detention. The PE and technology departments will have similar systems for students remembering their PE kit and food ingredients. Habituating students to this routine and expectation will prevent many misbehaviours and conflicts before they occur.

3.1.9 Smoking/Vaping

Melksham Oak Community School is a non-smoking school. If a student is found to be smoking or vaping, then an initial letter of warning from the Principal is sent home to parents warning of the dangers of smoking and reinforcing our legal responsibility with regard to smoking in public places. Repeated occurrences will lead to a Fixed Term or Apollo Centre exclusion.

A student found with a student smoking will be treated as though they are a smoker. By being with a smoker, a positive choice is not being made and it is impossible to know whether they have or haven't been smoking.

3.1.10 Truancy

If a student truants a lesson or part of the school day, if appropriate following an investigation, they will be placed in isolation for an entire day including an after-school detention. If there are repeated occasions of truancy, further actions will be considered.

3.1.11 Uniform

At Melksham Oak we consider our school uniform important for a number of reasons:

- It helps to create an inclusive school community
- It reinforces a sense of shared pride in our school
- It is smart and practical for our students to learn in

We will always take into account particular religious beliefs that impact uniform.

Items	Requirements	Additional Guidance
White shirt	Collared, completely plain white, buttoned formal shirt, either long or short sleeved	<ul style="list-style-type: none">● No polo shirts● No branded shirts with logos Any vests or t-shirts worn underneath must be plain white
School jumper	Navy V-necked jumper with school logo. This should be worn in school at all times	<ul style="list-style-type: none">● No cardigans, hoodies, sweatshirts or alternative jumpers must be worn instead of the school jumper.● A hoodie is defined by the school as a hooded sweatshirt, jacket or top that is not a waterproof.● Hoodrich “body armour style” gilet jackets are not allowed.● Jumpers may be removed in hot weather as advised.
School tie	The standard school tie must be worn.	<ul style="list-style-type: none">● Tie must be worn and tied in the conventional manner.● Clip-on ties may be available on request from Sports Bug.
Trousers	Black, smart, standard school trousers	<ul style="list-style-type: none">● Trousers must be formal in style and full length to below the ankle.● No jeans. Jeans are defined as a trouser cut often with external

		<p>seams, externally stitched pockets and sometimes rivets.</p> <ul style="list-style-type: none"> • No chinos or leggings allowed.
Skirt	As an alternative to trousers, a plain, black, knee-length pleated skirt may be worn (no other style of skirt will be permitted.) Plain black or navy opaque tights must be worn with the skirt.	<ul style="list-style-type: none"> • Tights should not have rips or tears. • Skirts should sit on the waist and not be rolled up. • Socks should not be worn with tights.
Shoes	Flat, entirely black, formal shoes, either leather or faux leather material.	<ul style="list-style-type: none"> • No trainers, sandals, boots, daps, platforms or canvas shoes will be allowed (such as 'Vans, 'Glorious Gangsta' type footwear)
Outerwear	Coats and jackets are permitted and advised in adverse weather conditions.	<ul style="list-style-type: none"> • No hoodies will be allowed unless a part of a waterproof coat. • No Hoodrich "body armour" style gilet jackets. • Coats and jackets must be removed in lessons.
Jewellery	No facial piercings or retainers.	<ul style="list-style-type: none"> • Piercings are only permitted to be worn in the earlobe. • Maximum of one plain stud/small sleeper per ear. • Maximum of one ring per hand • Other jewellery must be discreet and safe. • All jewellery must be removed for PE and DT lessons where they pose a safety risk.
Make-up		<ul style="list-style-type: none"> • Make-up must be discreet. • No nail varnish or acrylic/fake nails. Nail varnish must be clear.
Bags	All students need a bag for school.	<ul style="list-style-type: none"> • All students need a bag for school.

When uniform is worn incorrectly or parts are missing, the school will work with parents/carers on correcting this. However, when there are persistent or repeated offences further sanctions, including removal from lessons, will be considered.

