Behaviour Policy

Document Owner:	Trust Board
Responsible Trust Committee:	Trust Leadership Team (TLT)
Date Approved:	Lent Term 2021
Review Date:	Lent Term 2023

APPROVED Signature (Trust Board):	DATE ( )

1.   Other relevant policies, documents and advice

- Anti-bullying Policy
- Attendance and Punctuality Policy
- Code of Conduct for Staff
- Equalities Policy (Students)
- Health and Safety Policy
- Managing Violence in Schools Policy
- Positive Handling Policy
- Ensuring Good Behaviour in Schools – DfE (2012)
- Guide for Heads and School Staff on Behaviour and Discipline – DfE (2012)
- Guidance for Governing Bodies on Behaviour and Discipline – DfE (2012)
- Use of Reasonable Force – DfE (2012)
- Searching, Screening and Confiscation: Advice for Head of Schools, school staff andgoverning bodies - DfE (2016)
- Behaviour and Discipline in Schools: Advice for Head of Schools and School Staff – DfE(2016)
- Equalities Act – gov.uk (2010)
- The special educational needs and disability (SEND) code of practice In addition, this policy is based on:

  Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

This policy will be published online, along with our Anti-bullying policy.

Advice for schools as they re-open in September 2020 to more students:

https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2 - advice on understanding the link between mental health and behaviour.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf - Tom Bennett's independent review on behaviour in schools and the government's response.

https://www.adversechildhoodexperiences.co.uk/aces - advice on dealing with pupils who have suffered from adverse childhood experiences.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf - statutory guidance for exclusions.

https://www.place2be.org.uk/coronavirus - advice from a children's mental health charity that provides counselling and mental health support and training in UK schools.

2.   Explanation of terms used in the policy

'Trust' = Seckford Education Trust
'School(s)' = Schools within the Trust
'LAB' = Local Advisory Board
'TLT' = Trust Leadership Team

3.   Purpose of the policy

This policy outlines the Trust's position in respect of the behaviour of children and young people across all its schools. This policy covers the Trust and all its schools and as such there is no need for each school to have its own policy.

4.   Policy Statement

The Government expects:

- all students to show respect and courtesy towards teachers and other staff and towards each other;
- parents/ carers to encourage their children to show that respect and support the School's authority to discipline its students;
- Head of Schools to create that culture of respect by supporting their staff and ensuring that behavior is managed consistently across their school;
- governing bodies and Head of Schools to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the student and at the same time supports the person who is the subject of the allegation; and
- that every teacher will be good at challenging and changing children's behaviour.

Our Behaviour Policy is a cornerstone of the ethos and vision of the Trust.

The Trust Vision

Inspiring, enabling and celebrating each and every young person's personal best.

The aims of the Behaviour Policy are to:

- create an environment that encourages and reinforces positive behaviours;
- define acceptable standards of behaviour;
- encourage consistency of response to both positive and negative behaviours;
- promote self-esteem, self-discipline and positive relationships;
- ensure that the School's expectations and strategies are widely known and understood;
- encourage the involvement of both home and school in the implementation of thispolicy. The adults encountered by the students have an important responsibility to model high standards of behaviour, both in their dealings with the students and with each other, as their example has an important influence on the students;

- Develop an environment that is conducive to a community of learning within which students co-operate with each other to make the right behaviour choices;
- Ensure that students are enabled to restore relationships through a restorative approach, with support from staff and peers.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on empathy, kindness, respect and understanding of theneeds of others;
- ensure fair treatment for all regardless of age, gender, race and abilities;
- show appreciation and respect of the efforts and contribution of all;
- support students in restoring positive relationships;
- create open and clear communication with parents and carers;
- give our first attention to the best behaviour and to build upon the positives;
- work collaboratively to ensure consistency.

5. General approach

5.1 Introduction:

We believe that an appropriately structured curriculum, effective learning environment and high quality Teaching and Learning in Trust Schools contributes to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning and structured feed-back, all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives and outcomes, understood by the students, and differentiated to meet the needs of students of different abilities. Marking & written feedback as well as record keeping can be used both as a supportive activity, providing feedback to the students on their progress and achievements, and as a signal that the students' efforts are valued and that progress matters.

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teacher and students, strategies for encouraging positive behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way students behave.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable thestudents to work and play in co-operation with others. Praise and reward points are to be used to encourage good behaviour as well as good work. Criticism should be a private matterbetween teacher and student to avoid resentment. As a Trust we embrace: praise in public; reprimand in private.

As a Trust, we believe that positive relationships between adults and students are critical to the promotion of high levels of learning, progress, achievement and behaviour.

5.2 The School Rules

All secondary schools in the Seckford Education Trust support students through our '6Cs to Success'. These being: co-operation; commitment; confidence; community; challenge; celebration. Students will use the '6Cs' to reflect on their progress in their PEP booklets.

The Trust has three rules for secondary students to follow:

- Ready;
- Respectful;
- Safe.

These three rules are used to support student behaviour, both positive and negative and link directly to two of the '6Cs': 'Community' and 'Commitment'.

At our primary schools, behaviours of students are celebrated and challenged through:

- Talk;
- Listen;
- Act respectfully.

These then support the focus on: 'enjoy; achieve; thrive'.

In addition to this the Trust will continue to focus on celebration of students as well as afocus on community.

Each of our schools will regularly and deliberately teach its students about both acceptable and unacceptable behaviours including those that are acceptable/unacceptable in school and in society at large. This will be achieved through planned induction activities at the start of the academic year, through assemblies and in class times, through PSHE lessons, through working with partners such as the Safer School Partnership, Crucial Crew and by the pastoral teams in our schools.

Acceptable behaviour includes, but is not limited to
- Being polite and respectful.
- Being kind to others.
- Being on time.
- Having good school attendance.
- Listening to others.
- Helping and supporting others.
- Behaving sensibly in corridors and at unstructured times.
- Following instructions.
- Wearing the correct uniform.
- Actively participating in learning activities.

- Asking and answering questions in lessons.
- Seeking help and support when needed.

Unacceptable behaviour includes, but is not limited to:
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Truancy.
- Eating or drinking outside of designated areas.
- Refusing to follow reasonable instructions.
- Chewing gum.
- Use of mobile phones/electronic devices.
- Non-completion of classwork or homework.
- Poor attitude.
- Incorrect uniform.
- Breaches of the school rules.
- Any form of bullying.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Verbal or physical assault on either staff or pupils.
- Vandalism.
- Theft.
- Fighting/acts of physical violence towards others.
- Smoking.
- Racist, sexist, homophobic or discriminatory behaviour.
- Not following 'Covid' safety procedures.
- Any other behaviour deemed unacceptable by the Head of School and communicated to parents/carers.

