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\_\_\_\_\_ learners who aspire for themselves and inspire others

# Behaviour Management Policy

## (CPS-ST-P-POL-033)

Revision Number	Comments	Date
01	Original version	
02	New policy written by Ben Coggan	Oct-22
03	Major rewrite to summarise key strategies as appendices	Mar 24
04	Update of section 8.11 - Mobile Phones, headphones and internet enabled devices in School	Jan 2025

### Endorsement

This procedure was endorsed for use by governors electronically on 25 February 2025

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## 1. Introduction

In accordance with Section 29(1) of the Education Act 2002, all maintained schools must have and publish policies to deal with managing behaviour.

Calthorpe Park School is dedicated to providing the best possible education and support for its students. This means having a clear, fair and efficient policy or procedure for Behaviour Management.

## 2. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the ways that positive behaviours will be encouraged and rewarded
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 3. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for Headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## 4. Definitions

**Rewards** are defined as:

- Incentives designed to recognise good behaviours and effort at school to encourage students to continue to display these characteristics and to encourage others to follow suit.

**Positive Behaviour is defined as:**

- Behaviours which demonstrate the tenets of the Calthorpe Way, namely Courtesy, Consideration, Challenge, Commitment, Respect, Responsibility, Integrity and Impression

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

Repeated breaches of the school rules

- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Vandalism

- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images

- Any article a staff member 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).

## 5. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobia</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of Calthorpe Park Schools approach to preventing and addressing bullying are set out in our Anti-Bullying Policy – see the website for a copy of this policy.

## 6. Roles and responsibilities

### 6.1 The governing board

The Calthorpe Park School Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

### 6.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Calthorpe Park School Governing Body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

### 6.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations

- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

## 6.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## 6.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Students will be supported to develop an understanding of the school's behaviour policy and wider culture through Calthorpe Park School's character education programme described below.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals.

# 7. Supporting good behaviour

## 7.1 Calthorpe Character Education

At Calthorpe Park School we strive to prepare students for their future as responsible citizens, willing to make a positive contribution to society with an appreciation of diversity and a respect for British Values and equality. We provide a wide number of rich and varied experiences and opportunities through our curriculum and our co-curriculum to develop talents, interests and an individual cultural capital.

There are 20 different characteristics, which would form the focus of a fortnightly program forming the 40 weeks of the academic year (tutor time supported by Cultural Capital assemblies)

- |                  |                 |              |              |                 |
|------------------|-----------------|--------------|--------------|-----------------|
| • Courtesy       | • Consideration | • Challenge  | • Commitment | • Respect       |
| • Responsibility | • Integrity     | • Impression | • Organised  | • Focussed      |
| • Routine        | • Independent   | • Resilient  | • Empathetic | • Collaborative |

- Inquisitive
- Climate
- Routine
- Metacognition
- Feedback

These opportunities help young people to explore and express their character and build the skills they need for resilience, empathy and employability. They also build the bridge with Rights Respecting Agenda under the UNCRC and Careers Education. These will link to set out commemorative months. There would also be opportunities to support volunteering.

## 7.2 Achievement and rewards

Details about how Calthorpe School recognises and rewards the positive behaviours of our students can be found here [Appendix 2 Achievement and Rewards](#).

# 8. Responding to misbehaviour

## 8.1 Classroom management

Calthorpe Park School is committed to the very highest standards of behaviour. At the heart of our behaviour system is a pledge to all students, their parents/carers, and to our staff that classrooms will be disruption free learning environments. Details of how this is implemented in our classrooms and learning spaces can be found in [Appendix 1 DFL](#).

## 8.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information on the school website (under Information/Policies and Protocols).

## 8.3 Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour: See Appendix 3 for Intervention and Sanctions Guidance

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered: See Appendix 4 Mitigating and Aggravating Circumstances

Personal circumstances of the student will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## 8.4 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

## 8.5 Confiscation and searching

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

### Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents/carers, if appropriate.

### Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student’s co-operation

If the student refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher / designated safeguarding lead (or deputy) / pastoral lead, to try to determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

### **Searching students’ possessions**

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student’s possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a student’s possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

**Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

**Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

**Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

**Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

**8.6 Off-site misbehaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

### 8.7 Online misbehaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

### 8.8 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a Head of House or member of the Senior Leadership Team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### 8.9 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information [Child Protection Policy](#) [Safeguarding Policy](#)

## 8.10 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

## 8.11 Mobile phones/headphones and internet enabled devices

Government guidance published in 2024 makes it clear that, due to recent research about the effect of smart phones on Children's mental health, mobile phones and devices should not be used by students in school. However, as a school we recognise that many of our parents want their children to have access to a phone while travelling to and from school. Calthorpe Park operates a 'Not Seen, not heard' approach which means that students may have phones and devices with them in school, but these must be turned off and stored in their bags between the hours of 8.40am and 3pm. Students whose device is seen or heard will have the device confiscated according to the following schedule.

First offence	Taken to HQ and collected by the student at 3pm. Parent will be informed by email.
Second Offence	Taken to HQ and collected by a parent from reception between the hours of 8.00 and 4.00pm, no earlier than 3pm on the day the device is confiscated. Parent will be informed by email.
Third Offence	Taken to HQ and collected by a parent from reception between the hours of 8.00 and 4.00pm no earlier than 8am the next day the school is open. (for example, in the case of a Friday, this will be Monday morning). Parent will be informed by email.
Fourth Offence	Students will need to hand in their mobile phone each morning at 8.00am. They can collect their phone at 3pm each day.

- Failure to comply may result in the student being isolated until they do so or until a parent can attend to assist with the device being handed in to HQ. If a student persistently refuses to comply, they may need to be suspended.

- Parents should not encourage their child to use their phone during the day by contacting or sending messages. If a parent needs to contact their child urgently, they should do so by phoning or emailing the school reception. The school will then pass a message to the student. Similarly, if a student needs to contact home, then they can do so by going to HQ before school from 8am, during morning break or lunchtime.
- Medical exemptions - there may be students who require access to specific apps on their phone during the school day for medical reasons for example, diabetic students. However, these students may still be subject to alternative sanctions if they are found to be using their phones for other purposes.

## 9. Serious sanctions

### 9.1 Detention

Students can be issued with detentions during break, at lunchtime, after school or on weekends during term time.

The school will decide whether it is necessary to inform the student's parents/carers.

When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

### 9.2 Removal from classrooms

Students will be referred to the Reflection Room if they are disrupting learning as per Appendix 2 Disruption Free Learning.

There may be additional reasons why a decision is made to remove a student from a lesson.

For example, removal can be used to:

- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for students who are frequently removed from class, for details of these interventions please refer to [Appendix 5 CPS Intervention Inventory](#)

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal.

### 9.3 Suspension

The school can use suspension in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend will be made by the Headteacher and only as a last resort.

Please refer to our exclusions policy for more information on our website.

## 9.4 Permanent Exclusion

### Lines in the Sand

There are some behaviours which are entirely unacceptable at Calthorpe Park School. Should students cross 'the line' by displaying these behaviours, which are deeply disrespectful, or unsafe, it is extremely likely that they will be permanently excluded from CPS.

Behaviours (not exhaustive) that indicate these concerns include:

- Bringing recreational drugs, or associated drug equipment, onto the site;
- Bringing weapons, replica weapons or other items that may be construed as a weapon onto the site;
- A serious, unprovoked physical attack;
- Persistent bullying (also see CPS' Anti-Bullying Policy);
- Persistent disruptive behaviour – students who have received repeated suspensions for their behaviour, despite appropriate support being provided;
- Persistent disruption to learning;
- Students who post disrespectful or harmful information about staff or the School on social media in or out of school time;
- Students who persistently post disrespectful or harmful information about other students on social media in or out of school time;
- Students who persistently breach the law regarding any protected characteristics and commit a 'hate crime'
- Students who commit an act which could be deemed as sexual abuse or sexual assault

Permanent exclusion for defiant internal truancy:

Students who persistently refuse to attend lessons (defiant internal truancy), despite appropriate support being provided are highly likely to be permanently excluded. Permanent exclusion will be issued when a student has received suspensions for repeated examples of this behaviour. In these cases, it will be the opinion of the Headteacher, that a student is displaying persistent disruptive behaviour as a health and safety / welfare risk to themselves if their whereabouts are unknown or they are not in their allocated lesson."

