

Behaviour Policy



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Section 1 – Overview

The Christian Ethos of Immanuel College.

Immanuel means 'God with us' We believe that God is with us here at Immanuel College.

At Immanuel

- We encourage everyone – to think and talk about God
- We encourage everyone – to treat others with equal respect
- We encourage everyone – to fulfil their God-given potential
- We encourage everyone – to take seriously Christ's lifestyle and teaching
- We encourage everyone – to be open to God's spirit.

1.1 Policy Statement

This policy should be read in conjunction with other academy and trust guidance, for example the Safeguarding, Mental Health, Anti-Bullying, Online Safety, and Attendance policies.

Our school name and the Immanuel dove embody the fact that **God is with us** in everything we strive to do, cultivating a community rooted in the biblical values of **perseverance, character** and **hope**, where pupils are inspired to flourish in their educational journey. At Immanuel, we embrace the diversity of **all God's children**, creating an inclusive and nurturing environment where every member of the school community is respected, valued and celebrated. The Immanuel family encourages, models and practises forgiveness and reconciliation. We have a commitment to the highest standards of behaviour and all pupils are regularly reminded about the basic expectations that underpin the "**Immanuel Way**". We expect that each member of our community will care for others and will challenge attitudes and behaviours which are not in keeping with these values. We are keen to work in partnership with parents and carers to maintain the high standards of pupil behaviour and welfare.

1.2 Policy Aims & Principles

This policy aims:

- To ensure that the behaviour of pupils and the associated behaviour policy reflects the Christian ethos of the school;
- To outline our system of **rewards and sanctions**, and encourage a healthy balance between rewards and sanctions to encourage and support positive behaviour;
- To ensure that a clear behaviour strategy is shared with, and understood by, all members of the school community;
- Summarise the **roles and responsibilities** of different people in the academy community with regards to behaviour management;
- To ensure that the school takes a measured, proportionate and responsible action in response to instances of poor behaviour;
- **Define** what we consider to be unacceptable behaviour;
- To take account of the needs of all pupils, including the more able, the disaffected and those with learning difficulties or disabilities;
- Centralise sanctions and remove unnecessary workload for teachers, pastoral and administrative staff;
- To ensure that all pupils are able to work in school, free from harassment or bullying of any form, including cyber bullying, prejudice-based or discriminatory bullying;
- To develop personal and moral values, respect for shared values, other cultures, religions and ways of life;
- To develop young people who are able to take their place in society as confident and responsible citizens;
- To model forgiveness and reconciliation.

1.3. Legislation and Statutory Requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#) and the [Children and Families Act 2014](#)

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- [BDAT MAT Behaviour Statement & Expectations](#)

1.4. Links with Other Policies

This Pupil Behaviour Policy is linked to the following policies:

- Exclusions & Suspension Policy
- Safeguarding & Child Protection Policy
- Online Safety Policy
- Attendance Policy
- Anti-Bullying Policy
- Mental Health Policy
- SEND Policy
- Relationships & Sex Education Policy

1.5. Monitoring Arrangements

This behaviour policy will be reviewed by the Headteacher and governing body every two years. At each review, the policy will be approved by the Headteacher.

1.6 Training

- Our staff are provided with training on managing behaviour, as part of their induction process.
- Behaviour management will also form part of continuing professional development.
- Staff receive training and regular briefings on SEND requirements to effectively support pupils.
- Members of staff who are most likely to be required to physically intervene with pupils are trained in the proper use of restraint.
- Staff in key roles such as safeguarding and mental health will undergo termly supervision and always work within agreed policy frameworks.

1.7 Roles and Responsibilities

The roles and responsibilities of all academy stakeholders in relation to this Behaviour Policy are set out below.

1.7.1 The Governing Body

The governing body is responsible for ratifying & monitoring this Behaviour Policy's effectiveness and holding the Headteacher to account for its implementation.

1.7.2 The Headteacher

The Headteacher is responsible for reviewing and approving this Behaviour Policy.

The Headteacher is responsible for nominating a Deputy Headteacher to be responsible for developing and implementing the behaviour strategy.

The Headteacher & Deputy will ensure that the academy environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Headteacher & Deputy will ensure that the school works with the Bradford Behaviour & Attendance Collaborative (BAC) partners.

1.7.3 Senior & Middle Leaders

Senior & Middle Leaders are responsible for:

- Ensuring that the behaviour policy is implemented consistently and fairly in the classroom & around school.
- Monitoring the use of sanctions and rewards in the faculties; in particular, identify any member of the faculty who is implementing sanctions frequently, which may indicate a need for support.
- Supporting staff in responding to serious behaviour incidents.

1.7.4 Staff

Staff are responsible for:

- Implementing the Pupil Behaviour Policy fairly & consistently
- Modelling positive behaviour
- Implementing the 'Stop & Drop' strategy at every lesson changeover.
- Communicating the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils
- Challenging pupils to meet the school expectations and maintain the boundaries of acceptable conduct
- Providing a personalised approach to the specific behavioural needs of particular pupils - individual circumstances must be considered when identifying the appropriate sanction (e.g., SEND, SEMH, ACEs) and reasonable adjustments made where necessary.
- Recording behaviour incidents (on ClassCharts using the appropriate categories, on Serious Incident Forms, and on CPOMS (where the behaviour is also a safeguarding concern)).
- Treating pupils and each other with respect.
- Challenging any inappropriate behaviour within the school, regardless of the location or time of day.
- Ensuring that reconciliation takes place following any sanctions and prior to the next lesson.

