



## Behaviour Policy

### 1. Purpose:

The Reach Free School's Behaviour Policy gives a positive framework, within which all members of our school community can work. In line with our inclusive ethos, behaviour is managed as part of a learning process. Where a pupil's behaviour positively impacts on their learning or on their role within the school and local community, this will be recognised and celebrated. Where a pupil's behaviour negatively impacts on their learning or on their role within the school and local community, this will be investigated, sanctioned as appropriate and resolved for the future.

### 2. Aims:

The Reach Free School will be a safe and positive learning environment, which supports and protects the rights of all pupils to achieve their potential. Pupils work well together as part of the school and the local community, and enjoy their time in the classroom.

The Reach Free School expects that:

- Pupils will be respectful to and supportive of all other pupils, staff and visitors
- Staff will support every pupil to achieve and enjoy through The Reach Free School's inclusive ethos and proactive approach to behaviour management
- This policy will provide common, simple, robust and effective procedures which ensure teaching and learning are not interrupted
- This policy will offer pupils, teachers and parents, guardians or carers safeguards and clear expectations of their roles, rights and responsibilities

### 3. Expectations:

It is important to The Reach Free School that staff, pupils and parents, guardians and carers understand the agreed principles of the behaviour policy. The key to any successful approach to behaviour is consistency and unity. It is important therefore that, whilst it is accepted that there must be room for individual differences, all staff, pupils, parents, guardians and carers demonstrate a commitment to this policy. This is so that ultimately pupils are clear about what is expected of them in school and in the wider community.

To this end there are three school rules, which The Reach Free School expects pupils to follow:

**Achievement** – Always try your hardest and do your best.

**Community** – Always listen, and always treat yourself and others with respect and tolerance in school and beyond.

**Enjoyment** – Celebrate what you and others do well, and take pride in yourself, each other and our school.

Any behaviour - both positive and negative - can be connected to these three rules, and as such The Reach Free School operates a clear system of rewards and sanctions.

The Reach Free School expects pupils to behave positively and value the ethos of the school.

As such, any negative behaviour will be dealt with quickly and effectively to ensure that teaching and learning, and the community spirit of the school are not undermined.

#### 4. Desirable Behaviour and Rewards

The table is included as a guide rather than being a definitive list of rewards:

| <b>Reward:</b>              | <b>Reason:</b>   | <b>Issued by:</b>                                     | <b>Recorded by:</b>                            | <b>Frequency:</b>  |
|-----------------------------|--|---|--|--|
| Reach Points                | You have achieved, progressed and/or exceeded your targets, academically or socially or really upheld the school's ACE ethos (see 5.4)         | Your form teacher or class teacher                    | The teacher who issued the points, on Arbor    | In any lesson or activity  |
| Scout Out                   | You have shown exceptional friendship, tolerance and empathy to others and have earned 10 minutes with Scout                                   | Any teacher who will recommend you to Scout's handler | Scout's handler                                | Whenever earned. Scout's handler will determine a specific time for the reward   |
| Phone Home                  | You have done something The Reach Free School is proud of, your family will be proud too when they receive a call from the school              | Any member of staff                                   | The teacher who made the call, on Arbor        | Whenever earned  |
| Recognition Postcard        | You consistently represent the school in a positive and responsible way. We want to recognise this by sending you a card of thanks.            | Senior Leadership Team                                | Senior Leadership Team                         | At the end of each half term   |
| Zilcho's                    | You have not had any Reach Points deducted for a set period of time, indicating your exemplary behaviour and commitment to the school's ethos. | Senior Leadership Team                                | Senior Leadership Team                         | Year 7 – at the end of each term<br>Years 8 and 9 – at the end of a term and a half<br>Years 10 and 11 – at the end of three terms |
| 100% Attendance Award       | Additional Reach Points as you have attended school every day for a week   | Your form teacher or Head of House                    | The teacher who issued the points, on Arbor    | Weekly   |
| 100% Attendance Certificate | You have attended school every day   | The Senior Leader responsible for Attendance          | The Senior Leader responsible for Attendance   | At the end of each half term   |
| Reach Point Prize           | You have got the most Reach Points in your class   | The Senior Leader responsible for Reach Points        | The Senior Leader responsible for Reach Points | At the end of each half term   |
| Achievement Award           | You have achieved the highest grade in this subject this half term   | Lead Teacher for each subject                         | The Senior Leader responsible for Achievement  | At the end of each term  |

