



Carshalton Boys Sports College

Whole School Behaviour Policy

Policy Number: S03

Committee: Students

Review Date: May 2022

Covid-19 Amendment Appendix 6
Pages 21 - 26
March 2021

'Safeguarding the rights of others is the most noble and beautiful end of a human being.' Khalil Gibran

WE BELIEVE
KNOWLEDGE IS POWER
BLACK LIVES MATTER
LOVE IS LOVE
FEMINISM IS FOR EVERYONE
NO HUMAN BEING IS ILLEGAL
BE GENTLE WITH THE EARTH
BE THE BEST VERSION OF YOURSELF
BE REALLY KIND



Vision Statement

Carshalton Boys is a school community based upon positive relationships and a culture of kindness and mutual respect. Staff recognise their role in promoting our WE BELIEVE principles and are united in an optimism and a belief in our young people. Looking after our students, on the journey from childhood to young adulthood, is a privilege and a responsibility that we take seriously.

What unites (our whole school community) the Carshalton Boys family? is a drive to look after our most vulnerable members. (We do this proactively by ensuring staff are accessible to students and parents and that students have the opportunity to anonymously report unkindness, abuse or any welfare concerns.)

WE BELIEVE knowledge is power, black lives matter, love is love, feminism is for everyone and that no human being is illegal. WE BELIEVE in being gentle with The Earth and that we all have a part to play in protecting our planet. At Carshalton Boys we are proud to have an ethos rooted in our WE BELIEVE principles which promote inclusivity, kindness and aspiration. We encourage all our students to be the best version of themselves. We want students to feel proud of their achievements at school and their contribution to our whole school community. We believe in being really kind to each other so that every member of our school community feels safe and confident and is able to work and learn in a calm and inclusive environment.

All staff and volunteers in school are well placed to notice when there is concern for child. They should be alert to the signs of abuse and must refer any concerns to the designated teacher responsible for child protection immediately.

Any parent or carer who has concerns about the welfare of a child at Carshalton Boys Sports College (CBSC) can speak with the Designated Safeguarding lead (DSL) for Child Protection, Deputy Principal Paul Avery.

If a child is in immediate danger, call the Police on 999.

Parent safeguarding concern referral:

Student safeguarding concern referral:

1. Aims

CBSC aims to provide an educationally inclusive environment within which all students can achieve their full potential, both academically and socially.

This policy aims to;

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

This policy should be read in conjunction with the Child Protection & Safeguarding, Harmful & Abusive Behaviour, Anti-bullying, Mental Health, SEN (Special Educational Needs), Equality and Attendance Policies

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [School behaviour and attendance: parental responsibility](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [School exclusion](#)
- [Special educational needs and disability \(SEND\) code of practice.](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

The Behaviour Policy applies to all students on site (regardless of term dates or school hours) and to students when they are travelling to or from the school. It also applies when a student is taking part in any school-organised or school-related activity, wearing the school uniform, or in some other way is identifiable as a pupil of the school eg carrying school badged items.

The policy will be implemented when misbehaviour is reported to the school or witnessed by a member of staff and after any necessary investigation.

The Behaviour Policy will also apply at other times not included above where:

This misbehaviour does not fall within the remit of the police. The school is able to establish that the reported misbehaviour has happened and based on the balance of probabilities, and where the misbehaviour has repercussions for the orderly running of the school or is directed towards a member of the school staff or could adversely affect the reputation of the school.

3. Definitions (CBSC Tiered behaviour – see appendix 2)

Tier 1 behaviour concern is defined as but not exclusive to:

- Disruption in lessons,
- Inappropriate behaviour between lessons, and at break and lunchtimes
- Non-completion of classwork, homework or remote learning
- Failure to follow instructions
- Incorrect uniform
- Punctuality and attendance issue
- Mobile phone issue

Tier 2 behaviour concern is defined as but not exclusive to:

- No change in behaviour pattern
- Any form of bullying (one off incident)
- Persistent disruptive behaviour
- Peer on Peer assault / fight
- Theft
- Continued mobile phone use
- Vandalism
- Smoking

Tier 3 behaviour concern is defined as but not exclusive to:

- Persistent failure to follow staff instructions
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Hate Crime (Homophobia, Racism, Sexism or discriminatory behaviour)
- Physical Assault
- Inappropriate content on mobile technology / social media
- Possession, Use or supply of any prohibited items. (appendix 5)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

We define **unkindness** as not treating someone very well, or not considering someone's feelings

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

'One off' incidents, which are not repeated, are not usually regarded as bullying.

How do we raise awareness about bullying?

