



## Rewards, Reflection and Reset Policy

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<b>Ratified by:</b>	<b>Governing body</b>
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Other relevant School policies include:

- Written statement of behaviour principles policy
- Equality Policy
- SEND Policy
- Anti-Bullying Policy
- Uniform Policy
- Ted Wragg Multi Academy Trust Exclusion Policy
- Ted Wragg Multi Academy Trust Attendance Policy
- Ted Wragg Multi Academy Trust Supporting pupils with medical conditions Policy
- Ted Wragg Multi Academy Trust Computer/Mobile device and online use policy – pupils

Statutory guidance:

- [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Behaviour in Schools](#)
- [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#)
- [DfE advice template \(publishing.service.gov.uk\)](#)

Changes:

Significant update for 2023/4 policy with multiple adjustments to Rewards, Reflection and Reset Policy

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**Note:** This behaviour policy has been written as a policy for the whole school. While it should be followed it should also be read in accordance with the school's duties under the Equality Act 2010 and should be read in that light together with other relevant policies. Where a child has (or may have) a disability then active consideration must be given to how the policy may be adapted to take into account a child's individual needs. This will include consideration about what reasonable adjustments may be made. Children and parents with SEN/disability should be encouraged to be involved in considering these points, an example could be through the creation of a relational support plan. Records should be made about any such changes and any staff who work with these particular children should be informed about any such changes (for example a supply teacher should be made aware of any potential changes). In addition to SEN/disability the policy should also take into account other protected characteristics such as race, religious belief or matters in respect of gender/sexual orientation. If staff have any questions they should seek guidance from a senior leader.

This behaviour policy is reviewed annually and is done so in consultation with students, parents/carers and staff. In addition to an annual student, parent/carer and staff survey there are multiple opportunities through school council/parliament/leadership, parental listening sessions and engagement activities to provide feedback.

## **Aims of policy**

1. To **support students taking pride in their behaviour**, so that we maintain disruption-free classrooms and great learning.
2. To support students in maintaining a culture of working hard and being kind.
3. To provide **clarity for staff, students and the community** about acceptable behaviour.
4. To support **strong, consistent and positive relationships**.
5. To reward and encourage students to **make positive choices** and **take responsibility** for their own actions.

### **1.0 St James School Behaviour Policy**

The St James pillars are the values that underpin the choices that we make and the way that we behave – and thus, our behaviour policy. We have four pillars and we believe that each pillar is very important.

Our first pillar is uncompromising high standards. That means that we expect everyone, staff and pupils, to try their best, both in their behaviour and in their attitude to work.

Our second pillar is being outward facing. This means that we think about others as well as ourselves. In practice, this means thinking about the way your actions will impact on others, both individuals and the community as a whole. It also means that we engage with our local community and beyond, volunteering, partaking in extracurricular activities and joining in with trips and events.

Our third pillar is keeping the arts at the heart of the school. At St James, we love the arts and believe that they are part of what gives a school its soul. Therefore, all of our pupils study a range of arts subjects and we offer a great choice of extracurricular arts clubs and visits. We believe that this is supportive of students' positive mental health and wellbeing.

Our fourth and final pillar is the most important pillar. It's the one that, for us, defines a person. The fourth pillar is our belief that everyone should be kind. This includes making behavioural choices that are kind to yourself

as well as kind to others and doing the right thing because it is the right thing. We believe that if we can help all of our staff and pupils be kind that we can help make the world a better and more friendly place.

St James School encourages good behaviour through high expectations, clear policy and the deliberate teaching of behaviours and their impact. This helps us to create an ethos which ensures students have an awareness of their behaviour and show pride in their conduct and learning by making positive behaviour choices.

We have in place a range of rewards to reinforce and praise good behaviour, alongside clear sanctions for those who do not comply with the School's behaviour policy.

This Policy aims to outline the measures by which the school aims to promote good behaviour, self-discipline and respect, prevent bullying, ensure that students complete assigned work, and regulate the conduct of students.

The commitment of staff, students and parents is vital to develop a positive whole school ethos. St James School reserves the right to apply this policy to all students and any time a student is recognisable as a St James School student, regardless of whether this is before/during/after school hours and to all matters relating to social media and online activity. The application of this policy is not dependent on whether the student is wearing school uniform.

Student, parent and staff voice is important to our school and we conduct an annual survey with each group to help inform our approaches and support continual improvement. In addition to this, there are a number of opportunities throughout the year for our communities to share their recommendations and reflections including Parents of St James (PSJ) meetings, listening sessions, open mornings, through our student parliament, and through the staff Friday question.

## **2.0 Home School Partnership Agreement**

In order to ensure good communication and understanding of expectations, all parents and students are asked to read and sign the Home School Partnership agreement. Application of this policy is not dependent upon the agreement being signed. However, we think a clear understanding and commitment from the school, parents and students is vital in ensuring clarity, expectation setting and positive relationships.

## **3.0 Rewards**

St James rewards and celebrates students when they demonstrate behaviours that support our pillars. We recognise that focussing on success and positive outcomes is essential to developing a positive culture and ethos across the school. Below is a list of the ways we celebrate student successes with students, parents and staff during the academic year.

### **3.1 House Points**

House Points, which are used by all staff, are given through Bromcom for behaviours such as the following:

- demonstrating uncompromising high standards (working hard, doing their best, trying hard);
- being outward facing (extra-curricular activity, volunteering, activities beyond school);
- keeping the arts at the heart of the school (engagement in the arts); and

- kindness (caring for others and themselves, making positive choices).

### **3.2- House Point Badges**

Bronze, Silver, Gold, Platinum badges and a Headteacher's Commendation are awarded to students achieving House Points.

### **3.3- Headteacher Awards**

A Headteacher Award certificate and pen are given to students who have shown exceptional achievement, either in school or as part of an extra-curricular activity. A letter is also referred home to inform parents about the Award.

### **3.4- Attendance Rewards**

Students are celebrated over the year when they have low levels of unauthorised absence.

### **3.5- Recognition**

Assemblies, the school newsletter, Twitter and Facebook are used to highlight students' achievements

### **3.6- Termly Celebration Assemblies**

Individual students are recognised in Year Group termly assemblies for exceptional achievement and, in some Year Groups, certificates are handed out by the Year Leader

### **3.7- Awards Evenings**

Annual awards evenings are held annually. Awards are given in the following categories:

- outstanding attainment, progress or effort in individual subjects;
- • tutor;
- • TWMAT; and
- student of the year

### **3.8- House System**

Competitions are held between Houses for particular activities and prizes given that contribute toward the house cup. These competitions reflect the components of our houses:

- Bath House values fair play and leadership along with working with others. Students in this house may have a passion for sport and exercise and the great outdoors among others. House Colour: Green.
- Oxford House values the love of learning, language, patience, along with creativity. Students in this house may have a passion for creative writing, the humanities, and the world we live in, past and present. House Colour: Blue.
- Goldsmith House values ambition, creativity, courage and expression. Students in this house may have a passion for performance, music, and art among others. House Colour: Gold/ Yellow.
- Bristol House values logic, problem solving, experimentation and invention. Students in this house may have a passion for science, maths, engineering and computing. House Colour: Red House.