4. Further Information

4.1 Physical Intervention

Where physical intervention is required to keep a pupil or others safe the school will respond in line with the DfE guidance 'Use of reasonable force' July 2013.

As a school we may intervene to:-

- remove a disruptive pupil from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

All incidents of physical intervention are recorded in the school's bound book which is in the DSL's office and reported to parents/carers. It is also logged on the data sheet and reported termly to the Trust. Where a pupil has safeguarding /child protection records in place, information about incidents of positive handling will be cross-referenced.

Following all incidents where physical intervention is required we routinely check the well-being of the pupil after the incident. This includes asking if they have been hurt. If information suggests that a pupil has been hurt during an incident of physical intervention the Head teacher/Principal will be informed and contact will be made with the DOFA.

Where pupils require regular handling and intervention a positive handling plan will be put in place. The pupil, together with the parents/carers will be involved in this process.

4.2 Search policy

Schools are authorised by the Department of Education to search students with or without a student's consent, if it is believed they possess any of the following items:

knives, blades or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, lighters, vapours, fireworks, tools, pornographic images and any other items as defined as such from time to time. It shall also include any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury or damage to the property of any person, including the student themselves.

4.2.1 Searching students with consent

The school has the right to search a student with their consent for any item. Appropriate consideration will be given to factors that may influence the student's ability to give consent. If the student refuses, sanctions will be applied in accordance with this policy.

4.2.2 Searches without consent

In relation to prohibited items, as defined above, the Principal and staff authorised by the Principal, have the right to search a student or their possessions without their consent, where they have reasonable grounds to suspect that a student has a prohibited item in their possession. Searches without consent will only be carried out on school premises or where the member of staff has lawful control or charge over the student, for example on a school trip.

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a student or their possessions will be led by the Principal or by a member of staff designated by the Principal to lead searches in the presence of the student and another member of staff. Where a student is searched, the searcher will be the same gender as the student. However, where a member of staff reasonably believes that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and it is not reasonably practicable to summon another member of staff, a search may be conducted by a member of the opposite gender with another member of staff present. Where the Principal, or staff authorised by the Principal, finds anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance for screening, searching and confiscation.

If a student fails to comply with a search, they will be placed in the Reset room and a fixed term exclusion will be considered. If deemed appropriate, the school will contact the Police to support the school in dealing with the incident.

4.3 Involvement of Police

The school and Police work very closely together. There are times when the Police will want to speak to students and these situations tend to fall into one of two categories: -

(i) Informal involvement

A Police Officer or PCSO (Police Community Support Officer) may drop

into school at any time and chat to students at break, lunch time and after school on an informal basis. Students can feel free during these times to discuss any worries or concerns that they may have as we feel the Police are part of the Student Support Team and we have been working closely with them for a number of years. There may be occasions when staff elicit the support of the Police/PCSO when dealing with matters like theft, cyber bullying, anti-social behaviour etc. This is not a formal interview (See Point 2) and in these cases a member of staff will sit with the student(s) involved and, out of professional courtesy, parents/carers will be informed that a conversation has taken place to help students and staff resolve any concerns. Parents may not be contacted in advance.