- "Anti-bullying" forms part of the whole school ethos
 - The school has signed up to the DfE Anti-Bullying Charter
- Teachers support a whole-school policy through their care, vigilance and professional skills
- Parents are assured that, with their help and support, all issues will be dealt with as conscientiously and effectively as possible
 - The school encourages discussion about relationships, respect for others, and bullying as an anti-social behaviour through PSHCE, English, Drama, PE and RE.
 - Assemblies & Newsday Tuesday on rights and responsibility, respect, Anti-bullying, Diversity, Black lives matter etc are done regularly
 - Anti-bullying week is recognised each year and competitions and events organised
 - Principal's talk on the school's ethos about bullying and discrimination at Open Evening events and statement in parents handbook, as part of the transfer from primary to secondary school
 - Trained mediators offer drop in sessions at lunchtime
 - Student surveys done regularly to identify patterns and problems and monitor attitudes
 - Support and counselling work done through our pastoral and SEN support teams
 - Staff training organised as appropriate to level and need

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Homophobic & biphobic	Because of, or focusing on the issue of sexuality
Transphobic	Occurs when motivated by a prejudice against people who identify as transgender. This type of unkindness also includes prejudice against those who identify as gender neutral or nonbinary.
Misogynistic	Occurs when there is contempt for, or prejudice against <u>women</u> or <u>girls</u> .
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Disability	Occurs when unkindness is motivated by a prejudice against people with any form of disability.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Mobile Phone	Threats by text messaging and or phone calls, misuse of associated technology, i.e camera and/ or video facilities
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

GUIDANCE ON THE IMPLEMENTATION OF THE SCHOOL'S ANTI-BULLYING STRATEGY DEALING WITH INCIDENTS

- Stop the incident. At the earliest appropriate time investigate and discuss with the pupils concerned, conscious of the danger that the victim might feel publicly victimised by the action taken.
- Clearly explain the school's policy and why such behaviour will not be tolerated.
- Support for the victim(s), giving reassurance of action being taken.
- Counselling of the victim. (Pupils will be able to access additional counselling support groups in school from our pastoral and SEN support teams)
- Set an appropriate punishment for the perpetrator and, if necessary, contributing bystanders/inciters.
- Counselling of the bully or perpetrator. Bullying is probably most effectively dealt with by following a **"NO-BLAME"** approach which seeks to address and resolve the problem, without bullying the bully by developing an understanding and acceptance of their responsibility for past behaviour and for changing it in future in a group setting that is a support for the victim.
- Report and record incidents on sims. Copies of racial harassment reports to be given to Senior lead for the pastoral team.
- Referral of bully/perpetrator and/or victim to senior lead of the pastoral team.
- Communication and discussion with parents of both victim and bully/perpetrator as appropriate.
- Tier 2/3 sanction applied.

54. Roles and responsibilities

5.1 The governing board

The *'Students Governors Committee'* is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The *'Students Governors Committee'* will also review this behaviour policy in conjunction with the Principal and monitor the policy's effectiveness, holding the Principal to account for its implementation.

5.2 The Principal

The Principal is responsible for reviewing this behaviour policy in conjunction with the '*Students Governors Committee*' giving due consideration to the school's statement of behaviour principles (appendix 1). The Principal will also approve this policy.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (on sims)

The pastoral and senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their son / daughter's behaviour
- Discuss any behavioural concerns with the pastoral team
- Attend parental consultations
- Ensure your son/ daughter is punctual with good attendance to school

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move and act in a responsible manner around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Ensure the best possible attendance and punctuality
- Promote a positive image of the school and refrain from behaving in a way that brings the school into disrepute, including when outside school grounds

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Verbal & written praise
- Achievement points
- Letter, postcard or phone calls home to parents
- Responsibility / achievement badge
- Special responsibilities/privileges
- Rewards assembly and trips

The school may use one or more of the following sanctions in response to unacceptable behaviour: (sanctions to be used include but not exclusive to)

Tier 1 (sanctions to be used include but not exclusive to)

- A verbal reprimand / Yellow card displayed to whole class
- Change of seat
- Sending the pupil out of the class for a moment's reflection before returning
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Whole school detention can be set for on the night and parents informed by text
- Confiscation of phone
- Letters or phone calls home to parents

Tier 2

- Parent meeting in school to agree behaviour support
- Putting a pupil 'on report'
- Phone handed to learning coordinator
- Behaviour plan
- Change of tutor group
- Adapted timetable
- Referring the pupil to a senior member of staff
- Fixed term internal or external exclusion
- Referral to external agencies for further support

Tier 3

- Fixed term internal or external exclusion
- Limes or alternative turnaround support
- Managed move to another school
- Alternative provision
- Permanent exclusion

NB; Staff must use 'Reasonable Adjustments' for pupils with disabilities such as ADHD, ASD etc. If pupils still do not cooperate with instructions / warnings even after these adjustments, then the behaviour process will be implemented

See appendix 2 for the CBSC behaviour pathways

See appendix 3 for sample letters to parents about their child's behaviour.

Pupils who are set a sanction are expected to hand their mobile phone to their pastoral team until sanction has been completed or parents collect it.

Pupils who do not attend a given detention, will have the sanction increased and may be isolated with their pastoral team to reflect on their behaviour

We may use the *isolation with the pastoral team* in response to serious or persistent breaches of this policy. This will allow the pastoral team to investigate the cause of the behaviour concern.