## **4.0 Maintaining a Positive Learning Environment**

A positive learning environment is best maintained through the focus on, and positive reinforcement of, good behaviours and not through the confrontational challenge of negative behaviours. We recognise this through the effective use of our staged reward and sanctions systems.

Staff make a commitment to 'catch students being good' as often as possible and reinforce this through non-verbal and verbal acknowledgement and praise as well as through awarding house points and contacting home. Staff also make a commitment to deal indirectly with some negative behaviours in this fashion too. An off-task student can often be redirected through praise of a neighbouring student who is working and behaving appropriately. Staff will use a range of behaviour management strategies to encourage positive engagement and to prevent students not meeting our lesson expectations. However, when a student does fail to meet the lesson expectations, staff will issue a behaviour point. This will be done in a calm, non-confrontational and professional manner at all times.

### **4.1 Creating Routines**

At St James, we have a teaching and learning model, *Great Teaching at St James*, that all teachers follow in order to create routines and consistency. All teaching staff have a program of development, training and coaching designed to help them constantly improve their practice and establish a healthy behaviour culture. An example of the coaching model for supporting student routines is below. Staff receive coaching to help them develop a range of skills to build strong relationships with students. Consistent routines enable us to reduce cognitive load for students and enable them to thrive. Examples of the techniques below including 'connect and correct' and 'narrate the positive' are designed to maintain a safe and secure environment for students whilst creating a culture of high expectations.



We also have a curriculum designed to support students in understanding and enacting our routines. The content of this curriculum is delivered and revisited in induction, tutor time at the start of half term, assemblies, JBacc and interventions, as well as through their everyday enactment.

## 4.2 Focus Week

At periodic times throughout the school year there will be a 'Focus Week'. These weeks will vary depending on the needs of the school and current emerging issues. For example, a week might focus on uniform or student equipment.

The focus will be communicated in advance to parents and students. The week will focus positively on students' engagement and additional rewards will be available for students who consistently meet our expectations. Students will receive additional support to ensure they are not only aware but also prepared for the focus. All staff will support students and all staff will be responsible for the issuing of merits/sanctions at this time. Wherever possible, tutors will support and prepare student in advance and daily (during the week) to enable students to meet expectations.

## 5.0 Sanctions

Sanctions are only used when more positive methods of promoting disruption-free classrooms, great learning and good behaviour are not working with a particular individual or group of students. Staff will employ a range of relational approaches, such as (but not limited to) checking for understanding, following routines, proximity, positive reinforcement and praise. Before issuing a second behaviour point for not meeting lesson

expectations, staff will check-in with a student to offer them support and remove any barriers to learning. When a member of staff uses sanctions, they are always applied impersonally (i.e. it is the negative behaviour that is resulting in the sanction not the student's personality), calmly, fairly, consistently and professionally.

The **only** sanctions/systems used **within** a lesson are behaviour points and lesson removal.

The aim is to keep all students focussing on their learning within the lesson for the full duration of the lesson. We are committed to not allowing the negative behaviour of the minority to disrupt the great learning of the majority. For this reason, we use a system where students who fail to respond to a check-in and a behaviour point by correcting their behaviour can be removed from the lesson in order to allow the learning of the rest of the group to continue. We also employ the on-call system so that a student can be collected (if deemed a serious incident) and removed from the classroom.

Uniform expectations are detailed on the school website. Any exceptions made to uniform must be agreed in advance with the school, supported by medical evidence and (where relevant) involve non-branded items e.g. Students who wear trainers for medical reasons should wear black, non-branded and logo free items.

Uniform is checked regularly by tutors and senior staff. We have a range of uniform for students to use so that they are able to correct any uniform that does not meet our policy. Students who are not in correct uniform (unless carrying signed permission slip or uniform pass) and who refuse or are unable to correct it, will be supported to make a positive choice prior to sanctioning as a defiance incident

## 6.0 Uniform

Please see our website for details about uniform requirements and for our uniform policy: <https://www.stjamesexeter.co.uk/page/?title=Key+Statutory+Information&pid=10>

We will be consistent in all issues relating to uniform. Students will be expected to follow the uniform policy at all times. If a student is not meeting or is unable to meet uniform expectations, we will give them an opportunity to correct the issue and, where needed, offer suitable uniform for them to wear. Refusal to accept the alternative will be considered defiance and the student may be placed in Reset until the issue is rectified.

## 7.0 Homework

Students receive a minimum of 1 hour of homework each school day which will be set on ClassCharts and follows the set homework timetable. Apps and Knowledge Organiser booklets are used for homework and students are expected to use a range of advised strategies in their homework book.

All homework is checked the following day by the Tutor; a merit is given for completed work and a one-hour same day detention is issued for incomplete homework. Parents are notified by text message. Students are notified by their tutor (for Knowledge Organiser homework) and by their period five teacher (for all homework). They are sent to their detention three minutes prior to the end of the day. If a student, after being sent by a teacher, chooses not to attend, this is treated a defiance and will result in Reset the following day.

We understand that, at times, it is inconvenient for a detention to be on a particular day after school. Therefore, parents can request a change of day using our online form in the text message they receive from school. Equally, if a student feel that their detention has been issued in error or that it should be changed, they should



report to the detention lead in order for their issue to be resolved. If they choose not to report to the detention for a solution and do not attend, this is treated as a defiance and will result in Reset the following day.

## **8.0 Punctuality and lateness**

Students who arrive in school after the bell at 8.35am will be issued with a 30-minute late detention after school and families will be notified by text message. Failure to attend this detention will result in a five lesson and two social time cycle in Reset.

Students who arrive after the close of registration at 9.35am, without good reason, will spend a five lesson and two social time cycle in Reset.

If a student is more than six minutes late to a lesson, without good reason, they will be considered to be internally truanting and this will be followed up as a serious incident.

## **9.0 Mobile Phones**

We operate to no mobile phone approach for students. This means that though students can bring a mobile phone to school, whilst in the school premises, they should be turned off and in their school bag or in their locker. Students should not have their phone switched on, nor store it in their pockets. If a student wishes to use their mobile phone in an emergency or they wish to contact their parent or carer during the school day, they should go to student services.

We apply a 'See it, hear it, take it' approach to mobile phones, meaning that if a member of staff sees or hears a student's mobile phone, they will confiscate it, following our confiscations guidance. To avoid having their mobile phone confiscated, students should not rely on their mobile phone to tell the time.

## **10.0 Consistent Expectations**

Consistency is hard to achieve in any organisation but we recognise that it is key when creating an outstanding learning environment. Students are much less likely to push the boundaries if they know that what is expected of them will remain constant throughout the day, from one classroom to the next, one teacher to the next, one subject to the next and one year to the next. This is why we have clear in and out of lesson expectations that are displayed across the school and regularly revisited with students alongside a procedure guide for staff about how to implement these expectations.

## **11.0 Out of Lesson Expectations**

In order to live by our pillars and create a calm, safe and kind environment during times when students are out of lessons, we have clear out of lesson expectations for students:

### **Out of Lesson Expectations**

1. **Go outside or sit down in the atrium** during break and lunch.