(ii) Formal Involvement

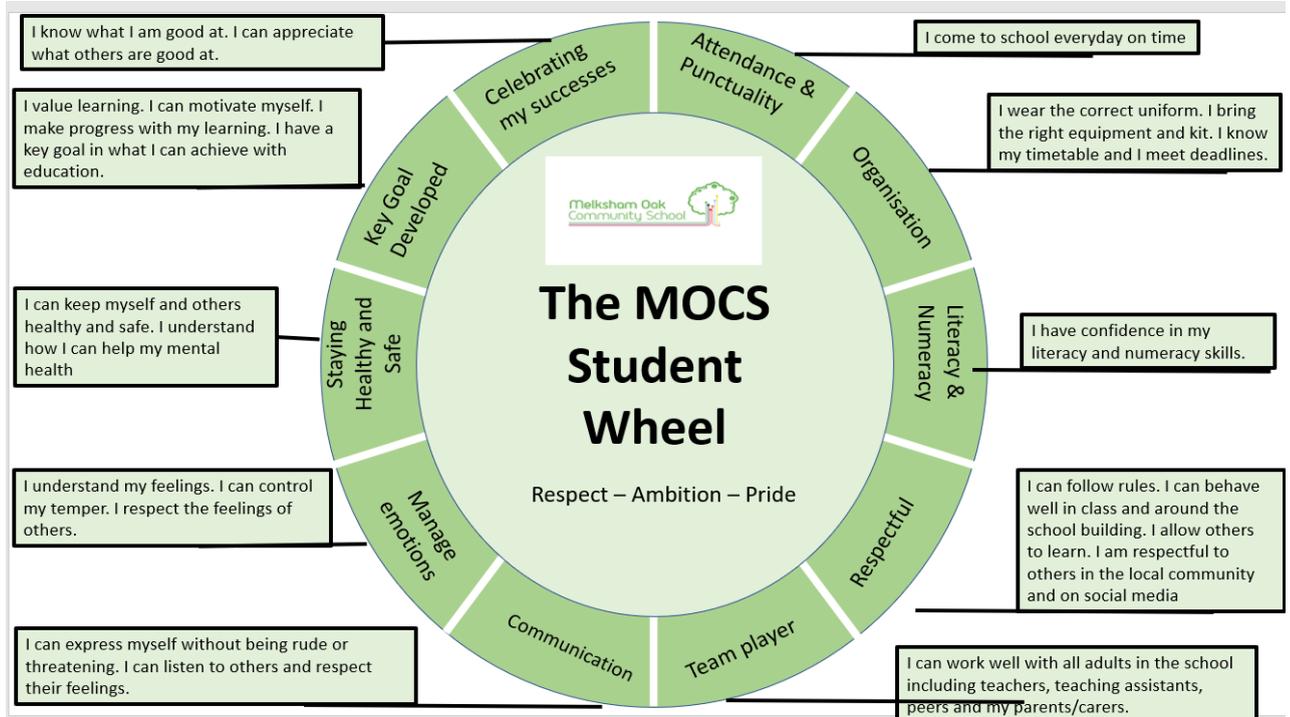
There may be occasions when the Police or PCSOs will need to formally interview a student. If this is the case then advice will be taken at the time, usually by a senior member of staff if they are available, if not an appropriate member of staff, as to whether the parent should be contacted to inform them. On rare occasions, the school can be instructed by the Police NOT to make contact with the parent/carers; this is usually because it may jeopardise the Police investigation. In the majority of cases parents/carers are informed of Police involvement and they are requested to come into school. There are also cases when the police will need to act with urgency and immediacy to protect student and staff welfare or to preserve evidence. In cases like this, parents will be notified when deemed appropriate by the school.

5 Pastoral Support

There will be students who have needs that result in their behaviour at school becoming challenging. This behaviour is a form of communication that the student has an unmet need which they need support with. The school does **not** recognise these needs as an excuse for not meeting our high expectations. However, the school is committed to doing everything possible to support them in managing or overcoming this need so that they can achieve their best at school.

The MOCS Wheel identifies ten areas that support a student having the best chance of being a success at school and is used to monitor all students. When a student displays challenging, disruptive or withdrawn behaviour, all communication is based on which of the ten MOCS Wheel areas the student is struggling with. This ensures that the reasons for this type of behaviour are identified swiftly including any potential unmet needs. All students who are identified as potentially struggling with an unmet need are discussed in meetings with senior leaders and the pastoral team. Intervention is put in place which is measured over a set time period to ensure that we understand if the

intervention is having an impact. A Boxall Profile is completed for all students who don't make progress following intervention or there are concerns that a higher degree of need has been identified. In all review meetings, trained pastoral staff consider the risk that trauma may be a factor in the child's mental and physical health and behaviour.