Prohibited items. These include, but are not limited to:
- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- 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).

Bullying

We want our schools to be warm and welcoming. Bullying is never acceptable. All students have the right to attend school without fear of harassment or prejudice. We deliberately teach students about bullying through the curriculum and through assemblies and tutor time activities. We teach its impact on both the bully and the victim. We ensure that students that

are victims of bullying are supported through the pastoral system and ensure that those that engage in bullying behaviours are educated about its effect on others and provided with the advice and guidance needed to ensure that they behave in more socially acceptable ways in the future.

Our schools will ensure that parents/carers are aware of rules and expectations that apply in their setting as well as what constitutes acceptable and unacceptable behaviour. This will be achieved by ensuring that this policy is available online via the school website as well as in hard copy upon request.

Leaders within our school will explain the School's expectations to all parents/carers of prospective students during engagement events as part of transition and through literature that they will be provided as part of the admissions process.

5.3   Behaviour

All students and staff have the right to learn and teach within a calm and purposeful environment. Through innovative and inspiring teaching, teachers and other professionals are able to engage students' attention, thus reducing the off-task behaviour and disruption that can prevent learning from taking place. When on duty, working with individuals or groups, or simply walking the site we should acknowledge others in a positive and respectful way whilst demonstrating high expectations and kindness. By modelling the positive, calm and attentive behaviour which we expect from students at all times this will become the norm for all students and adults in our Schools.

There remain, however, occasions when learning can be disrupted by a student's behaviour. How staff respond to this is key in restoring relationships and ensuring the focus returns to teaching and learning for all students as quickly as possible.

All conversations should happen discreetly with the student (i.e. one to one; if the student is seated the teacher should be at the same eye-level; calm and controlled voice). We believe in 'RIP' and 'PIP': reprimand in private; praise in public.

6.   Rewards

Our emphasis on rewards is to reinforce good behavior and behaviours that link to the Trust vision and ethos. We believe that rewards have a motivational role, helping students to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for students. Rates of praise for behaviour should be as high as for work.

Wolstenholme and Hodge's research suggests that regular positive communication with pupils and parents could reduce permanent exclusions. The Trust therefore will endeavor to do this as much as possible to support a positive learning experience for all students.

Each School operates a 'Reward System' that captures students 'being successful'. This is monitored using the school's MIS and then feedback to students through the tutorial programme and the assemblies.

Schools also use 'Praise Postcards' and badges to highlight excellence from students. These include:

- School Pins;
- Bronze, Silver, Gold Pins.

Pins will be awarded in the fortnightly 'Celebration Assembly' and students in receipt of Gold pins will be invited onto rewards trips as an opportunity to recognise their positive behaviours.

For behaviours that exceed all expectations and goes "above and beyond" there may be additional rewards for students provided by the individual schools.

7.   Managing Behaviour

Although rewards are central to the encouragement of good behaviours, realistically there is a need for sanctions to register the disapproval of unacceptable behaviours and to protect the security and stability of the School community.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied;
- It must be made clear what changes in behaviours are required to avoid futuresanctions;
- Group sanctions must be avoided as they breed resentment and are inherently unfair;
- There should be a clear distinction between minor and major offences;
- It must be the behaviour rather than the person that is punished;
- The sanction should look to teach better behaviours.

In responding to inappropriate behaviour and before the Pastoral/Student Support Team is involved it is assumed that all other routes have been attempted such as:

- Use of informal reprimands in which the student if offered the chance to make a positive change (i.e. positive framing, tactical ignoring, scripted interventions, moving seats in a lesson);
- Conversation with the Subject Leader or Form Tutor/Team Leader;
- Time out. Time out can take many forms. It can be the following:
    o   Time out in someone else's room;
    o   Time out in with Senior Leaders (by prior arrangement);
    o   Time out must be structured (students must have work/activity to complete);
    o   Phone call to parents / carers requesting support from home;
    o   Support from other staff.

If a student fails to meet behavioural expectations, the teacher will follow the 'Managing Behaviour Cycle".

Repair → Reminder & Prompt 1

Reminder & Prompt 2

Reminder & Prompt 3
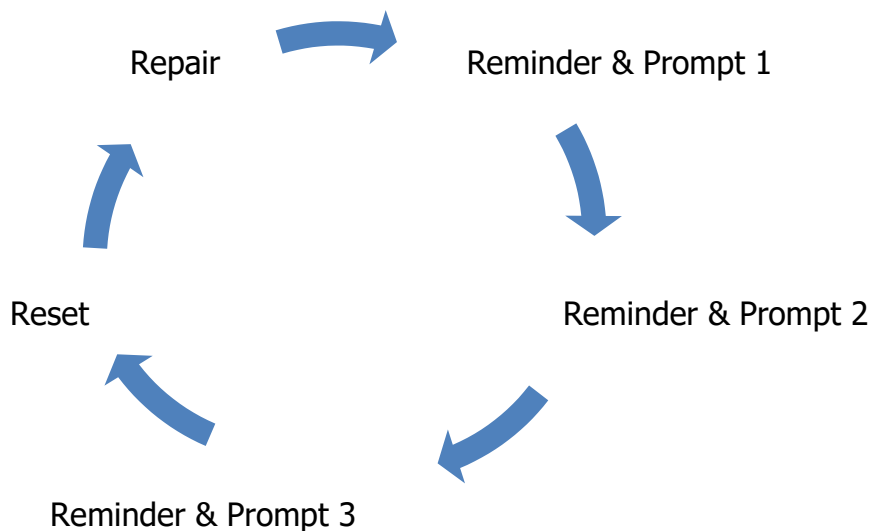
Reset

Each school will have an annotated version of this cycle to support colleagues within their context. This will include protocols around 'B1s' and withdrawal from lessons as part of the 'reset' process. As with all interventions, the focus is on the positive. Within the context of this cycle, this means that a 'reminder' is not a warning it is a 'prompt'. A 'reminder' is a means to remind students of previous good behaviours as well as the three rules.

Students' names will not be written on the board where their behaviour falls below the expected level.