2. Use **kind, courteous and respectful** language and behavior.
3. **Follow all reasonable requests.**
4. **Respect personal space** and keep physical contact appropriate and consensual.
5. **Maintain calm noise levels** to avoid disturbing students or lessons.
6. **Wear correct uniform/astros** according to the school policy.
7. **Walk** when you are moving around the building.
8. **Use toilets appropriately**, keeping one person per cubicle, in toilets that are open.
9. **Stay in your allocated areas**/in bounds.
10. **Leave areas tidy** and put litter in the bin .
11. **Walk to lessons with pace and purpose.**
12. **Have an out of lesson pass** if it's not your break or lunch and leave your mobile on the teacher's desk.

Time-Out is a break or lunch time detention for not meeting our out of lesson expectations in and around St James at any time when a student is not in lessons.

At St James School, we expect everyone to behave and treat each other with respect at all times. That means walking around the school calmly and quietly, respecting each other's space and looking out for each other. Our Time-Out detentions enable us to quickly address any behaviours that do not meet our out of lesson expectations and to prevent their repetition. For this reason, when a student does not meet an out of lesson expectation, they go straight to Time-Out. When they are in Time-Out, they can talk to the duty member of staff and request a review.

There are two ways in which a Time-Out Detention can be issued.

A) Before or between lessons: if a student does not meet one of the out of lesson expectations above, a member of staff will tell them that they have a Time-Out, and that they must serve a 20-minute break/lunch-time detention at the next available session.

B) During break time or lunch time: a student could be sent to 'Time-Out' at any point during this time if they are not meeting our out of lesson expectations. They will remain in the Time-Out detention for the rest of that break time or lunchtime. At lunchtime, students are allowed to collect food from the canteen before going to their detention.

If a student feels that a member of staff has sent them to unfairly Time Out because they were meeting our out of lesson expectations, they should attend their Time Out and quietly address this with the member of staff in the Time Out room. If a student refuses to attend Time Out, this will be followed up as an incident of defiance.

## 12.0 Lesson Expectations

We are committed to transforming lives and communities through disruption-free learning in all classrooms and throughout the school environment. All of our lesson expectations are designed to maintain our disruption-free classroom and they work to prevent the following:

- Disturbances to the flow of teaching and learning; and/or
- Removal of teacher or student time or focus from teaching and learning

Students are expected to meet the following expectations in the classroom:

1. **Arrive on time**, within 3 minutes of the bell, or before the second bell after break/lunch.
2. **Enter the room calmly, in correct uniform**, and observe all safety measures required.
3. **Sit down** where they are asked, showing they are ready to work by having equipment out, sitting up straight in their chair and **beginning their first task**.
4. **Listen respectfully** and in silence, tracking the speaker.
5. **Work in silence when asked**. 6. Show pride and effort in their learning by always working to the best of their ability, promptly attempting all work set and seeking help where needed.
7. **Show pride and effort in their behaviour** by following all reasonable requests, not distracting others and by being kind.
8. **Keep their phones and headphones in their bag** and on silent during the school day. They are not to be seen or heard.
9. **Leave the room tidy. Exit calmly and in correct uniform** when they are given permission to leave.

We teach and support students to meet these expectations in a number of ways. See below for an illustration of the types of support given.

1. Arrive on time, within 3 minutes of the bell, or before the second bell after break/lunch.
  - a. One-way system to ease movement around the building.
  - b. Reminder whistles from staff before the end of break and lunch times.
  - c. Duty staff to encourage students to walk with pace and purpose.
  - d. Video explaining the importance of punctuality.
  - e. Reminders from duty staff to use the toilet and fill up water bottles during break and lunch times.
2. Enter the room calmly, in correct uniform, and observe all safety measures required.
  - a. Staff thresholding at the beginning of lessons to ensure students are calm and following expectations.
  - b. Duty staff reminders to students to tuck in shirts, etc. when they enter the building.
  - c. Student services open in unstructured time for free uniform swaps or borrowing.
  - d. Video explaining the importance of a calm start to lessons.
3. Sit down where they are asked, showing they are ready to work by having equipment out, sitting up straight in their chair and beginning their first task.
  - a. Consistent seating plans, taking into consideration additional needs.
  - b. Equipment available to buy at the start of the school day (free to students entitled to the Pupil Premium)
  - c. Do Now task (retrieving knowledge from previous lessons) ready for students at the start of each lesson.
  - d. Equipment list on website.
  - e. Equipment checks in canon time.
  - f. Video explaining the importance of equipment and the Do Now.
4. Listen respectfully and in silence, tracking the speaker.
  - a. Common routines used by teachers to create consistency for students.

- b. Opportunities for students to practice speaking and listening.
  - c. Video explaining the importance of active listening.
  - d. Assemblies about active and engaged listening.
5. Work in silence when asked.
- a. Common routines used by teachers to create consistency for students.
  - b. Timers for clarity about lengths of tasks and silent work.
  - c. Video explaining the importance of silent work.
6. Show pride and effort in their learning by always working to the best of their ability, promptly attempting all work set and seeking help where needed.
- a. Common routines used by teachers to create consistency for students.
  - b. Scaffolded tasks so that all students can be successful.
  - c. Timers for clarity about the start of and lengths of tasks.
  - d. Video explaining the importance of showing pride and effort in our learning.
  - e. Reasonable adjustments made for students.
  - f. Assemblies about working hard.
  - g. House points given for working hard.
7. Show pride and effort in their behaviour by following all reasonable requests, not distracting others and by being kind.
- a. Check-ins to prevent repeated or escalating poor behavior.
  - b. Relational approaches.
  - c. Common routines used by teachers to create consistency for students.
  - d. Scaffolded tasks so that all students can be successful.
  - e. Reasonable adjustments made for students.
  - f. Assemblies about being kind.
  - g. House points given for being kind.
  - h. Video explain the importance of showing pride and effort in our behavior.
8. Keep their phones and headphones in their bag and on silent during the school day. They are not to be seen or heard.
- a. Lockers available to rent for all students (free for students entitled to the Pupil Premium).
  - b. Ability to contact home from student services.
  - c. Headphones for school work provided.
  - d. Video explaining the importance of not being distracting by phones or headphones.
9. Leave the room tidy. Exit calmly and in correct uniform when they are given permission to leave.
- a. Common exit routine used by teachers to create consistency for students.
  - b. Staff thresholding at the end of lessons to ensure students are calm and following expectations.
  - c. Teacher reminders to students to tuck in shirts, etc. when they leave the classroom.
  - d. Video explaining the importance of tidy classrooms and leaving them calmly.

Where a student does not meet one of these expectations in a lesson, their teacher will issue a behaviour point. If a further lesson expectation is not met during the lesson, students will be given a second behaviour point. This will result in a lesson removal. All behaviour points are logged on Bromcom with details of the lesson expectation not met. However, prior to the second behaviour point, the teacher will complete a curious 'check-in' with the student. This is designed to help teachers understand any issues and to support students in modifying their behaviour and identifying any barriers that may need addressing in order for the student to learn effectively and meet the lesson expectations in order to prevent any escalation and reduce the likelihood of further sanction. All lesson expectations are reviewed regularly with students and staff.