Pupils may be sent to the *pastoral support team* during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

When an incident occurs, then a sanction will be set by the relevant member of staff.

There are times when an incident needs investigation before a decision can be made. This may be because it is a reported concern without direct evidence as yet and/or because student accounts are at variance with other reports. In these instance, the following general procedure is followed:

- Students concerned are asked to give an account and investigatory staff will ask additional questions to clarify sequencing, detail or any apparent discrepancies.
- Students maybe isolated with their pastoral team while this investigation takes place
- Any witnesses will be asked for their account; this will include students and staff. Where possible, witnesses who are neutral i.e. not part of involved students' friendship groups, will be used.
- Students mobile will be confiscated for the duration of the investigation
- Mobile devices maybe used to check multi-media and social media communications; this will be in line with DFE confiscation and searching guidelines and sexting in schools and colleges: responding to incidents and safeguarding young people.
- Any Camera/CCTV footage of the area at the time would be viewed.
- A decision will be made as to the likely pattern of events based on the evidence collected. It should be noted that the school must decide on 'the balance of probabilities', according to their own experience and judgement, as to whether the student carried out any incidents in question. This is NOT the same as in a court of law where it is required that matters need to be proved beyond reasonable doubt.

The school will make the final decision of the sanction that applies in any situation; this is its responsibility. Any decision is not subject to parental/carers approval, though the school would make every effort for parents to understand the reasons behind its decision and how this complies with its behaviour policy.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

The Behaviour Policy will also apply at other times not included above where:

This misbehaviour does not fall within the remit of the police and the school is able to establish that the reported misbehaviour has happened, based on the balance of probabilities, and where the misbehaviour has repercussions for the orderly running of the school or is directed towards a member of the school staff or could adversely affect the reputation of the school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy.

Please refer to our *safeguarding policy/statement of procedures for dealing with allegations of abuse against staff* for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Preventing an Incident from Escalating

Do	Do Not
Be familiar with and identify early warning signs Call for assistance from other members of staff and alert SLT Remove other young people from the immediate area Use strategies that have been successful before Attempt to divert the young person or diffuse the situation Encourage the young person to make positive choices and develop self-control Give clear directions for behaviour to stop Remind them about the rules and likely outcomes Make the environment safer by moving furniture and removing objects which could be used as weapons Guide or escort students to somewhere less pressured	Attempt to use positive handling strategies without suitable training: they are likely to be ineffective and hurt both the adult and young person involved Leave the young person unsupervised Lock the young person in a room Cause alarm through ‘Shouting’ or ‘Crowding’ the young person

8.2 Physical restraint

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

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

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

What is Positive intervention (reasonable force)

‘Reasonable in the circumstances’ means using no more force than is needed in order to exert **control** or **restrain** a student to prevent students from hurting themselves or others, from damaging property, or from causing disorder

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Definitions of Control and Restraint:

Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

Positive handling Is	Positive handling IS NOT
Physically interposing between young people Blocking a young person's path 'Hold' or 'Shepherd' a young person with your hand in the centre of the back In self-defence, using agreed, approved restricted holds	Holding around the collar or neck Restricting a student's ability to breathe Holding face down Slapping or hitting Twisting or forcing limbs against a joint Holding or pulling by hair or ear Locking in a room

8.3 Searching, Screening & Confiscation

Confiscation:

Students who have been set a school detention will have to hand over their phone until the sanction has been completed

Items listed as 'items not permitted in school' (Appendix B) must not be brought to school; where these are brought to school these may be confiscated until parents/carers make arrangements for their collection, in some circumstances they may **NOT** be returned to the family, this will be at the discretion of the school and the safety and well-being of its community.

In addition, mobile technologies (phones, tablets, MP3 etc), the school will confiscate these where used in breach of the school behaviour policy. The school also reserves the right to search through and view contents on any items confiscated. In exceptional circumstances the mobile technology will be held until a full investigation of the incident is completed and may be passed onto the police where this is required to allow investigation of a criminal act (The school is **NOT** liable for any costs related to the phone while it has been confiscated)

Searching:

The reserves the right to search the contents of any students bag, pockets, outer wear, mobile technology etc where the school has reason to consider they contain items that could impact on the health and safety of the student and/ or the school community.

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. The school authorizes all teaching and those support staff with responsibilities for student discipline/welfare (i.e.pastoral support officers) to do so. Prior consent from students will be sought; however individuals will be made aware that if consent is refused the school will still proceed with a search.

In instances where a student refuses to turn out pockets or hand over belongings including mobile technologies to be searched, the school will not physically force such a search. Similarly, when a person is suspected of concealing items on their person the school will not physically force such a search. Instead, every effort will be made to persuade the person (in the presence of a second adult witness) to cooperate with the search of items/ or hand over voluntary any item, school staff will NOT undertake personal searches requiring physical contact with students.

Where the individual refuses and there is cause for concern that they hold an item that could impact on the health and safety of the school community or the individual, then the school may undertake one (or more) of the following options:

Isolate the student until parents/carers can come into the school directly to discuss the matter with their child and the school so that the matter can be resolved.