As part of the repair process students mayattend a 'B1' either during social time or after school. When B1 takes place after school, parent/carers will be given at least 24 hours' notice. This session will serve to facilitate a restorative conversation between the student and the member of staff as well as anopportunity to complete or finish missed work. These conversations may be supported by theForm Tutor/Team Leader or the pastoral team if necessary. A restorative conversation will also take place as part of the 'reset' process. The aim is to identify and support students at the earliest possible stage and work with parents / carers and the appropriate support teams within the School, and if required from external specialists to develop positive patterns of behaviour and attendance. There may be times where it is agreed between the School and the parent/carer that the current setting is not the most appropriate for that student. In those cases the Head of School or another member of the Senior Leadership team will meet with parents/carers to discuss the options available to them. There will be two opportunities per academic year in which a referral can be made for a Pupil Referral Unit. In addition to this there is the monthly 'In Year Fair Access Panel' (IYFAP) meeting in which a managed move to another school can be agreed. Parents/Carers are fully involved in this process, as is the student.

We believe that parents / carers have a major role to play in ensuring that the students have the opportunity to reach their full potential. Communication between home and school is critical in supporting children and young people to change their behavior.

It is the aim of all Schools within the Trust to work in partnership with parents / carers to help break down any barriers to learning including challenging behaviour and attendance. It is recognised that this is not always easy as conflict can arise between home and school

when dealing with such issues. We are committed wherever possible to overcome such conflict to ensure that the student is at the centre of our efforts to provide support.

7.1   Reasonable adjustments:

- At certain stages in a child's or young person's school life they may struggle to access, or manage within, the typical provision offered by the School as a result of:

    - Social, Emotional and Mental Health Needs (SEMH);
    - Adverse Childhood Experiences (ACE);
    - Special Educational Needs and Disabilities (SEND).

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

- Each school's special educational needs co-ordinator will 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 to create the plan and review it on a regular basis. For students with EHCPs, we will be guided by the Education, Health and Care plan (EHCP).

- Leaders will make their best endeavours to ensure that students with additional needs are supported to meet the new expectations and behavioural norms. Reasonable adjustments might include, but not limited to:

    - preview of new behavioural norms and perhaps a visit to school;
    - additional support for the arrival and exit to school;
    - additional support to adhere to break and lunch time norms;
    - re-teaching behavioural norms;
    - adapted resources to teach behavioural norms;
    - adapted sanctions and rewards.

- For students with special educational needs and/or disabilities, a risk assessment will be completed to ensure risks are mitigated in a safe way. Support plans will be updated as a result.

7.2   Transport:

Where a student is travelling to one of our Schools on transport provided by either the School, Local Authority or Private Company then the School's Behaviour Policy must be adhered to.

Students whose behaviour falls below the outlined expectations will have one of the following sanctions applied depending on the nature of the incident:

- For low level incidents of poor behaviour the parent/carer will receive a written warning outlining the nature of the incident and stating that if this type of incident is repeated then the student could be removed from the transport provided;
- For high level, serious incidents then the student in question could be removed from the transport provided. The parent/carer will receive a letter from the Head of School outlining the nature of the incident and stating the sanction that is being applied;
- The Assistant Head of School will make the decision in collaboration with the Head of School on whether the incident is low level or high level.

8. Recording and monitoring student behaviours:

8.1 Positive:

1. Students reward points, praise postcards and badges/pins will be recorded on the school's MIS. Parents/Carers can access this and monitor from home.

8.2 Negative:

1. As with positive recording and negative incidents will be recorded on the school's MIS which can be viewed by parents/carers at home. In cases of more significant incidents parents and carers will be directly contacted either by 'phone or email.

9. Risk Management

9.1 Overview

Risk in this context is about those potential future events that could impact on the School and the staff and students within it. Risks, by definition, are not certain, but they are significant and will have an impact if they emerge. Risk management uses past experience and current intelligence to predict what may happen, thus ensuring the School has fully considered best possible strategies to handle future uncertainty.

The outcome of a risk emerging may not be wholly negative – it may be that some unexpected opportunities arise from the risk event happening. It is important to accurately describe the risk, so that all stakeholders clearly understand the nature of the risk you are identifying.

When a student has been identified as a potential risk to themselves or others a risk assessment form must be completed by the pastoral team and passed to the Head of School. The risk assessment must identify the potential hazards and the likelihood, severity of the hazards occurring. The Trust Student Risk Assessment Template must be used for this and the Trust risk rating scale must be used to determine the likelihood of the hazards.

9.2 Use of reasonable force

- The Trust does not encourage a 'no contact' policy as there is a real risk that such apolicy might place a member of its staff in breach of their duty of care towards a student, or prevent them taking the necessary action to prevent a student causing harm.

- A limited number of pastoral and senior staff are trained in safer handling techniquesand in addition to de-escalation strategies and strategies in individual risk assessments, the Trust recognises that on occasions, physical intervention may be required.

- The decision on whether or not to physically intervene is subject to the professional judgement of the staff member concerned and should always depend on the individual circumstances. If an alternative method of control than restraint is possible,then this method will be used first. If physical contact is the only suitable method, then this is permitted during this period. Where time permits, advice will always be sought from the Head of School or Assistant Head of School in his/her absence.

- A risk assessment will be undertaken for students who, based on evidence available prior to closure of schools, required physical intervention. This will allow the School todetermine risks and decide if it is safe for students requiring physical intervention to be safely accommodated in school.

- Following a risk assessment, the School may decide that students who are a high riskshould continue with home learning.

- Should it be deemed reasonable, proportionate and necessary to physically interveneduring an incident then staff have a duty of care to intervene. When doing so they will:
    - be able to change clothing immediately after the incident;
    - take a shower immediately, at home if necessary.

- Following the physical intervention, the student will be isolated and parents/carers will be informed of the incident and advised to collect their child.

- Following a risk assessment and a discussion with student and parents/carers, thestudent should return to school unless it is deemed unsafe to do so.

- These incidents occur at speed. It might not be feasible to wear personal protectiveequipment (PPE), but if possible then this is encouraged.

- Serious incidents involving the use of force will be recorded and reported toparents/carers.

- In deciding what constitutes a serious incident, the Head of School will use theirprofessional judgement and consider the following:
    - student's behaviour and level of risk presented at the time of the incident;
    - degree of force used;

    - effect on the student or member of staff;
    - the student's age.

10.   Internal Exclusion

There may be times where a student has exhibited extreme behaviour and needs separating from their peers to enable them to have time to cool down and reflect on their behaviours. In order to minimise exclusions and to ensure that the student is still in a learning environment they may be asked to serve an internal exclusionin the following ways:

a. In the back of another classroom for a small period of time. The work from their lesson will be provided for the student to complete during this time.
b. The student may be asked to attend, for an agreed period of time. another one of the Trust Schools.Parents/ Carers will be informed prior to this happening and transport will be provided by the School. This may form an altered school day, but again timings would be discussed and agreed with parents/carers. This will be marked as an internal exclusion.
c. The student may be asked to work in a dedicated space in school which will be supervised by a senior member of staff or pastoral support assistant/officer. Parents/ Carers will be informed prior to this happening and transport will be provided by the School. This may form an altered school day, but again timings would be discussed and agreed with parents/carers. This will be marked as an internal exclusion.