## 10. Responding to misbehaviour from students with AEN (Additional Education Needs)

### 10.1 Recognising the impact of AEN on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (AEN).

When incidents of misbehaviour arise, we will consider them in relation to a student's AEN, although we recognise that not every incident of misbehaviour will be connected to their AEN. Decisions on whether a student's AEN had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with AEN, especially where their AEN affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of students with AEN (Children and Families Act 2014)
- If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the student concerned.

### 10.2 Adapting sanctions for students with AEN

When considering a behavioural sanction for a student with AEN, the school will consider:

- Was the student unable to understand the rule or instruction?
- Was the student unable to act differently at the time as a result of their SEND?
- Is the student likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### 10.3 Considering whether a student displaying challenging behaviour may have unidentified AEN

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

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

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

### 10.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a student with an EHC plan, it will contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Hampshire County Council Education

## 11. Supporting students following a sanction

Following a sanction, the school will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the school.

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

- This could include measures like:
- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals.

Calthorpe Park School may also consider using other interventions to ensure students reintegrate into the school community quickly and safely. Interventions may also be used to re-engage students with their learning. Details of interventions and alternative provisions can be found [Appendix 5 CPS Interventions Inventory](#)

## 12. Student transition between schools

### 12.1 Inducting incoming students

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### 12.2 Preparing outgoing students for transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to student behaviour issues may be transferred to relevant staff at the start of the term or year.

## 13. Training

THE CPS Behaviour Management Staff Guide provides guidance for staff. Regular training on managing behaviour will also be provided, including training on:

- Disruption Free Learning
- Operational systems
- De-escalation techniques
- Positive behaviour management techniques
- Zones of regulation training.

## 14. Monitoring arrangements

### 14.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, students, governors and other stakeholders (via anonymous surveys)

### 14.2 Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and the Calthorpe Park School Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 14.1).

## 15. Links with other policies

This behaviour policy is linked to other policies which other Calthorpe Park School policies which can be found here: [CPS Policies and Protocols](#)

## 16. Evaluation & Review

The implementation of this policy will be monitored by the Head Teacher, by the Senior Leadership Team and by the Governing Body.

The implementation of this policy will be reviewed, and its impact monitored, in accordance with the Governing Body's programme for Policy Review - refer to CPS-NS-X-PRO-002 Document Review Procedure.

## Appendix 1 – Disruption Free Learning

Calthorpe Park School is committed to the very highest standards of behaviour. At the heart of our behaviour system is a pledge to all students, their parents/carers, and to our staff that classrooms will be disruption free learning environments.

We believe that it is every student's right to study in an environment that is - when needed - quiet, calm and purposeful. We are therefore not prepared to allow any student to disrupt the learning experience for others. We also strongly believe that all students have the best opportunity to learn and develop if expectations are high, yet simple and consistent.

### Student Expectations

In every lesson, students are expected to:

1. Enter the classroom silently and go straight to your place in the seating plan
2. Prepare to learn: coat off, equipment out, bag on the floor.
3. Complete the 'Do Now' in silence
4. Actively listen: pens down, eyes up, no talking or calling out.
5. Follow all instructions immediately and accept warnings without comment
6. At the end of the lesson pack up quietly. Stand behind your place, wait to be dismissed.

### What is disrupting the lesson?

'Disruption' is defined as any *deliberate* student action that interrupts the flow of the lesson and hinders the teacher unnecessarily. It is not possible to provide an exhaustive list, but examples could be:

- Not following staff instruction immediately.
- Headphones in or on display.
- Calling out or talking over the teacher.
- Off task chatter or distracting other students.
- Leaving seat without permission
- Lack of work or non-completion of work.
- Using a mobile phone or other electronic device.
- Headphones in or on display.
- Damaging equipment/property.
- Poor choice of language, name-calling, unkind behaviour
- Chewing/eating in class
- Arguing with the teacher or questioning their decision.

### First Warning for disrupting the lesson

If a student fails to meet any of these simple expectations, they will receive a formal 1<sup>st</sup> Warning and the member of staff leading the lesson will briefly explain to the student why they have received this. Expectations will be reiterated and the student will be reminded that if they choose to disrupt the lesson a second time, they will be sent to the Reflection Room. The teacher will write the student's name on the board as a visual reminder that the warning has been given.