Advise the student that failure to eliminate suspicion means that the matter can not be resolved; failure to cooperate in such a process will lead to an Exclusion.

Call the police and ask them to conduct a full search.

After any search involving an individual student as a result of believing that they hold an item which could impact on the Health and Safety of the school community or individual, then parents/carers will normally be contacted.

(appendix 5, items not permitted in school)

Searching, Screening and confiscation of pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Police Involvement

Occasionally matters are referred to the Police. Where this is done by the school, the school will inform parents/carers that this is the case unless advised otherwise by the police, social services or other relevant professional. Where a police investigation is underway, the school will take advice from the police as to whether they are able to deal with the incident and carry out an investigation, or whether any investigation/action must wait, pending the outcome of their investigation.

The school will provide contact details for parents/carers when requested to do so by the police in order for them to investigate an alleged crime. The school will also provide school records given appropriate formal request by the police in order to further investigation of a serious crime.

The school will also follow the National Police Chief Councils 'Guidance' on when to call the police

8.5 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition from primary to Carshalton Boys we have a specific transition programme which allows students to meet their tutors and become accustomed to the school before senior year groups attend.

We have pastoral hubs and regularly pastoral meetings to ensure our teams are aware of students needs and to ensure this information where appropriate is shared with the SEN team and teaching staff

On completion of Key Stage 4 and or 5 our pastoral team support students with their transition to another placement or next steps.

10. Training

Our staff are provided with training on managing behaviour, as part of their induction process.

Behaviour management will also form part of continuing professional development.

Pastoral support team are given training in specific areas to support the wider need of the school community such as ELSA, Counselling, Safeguarding, Bereavement and Behaviour management

11. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and '*Students Governors Committee*' every year.

At each review, the policy will be approved by the Principal.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the '*Students Governors Committee*' every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding policy
- Harmful and Abusive behaviour policy
- Anti-bullying policy
- Mental Health policy
- SEN policy
- Attendance policy
- Equality Policy

Appendix 1: written statement of behaviour principles

This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Trusts, 2012).

The purpose of the statement is to provide guidance so that it reflects the shared aspirations and beliefs of the CBSC stakeholders, community, staff and parents and pupils whilst taking full account of law and guidance on behaviour matters.

It is intended to help all staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have support when following this guidance.

This is a statement of principles, and not practices. The Behaviour Policy must be publicised, in writing, to staff, parents/carers and pupils at least once a year.

Behaviour Principles

1. The Governing Body of CBSC strongly believe that high standards of behaviour lie at the heart of a successful academy that enables;
 - (a) all its pupils to enjoy school, feel safe and make the best possible progress in all aspects of their school life
 - (b) all staff to be able to teach and promote good learning without undue interruption or disruption of teaching and learning.
2. All pupils and staff have the right to feel safe at all times whilst in the academy. There should be mutual respect between staff and pupils and between pupils. All visitors to CBSC should feel safe and free from the effects of poor behaviour at all times and in all parts of the community.
3. CBSC is an inclusive trust. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). To this end CBSC must ensure there is a clear and comprehensive Anti-bullying Policy that is known and understood by all, consistently applied and monitored for its effectiveness, that there are measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.
4. CBSC's legal duties under the Equality Act, 2010 in respect of safeguarding pupils with Special Educational Needs and all vulnerable pupils should be set out in the Behaviour Policy and made known to all staff. Parents/carers should be encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time within an academy, in the local community and in preparation for their life after leaving the academy. The responsibilities of pupils, parents/carers and academy staff with respect to pupils' behaviour must be outlined in the 'CBSC Academy / Home Agreement' which pupils and parents/carers must be asked to sign
5. CBSC rules should be clearly stated in the Behaviour Policy. These should set out expected standards of behaviour, should be displayed in all classrooms and other, relevant parts of the trust and shared with and explained to all pupils. The Body of Governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness.

6. The Governing Body expect a wide range of rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy and regularly monitored for their consistent, fair application and effectiveness.
7. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied. The full range of sanctions should be clearly described in the Behaviour Policy so that pupils, staff and parents can understand how and when these are applied. The Board of Directors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort. 'Unofficial' exclusions are illegal and so must be avoided. The Principal may inform the police, as appropriate, if there is evidence of a criminal act or if he fears that one may take place e.g. if illegal drugs are discovered during a search; cyber-bullying; criminal harassment. Sanctions should be monitored for their proper use and effective impact.
8. The Behaviour Policy should set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against staff. The Governing Body expect the Principal to draw on the advice in Dealing with Allegations of Abuse against Teachers and other staff guidance document when setting out the pastoral support that trust staff should expect to receive if they are accused of misusing their powers.
9. The Governing Body expect the Principal to include the following in some detail in the Behaviour Policy:
 - a. Screening and searching pupils: the reasons for searching pupils should be made explicit, together with details of who may search, where such searching should take place, what will happen to any banned items found as a result of such a search and what sanctions will be applied. It should also be made clear that parents do not have to be informed before a search. The Governing Body would expect authorised staff to be appropriately trained in how to carry out a search.
 - b.
 - c. The power to use reasonable force or make other physical contact: the situations in which reasonable force may be used should be stated. A definition of 'reasonable force' should be included, which should also explain how and when pupils may be restrained.
 - d. The power to discipline outside the academy gates: disciplining beyond the academy gates covers CBSC's response to all non-criminal bad behaviour and bullying that occurs anywhere off the school premises. The Governing Body must be satisfied, in all situations arising, that the measures proposed by the Chief Executive are lawful and that staff and pupils know that sanctions can be applied in these circumstances.