This will be decided by the Head of School in collaboration with other Senior Leaders or the Pastoral team. Where there is a need for students to take some time away from their normal timetable to reflect this will be discussed with parents. Reasons may include:

-   very serious misbehavior, including those listed in Appendix 1;
-   as a result of a referral from a middle or senior leader, where behaviour in the subject has seriously disrupted the learning and or health and safety of others;
-   for a period of reflection following an investigation into a serious incident or persistent breach of the 'B1' and/or reporting systems.

During an internal exclusion, students will be supported to understand the consequences of their actions/ behaviours by supporting them to reflect on and regulate negative behaviours.

A documented support plan will be agreed for any student who has served an internal exclusion under point 'b' or 'c'. This plan will identify any additional intervention as well as SMART targets that will then be monitored regularly.

11.   Exclusions

11.1 Introduction:

The Trust and its Schools are committed to reducing the use of exclusions as a sanction for misbehaviour. However, it is recognised that exclusions (temporary or permanent) may be required under certain circumstances. The Executive Headteacher and Head of School are the only members of staff in a school who can determine whether to exclude or not.

Exclusion is the most serious sanction that the School can apply to a student. For this reason the parents / carers, the Trustees and the Local Authority are involved in the process.

Exclusion can be imposed for disciplinary purposes. Only the Head of School, once the agreement of the Executive Headteacher has been sought and given, can permanently exclude a student. The Head of School (or Acting Head of School) may impose a fixed term exclusion (this is outlined in the Exclusion Protocol – available in Appendix 2). Exclusions can either be:

* for a fixed period (this must not exceed 45 days in any one school year);
* permanent.

There will be times when Assistant Head of Schools are running a school operationally during the absence of a Head of School. If during those circumstances a situation arises where an exclusion decision needs to be taken, they should consult the Head of School of another school in the Trust or the Executive Headteacher. The Head of School (or consulted from the other site) will make the decision on that exclusion.

Permanent exclusion is likely to be used in one of the following circumstances:

* In cases of very serious misbehaviour. The most serious cases could lead to immediate permanent exclusion. These might include serious actual or threatened violence against another student or a member of staff; sexual abuse or assault; carrying an offensive weapon;
* In cases of persistent misbehaviour including bullying. Permanent exclusion is only likelyto follow on from previous temporary exclusions and after the PSP targets have notbeen met. There would also be evidence of the School having adopted a number of methods to improve a student's behaviour. These may include involving parents /carers, medical professionals and external agencies;
* The possession or misuse of drugs will normally result in permanent exclusion (with veryfew exceptions). Supplying or dealing in drugs will lead to a permanent exclusion;
* In cases where the student's behaviour brings the School and / or Trust into disrepute, damaging the reputation of the School or Trust. Heads have the power to discipline students who misbehave outside the School's premises and outside school hours.

This does not provide an exhaustive list of reasons for exclusion but gives guidance on when this sanction may be used. Decisions to exclude (either fixed term or permanent) are taken in line with the most recent government guidance. Reasons for exclusion are shown in

Appendix 1. The Exclusion Protocol is in Appendix 2. Specific guidance on the Permanent Exclusion process can be found in Appendix 3.

11.2 Arrangements following an exclusion:

1. When a student is excluded the School will contact parents / carers by telephone to inform them of this. The exclusion will start either the same day or on the school day following.

2. A letter will be sent to the parents / carers:

   - outlining the reasons for the exclusion;
   - informing them of their right to make representations to the Trust Board DisciplineCommittee;
   - outlining the arrangements for setting work;
   - making arrangements for re-admitting the student which will be preceded by a reintegration meeting between the parents / carers, the student and a member of staff;
   - during Covid, as part of a planned return to school following an exclusion, parents/carers will be expected to have a virtual meeting with a senior leader to discuss a reintegration action plan.

3. The Trust's Local Exclusion Panel is informed of:

   - all permanent exclusions;
   - those that result in a total of more than five but less than fifteen days exclusion inone term;
   - those that involve losing the opportunity to take a public examination
   - fixed term exclusions of more than fifteen days in one term either as a singleexclusion or aggregated.

A meeting of the Local Exclusion Panel will be arranged to occur within 15 working days to consider any exclusions of more than 15 days total in one term.

For exclusions of between 5 days and 15 days a hearing should be held within 6 to 50 days after the exclusion but only if the parents / carers request one.

For exclusions of less than 5 days the panel must consider representations from parentsbut cannot reinstate students. There is no time limit for this.

4. The LA is informed of all exclusions listed under 3 above. In addition the LA will collect data at termly intervals on other exclusions.

5. For exclusions of 5 days or less, arrangements will be made for suitable work to be set and returned for marking. It is the responsibility of parents / carers to collect and return the work set. It is the responsibility of parents to keep their excluded child indoors and under supervision for the period of the normal school day for fixed term exclusions up to

5 days. The student must not be on school site at any time within the period of exclusion.

6. For exclusions in excess of 5 days the School will put in place alternative educational arrangements. In the case of permanent exclusion the School should continue to set work until an appeal is heard or the appeal period is ended (15 days after exclusion is upheld). The LA will then make arrangements for the student concerned.

7. There will, however, be exceptional circumstances where, in the Head of School's judgement, it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious, actual or threatened violence against another student or a member of staff;
- Sexual abuse or assault;
- Possession, use and/or supplying of an illegal drug;
- Carrying an offensive weapon.

Schools should consider whether or not to inform the police where such a criminal offence has taken place. They should also consider whether or not to inform other agencies e.g. Youth Offending Teams, social workers etc.

8. In cases where the Head of School has permanently excluded a student for:

- One of the above offences; or
- Persistent and defiant misbehaviour including bullying (which would include racist orhomophobic bullying); or
- Use of an illegal drug on school premises; where the school premises includes schooltransport, school trips and those areas directly surrounding the school site.

The Secretary of State would not normally expect the Trust Board or an Independent Appeal Panel to reinstate the student.