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| Community and Enjoyment Award | You have shown yourself to be a proactive, responsible, supportive and exemplary member of The Reach Free School community and made significant contributions to Community Common Room (CCR) Your enthusiasm and energy in extra curricular and enrichment activities and your behaviour in school and beyond has made a significant contribution to the happy and enjoyable atmosphere of The Reach Free School | Nominations by all staff                                    | The Senior Leader responsible for Community and Enjoyment | At the end of each term         |
| Headteacher's Award           | You have become a role model for pupils and staff at The Reach Free School and have made a significant impact to the life of the school exceeding targets for success  | Nominations by staff and pupils, awarded by the Headteacher | The Headteacher   | At the end of the academic year |

#### 4.1 Reach Points:

Any member of staff can award Reach Points to any pupil, at any time. Similarly, any member of staff can deduct Reach Points from any pupil, at any time via a behaviour incident (see section 5). Reach points are awarded up to the value of 3 points for actions in support of the school's ACE ethos of Achievement, Community and/or Enjoyment/Effort. Equally, Reach Points can be deducted up to the value of 3 points for undermining the school's ACE ethos.

**4.1.1** If a pupil has lost multiple Reach Points and has a negative total for the week (Thursday to Wednesday) at 4.15pm on a Wednesday afternoon, then they will serve a Detention on Friday afternoon from 3.25pm. The length of the Friday Detention will depend on the number of Reach Points lost in that specific week. Parents, guardians and carers will be informed, as they may need to make alternative transport arrangements. If a pupil receives an excessive number of negative Reach Points in one week or detentions in a half term, they will be required to attend a Saturday Detention instead of the Friday Detention.

**4.1.2** All teachers must award three Reach Points every lesson. At least one for Achievement, one for Community and one for Enjoyment/Effort. However, there is no restriction on how many pupils receive these.

**4.2** The table below sets out how Reach Points are awarded and deducted but is not a definitive list:

| Achievement   | Community  | Enjoyment/Effort   |
|---|--|--|
| <ul style="list-style-type: none"> <li>Outstanding Classwork</li> <li>Exceeding Expectations</li> </ul> | <ul style="list-style-type: none"> <li>Helping Others</li> <li>Contributing Ideas</li> </ul> | <ul style="list-style-type: none"> <li>Organisation</li> <li>Tenacity (not giving up)</li> </ul> |

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| <ul style="list-style-type: none"> <li>• High Quality Homework</li> <li>• Challenging yourself to do more</li> </ul> | <ul style="list-style-type: none"> <li>• Volunteering answers and asking questions</li> <li>• Representing the school in an exemplary manner</li> </ul> | <ul style="list-style-type: none"> <li>• Energy</li> <li>• Positive Attitude</li> </ul> |
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**4.3** Zilcho's is a members only 'club' for pupils who do not have any (zilcho) Reach Points deducted over a set period of time. Members of Zilcho's are rewarded with a trip at the end of the Zilcho's period as a thank you for their commitment to our ACE ethos.

## 5. Undesirable Behaviour and Sanctions

It is important to consider the best course of action for each individual pupil so that any undesirable behaviour is understood by the pupil and will not be repeated.

Sanctions are most useful when seen by everyone as a deterrent. When used they must be applied fairly, consistently and in a manner that is appropriate to the seriousness of the offence. This means that there must be a scale of sanctions with it being clear whose responsibility it is to apply them at the appropriate level.

The Reach Free School expects pupils to accept responsibility for any behaviour, which compromises the ethos of the school, including behaviour outside of school in the community. Any criminal activity will be referred to the police and dealt with in partnership with them or as per their advice and guidance. Positive and respectful behaviour is essential to success both in childhood and adulthood.

As such, pupils are expected to adhere to the school's rules as though it is the code of conduct at their place of work. Any behaviour that would not be tolerated in the workplace will not be tolerated at school.