This written statement of behaviour principles is reviewed and approved by the *full governing committee* every year

Appendix 2: CBSC Behaviour Pathway

Tier 1 CBSC

Concerns (includes but not exclusive to)	Action by class teacher / Pastoral team	Interventions
Attendance, failure to complete class or homework, follow instructions, phone incident,	Verbal warning, move seat, contact with home, sanction during break / lunch, School detention set (contact with home) Class teacher or tutor monitoring report	What caused the original incident follow up required Monitor and reward ELSA, Mentor, SEN need screened Whole school policy & training of staff

Tier 2 Outreach

Concerns (includes but not exclusive to)	Pastoral team / Head of Department	Interventions
Behaviour pattern hasn't changed, persistent disruptive behaviour, Serious incident,	Parent meeting in school, hand phone to pastoral team, whole detention 1 - 2 - 3 hours,, IEP / Behaviour plan, change of tutor group / Timetable Fixed Term Exclusion Internal or External CBSC VPP	Start EHAT & Early Help referral, TAC, Further SEN assessment (SALT, EP, OT) SPA / CAMHS / OTR, MASH referral Step up (7-8) Limes Turnaround (9-10) RAE / YoT / School Nurse /

Tier 3 Extended Outreach

Concerns (includes but not exclusive to)	Senior Teacher	Interventions
Serious Incident: Persistent failure to follow staff instructions, Drugs related (dealing/selling/distribution) Hate Crime (Homophobia, Racism) Physical assault, Possession / use of weapon, Inappropriate content on mobile technology / social media,	Internal Exclusion / isolation while incident is investigated Parent Meeting Appropriate intervention / Sanction followed	Personal Support Plan / SEN review Limes Turnaround Plus, Managed Move to another School Dual registered placement limes & CBSC Alternative Provision Permanent Exclusion

Permanent Exclusions: Investigated by Senior Leadership team

(Includes but not exclusive to the following incidents)

- Serious actual or threatened violence / assault against another pupil or member of staff
- Carrying or threatening behaviour with an offensive weapon
- Sexual Harassment, abuse or assault
- Possession, use or supply of prohibited items
- Supplying an illegal drug
- Racist, sexist, homophobic or discriminatory (Hate Crime) behaviour
- Deliberate, hurtful bullying over a period of time
- In response to a serious breach or persistent breaches, of the school behaviour policy and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Appendix 3: Items not permitted in school

In the interests of the health and safety of students, staff, other members of the school community and visitors to the school, the school asks parents and students to ensure that any inappropriate and dangerous items, or any inappropriate and harmful substances, are not brought in to school.

The list below is not exhaustive but is intended as a guide.

Sanctions under the Student Behaviour Policy may be applied to any student found in possession of any banned item or any item that the school deems to be unsuitable and dangerous. The school reserves the right to exclude students in extreme cases, or when students or parents have received warnings about banned items.

Banned Items may also be confiscated and **NOT RETURNED** to students or family under the DFE

1. FIRE LIGHTING EQUIPMENT

- Matches, lighters, etc

2. DRUGS and SMOKING EQUIPMENT

- Cigarettes · E-cigarettes · Tobacco · Cigarette papers
- Alcohol
- Solvents
- Any form of illegal drug
- Any other drugs except medicines covered by the Prescribed Medicines Procedure

3. WEAPONS and OTHER DANGEROUS IMPLEMENTS or SUBSTANCES

- Knives, including pen knives and craft knives
- Razors
- Catapults
- Guns of any kind, including replicas and BB guns
- Laser pens and LED torches
- Knuckle dusters and studded arm bands, bracelets, etc
- Whips or similar items such as long chains
- Pepper sprays and gas canisters (e.g. CS gas)
- Fireworks or explosives of any kind
- Dangerous chemicals (e.g. strong acids and alkalis, bleaches, hair dyes, etc)

4. Other Items

- Electric Scooters are not permitted to be ridden to or from school
(Students will be reported to the Police and scooters confiscated)
- Chewing gum
- Energy drinks
- Offensive material (pornographic, homophobic, racist etc)
- Any aerosol (other than essential medication)

Note: students should use non-aerosol deodorants

- Cameras

5. Uniform

- Year 7 to 11 No Jewellery
- Non-School Coats
- No Offensive Items of clothing / Jewellery

6. Mobile Technology

Mobile phones are not banned from school, but should be off once on the school site.