### 13.0 Lesson removal

If a student receives two behaviour points in one lesson, they will be referred to Reset for a lesson removal.

If a student is sent to Reset, they should leave their lesson and report to Refocus, where they will be registered, given time to regulate if needed and a member of staff will listen to and support them, identifying any barriers to success in Reset and working with the student to resolve them.

If the student feels that they did meet the lesson expectations and should not have received a lesson removal, they can request a review. This process is outlined in 4.0.

The school will contact the student's family to let them know that their child has received a lesson removal and the reasons.

Once the Reset is confirmed, the student will be sent to the Reset Room for three periods (including the one they were sent) and one social time, as per the tables below.

Students with a lesson removal on a Monday, Wednesday, Thursday or Friday

Lesson Sent	Lesson Removal	Lesson Removal	Lesson Removal	Lesson Removal	Return to Circulation
1	1	2	Break	3	Start of lesson 4
2	2	Break	3	4	Start of lunch/canon
3	3	4	Lunch	5	Start of lesson 1 the next day
4	4	Lunch	5	1	Start of lesson 2 the next day
5	5	30 minutes after school	1	2	Start of break the next day

Students with a lesson removal on a Tuesday

Lesson Sent	Lesson Removal	Lesson Removal	Lesson Removal	Lesson Removal	Return to Circulation
1	1	2	Break	3	Start of lesson 4
2	2	Break	3	4	Start of lunch/canon
3	3	4	Lunch	5	Start of lesson 6
4	4	Lunch	5	6	Start of lesson 1 the next day
5	5	6	30 minutes after school	1	Start of lesson 2 the next day
6	6	30 minutes after school	1	2	Start of lesson 3 the next day

In Reset, students are supervised and are set work. This work is in line with the content of their EBACC curriculum.

During their time in Reset, students will also be given the opportunity to reflect on their behaviour and will receive interventions and support from the pastoral team to help them make improvements in their behaviour choices. These interventions can comprise of 1:1 sessions, discussions with staff and pupils involved, completion of a reflection sheet and completion of a lesson about the consequences of their behaviour choices.

Staff make a range of reasonable adjustments to support students with additional needs. For students not on the SEND register, these are outlined in our procedure guide. For students on the SEND register, they are outlined in their pupil passport of EHC Plan. In all cases, they are used to support students to be successful, depending on their individual needs.

In Reset, lunch is scheduled at a different time. Students who are in Reset during a lunch time will have the opportunity to go for a walk outside and visit the canteen. This is not the case for students who are in Reset during break time where they will spend their break in the Reset room. They will not be able to visit the canteen during break but they will not be expected to complete work.

Where a student is not focussed and working in the Reset room, they will be given a reminder and supported by the Refocus team. If a student continues to not focus and work, they will receive a second reminder. At this point, they will receive support from the Refocus team and a call will be made home to allow a family member to support. If a student continues to not focus and work, they will receive a third reminder which may lead to a suspension for persistent disruptive behaviour.

#### **14.0 Review, Restoration and Student Voice**

If any student feels that they did meet the lesson expectations or that a member of staff has incorrectly referred them for a lesson removal, they can request a review which will be reviewed by the teacher who sent them. If their review is agreed, they will return to their next lesson. If it is not agreed, the teacher will explain why and the student will go to Reset.

All students will have the opportunity to discuss a potential review with the Refocus team, prior to entering the Reset room.

On entry to the Reset room, students will revisit our lesson expectation intervention videos and complete a reflection sheet. Any staff member who sends a student to the Reset room will visit the student to complete a restorative conversation and discuss with the student the intervention and reflection they have received that will help them make different behaviour choices.

#### **15.0 Lesson removal at a host school**

In certain circumstances, in order to avoid suspension, we may refer a student to lesson removal at another (host) school. The purpose of this is to allow the student to continue to access their learning and help support improvements in their behaviour. Any referral to a host school will be completed in consultation with parents/carers. If a student fails/refuses to attend then a suspension could to be issued.

Circumstances that could result in a student spending time at a host school include, but are not limited to, the following breaches of the behaviour policy:

- unsuccessful lesson removal;
- repeated refusal to follow reasonable requests;
- bullying;
- swearing;
- aggression;
- rudeness;
- dangerous behaviour; and
- inappropriate use of computers, the internet, images or social media.

The school follows the latest DfE guidance regarding exclusion and suspension to ensure that students are treated fairly and not discriminated against. The application of this policy will be dependent upon the most recent [statutory guidance](#).

### 16.0 Multiple referrals

Students who experience multiple referrals to lesson removal will have a graduated or wave response to support. We aim to ensure students can make positive choices and recognise that this is more challenging for some students. Students who experience multiple lesson referrals will receive additional support through a variety of graduated approaches to help them be successful in their lessons and the school may make some reasonable adjustments to this behaviour policy to support students ongoing needs.

### 17.0 Repeated or more Serious Incidents

We are committed to inclusion for all and to preventing exclusion. This is why we take a relational approach and support students in being successful by communicating and teaching clear expectations, both in and out of the classroom and by celebrating student successes.

However, where a student is involved in repeated or more serious incidents, the student will be sent to the Reset Room for a cycle of five lessons and two social times, to be successfully completed, as per the tables below.

Students sent to Reset for an incident on a Monday, Wednesday, Thursday or Friday

Lesson Sent	Lesson Removal	Social Time Removal	Return to Circulation
1	1, 2, 3, 4, 5	Break, lunch	Start of lesson 1 the next day
2	2, 3, 4, 5, 1	Break, lunch	Start of lesson 2 the next day
3	3, 4, 5, 1, 2	Lunch, 30 minutes after school	Start of lesson 3 the next day
4	4, 5, 1, 2, 3	Lunch, 30 minutes after school	Start of lesson 4 the next day

5	5, 1, 2, 3, 4	30 minutes after school, break	Start of lunch/canon the next day
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Students sent to Reset for an incident on a Tuesday

Lesson Sent	Lesson Removal	Social Time Removal	Return to Circulation
1	1, 2, 3, 4, 5	Break, lunch	Start of lesson 6
2	2, 3, 4, 5, 6	Break, lunch	Start of lesson 1 the next day
3	3, 4, 5, 6, 1	Lunch, 30 minutes after school	Start of lesson 2 the next day
4	4, 5, 6, 1, 2	Lunch, 30 minutes after school	Start of lesson 3 the next day
5	5, 6, 1, 2, 3	30 minutes after school, break	Start of lesson 4 the next day
6	6, 1, 2, 3, 4,	30 minutes after school, break	Start of lunch/canon the next day

Circumstances that could result in a student spending time in Reset include, but are not limited to, the following breaches of the behaviour policy:

Repeated offences:

- incorrect uniform;
- jewellery; and
- unkindness

More serious incidents:

- internal or external truancy;
- lateness, without good reason, arriving after the close of registration at 9.35am
- vaping or smoking
- vandalism
- damage to school or other's property
- defiance through refusal to follow instructions;
- defiance through refusal to go to Time Out;
- defiance through refusal to attend detention;
- bullying;
- swearing;
- aggression;
- rudeness; and
- dangerous behavior.