The table is included as a guide rather than being a definitive list of behaviours and sanctions

| Category                   | Behaviours  | Initial Consequences (one off incident)   | Potential Subsequent Consequences (continuing incidents)   |
|----------------------------|---|---|--|
| <b>Lateness to school</b>  | You are late to school and no valid reason/proof is provided/accepted | 1. Recorded as Late (L) on Arbor by form teacher<br>1.1. L1 - Lateness to school behaviour incident recorded<br>1.2 Automatic deduction of 1 Reach Point<br>1.3. Pupil stays at the end of the day to make up the time. | 2. Further L1 - Lateness to school behaviour incident recorded<br>3. Lunch Detention<br>4. Contact Parents, Guardians or Carers<br>5. SLT determine sanctions/support required |
| <b>Lateness to lessons</b> | You are late to lesson and no valid reason/proof is provided/accepted | 1. Recorded as Late (L) on Arbor by subject teacher<br>1.1. L1 - Lateness to lesson behaviour incident recorded   | 2. Further L1 - Lateness to lesson behaviour incident recorded<br>3. Refer to Head of Department<br>4. After school detention<br>5.SLT determine sanctions/support required    |

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|   |  | <p>1.2 Automatic deduction of 1 Reach Point</p> <p>1.3. Pupil stays at the end of the day to make up the time.</p>  |  |
| <b>Truancy of lessons</b>               | You do not attend lessons and no valid reason/proof is provided  | <p>1.L4 - Truancy behaviour incident recorded on Arbor by form teacher/subject teacher</p> <p>1.1. Deduction of 3 Reach Points</p> <p>1.2. After school detention until 5.05pm with subject teacher</p> <p>1.3. Contact parents, guardians or carers by phone or email</p>  | <p>2. Meeting with parents, guardians or carers.</p> <p>3. SLT determine sanctions/support required</p>  |
| <b>Truancy of school</b>                | You do not attend school and no valid reason/proof is provided   | <p>1.L4 - Truancy behaviour incident recorded on Arbor by Head of House</p> <p>1.1. Deduction of 3 Reach Points</p> <p>1.2. Detention until 6.00pm with Head of House</p> <p>1.3. Contact parents, guardians or carers by phone or email</p>                                | <p>2. Meeting with parents, guardians or carers.</p> <p>3. SLT determine sanctions/support required</p>  |
| <b>Insufficient / absent class work</b> | You did not complete the class work to the best of your ability and no valid reason/proof is provided/accepted | <p>During lesson:</p> <p>1. Verbal Warning</p> <p>2. If no improvement, L1 - Insufficient/absent classwork behaviour incident recorded on Arbor</p> <p>2.1 Automatic deduction of 1 Reach Point</p>   | <p>3. If no improvement, phone home and arrange an after school detention</p> <p>4. SLT determine sanctions/support required</p>   |
| <b>Insufficient / absent homework</b>   | You did not hand in homework on agreed date and no valid reason/proof is provided/accepted                     | <p>1. Warning given and homework expected at specified date/time given by teacher</p> <p>2. If deadline not met, L1 - Insufficient/ absent homework behaviour incident recorded on Arbor</p> <p>2.1 Automatic deduction of 1 Reach Point</p> <p>2.2 New deadline issued</p> | <p>If in the same term, a pupil repeats this behaviour in a subject:</p> <p>4. Immediate deduction of Reach Point</p> <p>3. Contact home and arrange Subject Detention</p> <p>4.1 Refer to Head of Department to arrange parents' support in completing homework</p> <p>4.2 Make arrangements with parents for homework to be completed in child's own time.</p> <p>If in the same term, a pupil repeats this behaviour in a subject again:</p> <p>5. Contact parents, guardians or carers</p> |