At this stage, the student has a choice to correct their behaviour, and staff may choose to move the student within the classroom to support positive behaviour for the remainder of the lesson.

### Second Warning removal from Lesson

If a student disrupts a lesson on a second occasion, the teacher will ask the student to leave the class and report to the Reflection Room. Students referred to the Reflection Room from a lesson will stay there for the remainder

of that lesson, the subsequent lesson and social time. The specific details of the Reflection Room sessions are below.

Lesson removed from	Time in Reflection Room	Social time missed	Return to lesson
Period 1	Period 1 & Period 2	Morning break	Period 3
Period 2	Period 2 & Period 3	Morning break	Period 4
Period 3	Period 3 & Period 4	Lunchtime (13.00)	Period 5
Period 4	Period 4 & Period 5	Lunchtime (13.00)	Period 6
Period 5	Period 5 & Period 6	15.20 (3.20pm)	Period 1
Period 6	Period 6	15.20 (3.20pm)	Period 1

Students will be given 5 minutes to report to the Reflection Room and begin their sanction.

A more serious sanction may be issued if:

- A student refuses to leave the classroom.
- Fails to report to the Reflection Room within 5 minutes.
- Refuses to enter the Reflection Room.

This may include: The sanction being doubled (4 x lessons in the Reflection Room and 2 x social times) or a suspension.

#### **Contact with Parents/Carers about referrals to the Reflection Room.**

Should a student be referred to the Reflection Room the following contact with parents/carers will be made.

1. The member of staff who referred the student to the Reflection Room will record briefly on Edulink the behaviours that resulted in the referral being made. Parents/Carers and students will be able to see this using the Edulink app.
2. The following text message will be sent home to the primary carer stored on Edulink:  
*To {{recipient.title}} {{recipient.surname}} this is notification that {{learner.firstname}} was sent to the Reflection Room during Period.. Calthorpe Park School.*
3. Parents/carers of students referred to the RR during P5 or P6 will receive the following text message to reflect the fact that will be required to stay until 15.20 (3.20pm)  
*To {{recipient.title}} {{recipient.surname}} this is notification that {{learner.firstname}} was sent to the Reflection Room in P5. They will now be dismissed at 15.20.*

#### **Arriving at the Reflection Room**

We understand students may be upset or frustrated when they first arrive at the Reflection Room, and will need time to calm down and discuss their feelings. They will be given this opportunity by the Reflection Room staff, who will help them to understand why they have been removed from their lesson. When the student is calm, they will enter the Reflection Room where they will be seated and asked to complete a reflection exercise. This is the student's opportunity to describe what happened, the impact of their behaviour/choices and how they plan to make positive changes in the future.

#### **Behaviour expectations in the Reflection Room**

While in the Reflection Room students must meet the following behaviour expectations:

- Do not talk or communicate with any other student. This includes verbal (talking or whispering) or non-verbal (waving or turning around)
- Sit at the desk you've been directed to by the member of staff.
- Sit with your legs under the desk and face the front.
- Remove any coat or jacket you may be wearing and put it on the back of your chair
- Remove your pencil case from your bag and put your bag under the desk.
- Complete all work in silence to a good or excellent standard.
- If you need any help put your hand up and sit in silence until a member of staff is able to speak to you.
- Follow all instructions immediately and without question or argument.

Students who fail to meet the expectations listed above will be warned about their conduct. If they continue to disrupt by not meeting the expectations above they will be asked to leave the Reflection Room and report to the Headteacher's office.

Students who persistently disrupt the Reflection Room are likely to receive a more serious sanction with a suspension being the last resort for ongoing non-compliance.

### **Reasonable adjustments and students with AEN**

We find that Disruption Free Learning benefits many students with AEN as it creates calm and quiet learning environments with clear and consistent expectations. However, some students with AEN may have reasonable adjustments to support them with their learning or regulation of emotions. These will be shared with staff and detailed in One Page Profile. Such adjustments may include: Safe Space; Key adult to report to help self-regulate time to work on a refocusing folder or Settling Box; the opportunity to refer to social stories; or time to discuss and process the warning with a specialist TA. It is expected that students with SEN are given appropriate 'take-up time' following a warning, and that minor secondary behaviours are accepted as part of that student's processing strategy.