## 18.0 Medication



Carrying, supplying or taking prescription medicines illegitimately could result in a permanent exclusion. We are aware that it may be necessary for some students to take medication during the school day. Parents/carers should complete an 'Administration of medicines in school' form and bring it together with the medication to student reception. This form authorises our first-aid trained staff, to dispense medication on their behalf. All medication brought into school by parents/carers is stored in a locked cabinet.

### **19.0 Smoking, including all forms of e-cigarette/vaping devices**

Smoking (including vaping), in all its forms, is detrimental to health, anti-social and not conducive to a safe school environment. We will apply this policy to any student who is seen smoking/vaping or we suspect of smoking/vaping. Any sanctions applied will consider the nature, location and frequency of the incident.

Smoking/vaping is not permitted anywhere on the school site.

### **20.0 Wilful and Accidental Damage**

Our approach is as follows:

- If damage is accidental, providing this is the first incident involving a particular student, there will be no charge levied on the student.
- If the damage is the result of reckless behaviour, e.g. running inside the building, throwing an object, etc. the school will levy a charge 50% of the total repair/replacement cost. The maximum charge will not exceed £150. The precise amount levied will depend upon the presence of any mitigating/aggravating circumstances.
- Students causing accidental damage as a result of reckless behaviour will always be subject to sanctions that include remedial action (where appropriate) and/or detention and/or lesson removal. Details of the incident will be placed on internal files.
- If the damage is the result of a willful act the school will consider whether there were any mitigating circumstances. Students causing willful damage (graffiti, vandalism, etc.) will face a charge of 100% of the total cost of repair or replacement. The maximum charge will not exceed £500. The precise amount levied will depend upon the presence of any mitigating/aggravating circumstances.

Students causing wilful damage likely be subject to either lesson removal or suspension and, in the most serious cases, permanent exclusion. In every incident of wilful damage (where damage is estimated to cost over £25 to repair), the school will inform the police. The school and the police will work together to bring about a satisfactory resolution within the guidelines above. In extreme or repeated circumstances damage may be logged as a crime. The police may also act as facilitator in acts of restorative justice that might include remedial work or conferencing with parents and other parties. Invoices will be raised by the Finance office and pursued to an appropriate solution. If payment is not forthcoming, a restorative measure of appropriate gravity may be imposed.

## **21.0 Alcohol**

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

## **22.0 Drugs**

The school will not tolerate drug use of any sort on school property or during off-site school activities. The school will sanction any student found to be supplying, possessing or taking drugs or drug paraphernalia. This includes the possession, supply or misuse of solvents or other substances that can be harmful. Students may be permanently excluded if they are found to be involved in drug-related incidents. Where controlled drugs are found, these will be delivered to the police as soon as possible but may be disposed of if the staff member thinks there is a good reason to do so.

## **23.0 Search and Confiscation**

The school follows government advice when confiscating items from students which is outlined in the document 'Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies.' July 2022.

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Searching_screening_and_confiscation_advice_for_headteachers_school_staff_and_governing_bodies.pdf)

The school can confiscate any electronic items being used inappropriately on the premises such as mobile phones, etc. The school reserves the right to view, confiscate and delete any files deemed to be inappropriate that are brought on to the school site on electronic equipment e.g. photos on a mobile phone. In certain circumstances, we reserve the right to retain electronic data as evidence.

Students wearing any accessories or jewellery which do not follow the school uniform policy will have these items confiscated. Any confiscated item will be logged and available for collection at the end of the school day. Where a student is unable to immediately rectify a uniform issue e.g. false nails, they will spend time in the reset until they are able to follow uniform expectations. In all cases parents will be informed and given the opportunity to rectify the issue.

Where students repeatedly have items confiscated, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for staff. Students may also be asked not to bring items to school at all e.g. mobile phone and bag searches may be used to support this. For repeated issues of this nature, parents will be asked to collect confiscated items. Where items have been previously returned to parents and have been brought again to school, they will be confiscated again and retained until the end of term. Where items are not collected the school will dispose of them at the end of every term.

Students with smoking/vaping materials, including electronic devices and fluid will have these confiscated and destroyed, whether they are found to be smoking/vaping or not. They will also be issued with a sanction for bringing such materials on to the school premises. Students will also receive sanctions for smoking/vaping near the school, and if they are recognisable as a St James student on their way to and from school.

In certain instances, items will not be returned to students and will be disposed of by the school according to the guidance in the DfE document as above.

Students must not bring any of the items listed below on to the school premises. The school will automatically confiscate any of the items below and has the power to search students with or without consent. There may also be severe penalties for students with these items, including permanent exclusion and referral to the police. The following are some examples, but not limited to:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, filters and cigarette papers;
- fireworks;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student). This would include: matches, lighters, 'legal highs', and laser pens;
- E-cigarettes/fluid;
- fizzy drinks;
- energy drinks;
- hot water bottles;
- fun snaps/bangers;
- pictures of staff or students taken or edited without appropriate consent; and
- medication which has not been accounted for under the medication policy.

School staff apply the following protocols when searching for or confiscating items. Searches will only be conducted by authorised staff members.

Search protocol - key points:

- a. Searches should only be carried out by a member of staff of the same gender as the student being searched. There must always be a witness – wherever possible a member of the same gender as the student.
- b. Always seek to gain consent of students to search their bags and ask them to empty their pockets. If they refuse, then please escort them to a safe place and inform SLT.
- c. Please ask students to empty their own pockets fully and allow you to look through their bag and any coat/jacket pockets.
- d. A metal detection device (non-contact) may be used if deemed appropriate.
- e. Anything found which you believe is inappropriate, regardless of whether it was what was being searched for, should be confiscated.
- f. Parents should be informed of anything found which is inappropriate.

- g. All searches should be logged on CPOMS.

## 24.0 Bullying and Discrimination

Please refer to our separate anti-bullying policy:

<https://www.stjamesexeter.co.uk/page/?title=Key+Statutory+Information&pid=10>.

At St James, our aim is to prevent bullying through education, by prompt responses to reports of bullying, and by developing the confidence of students to report incidences. We aim to have a culture of kindness and citizenship, where respect is given and where difference is valued. The School aims to foster an atmosphere of friendship, mutual trust, respect and consideration for each person within the community.

We teach our students to be upstanders, not bystanders and encourage students to set a good example to others and we encourage all members of our school community to recognise bullying, acknowledge its unacceptability and report it. We have a system of support for students who have been bullied and a system of clear, fair and consistent responses to incidences of bullying ensuring that everyone is in a supportive, caring and safe environment. Bullying is unacceptable and will not be tolerated in our community.

Bullying is defined as repeated behaviour which is intended to hurt someone either emotionally or physically and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance, disability or SEN need. It might be motivated by actual differences between children, or perceived differences.