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|   |   |   | 5.1 Arrange Subject Detention<br>5.2 Refer to Head of Department  |
| <b>Incorrect/<br/>inappropriate<br/>uniform<br/>(including<br/>cosmetics)</b> | You do not wear all items of uniform correctly                                      | 1. Uniform to be corrected immediately<br>2. L1 - Incorrect/ inappropriate uniform behaviour incident recorded on Arbor<br>2.1 Automatic deduction of 1 Reach Point   | 3. L1 - Incorrect/ inappropriate uniform behaviour incident recorded on Arbor<br>3.1 Lunchtime detention<br>4. Contact parents, guardians or carers<br>5. SLT determine sanctions/support required  |
|   | You do not wear all items of uniform and no valid reason/proof is provided/accepted | 1. Uniform to be corrected immediately<br>2. L1 - Incorrect/ inappropriate uniform behaviour incident recorded on Arbor<br>2.1 Automatic deduction of 1 Reach Point<br>2.2 Lunchtime Detention  | 3. Contact parents, guardians or carers<br>4. L1 - Incorrect/ inappropriate uniform behaviour incident recorded on Arbor<br>4.1 Refer to Head of House to issue sanction<br>5. SLT determine sanctions/support required                           |
|   | You wear non-uniform items or accessories, including jewellery.                     | 1. Accessories confiscated until end of day, verbal warning given<br>2. L1 - Incorrect/ inappropriate uniform behaviour incident recorded on Arbor<br>2.1 Automatic deduction of 1 Reach Point  | 3. Lunchtime Detention<br>4. Contact parents, guardians or carers<br>5. L1 - Incorrect/ inappropriate uniform behaviour incident recorded on Arbor<br>5.1 Refer to Head of House to issue sanction<br>6. SLT determine sanctions/support required |
|   | You are wearing excessive make-up or nail varnish (including gels/acrylics)         | 1. Immediate removal of make up/nail varnish with Head of House<br>1a. In the event of acrylic nails, parents will be contacted by Form Teacher to arrange for their removal<br>2. L1 - Incorrect/ inappropriate uniform behaviour incident recorded on Arbor<br>2.1 Automatic deduction of 1 Reach Point | 2. Repeat process outlined in 1 - 2.1 and issue lunchtime detention<br>3. If matter persists, record a L5 - Defiance behaviour incident<br>3.1 SLT determine sanctions/support required   |
| <b>Chewing</b>  | You are chewing in corridors, outside or in classrooms                              | 1. Immediate removal of whatever is being chewed<br>2 L2 - Chewing behaviour incident recorded on Arbor<br>2.1 Automatic deduction of 2 Reach Points  | 3. Repeat process outlined in 1 - 2.1<br>4. Detention<br>5. If matter persists, record a L5 - Defiance behaviour incident<br>5.1 SLT determine sanctions/support required   |

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| <b>School Device</b>                         | You have not brought your device into school and no valid reason/proof is given/accepted.  | 1. L1 - No device behaviour incident recorded on Arbor<br>1.1 Automatic deduction of 1 Reach Point recorded on Arbor<br>1.2. Lunchtime Detention   | 2. Repeat process in 1 – 1.1 and issue an after school detention contact parents, guardians or carers<br>3. Device kept in school<br>4.Contact parents, guardians or carers<br>5. SLT to determine sanctions/ support required |
|  | You have brought your device into school, but not charged it to at least 50% and no valid reason/proof is given/accepted.  | 1. Deduction of 1 Reach Point and recorded on Arbor  | 2. Lunchtime Detention<br>3. Contact parents, guardians or carers<br>4. If matter persists, SLT to determine sanctions/ support required   |
|  | You have misused your device in a lesson   | 1.Verbal warning<br>2. L2 - Misuse of resources (including device) behaviour incident recorded on Arbor<br>2.1 Automatic deduction of 2 Reach Points<br>2.2 Device confiscated for remainder of lesson     | 3. For a repeat incident of misuse of resources (including device) inform parents, guardians or carers and issue a detention<br>4. SLT determine sanctions/ support required   |
| <b>Mobile Phone used in school</b>           | You have used your mobile phone in the school building or during an educational visit  | 1. Immediate confiscation of mobile phone for the rest of the day.<br>2. L1 - Mobile phone used in school behaviour incident recorded on Arbor<br>2.1 Automatic deduction of 1 Reach Point                 | 3. If mobile phone makes repeat appearances, repeat process 1 - 2.1 and confiscate until parents are able to collect it on behalf of their child.<br>4. SLT determine sanctions/ support required                              |
| <b>Inadequate/ absent equipment</b>          | You do not have the adequate equipment for your school day and no valid reason/proof is provided/accepted  | 1. Verbal warning given<br>2. L1 - Insufficient/ absent equipment behaviour incident recorded on Arbor<br>2.1 Automatic deduction of 1 Reach Point   | 3. Lunchtime Detention<br>4. Contact parents, guardians or carers<br>5. Refer to Head of House to sanction<br>6. SLT determine sanctions/ support required   |
| <b>Low level disruption in the classroom</b> | You disrupt your own learning and/ or that of others through:<br>- persistent talking<br>- not listening to instructions<br>- getting out of your seat<br>- distracting others | 1. Verbal warning<br>2. If no improvement, L1 - Not listening to instructions, Out of seat, Distracting Others or Talking behaviour incident recorded on Arbor<br>2.1 Automatic deduction of 1 Reach Point | 3. If no improvement, contact parents, guardians or carers and a subject detention<br>4. If there is still no improvement then log a L3 - Persistent disruption in one subject (see below)                                     |
| <b>Persistent Disruption in one subject</b>  | You persistently disrupt your own learning and/ or that of others through:<br>- talking  | 1. L3 - Persistent disruption in one lesson behaviour incident recorded on Arbor   | 2. If no improvements then a further detention with the Head of Department   |