The level of support and intervention is shown by the pastoral structure (see next page).

Stage	Monitoring	What?	Intervention	Trigger	Who?
Tier 1	Year Team Meeting	Student is doing well at school and is happy.	Praise	Very low number of L54/Warnings	Tutor Pastoral Manager Head of Year
Tier 2		The behaviour is low level but requires addressing before escalating.	Report system Contact with parents/carers 1:1 support with tutor/pastoral manager	More than 5 L54/10 warnings in a term or since being on report	Tutor led supported by Pastoral Manager. Operational Lead by the Head of Year Strategic Lead: AP
Tier 3	Weekly Leadership Meeting	The student has unmet needs that required additional intervention and closer monitoring. The support is monitored and measured via a PSP or MSP.	The student is very likely to be on either a My Support Plan or Pastoral Support Plan. 1:1 Intervention (linked to the Boxall profile) Bespoke internal and/or external intervention	The support at Tier 1 has not had an impact on the student's behaviour. Or the student has other unmet needs identified through pastoral support (eg mental health and/or safeguarding)	Operational Lead Inclusion Manager Strategic Lead: VP
Tier 4		The student has needs that require an enhanced/alternative curriculum. They will not be accessing a full-time mainstream curriculum while at this tier.	Enhanced and/or alternative provision Internal and external interventions	The support at Tier 2 has failed to support the student accessing mainstream education.	Operational Lead The Apollo Centre and Inclusion Manager Strategic Lead: VP

5.2 Trauma

The school is aware that exposure to trauma is relatively common among young people and without appropriate support, traumatic experiences can have severe and long-lasting effects. The school also

recognises that challenging behaviours can be a symptom of trauma. Experience of trauma can have a significant impact on a child's social-emotional development and learning and is a consideration in all our approaches to pastoral and behaviour support. When a student is displaying inappropriate behaviour, all staff are aware that trauma may play a part in this and that the student will require individual intervention to address this. Reasonable adjustment in terms of sanctions will be considered if the young person has experienced significant trauma in the past as some sanctions may cause harm and potentially drive even more challenging behaviour.

5.3 Child On Child Abuse

See also pages 15-15, 36-37, Part 5 KCSIE and Annex B

We recognise that children are capable of abusing other children. This can happen both inside and outside of school and online. A child may not find it easy to report child on child abuse and we recognise that they might show signs or act in ways that they hope an adult will notice, including a change in behaviour. Even if there are no reported cases of child on child abuse, we recognise that abuse may still be taking place but not being reported. We understand that the pupil who is perpetrating the abuse may also be at risk of harm and we will make every effort to ensure that the perpetrator is supported appropriately.

Procedures in place to minimise the risk

The school's ethos encourages pupils to raise concerns with staff, knowing that they will be listened to, believed and valued. Helplines are advertised and the Anti-Bullying Policy promotes the ethos that we are a telling school. The school has an email that students may use to ask for help/raise an issue/raise awareness: Help@. The assembly and tutor programme alongside the pastoral managers promote the school ethos.

Systems including the 2 emails above are in place for pupils to confidently report abuse, knowing their concerns will be taken seriously. The school promotes the 'trusted adults' concept through posters and assemblies.

We deliver a Relationships and Sex Education and Health Education (Secondary) curriculum in line with the DfE statutory guidance. This develops pupils' understanding of healthy relationships, acceptable behaviour and keeping themselves safe. This curriculum is broad, balanced and covers a range of safeguarding themes. It is progressive across the year groups.

Staff receive regular training through the weekly safeguarding

bulletins/training days to ensure they know the signs and indicators which may suggest a pupil is at risk of child on child abuse and understand their role and responsibilities to report to the safeguarding team as soon as possible.