9. The reality of Covid is such that:

- Deliberate failure to adhere to the protective measures will be deemed as aserious breach of the School's behaviour policy.
- Coughing or spitting at or towards any other person will be deemed as a serious breach of the School's behaviour policy. Any student who does this willneed a risk assessment to establish whether they are 'unfit for school.'
- Should students fail to comply with expectations within the isolation area, theymay have additional time added to the sanction or in extreme cases, they mayreceive a fixed-term exclusion.

11.3 Arrangements for a remote access meeting:

- The Trust Board or arranging authority should explain the technology they propose to use to participants and should make sure that the participants (particularly students and their families) know that they do not have to agree to a meeting via remote access if they do not want to. They should make families aware that if they do not consent to a remote access meeting then the meeting is likely to be delayed.

- Though all participants must have agreed to the use of remote access, where a parent or student has given their agreement for a meeting to be held via remote access, the other participants should make reasonable efforts to accommodate that preference unless there is a clear reason not to.

- The normal requirements of who should be invited to a Trust Board or IRP meeting remain in place. However, those who have no intention of taking part in the meeting should not be treated as 'participants' for the purposes of the conditions set out above.

- The Trust Board, arranging authorities and panel members must comply with relevant equalities legislation and recognise that some participants may find it difficult to participate in a remote access meeting (for example, if someone has a disability or if English is not their first language).

- If a meeting is held via remote access, every effort should be made by the chair to check the participants understand the proceedings and can engage with them and to ensure the meeting is conducted fairly. If, once the meeting starts, the meeting cannot proceed fairly (for example, because a participant cannot access the meeting), the Trust Board or IRP should adjourn the meeting.

- The use of remote access does not alter other procedural requirements that may apply to the Governing Body, arranging authorities or IRP. For example, if a parent requests the appointment of a special educational needs expert (SEN) to advise a review panel, the Trust must appoint one and cover the cost as normal. Parents may bring a friend or representative, as normal.

- Though the Trust Board and IRPs must consider written representations if they are made, the law does not allow 'solely' for paper-based 'meetings', conducted in writing.

- As long as the conditions for a remote access meeting are met, it is possible for some participants to be present in person and for others to join the meeting via remote access. All the participants must have access to technology which will allow them to hear and be heard by others throughout (and to see and be seen throughout, if a live video link is used).

Timescales for Trust Board meetings

- If it has not been reasonably practicable for the Trust Board to meet in person within the original time limit for a reason related to COVID-19 or remotely for a reason relating to the other conditions for a remote access meeting, the time limit for the meeting will be extended.

- The time limit for a Trust Board meeting will not be extended if it has already passed before 1st June. The government appreciates that it may not have been possible to meet the normal time limits over recent months, due to the disruption caused by the COVID-19 outbreak and the health risks of holding meetings. The Governing Body should arrange for overdue meetings to take place via remote access, if the conditions for such a meeting are met, or in person as soon as it is safe and practicable to do so.
- If a time limit for a meeting has been extended, the Governing Body should reassess at regular intervals whether it is reasonably practicable to meet in person, and if it is, should arrange to do so without delay, in light of the need to minimise uncertainty for pupils and families as far as possible.

Meeting to consider permanent exclusion and fixed term exclusion over 15 school days in a term

- If a student is permanently excluded or receives a fixed period exclusion which results in them having been excluded for 16 or more school days in a term, thenthe Trust Board should try to meet to discuss reinstatement within 15 school days. If it has not been reasonably practicable for the Trust Board to meet face to face within 15 school days for reasons relating to COVID-19, and it has not been reasonably practicable to meet by way of remote access for the reason relating to the conditions for a remote access meeting, the limit will be extendedto 25 school days, or as long as reasonably necessary for reasons related to COVID-19.

Meetings to consider fixed period exclusions between 6 and 15 school days in aterm

- If a student receives a fixed period exclusion which results in them having been excluded for at least 6 school days in a term but no more than 15 school days in that term, and the parent chooses to make representations about the exclusion, then the Trust Board should meet to consider the reinstatement within 50 school days. If it has not been reasonably practicable for the Governing Body to meet face to face within 50 school days for reasons relating to COVID-19, and it has not been reasonably practicable to meet by way of remote access for a reason relating to the conditions for a remote access meeting, the limit will be extended to 60 days, or as long as reasonably necessary for a reason related to COVID-19.

12.   Uniform

All of the Schools in the Trust are uniformed schools. All of our students, without exception, wear the same uniform. Our Trust Board believes it fosters a strong sense of pride, unity and identity. We would ask that parents/carers support us by ensuring their child attends school each day in the correct attire with the necessary equipment to learn. Details of our uniform can be found on each School's website.

Please note aerosol deodorants / antiperspirants are not allowed in our Schools; this includes our changing rooms for health and safety reasons.

At all SET Schools we expect uniform to be worn smartly and with pride!

In extreme weather conditions the Head of School will make a decision on whetheradaptations to the uniform will be made on that day to ensure the students comfort.

13.   Searching, screening and confiscation

See Appendix 4 for this guidance.

14.   Complaints

Any complaints about this policy from outside the Trust should be made in accordance with the Trust's Complaints Policy. Any other complaints should be brought to the attention of the Chair of the TLG in the first instance. Serious issues could be raised through the Trust's Whistleblowing Policy.

15.   Compliance and performance monitoring

The Trust Board will review this policy every two years and ensure that practice across all Schools is in line with this policy.

The Trust has identified a range of Assurance Methodologies as tools by which compliance with polices can be tested. Those most relevant to this policy include:

- External Audit
- Internal Audit

This list provides descriptors of reasons for exclusions and the main reason for exclusion should be used on the electronic reporting form. The 12 categories should cover the main reasons for exclusions and the 'other' category should be used sparingly. The further detail suggesting what the descriptors cover should be used as a guide and this list is not intended to be used as a tick-list for exclusions.

Note: this is reproduced from DfE guidance. For 'School' read 'Trust and its Schools'

Physical assault against student
Includes:
- Fighting
- Violent behaviour
- Wounding
- Obstruction and jostling

Physical assault against adult
Includes:
- Violent behaviour
- Wounding
- Obstruction and jostling

Verbal abuse / threatening behaviour against student
Includes:
- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

Verbal abuse / threatening behaviour against adult
Includes:
- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

Bullying
Includes:
- Verbal bullying
- Physical bullying
- Homophobic bullying
- Racist bullying

Racist abuse

Includes:
- Racist taunting and harassment
- Derogatory racist statements
- Swearing that can be attributed to racist characteristics
- Racist bullying
- Racist graffiti

Sexual misconduct

Includes:
- Sexual abuse
- Sexual assault
- Sexual harassment
- Lewd behaviour
- Sexual bullying
- Sexual graffiti

Drug and alcohol related

Includes:
- Possession of illegal drugs
- Inappropriate use of prescribed drugs
- Drug dealing
- Smoking
- Alcohol abuse
- Substance abuse

Damage

Includes damage to School or personal property belonging to any member of the School community:
- Vandalism
- Arson
- Graffiti

Theft

Includes:
- Stealing School property
- Stealing personal property (student or adult)
- Stealing from local shops on a School outing
- Selling and dealing in stolen property

Persistent disruptive behaviour

Includes:
- Challenging behaviour
- Disobedience
- Persistent violation of School rules

Other

Includes incidents which are not covered by the categories above, but this category should be used sparingly. Students, whose behaviour may damage the reputation of the School or the Trust, thus bringing the School or Trust into disrepute, may fall into this category.