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|  | <ul style="list-style-type: none"> <li>- not listening to instructions</li> <li>- getting out of your seat</li> <li>- distracting others</li> </ul>  | <p>1.1 Automatic deduction of 1 Reach Point and a subject detention</p>  | <p>3. SLT determine sanctions/ support required</p>  |
| <p><b>Persistent Disruption across a number of subjects</b></p>                      | <p>You persistently disrupt your own learning and/ or that of others across a number of subjects through:</p> <ul style="list-style-type: none"> <li>- talking</li> <li>- not listening to instructions</li> <li>- getting out of your seat</li> <li>- distracting others</li> </ul> | <p>1. L4 - Persistent disruption across a number of subjects behaviour incident recorded on Arbor</p> <p>2. SLT determine sanctions/ support required</p>  |  |
| <p><b>High level disruption</b></p>  | <p>You disrupt your own learning and/or that of others through:</p> <ul style="list-style-type: none"> <li>- calling/shouting out persistently and inappropriately</li> <li>- rudeness</li> <li>- boisterousness</li> <li>- loud/physical non-compliance</li> </ul>                  | <p>1. SLT Call Out</p> <p>1.1 Removed from lesson to discuss reasons for behaviour</p> <p>1.2a Supported return to lesson</p> <p>1.2b Removal from entire lesson</p> <p>2. L3 - High level disruption behaviour incident logged on Arbor</p> <p>2.1 Automatic deduction of 2 Reach Points</p> <p>3. Subject teacher to call home to inform parents, guardians and carers that their child had to be removed from their lesson due to high-level disruption and a detention is issued</p> | <p>4. If no improvement, contact parents, guardians or carers and a subject detention with the Head of Department</p> <p>5. SLT determine sanctions/support required</p> |
| <p><b>Inappropriate language or swearing in conversation</b></p>                     | <p>You use inappropriate language or swear in conversation</p>   | <p>1. Verbal warning given</p> <p>2. L2 - Inappropriate language or swearing in conversation behaviour incident recorded on Arbor</p> <p>2.1 Automatic deduction of 2 Reach Points</p>   | <p>3. If it happens again, contact parents, guardians or carers and issue a subject detention</p> <p>4. SLT determine sanctions/ support required</p>                    |
| <p><b>Inappropriate language or swearing at another pupil or across the room</b></p> | <p>You disrupt your own learning and/or that of others through:</p> <ul style="list-style-type: none"> <li>- antagonistic comments/gesturing</li> <li>- Offensive language</li> </ul>  | <p>1. L3 - Inappropriate language or swearing behaviour incident recorded on Arbor</p> <p>2. Contact parents, guardians or carers to inform of detention with Head of Department</p>   | <p>3. SLT determine sanctions/ support required</p>  |

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| <b>Anti social behaviour</b>             | Behaviour that causes offence or harm to others   | 1. L2 - Anti-social behaviour incident recorded on Arbor<br>1.1 Automatic deduction of 2 Reach Points  | 2. For a repeat incident of anti-social behaviour inform parents, guardians or carers and issue a detention<br>3. SLT determine sanctions/ support required  |
| <b>Any other inappropriate behaviour</b> | Any behaviour that is not included in other categories, but that is against school policy, causes offence or harm to others     | 1. L2 - Any other inappropriate behaviour incident recorded on Arbor<br>1.1 Automatic deduction of 2 Reach Points  | 2. For a repeat incident of inappropriate behaviour inform parents, guardians or carers and issue a detention<br>3. Refer to Head of House<br>4. SLT determine sanctions/ support required   |
| <b>Being in the vicinity of smokers</b>  | While not necessarily smoking, you have chosen to be near people who are smoking while in school uniform or on school business. | 1. L4 - Being in the vicinity of smokers behaviour incident logged on Arbor<br>2. Head of House informs parents, guardians and carers and issues a detention   |  |
| <b>Smoking</b>                           | Smoking or carrying cigarettes (or alternatives) while in school uniform or on school business.                                 | 1.L4 - Smoking behaviour incident logged on Arbor<br>1.1 3 Reach Points deducted<br>2. Head of House informs parents, guardians and carers and issues a detention until 5.30pm   | 3. SLT determine sanctions/ support required including referral to school nurse  |
| <b>Dishonesty/ Lying to staff</b>        | You are dishonest or your deliberately lie to staff when being challenged   | 1. L2 - Dishonesty/ lying to staff behaviour incident recorded on Arbor<br>1.1 Automatic deduction of 2 Reach Points<br>1.2 Warning about future conduct<br>1.3 Inform parents, guardians and carers and issue a detention | 2. Refer to Head of House<br>3. SLT determine sanctions/ support required  |
| <b>Anti social behaviour on the bus</b>  | Use of offensive language<br>Inappropriate behaviour<br>Failure to follow instructions from the driver<br>Endangering others    | 1. L4 - Bus incident - verbal warning behaviour incident recorded on Arbor<br>2. Warning about future conduct on the bus and 3 Reach Points deducted   | 2. L5 - Bus incident - Letter behaviour incident recorded on Arbor<br>2.1 Further warning about future conduct on the bus and 3 Reach Points deducted<br>2.2 Letter to parents, guardians and carers informing them of expectations regarding the bus<br>3. L5 - Bus incident - ban behaviour incident recorded on Arbor<br>3.1 Withdrawal of the bus service for a fixed period of time |