Mobile technology may be confiscated for failure to follow instructions or at a senior teacher's discretion

Note: the school reserves the right to confiscate cameras or mobile phones and to delete any unauthorised pictures or video recordings of students or staff

Appendix 4: letters to parents about pupil behaviour – templates

Date

Dear Parent/Carer

RE: Tier 1 Behaviour concern

This letter acts as a follow up to the meeting you had with XXX on XXX.

XXX has received XXX behaviour points in (insert time period here). This high and increasing number of points suggests that his behaviour is having a detrimental impact on his own learning and the learning of others. We want to address this pattern before it becomes a more serious concern.

If XXX continues to accrue negative behaviour points he will enter our **formal behaviour concern process**, beginning with a meeting with a member of the Senior Leadership Team. If improvement is not immediate and sustained, this is quickly followed by a meeting and formal warning from Mr Simon Barber, the Principal. If behaviour continues to cause concerns after this point your son will receive a final warning from governors. By this point permanent exclusion is the only remaining strategy.

We believe your son has the potential to do brilliantly at Carshalton Boys and so we want to avoid this at all cost. As discussed in the meeting, we will be putting in place the following strategies to address and improve his behaviour:

➤ In school support strategies

It was also agreed that the following strategies would be implemented at home:

- Homework checks
- Uniform and equipment checks
- Rewards
- Sanctions

We will continue to monitor behaviour and speak to you in the week beginning the XXX to review progress. Thank you for your continuing support.

Yours sincerely

Mr/Ms XXX

Year XXX Co-ordinator

Next Review Date:

Date

Dear Parent/Carer

RE: Tier 1/2 Behaviour concern

This letter acts as a follow up to the meeting you had with XXX on XXX.

Follow our Tier 1 meeting on Date, XXX has received XXX behaviour points in (insert time period here). This high and increasing number of points suggests that his behaviour patterns have not changed since support strategies were implemented.

XXX behaviour is now having a detrimental impact on his own learning and the learning of others. We would like to review the current support strategies and look at how we can help XXX improve his behaviour patterns.

If XXX continues to accrue negative behaviour points he will enter our **formal behaviour concern process**, beginning with a meeting with a member of the Senior Leadership Team. If improvement is not immediate and sustained, this is quickly followed by a meeting and formal warning from Mr Simon Barber, the Principal. If behaviour continues to cause concerns after this point your son will receive a final warning from governors. By this point permanent exclusion is the only remaining strategy.

We believe your son has the potential to do brilliantly at Carshalton Boys and so we want to avoid this at all cost. As discussed in the meeting, we will be putting in place the following strategies to address and improve his behaviour:

➤ In school support strategies

It was also agreed that the following strategies would be implemented at home:

- Homework checks
- Uniform and equipment checks
- Rewards
- Sanctions

We will continue to monitor behaviour and speak to you in the week beginning the XXX to review progress. Thank you for your continuing support.

Yours sincerely

Mr/Ms XXX

Year XXX Co-ordinator

Next Review Date:

Date

Dear Parent/Carer

RE: Tier 3 Behaviour concern

This letter acts as a follow up to the meeting you had with XXX on XXX.

XXX continues to accrue negative behaviour points, despite an increased level of intervention and support.

The Senior Leadership Team will now work with XXX, if improvement is not immediate and sustained, this will be followed by a meeting and formal warning from Mr Simon Barber, the Principal. If behaviour continues to cause concerns after this point your son will receive a final warning from governors. By this point permanent exclusion is the only remaining strategy.

Review of current strategies and impact

➤ Strategy

We believe your son has the potential to do brilliantly at Carshalton Boys and so we want to avoid this at all cost. As discussed in the meeting, we will be putting in place the following strategies to address and improve his behaviour

➤ Strategy

We will continue to monitor behaviour and speak to you in the week beginning the XXX to review progress. Thank you for your continuing support.

Yours sincerely

Mr/Ms XXX

Year XXX Co-ordinator

Detention text

CBSC - Because of behaviour issues xxx will be kept behind after his last lesson today for a 1 hour detention

CBSC - Because of behaviour issues xxx will be kept behind after his last lesson today for a 2 hour detention.

Sent out from Attendance Officer - CBSC - xxx will be kept behind after school today for 2 hours as he failed to attend a late detention previously set.

Next Review Date:

Appendix 5: letters to parents about pupil engagement – templates

Appendix 6: Behaviour amendments / Contingency to support future restrictions in schools (Changes updated in line with government guidance)

In these very difficult and unprecedented times, behaviour and safeguarding of our students is still at the heart of our policy and practice. Carshalton Boys Sports College fully recognises the contribution it can make to protect and support both students and staff amid the Coronavirus epidemic. The aim of this addendum to our behaviour Policy is to inform all stakeholders of the key changes to promote a positive and safe learning environment for a full opening of the school in September. set out by the government (Link Below). Our Students' and staff welfare, safety and health are a key priority while they are attending CBSC.