This protocol is set out so all Head of Schools and Senior Leaders in each School know the responsibilities, accountabilities and procedures relating to the exclusion of students from a School.

Responsibilities and Accountabilities
1. The Head of School is the only member of staff who can legally exclude (except in the case of 2.);
2. The Assistant Head of School in each School has the legal right to exclude in the absence of the Head of School for up to 1 day once he / she has the 'sign off' from another Trust Head of School of the Executive Headteacher. This can be carried out onlywhen deputising for the Head of School or when the Head of School delegates this decision to the Assistant Head of School on a case-by-case basis. In this circumstance, the letter relating to the exclusion must be "pped" on behalf of the Head of School;
3. Under no circumstances can anyone other than the Executive Headteacher make a decision to permanently exclude, even in the Executive Headteacher's absence (see points below about what to do in this circumstance);
4. Whatever happens, the Head of School is accountable for any decision made on exclusions by whoever makes them. Therefore, the protocol on this sheet should be applied in order that decisions can be justified immediately;
5. Members of the SLT at schools dealing with situations other than the Head of School or Assistant Head of School cannot exclude. They should bring any matter they believe is / may be an exclusion situation to the Head of School in the first instance and the Assistant Head of School in his / her absence;
6. The Head of School and the relevant Assistant Head of School are primarily responsible for Reintegration Meetings after a period of temporary exclusion. The Reintegration Meeting must take place prior to the student returning to lessons;
7. Any investigations that are required should be overseen by the Head of School or Assistant Head of School. After looking at evidence from an investigation, the Head of School may decide on the length of an exclusion and may decide to delegate the responsibility for carrying out the exclusion to the Assistant Head of School;
8. Exclusion letters are prepared by the Senior Adminstration Assistant. The Executive Headteacher has to have a copy of any exclusion letters sent.
9. Only the Head of School (or Assistant Head of School in his / her absence) can sign an exclusion letter. If the letter is not signed by the Head of School it must be made clear that the signature is a "PP".

Procedural Notes:
1. Keep notes or write a statement of your part in any dealings with an exclusion offence. This may be used within the Exclusion Bundle if there is an appeal later on. All statements must be signed by both the student giving / writing the statement and the member of staff who has been party to the statement being given. The statement must have the date and time it was given, as well as the date and time of the incident. If the statement is included in the Exclusion Bundle, the names of other students must be erased to preserve anonymity;
2. Exclusions range from 1 – 5 days. A fixed term exclusion of more than 5 days triggers a need for the School to provide education from day 6 onwards;

3. When making an exclusion decision or recommendation, ALWAYS take into account the student's previous exclusion record;
4. The most appropriate use of exclusions as sanctions is to:
   - Provide a cooling off period;
   - Separate students and / or teachers for a period of time after an incident;
   - To provide a time for reflection which will mean a behaviour is modified whencoming back in (such as for Health and Safety reasons);
   - As a sanction in their own right.
5. For a 1 day exclusion, it is the responsibility of the student to catch up with work missed. The School must provide work for any exclusion which is 2 or more days. This work should be initiated by the SSA and collected in reception. Parents / carers should collect and return this from the main reception when convenient. Teachers must set and mark work appropriately and treat it with respect;
6. It is absolutely vital that after the decision to exclude is taken, the SLT member with accountability for the exclusion process **must** contact parents / carers to discuss the issue first as well as asking the SSA to prepare the letter for signing. If there is a delay in making the decision within the school day, the parents / carers must be informed of the incident as soon as possible, warning them of the likelihood of an exclusion;
7. No student can be 'sent home' for a period of a day without it being counted as an exclusion;
8. The 2006 Education Act makes it clear that it is not legal to extend an exclusion becausea parent / carer refuses to attend a Reintegration Meeting. Therefore the Reintegration Meeting goes ahead and the student should be isolated from other students under the supervision of staff (for no more than two days). During that time some positive work to reduce the chance of future exclusion should be carried out. This gives the parent / carer two days to come in to school. If they still do not then an action plan is drawn up for the student and he / she returns to normal lessons. Parents / carers should be informed of what is happening. If they do attend a meeting, the action plan should be discussed and agreed with them and the student but if they refuse to attend the processgoes ahead and they are sent a copy.
9. During the period of exclusion and prior to the Reintegration Meeting, the Assistant Head of School and relevant support staff should prepare a Risk Assessment, using the Trust proforma, for the student. The Risk Assessment must be shared with and signed by the student and their parent / carer as well as the School's representative at the Reintegration Meeting.
10. The Assistant Head of School, or in their absence the Head of School, must ensure that the following is included in the student's file: a copy of the statements taken by the student and staff witnesses, a copy of the C1 form from any communication with the student's parent / carer, a copy of the Risk Assessment, copies of any additional referrals made as a consequence of the behaviour, notes from the Reintegration Meeting and agreed action points from this meeting.

In the case of a **Permanent Exclusion** the following protocol applies.