All staff and those working in the Reflection Room will be expected to access information about students' SEN and to implement any adjustments. Where applicable, advice from external agencies will be considered and communicated to all staff.

## Appendix 2 – Achievement and Rewards

### Achievement Points

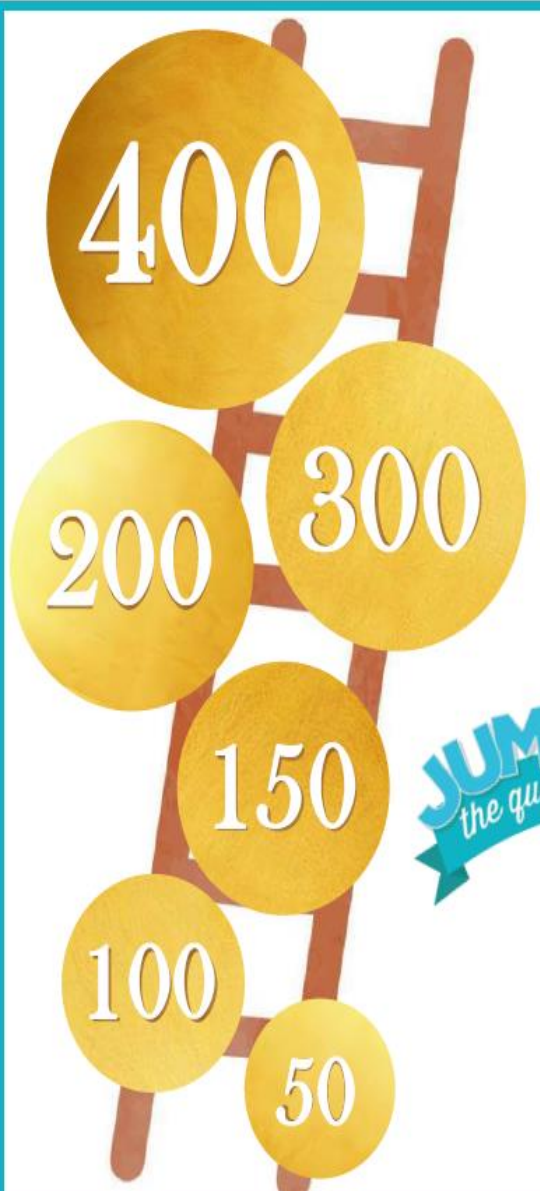
Those students who consistently meet our expectations or go ‘above and beyond’ in their attitude, effort or contribution will be awarded Achievement Points through our behaviour logging system Edulink. Students, parents/carers and staff will be able to see these achievement points live as they are awarded.

Achievements are linked to the Calthorpe Way so students and parents/carers will know how their behaviour and conduct embodies our ethos and core values. These include but are not exhaustive of:

<b>Courtesy</b>	<b>Consideration</b>
<ul style="list-style-type: none"> <li>• Good manners towards staff and students.</li> <li>• Offering to help.</li> </ul>	<ul style="list-style-type: none"> <li>• Being kind to others.</li> <li>• Thinking about others.</li> <li>• Showing empathy.</li> <li>• Friendly in manner.</li> <li>• Helping others in class.</li> </ul>
<b>Challenge</b>	<b>Commitment</b>
<ul style="list-style-type: none"> <li>• Pushing yourself beyond your comfort zone.</li> <li>• Taking risks in your learning.</li> <li>• Eager and curious in class.</li> <li>• Performance in assessments.</li> <li>• Performance in homework</li> </ul>	<ul style="list-style-type: none"> <li>• Sports Teams</li> <li>• Drama productions</li> <li>• School clubs</li> <li>• Speaking events</li> <li>• Striving to your best</li> <li>• Contributions in class</li> </ul>
<b>Respect</b>	<b>Responsibility</b>
<ul style="list-style-type: none"> <li>• Taking care of the environment</li> <li>• Showing kindness for someone's' beliefs /feelings</li> <li>• Showing awareness of wider world issues</li> </ul>	<ul style="list-style-type: none"> <li>• Taking on a role within school/ tutor /class</li> <li>• Positive attitude to learning</li> </ul>
<b>Integrity</b>	<b>Impression</b>
<ul style="list-style-type: none"> <li>• Picking up litter</li> <li>• Being honest</li> <li>• Valuing diversity</li> <li>• Being a role model</li> <li>• Doing the right thing</li> </ul>	<ul style="list-style-type: none"> <li>• Representing the school in the community</li> <li>• Volunteering to help</li> <li>• Showing a willingness to improve</li> </ul>