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

At Carshalton Boys Sports College, despite the current challenges we face, it is still our policy to continue with our high standards and expectations of all students, take our students' health and welfare seriously, and to act in accordance with our behaviour policy to keep them safe. Our changes and processes for the dealing with behaviour during COVID – 19 are outlined below.

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centered. This means that they should consider at all times, what is in the best interests of the child.'

Contents

- 1.1 Introduction
- 2.1 Code of conduct
- 3.1 Behaviour responsibilities
- 4.1 Behaviour and sanctions

1.1 Introduction

By attending Carshalton Boys Sports College during the COVID – 19 pandemic you are agreeing to uphold and abide by this addendum to the Behaviour Policy. This policy sets out clear expectations for our students, staff and local community. It clarifies the sanctions that will be in place for any deviation from our high standards and expectations set during the COVID 19 pandemic.

Please note that Carshalton Boys Sports College reserves the right, at any time, to respond to any incident in a manner that best serves the interests of our students, staff and community.

We expect outstanding behaviour from every student in line with the COVID 19 guidance and Physical distancing measures implemented by the School.

The role of our Carshalton Boys Sports College goes beyond simply preventing poor behaviour and maintaining good order to systematically promote positive relationships and wellbeing. During this pandemic there are additional and very strict guidelines that students and staff will have to adhere to. This Policy is consistently and fairly applied by all staff and underpins effective measures we have taken to

continue to provide outstanding provision for our students during the COVID 19 pandemic. School staff, students and parents should all be clear of the high standards of behaviour expected of all students at all times, as detailed in this addendum to the behaviour policy.

Objectives

Our main aim during the full opening of the school is to provide a safe and secure learning environment following physical distancing and government guidance while in the school and local community.

This will be:

- Continue to support student access to remote learning
- Development of year group bubbles

During this difficult time there is an even bigger need for a clearly understood and agreed set of expectations with regards to behaviour specifically around the COVID 19 guidance. The management of behaviour and social distancing at Carshalton Boys Sports College requires that every student and staff member takes personal responsibility and listens to and adheres to the measures implemented to keep themselves and others safe. We want to work in partnership with Parents/Carers to ensure their child attends school, stays safe in accordance with the COVID 19 measures and achieves their full potential.

Supporting students

During this difficult time children and young people may have experienced a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder which may have been more noticeable during the time of lockdown and self isolation.

Our experienced staff will work collectively to identify whether a child or young person's behaviour may be related to other underlying issues linked to the COVID 19 pandemic and will support them effectively in these circumstances and will provide advice and guidance on working with other professionals and external agencies where appropriate.

2.1 Code of Conduct

General Rules

All students and staff are expected to follow the general rules set out by the [school] under the COVID19 and social distancing guidelines:

Dress code

Students are to attend wearing full school uniform

Travel to and from school

Where possible students should walk or cycle to school and avoid using public transport.

The school will operate a staggered start and finish system and all students will be expected to stick to the allotted time & entrance of arrival

Students should follow all guidance on physical / social distancing for the journey to and from school to reduce transmission of infection.

If using public transport student **MUST** wear a facial mask, on arrival to school this mask **MUST** be removed.

Government & TFL Covid travel advice and guidance:

<https://www.gov.uk/guidance/coronavirus-covid-19-safer-travel-guidance-for-passengers>

<https://tfl.gov.uk/campaign/face-coverings?intcmp=hero-Home-Wear a face covering>

Physical distancing

We will be adopt a range of approaches and actions which can be seen as a hierarchy of controls that, when implemented, create an inherently safer environment, where the risk of transmission of infection is substantially reduced. This includes:

- Minimising contact with individuals who are unwell by ensuring that pupils or staff who have coronavirus symptoms, or who have someone in their household who does, **do not attend school**
- Cleaning hands more often than usual - pupils and staff should be encouraged to regularly wash their hands thoroughly for 20 seconds with running water and soap and dry them thoroughly, or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered
- Ensuring good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- Minimising contact and mixing, as far as possible, by keeping pupils in specific groups (Bubbles) for their lesson contact time and keeping those groups as consistent as possible whilst in school (e.g tutor group or year group bubbles) and altering the school environment (e.g. changing classroom layouts, staggered break and lunchtimes, year groups based in set blocks)

Arriving at school

- Students are to arrive at school under physical distancing guidelines.
- Students will have a set arrival time, and entrance to the school site
- Students are to enter the school site via

Year 7 via Wigmore Road (Maths block gate)

Year 8 via East Wing gate (English block)

Year 9 via Wigmore Road (Maths block gate)

Year 10 via East Wing gate (English block)

Year 11 via Main Entrance

- Students will wash their hands at the designated washing point (block entrance), adhering to the guidelines and will then be taken to their classroom for the day.