1. Please follow the protocol as above with regards to contact and communication with parents / carers and evidence collation.
2. Within one working day of the decision being made to permanently exclude the student, the LA representative must be informed.
3. Parents / carers must be informed of the decision to permanently exclude within 24 hours of the decision being made and with no delay after the LA have been informed.
4. Set date for Local Exclusion Panel and ensure Clerk can attend (the SA will do this). Ensure that three representatives from the Trust Board and/or Local Advisory Board can attend. Any Trust Board or Local Advisory Board member having prior knowledge or connection to the student must step down;
5. Write to parents including date of LEP, using the Trust template;
6. An 'Evidence Bundle', with the Trust Evidence Bundle cover sheet, must be collated for the meeting including the following details:
     * The exclusion letter sent to the parents / carers;
     * The Trust Behaviour Policy;
     * Any other relevant policies relating to the incident (i.e. Drugs Policy);
     * A summary of the incident;
     * All statements relating to the incident, which must be labelled with the date, timeand full names of those involved and signed by the provider of the statement;
     * An overview of how the students' needs have been met in school (Provision map / High Tariff Needs application);
     * A log of all previous fixed-term exclusions and isolations;
     * A behaviour log with all incidents, consequences and impact of the support inplace;
     * Copy of a Common Assessment Framework Delivery Plan if the student is open toCAF;
     * Copy of a Suffolk Pupil Support Framework documentation if applicable within last12 months;
     * Attendance report;
     * Progress Checkpoint Report;
     * Any relevant medical / other agency reports (including Educational Psychologist) from the last 12 months or as relevant. The Evidence Bundle must be sent to all parties invited to the Local Exclusion Panel meeting at least 5 working days prior to the meeting.
7. On the day of the Local Exclusion Panel, no party, except the clerk, may be left alone with Trust Board or Local Advisory Board members at any point, before, during or after the meeting. The Trust Board or Local Advisory Board members must elect one member to chair the meeting;
8. Parents and LA Officer, if they attend, are permitted to make oral representations;
9. The LEP will need to consider the following:
     * Did the student do what they are alleged to have done?
     * Did the Head of School and Trust Board or Local Advisory Board memberscomply with the law and have regard to the guidance?
     * What does the Trust Behaviour Policy say?

- Was the exclusion fair in relation to the treatment of any other studentsinvolved?
- Was the exclusion a reasonable response?
- The balance of the interests of the excluded student against all other membersof the School community.

10. The Head of School must ensure that he / she has to hand at the LEP the student's file containing the original documents that may be referred to in the LEP, as well as other contextual information.

This has been written using advice taken from the "Behaviour and discipline in schools, advice for Head of Schools and school staff" document sections 35-37.   The law allows us two sets of legal provisions which enable Trust and School staff to confiscate items from students with regard to 'general power to discipline' and 'power to search without consent', page 11.

The Trust and its Schools acknowledge the legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN) as outlined in theEquality Act 2010.

Prohibited items
- knives, guns * or any other type of weapon
- alcohol
- illegal drugs or legal highs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic material
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

note that guns for CCF are authorised under strict conditions of use.

Search with consent
- Trust / School staff can search a student for any item if the student agrees. TheSchool will take into account the age of the child when considering consent.
- It is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree. They do not need written consent from the child.
- If a member of staff suspects a student has a prohibited item or an item inappropriatefor school in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate sanction as set out in this policy.
- A student refusing to co-operate with such a search should be treated in the same way as if they had refused to comply with any instruction.

Search without consent
- The Head of School and members of the School's Senior Leadership Team authorised by the Head of School, have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspectingthat the student may have a prohibited item about their person.

- The staff member conducting the search should be the same gender as the student whenever possible being searched; and there must be a witness (also a staff member)and, if at all possible, they should be the same sex as the student being searched.
- In very exceptional circumstances, a member of staff may conduct a search alone when the staff member believes that the risk of serious harm will be caused to a person if they do not conduct the search immediately. The member of staff should doall that is practicable to summon another member of staff to assist / witness.
- Also in exceptional circumstances, it may be necessary to conduct a search of a student of the opposite sex or in the absence of a witness. The member of staff conducting the search should bear in mind that a student's expectation of privacy increases as they get older.

Establishing grounds for a search
- The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, staff may have heard other students talking about the item, witness a change in behaviour or boasting by the student or an 'informant' such as a student, parent / carer or where information has been passed to school.
- The powers outlined in this appendix allow members of the Senior Leadership Team and those in posts of responsibility to search based on a suspicion alone. If a search does not result in finding a prohibited item, this does not negate the responsibility for the member of staff having out the search in the first place. The emphasis has to be on the safeguarding of the student and students and staff in the School.
- Searches without consent can only be carried out on the School premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips in England or in training settings.

Confiscation
- Trust / School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental todiscipline and safety.
- When deciding what to do with the confiscated items, staff will follow the guidelines set out in "Searching, Screening and Confiscation: Advice for Head of Schools, school staff and governing bodies DfE 2016".

Dealing with electronic devices
See Trust ICT and Safeguarding Policies
- Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.
- In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or to go against the expectation in the Trust's Behaviour Policy.
- If inappropriate material is found on the device it is up to the teacher to decide

whether they should delete that material, retain it as evidence (of a criminal offence or a breach of discipline) or whether the material is of such seriousness that itrequires the involvement of the police.

Guidance for carrying out search
What the law says:

- The person conducting the search may not require the student to remove any clothingother than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over agarment that is being worn as underwear but 'outer clothing' includes blazers, hats, shoes, boots, gloves and scarves.
- 'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags.
- A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be causedto a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further thanthat, which only a person with more extensive powers (e.g. a police officer) can do.

Lockers and other storage areas

- Under common law powers, Trust / School staff are able to search lockers and other storage areas for any item provided the student agrees. Trust / School staff can also make it a condition of having a locker or storage areas that the student consents to have these searched for any item whether or not the student is present.
- If a student does not consent to a search then it is possible to conduct a search without consent but only for the "prohibited items" listed above or for reasons of health, safety and safeguarding.

Use of force
As above.

Informing parents / carers

- There is no requirement for the Trust / School to inform parents / carers before asearch.
- Parents / carers may be informed as part of the Trust's Behaviour Policy and procedures.
- Parents / carers will be informed if the matter is sufficiently serious or could bepotentially harmful to the student or the School.
- If a parent / carer makes a complaint, the normal procedures for dealing with acomplaint should be followed through the Trust's Complaints Policy.

The Trust leaves the decision to involve the Police in searches to the discretion of the staff involved in the situation at the time.

Adapted from Paul Dix, of Pivotal Education.

1. Get in and get out quickly with your dignity intact

We know that to effectively deliver sanctions the message needs to be simple, clear and non-negotiable; in practice it is easy to get caught up in a lengthy argument orconfrontation. Focus on moving in, delivering your sanction as discreetly as possible and then moving out quickly. Choose a phrase that you will withdraw on 'I need to see you working as well as you were in yesterday's written task, thank you for listening' or 'I will come back and give you feedback on your work in five minutes'.

Avoid waiting around for the student to change their behaviour immediately; they may need some time and space to make a better choice. Engage another student in a positive conversation or move across the room to answer a question and only check back once the dust has settled. No one likes receiving sanctions and the longer the interaction the more chance of a defensive reaction or escalation. Get in, deliver the message and get out with dignity; quickly, efficiently and without lingering.