### Student recognition and rewards.

- Teaching Staff, Tutors and Non-Teaching Staff are updated weekly on student achievement in a Pastoral Report. These are shared with students in Tutor Time.
- Teaching Staff, Tutors and Non-Teaching Staff are updated weekly on how student's achievement feeds into the annual House Competition. This is fed back to students in Tutor Time and shared on interactive displays around school.
- Students are rewarded as they accumulate Achievement Points throughout the year
- As students accumulate Achievement Points they are rewarded according to the 'Achievement Point Reward Ladder'. This is shared with students in Termly House Celebration Assembly



## Achievement Points Rewards

### 400 Achievement Points:

Governor Recognition  
Draw £5 Amazon Voucher

### 300 Achievement Points:

Head of School Recognition  
Formal Letter Home – Invitation for Breakfast with the Head Teacher

### 200 Achievement Points:

Email College Link Recognition  
Certificate with Drink and Cookie Voucher

### 150 Achievement Points:

Jump the Q Card  
Public Recognition on Screens in School

### 100 Achievement Points:

Email from *HOH* with small Treat  
100 E Certificate Given

### 50 Achievement Points:

Email from Tutor  
E certificate Given



Year 11 Prom

Year 10 Thorpe Park

Year 7, 8 & 9 Film and Popcorn

Progress Event – All Years



### Appendix 3 - Intervention and Sanctions Guidance 2023-2024

Sanction	Sanction and Location	Staffing	Example criteria for sanction to be issued	Communication to students and parents/carers
Break or lunchtime detention	Up to 30 mins(daily) Location decided by staff.	Class teacher/Tutor/HoH /SLT	Poor work output/ forgot homework Late to lesson/tutor time Failing to meet expectations of Subject/Tutor/HoH report. Poor behaviour at breaktime/lunchtime Incorrect uniform	Logged on SIMS/Edulink
Department detention	Up to 45 mins location decided by staff	Subject teacher/Head of Department	Persistent poor work output/ forgot homework Persistent lateness Persistent lack of equipment/kit	Logged in SIMS by HoH Email/communication home
Pastoral Detention	60 minutes 15.00 – 16.00 Old Hall	Head of House SLT	Defiance – refusing to follow staff instructions Poor behaviour/unkind behaviour towards another student Persistent failure to follow uniform expectations. Persistent poor punctuality. Poor behavior during free time.	Logged in SIMS by HoH Email/communication home
Senior Leadership Detention	90 minutes 15.00 - 16.30 Old Hall	Senior Leadership Team	HoH and SLT Discretion Failure to attend a School Detention Deliberate failure to go to a timetabled lesson or safe space. Serious/persistent poor behavior during free time. Persistent refusal to follow staff instruction.	Logged in SIMS by HoH Email/communication home
Internal Isolation	P1 – P4 including break and lunch.	SLT/HoH/Rota Staff  Staff issuing/referring students for the detention to visit for restoration meeting	HoH and SLT Discretion Failure to attend SLT Detention Persistent and prolonged poor behaviour of a serious nature Failure to respond positively to previous sanctions Serious breach of school rules	Logged in SIMS by HoH Email/communication home
Suspension	Parent/carer supervision	N/A	HoH and SLT Discretion Verbal abuse towards staff Physical assault against another student or staff Theft Persistent poor disruptive and defiant behaviour Possession or distribution of illicit substances. Failure to comply with a search for illicit items/substances	Logged in SIMS by HoH Email/communication home Reintegration meeting arranged Reported to HCC by Calthorpe Park School.