Bullying can also occur where there is a power imbalance between students. A power imbalance is when one student (or a group of students) is able to dominate decision-making or otherwise asserts power in ways that disadvantages other student(s).

Bullying in any form will not be accepted or condoned. All forms of bullying will be addressed.

Bullying can include but not limited to:

- Emotional harm;
- Physical harm;
- Deliberately hurtful comments;
- Social bullying;
- Social media;
- Filming students/staff without consent;
- Posting inappropriate content/filmed incidents online/sharing;
- Threatening behaviour;
- Power imbalance;
- Name calling;
- Sexting;
- Cyber bullying; and
- Sexual exploitation.

Bullying can impact on a students' attendance and attainment at school, it marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives.

We continue to promote a culture of high expectations and work with our community to ensure that our students have a sense of pride and feel happy and safe to be a part of our community.

All bullying incidents will be addressed individually through our anti-bullying process. Often, this will begin with a meeting and addition to the anti-bullying watch list. Further incidences, will result in progression through our anti-bullying process through which we will apply the full range of sanctions depending on the severity, frequency and seriousness of the incidents(s).

In exceptional circumstances and where other attempts to resolve an issue have not been successful through the initial stages of the anti-bullying process, we may use a behaviour contract between students to establish a clear and equitable arrangement for communication and behaviour. The contract will identify clear sanctions for failing to meet the stated requirements that could include, but not limited to: removal of social time, Reset, suspension and for repeated or serious breaches, permanent exclusion.

### **24.1 St James Anti-Bullying Process**

After an incident or suspected incident of unkind behaviour or intimidation, students are placed on a watch list. This is not a sanction but a way to ensure that staff can proactively be vigilant about student interactions. Sanctions for individual incidences of unkind behaviour may be given in addition to students being added to the watch list. If the behaviour occurs again, students enter the anti-bullying process at stage one. Any new incidents result in movement to the next stage. If an incident is particularly severe, students can be moved up two stages for one incident.

→ STAGE ONE: Anti-bullying letter one and HOY meeting with parents. Notification of bullying to Devon County via BPRI form.

→ STAGE TWO: Anti-bullying letter two, SLT meeting with parents, bullying intervention and behaviour contract. Notification of bullying to Devon County via BPRI form.

→ STAGE THREE: Anti-bullying letter three, Headteacher meeting with parents and final written warning or move to a different school or provision. Notification of bullying to Devon County via BPRI form.

Alongside each stage, the school will also implement intervention and support, in agreement with students and families. This will include, but is not limited to, restorative conversations, social stories, anti-bullying intervention, mentoring, separate spaces, safe online behaviours intervention, anger management and referral to the school mentor or mental health support team.

Multiple Anti-bullying warnings, given to different students, may be considered as persistent breaches of the behaviour policy and lead to a more significant sanction.

### **25.0 Sexual harassment and online sexual abuse**

St James takes all reports of Sexual harassment, sexual violence and online sexual abuse extremely seriously and aims to create an open culture where students are comfortable and confident to report all incidents to any member of staff. We are clear that sexual harassment and violence are not acceptable, will never be tolerated and is not an inevitable part of growing up. We will always challenge behaviour or language that seeks to normalise sexual harassment or violence in schools.

At St James School we aim to prepare students for issues related to sexual harassment and online abuse through the curriculum and assemblies. Our age and stage appropriate curriculum covers such issues as the following:

- Healthy and respectful relationships, including consent;
- Gender roles, stereotyping, equality, diversity;
- Body confidence and self-esteem;
- Prejudiced behaviour;
- That sexual harassment and violence is always wrong; and
- Addressing any culture of sexual harassment.

We recognise the complexity of this issue and will always aim to safeguard all students involved, taking in to account the nature of incidents and their wider context.

For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur both in person and online. Sexual harassment is likely to violate a students' dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment could include but is not limited to:

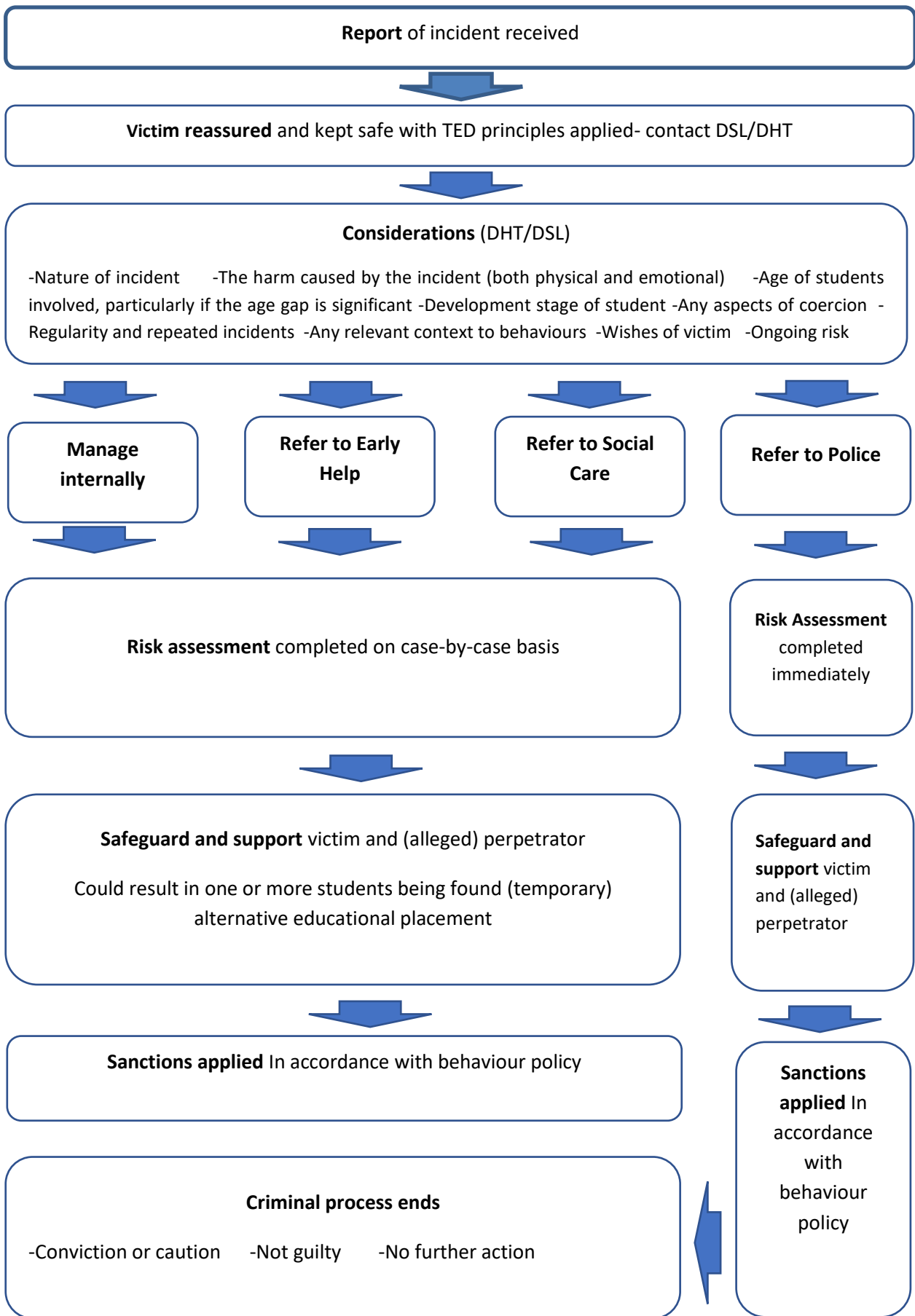
- Sexual comments, lewd comments, sexual stories, remarks about clothing, appearance and name calling;
- Sexual 'jokes' or taunting;
- Physical behaviour, such as: deliberate contact, interfering with clothing, displaying sexual images; and
- Online sexual harassment, which might include: non-consensual sharing of images and videos (often referred to as sexting), inappropriate sexual comments on social media, exploitation, coercion and threats.