Lesson Rules

- Students will go straight into their classroom (do not line up) and sit down at their allocated desk .
- Students will be strategically placed to sit facing the front and 2 metres away from staff
- Students will be given resources in class to support their learning and will complete all their online tutor checking and complete their remote learning work with support from the class teacher
- Students are not permitted to use the toilet during lessons unless they have medical reasons. (Same procedures linked to hand washing applies)
- At regular points during the day students will sanitise and also clean their work area.
- Students are not permitted to get up out of their seats during lessons as this will interfere with the social distancing measures.
- Staff will teach from the front and will support students safely from a 2 meter distance.
- Tell an adult if you are experiencing symptoms of coronavirus.

Social times

Social times will be managed very carefully with year groups having staggered break / lunch and based in set areas

Students will not be able to play ball games or cross over into other year group spaces.

Exiting the school

- Students will be dismissed by the class teacher one at a time to adhere to physical distancing measures. On exiting the building students will be asked to wash their hands in accordance with the COVID 19 measures.
- Students will exit the building through the same gate they arrived through
- Upon leaving the school site students should head home and not wait in the local community

3.1 Behaviour responsibilities

The Principal and Senior Leadership Team are responsible for the implementation and day-to-day management of this policy and procedures.

All staff are responsible for ensuring this policy and procedures are followed, and consistently and fairly applied. Support amongst all staff in the implementation of the policy is essential. Staff play a key role in advising the Principal and Senior Leadership Team on the effectiveness of the policy and procedures. Staff have a responsibility, with the support of the Principal, for creating a safe and secure learning environment with students and staff safety at the forefront.

All staff have a responsibility to deliver high quality learning environment which fosters a positive ethos and atmosphere for all students within both lessons and the [school] itself.

Parents and carers are expected to take full responsibility for the conduct and behaviour of their child/children both inside and outside of Carshalton Boys Sports College linked to the routines and guidance around social / physical distancing. Parents and carers are to work in partnership with the school in maintaining these new measures linked to COVID 19 and the high standards and expectations of behaviour in line with this policy.

Parents and carers will have the opportunity to raise any issues arising from the policy with Carshalton Boys Sports College at any point deemed necessary through email at Contact@carshaltonboys.org

Students are expected to take responsibility for their own conduct and behaviour and will be made fully aware of the new COVID 19 measures outlined in the policy. Students are also expected to adhere to the existing behaviour policy and guidance. Students are to report any instances where they believe social distancing or safety measures are not being adhered to.

Students are also expected to report any instances of misbehaviour, disruption, violence or bullying as soon as this is witnessed so that it can be dealt with in line with the policy.

The procedures arising from the policy will be developed by the Principal in consultation with the staff. The procedures will be made very clear to the students how important these new measures are and how unacceptable standards of conduct and behaviour cannot be tolerated. This is due to the safety of both students and staff during this very difficult time. The procedures will be consistently and fairly applied and promote all physical distancing guidelines and COVID 19 measures to keep students and staff safe as well as the wider community.

The school will investigate, as appropriate, reported incidents of student misbehaviour. All incidents will be logged on sims and kept on the student's individual record.

However, if the incident is linked to rule breaking associated with COVID 19 measures a senior leader will act accordingly and sanction in line with the COVID 19 rule breaking sanctions. An example of this is coughing or spitting in the face of a student/staff member face or not following social distancing rules of 2 meters. Both actions will result in removal from the classroom and isolated in school, an alternative face to face timetable will then be put in place for the rest of the COVID – 19 pandemic period.

Behaviour and Expectations during COVID 19

4.1 Behaviour and sanctions

During the Covid-19 pandemic the safety of students and staff is paramount. Carshalton Boys Sports College will not tolerate any conduct or poor behaviour where students are not adhering to the **school behaviour policy** or to the physical distancing or Covid-19 measures.

Behaviour that wilfully undermines the safety measures that the school has put in place or risks the safety of students or staff will not be tolerated. If incidents occur then they will be treated as high level behavioural incidents and sanctioned accordingly.

Examples might include:

- Not following staff instructions
- Deliberately ignoring the social distancing measures put in place by the school
- Spitting at another student/member of staff
- Deliberately coughing at a student/member of staff
- Behaviour or language that is intended to cause alarm or distress to students/staff about the current situation

As a result the students will be withdrawn from their classroom (bubble) and isolated parents/carers will be contacted and the students Covid-19 provision will be amended and may result in a fixed period exclusion.

Extra Support Sessions

Students who have not engaged in learning will have extra support sessions timetabled for period 6 or 7 at the end of the school day to allow them to catch up with appropriate support.

Detentions

Students who are causing behaviour concerns will be given a detention period 6 or 7

Internal exclusion

Students will be isolated / internally excluded if they undermine the safety measures that the school has put in place or risk the safety of students and/or staff

External exclusions

External exclusions during the pandemic will still be in operation.

If a student continues to break the schools behaviour policy and Covid-19 measures then a Fixed term Exclusion from the school will be issued.

Power to search, use of reasonable force and confiscation (amendment due to Covid-19)

If we believe During the Covid-19 epidemic that a student is in possession of an offensive weapon or illegal substances etc we have the power to search and will do so in line with our behaviour policy.

Staff involved in the search will be in full PPE.