## Appendix 4 - Mitigating and Aggravating Circumstances

Mitigating and Aggravating Circumstance	
MITIGATING CIRCUMSTANCES	AGGRAVATING BEHAVIOUR
<p>Behaviour</p> <ul style="list-style-type: none"> <li>• One-off or spur of the moment</li> <li>• No previous behavioural problems</li> <li>• Acting out of character</li> <li>• Behaviour has stopped at point of investigation</li> <li>• Behaviour is occurring exclusively out of school</li> <li>• Although acted as part of a group, played a lesser role</li> <li>• Acted only as a result of bullying or other peer pressure</li> </ul>	<p>Behaviour</p> <ul style="list-style-type: none"> <li>• Previous record of similar behaviour</li> <li>• Targeted or premeditated</li> <li>• Recklessness of behaviour</li> <li>• Deliberate but more prolonged, persistent, repeat or reckless behaviour</li> <li>• Offence was of a homophobic, transphobic, racist or sexist nature</li> <li>• Acting as part of a group</li> <li>• Pressuring others to offend, or covering up for others</li> <li>• Intimidation of victims or witnesses</li> <li>• Actions bring the school into disrepute</li> </ul>
<p>Attitude</p> <ul style="list-style-type: none"> <li>• Apologises to victim/s</li> <li>• Where there has been a financial loss, offers to make compensation</li> <li>• Offers to make restitution or take part in restorative justice activity</li> </ul>	<p>Attitude</p> <ul style="list-style-type: none"> <li>• No acknowledgement of wrong doing despite clear evidence</li> <li>• Student appears to be indifferent to consequences</li> <li>• Boasting about behaviour</li> <li>• Filming or publishing media or comments about the incident(s)</li> </ul>
<p>Student</p> <ul style="list-style-type: none"> <li>• New student in school</li> <li>• Student is from a vulnerable group e.g. Asylum Seeker, or looked after student</li> <li>• Behaviour arising out of special educational needs, medical condition or disability</li> <li>• Age and understanding of the student</li> <li>• No previous support put in place</li> </ul>	<p>Circumstances</p> <ul style="list-style-type: none"> <li>• Whilst on a school trip</li> <li>• Breaking into school premises</li> <li>• Bringing outsiders on to school site to carryout antisocial or illegal behaviour</li> <li>• Committed on school site whilst already excluded</li> <li>• Under the influence of drugs or alcohol</li> <li>• Use of weapons</li> <li>• Age and understanding of the student</li> <li>• Previous support that has been put in place</li> <li>• Breach of school contract</li> </ul>
<p>Family</p> <ul style="list-style-type: none"> <li>• On-going family pressures or other stressors or major changes</li> <li>• Death or imprisonment of close family member</li> <li>• Mental health of parents</li> <li>• Domestic violence</li> <li>• Discloses student protection concerns</li> </ul>	<p>Victim</p> <ul style="list-style-type: none"> <li>• Directed at teaching or support staff</li> <li>• Victim is from a vulnerable group, e.g. Asylum Seeker, looked after student, disabled, SEN, LGBTQ+</li> <li>• Refuses to see point of view of victim</li> </ul>

*Appendix 5 - Intervention Inventory*

<b>Calthorpe Park School Intervention Inventory</b>	
<b>Academic</b>	<b>Pastoral</b>
Change Seating Plan	Take 5 Card
Subject Report	Staff Mentoring
Homework Club	Student Mentoring
Class Change	Report Card (Tutor, HoH, SLT)
Lunchtime Support	Positive Report (Tutor, HoH, SLT)
Reduced/Amended Timetable	Lego Therapy
Arranged Support in Study Unit.	CAL Therapy
	ELSA Support
<b>AEN Intervention</b>	Hurricane Boxing Programme
Pupil Premium Support	After School Provision
EAL Support	<b>External Agencies</b>
Class check-ins/support	Inter-Agency Referral Form
Class Observation	School Nursing Team
Sensory Checklist	Youth Offending Team
Processing Testing	Early Help Hub
Reading/spelling intervention	Inclusion Hampshire
Psicon referral	Legal Intervention Team
AEN summary to teachers	Ethnic Minority and Traveller Services
Concentration aid	
Handwriting support	
Use of laptop	