Sexual violence could include but is not limited to:

(When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003)

- Rape;
- Assault by penetration;
- Sexual assault; and
- Causing someone to engage in sexual activity without consent.

St James will follow the following process when incidents are reported.



St James recognises that all reported cases will have a range of factors that will be considered, these include but are not limited to:

- Nature of incident;
- The harm caused by the incident (both physical and emotional);
- Age of students involved, particularly if the age gap is significant;
- Development stage of student;
- Any aspects of coercion;
- Regularity and repeated incidents;
- Any relevant context to behaviours;
- Wishes of victim; and
- Ongoing risk.

St James will always aim to deal with incidents in a timely and sensitive manner. All reported incidents will be recorded and (where relevant) passed on to other agencies for support or further action.

St James will apply the full range of sanctions available to any student responsible for sexual harassment or online sexual abuse. The application of any sanction is not dependent on any further actions from any other relevant agencies and will be applied in-line with the balance of probabilities principle.

Sanctions may include but are not limited to:

- Restorative meeting;
- Behaviour contract;
- Lesson removal;
- Host school Lesson removal;
- suspension;
- Managed move;
- Permanent exclusion; and
- Referral to social services or police.

Confidentiality and anonymity are very sensitive issues when dealing with allegations and cases of sexual harassment and online abuse. In all cases, St James will work in-line with safeguarding principles and in conjunction with any other relevant agencies to protect students. Ultimately, St James will balance the victim's wishes with our duty to protect the victim and other students within the school setting. Any decisions made will be discussed with all concerned and handled sensitively.

## **26.0 Allegations against staff**

The school has a clear Complaints Policy, which is published on its website, and encourages parents/carers to use this as necessary: <https://www.stjamesexeter.co.uk/page/?title=Key+Statutory+Information&pid=10>

The school should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation, but the Headteacher should draw on advice given in 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance.

Parents and carers should also be aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have



reporting restrictions removed, they should seek legal advice. If we are made aware of any inappropriate comments, we will report these to the relevant authorities for immediate action to be taken. Publishing allegations should be taken to include publication online or on social media such as Facebook.

All allegations against staff will be investigated in line with the school's relevant policy and all complaints have the potential for consequences for the staff concerned.

### **27.0 Malicious/false allegations**

Where it is concluded that a student has made a malicious allegation against a member of staff or student, the school sanctions will be applied in a way that the school considers to be proportionate to the severity of the allegation made and its potential impact on the member of staff or student concerned. Mitigating and aggravating factors will be examined closely, for example: the nature of the allegation or length of time for which the allegation was sustained. In some cases, it will be appropriate to use restorative justice as a tool for supporting students to understand the consequences of their behaviour. The sanctions for malicious allegations could include Reset, host school (to avoid suspension), suspension and permanent exclusion.

### **28.0 Suspension**

Application of suspension is completed in conjunction with [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

We will endeavour to avoid suspension wherever possible. A decision to suspend is taken only in response to a breach of the school's behaviour policy, including persistent disruptive behaviour, or where such breaches are neither serious enough to merit permanent exclusion nor minor enough for detention, lesson removal, or lesson removal at host school to be appropriate. All suspensions are authorised by the Headteacher or designated representative or, in their absence, the next most senior member of staff.

Under exceptional circumstances, a student may receive a suspension and if further investigation reveals more serious circumstances, then a permanent exclusion may be issued.

All suspended students should complete work for their normal timetabled lessons that are on their google classroom. Students should also complete a reflection sheet/letter regarding the reasons for suspension. The completed reflection sheet/letter will form part of the reintegration meeting. All suspended students will spend two lessons and one social time in reset as part of their reintegration.

A re-integration meeting with a parent or carer will take place at the earliest available time on the first day the student is to return to school. The reintegration meeting will aim to clarify next steps and discuss if any additional support is required. Students who have not had a successful reintegration meeting will remain working in reset until a successful reintegration meeting is completed.

### **29.0 Permanent Exclusion (PEX)**

A decision to exclude a student permanently will be taken only:

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

The act of setting off the fire alarm without good cause may lead to PEX, due to the huge disruption caused and potential harm to vulnerable students.

A serious breach of the school's policy may result in a PEX. The list below indicates the circumstances where a PEX may occur (at the discretion of the Headteacher) and includes, but is not limited to, the following:

- assault or attempted assault on staff or volunteers;
- violent assault against a student, including any form of filming, sharing and distributing an assault;
- sexual assault, harassment or exploitation;
- drug-related activity/paraphernalia;
- criminal or terrorist activity;
- carrying a weapon or dangerous object;
- extremely dangerous/risky behaviour;
- serious damage to school property;
- serious or persistent misbehavior on a school trip;
- dangerous behavior on school site that either causes harm or is repeated;
- serious or repeated false allegation against staff or students; and
- setting off the school fire alarm.

For detailed information on Permanent Exclusion please see TWMAT Exclusion policy.

### **30.0 Student conduct outside the school premises**

We aim to prepare students for a life beyond education. The School therefore reserves the right to apply all aspects of this policy to students recognisable as a St James student (not just by their uniform) even if they are outside of the school grounds, or outside the usual hours of attendance, or using social media/online activity. What the law allows is laid out in the latest DFE Guidance [Behaviour in Schools](#).

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable."

The School may apply sanctions to a student for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform; and
- in some other way identifiable as a student at the school.

At any time, whether the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another student or member of the public; or

- could adversely affect the reputation of the school.

The School is committed to ensuring our students act as positive ambassadors for us. We expect the following:

- good order on transport to and from school, educational visits or other placements such as work experience or college courses;
- good behaviour on the way to and from school;
- positive behaviour which does not threaten the health and safety of our students, staff or members of the public;
- reassurance to members of the public about school care and control over students in order to protect the reputation of the school; and
- protection for individual staff and students from harmful conduct by students when not on the school site including online/social media.

The same behaviour expectations for students on the school premises apply to off-site behaviour.