Our school has a zero-tolerance approach to abuse and regular staff training ensures that incidents of child on child abuse are never passed off as 'banter', part of growing up or 'boys being boys'. All incidents of child on child abuse are reported to the safeguarding team.

The school has a behaviour policy in place which is regularly reviewed and sets out the expectations about appropriate behaviour. Our policy makes clear that child on child abuse is not acceptable, will never be tolerated and is not an inevitable part of growing up.

Set out below are the different types of child on child abuse and the systems in place to respond to these.

Child on Child abuse can take the form of: -

5.3.1 Bullying (including Cyberbullying)

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

This can include:

- physical assault
- teasing
- making threats
- name calling
- Cyberbullying - bullying via mobile phone or online (for example via email, social networks and chat rooms on gaming platforms)
- Racist and Religious Bullying: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;
- Sexual, Sexist and Transphobic Bullying: includes any behaviour, whether physical or non- physical, where sexuality is used as a weapon by boys or girls;
- Homophobic Bullying: targets someone because of their sexual orientation (or perceived sexual orientation);
- Disablist Bullying: targets a young person based on their disability, special needs or health needs. This can include manipulative bullying where a perpetrator forces the victim to

act in a certain way or exploiting a certain aspect of the victim's disability.

Responding to concerns about bullying

Pupil/students who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others. All incidents or alleged incidents of bullying are recorded on CPOMS. Staff are regularly trained on the procedures that they must undertake to report cases of bullying. Reports are compiled every term on the number and types of bullying incidents that have occurred and then presented to both SLT and Governors. Any trends or emerging trends are used to inform both the assembly and tutor programme. Bullying surveys are carried out yearly and action taken to address trends/concerns.

If a student is being bullied they should:

- Talk to their Pastoral Manager if they believe they are being subject to any form of bullying;
- Use the Anti-Bullying email
- Speak with parents/carers to let them know what is happening;
- Accept help and support that is offered by the school;
- Speak with a Pastoral Manager should they witness any form of bullying in the school.

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- A member of the pastoral team will interview all parties involved.
- The student who bullies others however will need careful counselling on reasons for bullying, aspects and consequences of this sort of anti-social behaviour.
- The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members, and parents/carers, where appropriate.
- Sanctions (as identified within the Behaviour Policy) and support for individuals will be implemented as appropriate.
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a

child is felt to be at risk of significant harm).

- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in the school in accordance with the School's Behaviour Policy.
- A clear and precise account of the incident will be recorded using our CPOMS safeguarding recording system. This will include recording appropriate details regarding decisions and action taken.

Child on Child abuse can take the form of: -

5.3.2 Sexual abuse

See pages 138-142 and Sexual violence and sexual harassment between children in schools and colleges (September 21)

This can include: -

Sexual violence and sexual harassment - Sexual violence and sexual harassment can occur between two pupils of any age and sex, from Primary, into Secondary and into College. We recognise that 'it could happen here'. It can occur through a group of pupils sexually assaulting or sexually harassing a single pupil or group of pupils. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and 'face to face' (both physically and verbally) and are never acceptable.

Sexual violence can include: -

- Rape
- Assault by penetration
- Sexual Assault

Sexual harassment can include: -

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, calling someone sexualised names
- Sexual 'jokes' or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature
- Inappropriate/unwanted touching
- Consensual and non-consensual sharing of nude and semi-nude images, videos and/or livestreams (also known as sexting or youth produced sexual imagery)
- Up-skirting

Child on Child sexual abuse can also include: -

- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- Initiation/hazing - refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

Responding to concerns about child on child sexual abuse

Step 1

Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted upon).

Step 2

Record the incident using the school's safeguarding recording procedures and report to the DSL / deputy in line with safeguarding and child protection procedures, as soon as possible. Is information about the incident first hand or do other individuals need to be spoken to, to confirm?