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|   |   |   | 4. Permanent withdrawal of the bus service  |
| <b>Hurtful behaviour</b>                        | You say or act in a way which is deemed to cause offence or hurt to another individual  | 1. L2 - Hurtful behaviour incident recorded on Arbor<br>1.1 Automatic deduction of 2 Reach Points<br>1.2 Warning about future conduct<br>1.3 Inform parents, guardians and carers and issue a detention | 2. L5 - Bullying behaviour incident recorded on Arbor<br>3. SLT determine sanction/ support required                    |
| <b>Detentions</b>                               | You fail to attend a detention that was issued by a member of staff   | 1. L3 - Failure to attend a teacher detention recorded on Arbor<br>1.1 Member of staff informs parents, guardians and carers and issues an after school detention for that same day                     |   |
|   | You fail to conduct yourself appropriately in a detention   | 1. L3 - Misbehaviour in a teacher detention behaviour incident recorded on Arbor<br>1.1 Head of Department informs parents, guardians and carers and issues an after school detention for that same day |   |
| <b>Damage to property</b>                       | You damage property that doesn't belong to you  | 1. L4 - Damage to other property/ L4 - Damage to school property behaviour incident recorded on Arbor<br>1.1 Deduction of 2 Reach Points<br>1.2 Detention issued by member of staff                     | 2. SLT determine sanctions/support required   |
| <b>Littering<sup>1</sup></b>                    | You intentionally throw rubbish on the floor and have little regard for the school's facilities or you ignore litter when asked to pick it up | 1. L4 - Littering behaviour incident recorded on Arbor<br>1.1 Deduction of 2 Reach Points<br>1.2 Warning about future conduct   | 2. For a repeat incident a detention is issued<br>3. SLT determine sanctions/support required                           |
| <b>Being Disrespectful to a member of staff</b> | Through your actions or words you are disrespectful to a member of staff  | 1. L4 - Disrespectful to staff member behaviour incident recorded on Arbor<br>1.1 Deduction of 3 Reach Points<br>1.2 Warning about future conduct   | 2. For a repeat incident a detention is issued by the Head of Department<br>3. SLT determine sanctions/support required |

<sup>1</sup> This relates to littering in the school, when a pupil is representing the school or when they are identifiable as a pupil of the school

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|   |   | 1.3 Detention issued by member of staff  |   |
| Verbal abuse/threatening behaviour to another pupil                             | You are abusive or aggressive towards another pupil   | 1. L4 - Verbal abuse/threatening behaviour to another pupil behaviour incident recorded on Arbor<br>1.1 Deduction of 3 Reach Points<br>1.2 Detention issued by member of staff   | 2. SLT determine sanctions/support required |
| Walking away from a member of staff   | While being spoken to by a member of staff, you walk away mid conversation/ when you are being spoken to  | 1. L4 - Walking away from a member of staff behaviour incident recorded on Arbor<br>2. SLT determine sanctions/support required  |   |
| <b>Bullying (including racial, sexual, homophobic, cyber, physical, social)</b> | Deliberately and or continually trying to upset or hurt another individual or group of individuals emotionally, mentally or physically, either directly, indirectly, or through the use of technology | 1. Form tutors to conduct full investigation and seek advice from Head of House as required<br>2. Mediation/restorative justice meeting arranged with pupils involved if appropriate.<br>3. Recorded as a L5 - Bullying behaviour incident on Arbor<br>4. Parents, guardians and carers informed.<br>5. SLT determine sanctions/support required | 7. SLT determine sanctions/support required |
| <b>Defiance</b>   | Through your actions or words you are defiant towards a member of staff   | 1. L5 - Defiance behaviour incident recorded on Arbor<br>2. SLT determine sanctions/support required   | 3. SLT determine sanctions/support required |
| <b>Dishonesty/ Malicious allegations</b>  | Through your actions or words you are dishonest or make malicious allegations about another person  | 1. L5 - Dishonesty/ Malicious allegations behaviour incident recorded on Arbor<br>2. SLT determine sanctions/support required  | 3. SLT determine sanctions/support required |
| <b>Graffiti or vandalism</b>  | You intentionally graffiti or vandalise property which doesn't belong to you  | 1. L5 - Graffiti or vandalism behaviour incident recorded on Arbor<br>2. SLT determine sanctions/support required  | 3. SLT determine sanctions/support required |