### **31.0 Sanctions and disciplinary action as a result of poor behaviour off the school premises**

Sanctions may be given for poor behaviour off the school premises, including online behaviour and use of social media which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of detention, lesson removal, suspension or in very serious cases permanent exclusion. In issuing sanctions, the following will be considered:

- the severity of the incident;
- the extent to which the reputation of the school has been affected;
- whether students were directly identifiable as being members of the School;
- the extent to which the behaviour in question would have repercussions for the orderly running of the School and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff);
- whether the misbehaviour was on the way to or from school, outside the school gates or in close proximity to the school; and
- whether the misbehaviour was whilst the students was on work experience, taking part in a course as part of a school program, participating in a sports event (and in any situation where the student is acting as an ambassador for the school) which might affect the chances of opportunities being offered to other students in the future.

### **32.0 Support**

We aim to support all our students, both inside the classroom and through intervention, in order to help them be safe and successful during their time at school. We monitor students' rewards, interactions, sanctions, out of lesson pass use and demeanour in order to identify students who need support. We have a clear waved thresholds that allow us to implement a graduated response to support, ranging from informal support with a tutor or head of year, through to specialist off site intervention. We implement interventions, working alongside students and families and then evaluate their impact and celebrate successes. As part of our waved support, we also evaluate whether students presenting repeated disruptive behaviour have unmet special

educational or other need/s and should we consider this to be the case, whether multi-agency assessment would be appropriate.

We have a range of interventions and these are implemented in conjunction with families and students as we know that every child is different, and so what works for one child may not for another. Any student designated at risk of exclusions will have a relational support plan.

### **32.2 Restorative Justice**

Restorative Justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a mutually acceptable solution to repair harm and make things right. When there has been an issue, the people involved will meet with a mediator. Between staff and students, this will not necessarily occur after every lesson removal but will occur where there are repeated removals or when a student or member of staff feels that there is a relationship problem. Between student and student, this will happen when staff consider that it will be beneficial to all parties and when students are willing and ready to engage positively with the restoration.

In the restorative meeting, the mediator will ask four main questions:

- What happened?
- Who else has been affected by this?
- What can we do to make things right?
- What can be done to stop this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other students and their learning. By doing this and coming up with solutions, it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative Justice has been shown to work extremely well if there has been a repeated problem between a student and member of staff because it gives them opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative Justice also works very well when students fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Conferences are ideally held in a neutral place and occasionally with a mediator who is not involved in the problem. The mediator's job is to keep all involved calm and civil and to help people move forward to restore the relationship.

### **33.0 Use of reasonable force**

St James School aims to avoid any use of force against a student. The guidance for all staff is to seek support and advice in a difficult situation before using force. However, there may be instances where this is not possible due to the nature of the incident. The school and its staff will always endeavour to resolve situations without force and to manage any difficult situation calmly. The school follows the guidance below from the DfE: 'Use of reasonable force. Advice for Headteachers, staff and governing bodies'. July 2013

[DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Schools can use reasonable force to:

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

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

### **34.0 Behaviour of parents/carers**

We are passionately committed to building strong and positive relationships between the school and parents and carers. We are grateful for regular feedback from parents via questionnaires at parents' evenings and on a day-to-day basis. Staff emails are made available to allow efficient communication between parents/carers and school. Staff liaise closely with parents to support effective transition into the school.

All members of our school community will do everything they can to support all students, parents and carers, communicating professionally at all times.

The school has a clear Complaints Policy, which is published on its website, and encourages parents/carers to use this as necessary: <https://www.stjamesexeter.co.uk/page/?title=Key+Statutory+Information&pid=10>

The school has a duty to ensure staff work in a positive environment free from any form of harassment or intimidation. To this end the school will take firm action against any parents who behave inappropriately towards the school or any members of staff this includes the use of banning orders or specifying specific mechanisms of communication.

The school deems any form of aggression or threat either physical or verbal, rudeness and malicious accusations as inappropriate, and this includes all forms of communication including emails and social media.

As a response to inappropriate behaviour by a parent/carer, St James School will put in place temporary restrictions to ensure the safety and wellbeing of staff and students. These restrictions could include: \_\_\_\_\_

- limiting communication routes with school and/ or Trust;
- ceasing communications with members of the school and/or Trust community directly, and communicating through a representative only;
- ceasing communications about a particular issue or question that have already been responded to or answered; and/or
- banning from school site.

Temporary restrictions will not usually be in place for longer than ten school working days. During this time, the school or trust will follow up with an in-person meeting with involved parties. At this meeting, understanding of the reasoning for the temporary restrictions will be clarified and, where possible, a positive and constructive way forward will be agreed. This meeting will be followed up in writing, detailing agreed actions, including, if necessary, any restrictions and the duration of these.

The meeting may result in the following:

- all normal communications resume;
- a warning letter is sent outlining what may happen should there be any further unreasonable behaviours; or
- restrictions remain in place or are extended further.

This process is fully outlined in our Managing unreasonable behaviour of those raising concerns/complaints policy: <https://www.stjamesexeter.co.uk/page/?title=Key+Statutory+Information&pid=10>

### **35.0 Complaints**

The school has a complaints procedure. We encourage parents/carers to take any complaints or concerns to a staff member or the Headteacher and the school will do everything within its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our **School Complaints Policy**. For information on complaints relating to exclusions, see the **School Exclusions Policy**. **Both of these policies are available to download from our website:**

<https://www.stjamesexeter.co.uk/page/?title=Key+Statutory+Information&pid=10>

### **Appendix List**

- 1. Lesson Expectations poster**
- 2. Out of Lesson Expectations poster**



WORK HARD • BE KIND



# Lesson Expectations

Students are expected to meet the following expectations in the classroom:

- 1** **Arrive on time**, within 3 minutes of the bell, or before the second bell after break/lunch.
- 2** **Enter the room calmly**, in correct uniform, and observe all safety measures required.
- 3** **Sit down where you are asked**, showing you are ready to work by having equipment out, sitting up straight in your chair and beginning your first task.
- 4** **Listen respectfully** and in silence, tracking the speaker.
- 5** **Work in silence when asked.**
- 6** **Show pride and effort in your learning** by always working to the best of your ability, promptly attempting all work set and seeking help where needed.
- 7** **Show pride and effort in your behaviour** by following all reasonable requests, not distracting others and by being kind.
- 8** **Keep your phones and headphones in your bag** and on silent during the school day. They are not to be seen or heard.
- 9** **Leave the room tidy.** Exit calmly and in correct uniform when you are given permission to leave.



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## OUT OF LESSON EXPECTATIONS

1. **Go outside or sit down in the atrium** during break and lunch.
2. Use **kind, courteous and respectful** language and behavior.
3. **Follow all reasonable requests.**
4. **Respect personal space** and keep physical contact appropriate and consensual.
5. **Maintain calm noise levels** to avoid disturbing students or lessons.
6. **Wear correct uniform/astros** according to the school policy.
7. **Walk** when you are moving around the building.
8. **Use toilets appropriately**, keeping one person per cubicle, in toilets that are open.
9. **Stay in your allocated areas**/in bounds.
10. **Leave areas tidy** and put litter in the bin .
11. **Walk to lessons with pace and purpose.**
12. **Have an out of lesson pass** if it's not your break or lunch and leave your mobile on the teacher's desk.