Step 3

The DSL will consider the following: -

- The wishes of the victim in terms of how they want to proceed. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and support they will be offered. This will however need to be balanced with the school's duty and responsibilities to protect other children.
- Has a criminal offence been committed? If yes, contact the police (See also 'When To call the Police' (NPCC) .
- Ages of pupils / developmental stage.
- Whether there is a power imbalance between the children.
- Whether the alleged incident is a one-off incident or there is a sustained pattern.
- Any on-going risks to the victim, other children, or staff.
- Other related issues and the wider context, including whether there is evidence of the victim/s being exploited, criminally and/or sexually.

Step 4

If there is no evidence to suggest that a criminal offence has taken place the DSL will consider next steps, in discussion with parents/carers unless to do so would increase the risk to the pupils involved.

If there is evidence to suggest that a criminal offence has taken place the DSL will follow the guidance on pages 109-111 of KCSIE. Any report to the police will be in parallel with a referral to children's/adults' social care.

This will typically involve: -

- Considering support, including Early Help support for both the victim and perpetrator (does the perpetrator have unmet needs?)
- Making a referral to children's/adult's social care if the victim has been harmed, or is at risk of harm.
- Making a referral to children's/adult's social care if the perpetrator is at risk of harm / being harmed (under-lying welfare and safety concerns which may have triggered behaviours).
- Writing a risk assessment for pupils, who have been identified as being at increased risk of child on child abuse (considered for both the pupil perpetrating the abuse and the pupil who is the victim) to include protection and support.
- Considering targeted education about healthy relations for the perpetrator and any additional sanctions under the school's behaviour policy.

Additional guidance for responding to consensual and non-consensual

sharing of nude and semi-nude images, videos and/or livestreams

Step 1

- Report to your DSL immediately.
- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

Taken from UKCIS guidance

Step 2

The DSL will hold an initial review meeting with appropriate staff. This may include the staff member who was initially made aware of the incident/concern and the leadership team.

The following risk factors will be considered: -

- Significant age difference between the sender/receiver involved
- If staff recognise the pupil as more vulnerable than is usual (ie at risk)
- If the image is of a severe or extreme nature
- If the situation is not isolated and the image has been more widely distributed
- If this is not the first time the pupil has been involved in a sexting act
- If other knowledge of either the sender/recipient may add cause for concern (ie difficult home circumstances)

Step 3

A referral will be made to children's/adults' social care and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process.

Step 4

Interviews will take place with those involved.

Step 5

Parents/carers should be informed at an early stage and involved in the process in order to best support the child or young person, unless there is good reason to believe that involving them would put the child or young person at risk.

Step 6

Safeguarding records will be updated using the school's safeguarding recording procedures, including actions taken / not taken and the justification for these decisions (linked to the points above).

Harmful Sexual Behaviour

Sexually harmful behaviour from children does not always occur with the intent to harm others. There may be many reasons why a child engages in sexually harmful behaviour and it may be just as distressing to the child who instigates it as well as the child it is intended towards. For this reason, consideration will always be given to how the child displaying the behaviour is supported, in addition to the 'victim' of the behaviour. This may include a referral to social care. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault / abuse.

Taken from Tri.X 'Peer on Peer Abuse' Briefing 198 (Feb 2017)

To support our judgements about sexualised behaviours we refer to the 'Brook Sexual Behaviours Traffic Light Tool'. Where a behaviour is identified as amber or red our safeguarding procedures will be followed here, and a referral made to social care as appropriate, for both the pupil displaying the behaviours and also any pupil who has been involved and may have been harmed.