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| <b>Serious Incidents</b> | Theft<br>Use of racial or homophobic language<br>Physical assault on another pupil<br>Fighting or violent behaviour<br>Verbal or threatening behaviour towards staff members   | 1. Relevant L5 behaviour incident logged on Arbor<br>2. Immediate referral to SLT. Parents, guardians and carers informed as soon as possible.<br>3. SLT determine sanctions/support required      | 4. Referral to external agency for support<br>5. Governing Body to consider potential permanent exclusion. |
| <b>Extreme Incidents</b> | Continuation of bullying<br>Drug/ alcohol abuse<br>Extreme physical assault on another pupil<br>Extreme verbal abuse/ threatening behaviour to a staff member<br>Extreme verbal abuse/ threatening behaviour to another pupil<br>Extreme violent behaviour<br>Homophobic or gender related abuse<br>Other criminal activity including knives and other offensive weapons<br>Physical assault on a staff member<br>Poor behaviour during isolation<br>Racist abuse<br>Sexual misconduct | 1. Relevant L6 behaviour incident logged on Arbor<br>2. Immediate referral to SLT<br>3. Parents, guardians and carers informed as soon as possible.<br>4. SLT determine sanctions/support required | 5. Referral to Governing Body and potential permanent exclusion.   |

## 6 Definitions of Sanctions:

The Reach Free School does not support 'blanket sanctions' where all pupils are sanctioned for the actions of a few. Sanctions are issued to the individuals responsible for any disruptive behaviour.

**6.1 Lunchtime Detention** - pupils spend the first half of their lunch break reflecting on and resolving the issues surrounding any negative behaviour.

**6.1.1** Teachers must phone home regarding any pupils to whom they give more than three Lunchtime or Subject Detentions over the course of a term.

**6.1.2** Pastoral staff must monitor the Lunchtime Detentions of pupils in their form and phone home if a pupil is receiving frequent (5 or more) Lunchtime Detentions across the curriculum over the course of a term.

**6.2 Community Service** - pupils are directed to an activity during their own time which will benefit the school community such as litter picking, cleaning, gardening and so on.

**6.3 Saturday Detention** - These will be issued if there has been persistent issues arising and will take place at a time determined by the Senior Member of Staff acting as Corporate Parent.

**6.4 Negative behaviour on the Bus** - The bus company provides the school with the names of those individuals who have acted in an inappropriate manner on the journey to or from school. If this

happens the pupil(s) involved will, in the first instance, be issued with a verbal warning and lose Reach Points. Should their behaviour on the bus not improve, then a letter will be sent to their parents, guardians or carers informing them of these incidents and that further sanctions could be applied. If there are further instances of poor behaviour, then the school reserves the right to remove the bus service from an individual, and they will be required to make their own way to and from school.

**6.5 Sanctions arising from Behaviour Incidents** logged on Arbor – In cases of serious incidents or persistent, repeated incidents, staff will log these as level four, five or six incidents on Arbor to escalate the situation to the Senior Leadership Team. These forms will remain online attached to the pupil's profile. The sanction determined by the evidence presented will depend on the severity of the incident but may include:

- Further Reach Point Deduction
- Further Lunchtime Detentions
- 50 minute after school Subject Detention
- Detention until 6.00pm
- Saturday Detention
- Stage 1 Report
- Stage 2 Report
- Stage 3 Report
- Community Service
- Temporary Bus Ban
- Permanent Bus Ban
- Internal Seclusion
- Fixed Term Exclusion
- Permanent Exclusion