2. Countdown

A good technique for getting the attention of the whole class is to use a 'countdown'from 5 or 10 to allow students the time to finish their conversations (or work) and listen to the next instruction. Explain to the class that you are using countdown to give them fair warning that they need to listen and that it is far more polite than calling for immediate silence. Embellish your countdown with clear instructions so that students know what is expected and be prepared to modify it for different groups:

- 'Five, you should be finishing the sentence that you are writing
- Three, excellent Marcus, a merit for being the first to give me your full attention
- Two, quickly back to your places
- One, all pens and pencils down now
- Half, all looking this way
- Zero, thank you.'

You may already have a technique for getting everyone's attention, e.g. hands up. The countdown technique is more effective as it is time related and does not rely on students seeing you.

3. Closed requests

Prefacing requests with 'Thank you' has a marked effect on how the request is received. *'Thank you for putting your bag on the hook' or 'Thank you for dropping your gum in the bin'.*

The trust in the student that this statement implies, combined with the clarity of the expectation, often results in immediate action without protest. It is almost a closed request which leaves no 'hook' to hold onto and argue with.

A similar technique can be applied to requests for students to make deadlines or attend meetings that they would rather ignore, salesmen would call it an 'assumed close'. *'When you come to see me today get as close to 3.30 as you can so we can resolve this quickly and both get home in good time'. As opposed to, 'Meet me at my room at the end of*

school'. You are assuming and encouraging a positive response; making it awkward for the student to respond negatively.

4.   Get out and about

Perhaps your greatest contribution to managing behaviour around the School site is your presence. If you have your coffee in the playground, your lunch with the students (what % of your students eat at a table with an adult every day?) and are ever-present in the corridor outside your classroom students will see consistency in your expectations for behaviour both in and out of class.

Grow a positive corridor culture with high expectations; never let a student walk past you without perfect uniform, maintain the high standards you would expect in your own classroom in your corridors.

5.   Jobs for the boys and girls

At primary level students' mutual trust is encouraged through sharing and delegatingjobs in the classroom. A well organised year 5 teacher will have students handing out resources, clearing and cleaning the room, preparing areas for different activities, drawing blinds etc. The students learn how to share responsibility with others and acceptresponsibility for themselves.

The tasks and responsibilities that you are able to share may seem mundane and trivial but by doing this an ethos of shared responsibility can be given a secure foundation.

6.   Proactively developing relationships with students

It's not about trying to get down with the kids. Get the image of the teacher in a baseballcap skipping up to a group of gnarled year 11s with a 'Yo wahgwan, dis new Phil Collinsis safe man', out of your head. It is certainly not what I am suggesting, although it wouldbe fun to watch.

Choose your opportunities to build a relationship with a student carefully. Open up casual conversation when the student appears relaxed and unguarded. Try asking for help or advice, giving the student something you know they are interested in (a newspaper cutting, web reference, loan copy of a book) or simply say hello and pass the time ofday. You may choose to wait until you find a situation that is not pressured or time limited. Aim for little and often rather than launching into a lengthy and involvedconversation. Positive corridor culture breeds positive behaviour classroom culture.

7.   "Chase me": What to do with secondary behaviours

Secondary behaviours are those that occur during your intervention or as you leave a conversation with a student. They are 'chase me' behaviours designed to push your buttons and gain a furious response. When you have exhausted all of your positive reinforcement, redirection techniques, warnings and sanctions, the secondary behavioursare the chair being thrown back, or door being slammed, or the infuriating smile that slowly cracks across his face. He may want to divert the conversation away from the original behaviour or encourage an adrenalin fuelled confrontation in the corridor. Don't allow him to take control of your behaviour. Resist the temptation to address the secondary behaviours in the moment. Instead record them and deal with them later on.

The fact that Darren has stopped rocking on his chair means that he has followed your instructions; the dramatic trail of disruption that he has left in his wake can be dealt with when he is calm. Your calm and considered response will be closely observed by the rest of the class and they will be impressed by your confidence even in those emotionally fuelled moments. Darren may slowly begin to realise that his usual pattern of behaviour will not work with you.

8. Don't just get down, get way down!

It is often said that getting down to students' eye level is important when delivering praise or sanctions to students. This can often be interpreted as leaning over a student rather than standing above them or sitting down next to them. I often observe teachers who think they are at the student's eye level but are actually still demanding that the student looks up at them. I prefer the student to be looking down at me; teachers who do this know that crouching down lower than eye level is not weak but assertive and confident physical language.

When you are delivering sanctions there is less chance of a defensive / aggressive reaction, and when praising, you create a more private space in the room. If you are teaching in an open space or would prefer to speak to students standing at the side of the room, double the personal space that you allow the student or stand side by side with him (or her) and it will have a similar effect.

9. Duty at the School gates

Duty at the School gates is not a popular pastime for many teachers. The complications of unwanted visitors mixing with students as they arrive or leave is compounded by the confusion of where the teacher's jurisdiction lies. Yet just as you can nurture a positive atmosphere in the classroom by standing at the door welcoming students or reinforcing positive behaviour at the end of the lesson so you can have an impact at the School gates. Your physical and verbal language is read by students as they pass; if you are calm, confident, positive, smiling, softly spoken and can reinforce students who are following the rules, it will set the right tone. Patrol like a cartoon policeman and you will attract negative responses and aggression.

It is your behaviour that has the greatest single impact on how safe students feel. It may not be wise to try and challenge every incident of inappropriate behaviour immediately and in such a public arena so arrive at the gate prepared; a pen and paper to record when you choose not to intervene and a walkie talkie as back up for when you do.

10.   Classroom makeover

With the growth of the interactive whiteboard and use of computer screens for teaching, many classrooms are reverting to students in rows with the teacher's desk at the front and in the corner. Thirty years ago the classroom was arranged for students to see the blackboard, now technology has replaced chalk but the difficulties of inflexible classroom configurations remain.

When designing the layout of your room you also need to consider the management of behaviour. With students in rows and the teacher sitting behind their desk there are many hiding places for students to escape to. If you cannot get to students quickly and easily then the classroom becomes an arena where conversations about behaviour are broadcast for

everyone to hear. Confrontations become more frequent, delivery of praise less subtle and as the teacher retreats behind the desk the physical divide can easily develop into a psychological one.

As a reaction to the overuse of the blackboard much work was done to encourage teachers to use more dynamic classroom configurations. Desks in rows with the teacher'sdesk at the front makes the management of behaviour harder, stifles gentle human interaction and forces most conversations to be broadcast publicly. They may be able to see the screen but are they engaging with it or with you?