We will also consider the following continuum in regard of sexual behaviours

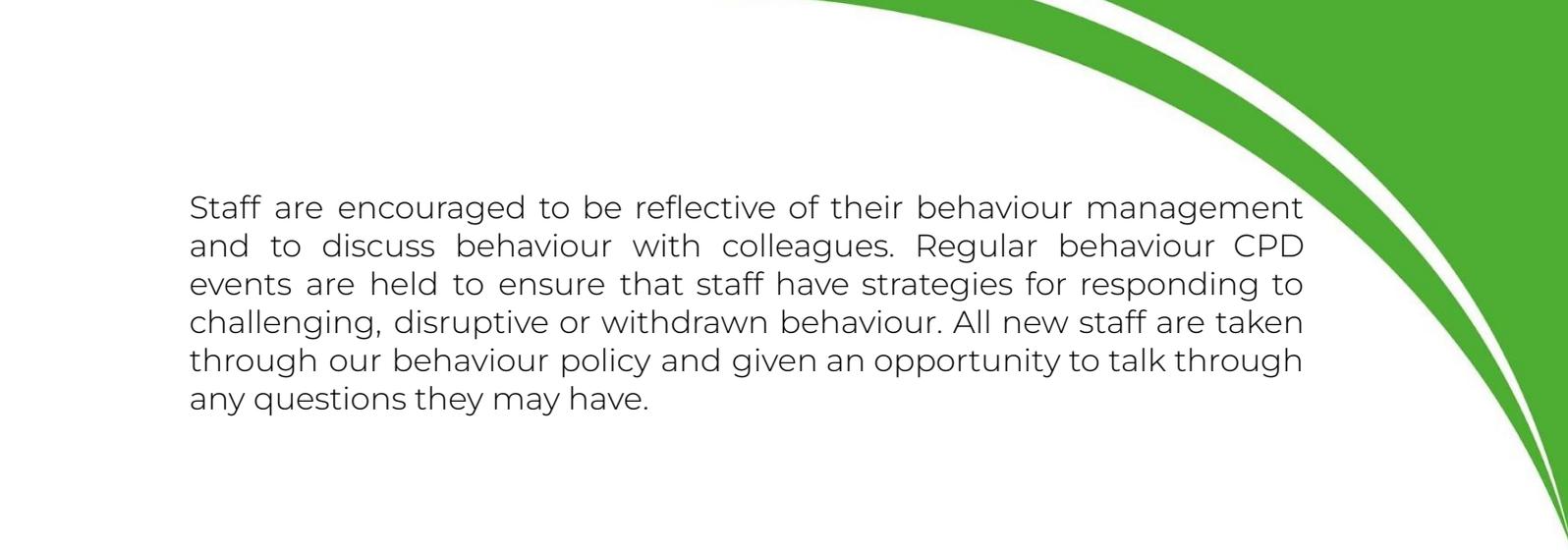
(Hackett, S, 'Children, young people and sexual violence' in 'Children behaving badly? Exploring peer violence between children and young people', 2010.)

5.4 Strategies for responding to challenging, disruptive and withdrawn behaviour

An appropriate response to challenging behaviour depends on the type of behaviour being exhibited by the child. Our school approach to all behaviour is for adults to be consistent and calm. Staff receive regular training on approaches to misbehaviour including verbal and non-verbal techniques to enforce the use of appropriate behaviours required. Persistent challenging and disruptive behaviour must not be ignored and staff must use the behaviour policy to respond to this. This type of behaviour will be followed up with clear and logical consequences but will also trigger further investigations into the reasons for this type of behaviour.

Staff must also act when a student displays withdrawn behaviour in the classroom. Staff are encouraged to speak to the student and identify why they are not engaging with the lesson. If a member of staff has concerns with a student's withdrawn behaviour they must seek to share with the student's Head of Year and Pastoral manager.

6 Staff CPD



Staff are encouraged to be reflective of their behaviour management and to discuss behaviour with colleagues. Regular behaviour CPD events are held to ensure that staff have strategies for responding to challenging, disruptive or withdrawn behaviour. All new staff are taken through our behaviour policy and given an opportunity to talk through any questions they may have.