**6.6 Support arising from Behaviour Incidents** – In some cases, a pupil's behaviour is indicative of more complex issues and circumstances for which sanctions alone may not be appropriate. As such the Senior Leadership Team will offer support for the pupil and their family which will be appropriate to the pupil's individual needs but may include:

- In-school counselling
- Family Support
- Pastoral Support Plan
- Families First Assessment
- Support from external agencies and services
- Managed Move

## **7. Rights and Responsibilities**

### **7.1 Rights:**

All members of The Reach Free School community have the right to:

- Feel safe at The Reach Free School
- Enjoy their learning (pupils)/work (staff) at The Reach Free School
- Fulfil their potential and make exceptional progress
- Be listened to by their peers and teachers (pupils), colleagues and managers (staff)
- Express their ideas, thoughts and feelings in a calm and considered manner
- Be treated politely, respectfully and with dignity
- Receive recognition for their achievements

### **7.2 Responsibilities:**

In having such rights, it is important that all members of The Reach Free School community accept and adhere to their own responsibilities.

### 7.2.1 Pupils have a responsibility to:

- Treat others, children and adults, with respect and a positive attitude
- Manage their own feelings in an appropriate way, seeking or accepting help where needed
- Support others, children and adults, in the classroom and beyond
- Approach all aspects of learning with maximum effort
- Not disrupt or distract others from their learning
- Manage their own resources, including the devices and equipment
- Wear correct uniform on arrival to, during and when leaving school

### 7.2.2 Teachers have a responsibility to:

- Ensure every pupil achieves their best and makes maximum progress
- Create a learning environment which is stimulating and supportive
- Manage the learning environment to ensure learning is not disrupted
- Praise and reward pupils who go above and beyond, or consistently fulfil, their responsibilities in line with this policy
- Sanction pupils who do not fulfil their responsibilities in line with this policy
- Acknowledge their power to use physical intervention or reasonable force to prevent danger, injury, damage to property or disorder (See Physical Intervention and Use of Reasonable Force Policy)

### 7.2.3 Parents, guardians and carers have a responsibility to:

- Encourage a positive attitude to education and a high standard of behaviour, in accordance with this policy
- Ensure that pupils attend regularly and punctually, with appropriate uniform and equipment
- Ensure that the online homework system is checked weekly
- Have due regard for the Home/School Agreement
- Ensure that The Reach Free School is notified of any absence by telephone and that this is confirmed in writing when the pupil returns
- To monitor the progress, attitude and behaviour of pupils
- To inform the school about any issues or concerns that might affect performance

### 7.2.4 Governors have a responsibility to:

- Hold The Reach Free School to account for the number and pattern of incidents of negative behaviour or poor progress

## 8. Links with other Policies:

Home/School Agreement

Exclusion

Uniform

Mobile Phone and Device

Preventing and Tackling Bullying

Special Educational Needs and Disability

Equality Scheme

## 9. Monitor and Review

This policy will be monitored and reviewed annually by the Governing Body of The Reach Free School.

**Created:** June 2013

**Revised:** September 2018

**Ratified by the Governing Body:** October 2013

| <b>Change History</b> | <b>Change(s) Made</b>   | <b>Change Author</b> |
|-----------------------|---|----------------------|
| V1.0                  | Policy created  | NSI                  |
| V1.1                  | Minor amendments to the policy  | RBO                  |
| V1.2                  | Minor amendments to the policy  | RBO                  |
| V1.3                  | Minor amendments to the policy  | RBO                  |
| V1.4                  | Added device to lack of equipment and updated wording relating to Overtime  | RBO                  |
| V1.5                  | Simplified table of sanctions, added Subject Detentions, added Mobile Phone section, added sanctions and support in response to referrals to SLT as a separate section rather than detailed in table and made minor amendments to the policy. | NSI                  |
| V1.6                  | Removal of Elective Exclusions due to logistical implications rendering them less effective. Added a statement regarding 'blanket sanctions'.   | NSI                  |
| V1.7                  | Policy updated to include: <ul style="list-style-type: none"> <li>● rewards for good attendance</li> <li>● behaviour incidents now being logged on Arbor.</li> <li>● references to Behaviour Referral forms removed</li> </ul>                | RBO                  |
| V2.0                  | Policy updated to reflect changes to procedures for reporting negative behaviour.   | RBO                  |
| V2.1                  | Minor updates to the policy to reflect the move to the new school, including sanctions after school.  | RBO                  |