1.7.5 Parent/Carers

Parents/Carers are expected to:

- Support their child in adhering to the pupil code of conduct and reinforce the policy at home as appropriate.
- Send their child to school each day, on time, fully equipped according to the requirements outlined in the pupil planner & school website and ready to learn.
- Use the Class Charts App to ensure home school communication is strong.
- Inform the academy of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher/tutor/pastoral manager promptly.
- Accept that the behaviour of the pupil is their responsibility.
- Accept that decisions made regarding breaches of the behaviour policy are at the discretion of the school.

- Be involved in any meetings, and other communications, to plan strategies to support the school and to assist the young person in improving their behaviour.
- Treat the school and its staff with respect at all times whether communicating in person, by phone/email or using other methods of communication.
- Monitor the conduct of their child within the local community so as to ensure that the positive standing of the school is not negatively affected.

Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with us.

1.8 Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework.
- Poor attitudes shown towards learning or towards others, including that exhibited online.
- Not wearing correct uniform.

Serious misbehaviour is defined as:

- Repeated breaches of the academy rules (accumulation of behaviour codes)
- Persistent defiance
- Any form of bullying, including cyber-bullying
- Child-on-child abuse
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking (including e-cigarettes/vapes)
- Racist, sexist, homophobic or discriminatory language/behaviour
- Serious breach of the Online Safety and Acceptable use of ICT Policy
- Possession of any prohibited items. These are:
 - weapons, eg knives (including replica or 'look-a-like' weapons)
 - alcohol
 - energy drinks/fizzy drinks
 - sweets & chewing gum
 - illegal drugs
 - stolen goods
 - tobacco products, eg cigarettes or e-cigarettes/vapes
 - 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
 - pornographic images (of any kind) and other inappropriate images or files on pupils' electronic devices that could be involved in cyber-bullying activity.
 - fireworks
 - anything that has been, or is likely to be, used to cause injury or commit an offence

For detailed information on **child-on-child abuse**, please refer to the academy's safeguarding and child protection policy.

Section 2 – Behaviour Expectations & Procedures

2.1 Recognition & Rewards

In relation to the Code of Conduct, and the Immanuel College Christian values, pupils who behave well and bring credit to themselves, their families and the school will be **recognised** and **rewarded**.

The Immanuel College Christian values are:

- Perseverance
- Character
- Hope

During lessons, pupils are expected to demonstrate these values through their '**learning habits**', as follows:

Perseverance	Embrace challenges, not avoid them
	Persist over obstacles, not give up when faced by them
Character	Learn from constructive criticism, not ignore or be crushed by it.
	See effort as a path to success, not as pointless
Hope	See other's success as inspiration, not a threat

- Positive behaviour points will be issued to pupils by their subject teachers for demonstrating these '**learning habits**' during lessons and homework. (*Note: Subject teachers will issue these points as appropriate during every lesson*).
- Positive behaviour points will also be issued to pupils by their Form Tutors for meeting the '**ready to learn**' expectations (arriving to lesson on time, fully equipped and in correct uniform) set out in the code of conduct (see section 2.2). (*Note: 2 points will be issued to a pupil who had no lates in a week, and a further 2 points will be issued for a pupil who has no 'not ready to learn' concerns in a week.*)

2.1.2 Positive Behaviour Points

The table below sets out the 'thresholds' that are used to provide different levels of recognition to pupils who earn positive behaviour points:

Ready to Learn – Tutor Points	Action
8 (every multiple of 8)	• Parent Mail Message – recognising the consistently good attitude demonstrated in being 'ready to learn' in lessons every day.
24 (every multiple of 8)	• Phone call home from tutor to praise and recognise the ongoing good attitude demonstrated in being 'ready to learn' in lessons every day.
96	• Certificate of Strong Character Achievement – On Track for Success

Learning Habits (Perseverance) – Teacher Points	Action
150	<ul style="list-style-type: none"> • Parent Mail Message – recognising the consistently good learning habits demonstrated in lessons/homework. • 'Shout out' Recognition in assembly. • Issued with Bronze Certificate of Perseverance in Learning
300	<ul style="list-style-type: none"> • Pastoral Manager Call Home – recognising the consistently good learning habits demonstrated in lessons/homework. • 'Shout out' Recognition in assembly. • Issued with Silver Certificate of Perseverance in Learning

450	<ul style="list-style-type: none"> Assistant Head of Year Call Home – recognising the consistently good learning habits demonstrated in lessons/homework. Recognition in assembly. Issued with Gold Certificate of Perseverance in Learning
600	<ul style="list-style-type: none"> Head of Year Call home – recognising the consistently good learning habits demonstrated in lessons/homework. Recognition in assembly. Issued with Platinum Certificate of Perseverance in Learning Issued with Platinum Perseverance ‘pin badge’ for blazer lapel Headteacher ‘Hot Chocolate’ break time event
1000	<ul style="list-style-type: none"> Headteacher Call Home ‘Shout out’ Recognition in assembly Issued with Headteacher Award Certificate Issued with Headteachers Award pin badge

Learning Habits (Character) – Teacher Points	Action
150	<ul style="list-style-type: none"> Parent Mail Message – recognising the consistently good learning habits demonstrated in lessons/homework. ‘Shout out’ Recognition in assembly. Issued with Bronze Certificate of Good Character
300	<ul style="list-style-type: none"> Pastoral Manager Call Home – recognising the consistently good learning habits demonstrated in lessons/homework. ‘Shout out’ Recognition in assembly. Issued with Silver Certificate of Good Character
450	<ul style="list-style-type: none"> Assistant Head of Year Call Home – recognising the consistently good learning habits demonstrated in lessons/homework. ‘Shout out’ Recognition in assembly Issued with Gold Certificate of Good Character
600	<ul style="list-style-type: none"> Head of Year Call home – recognising the consistently good learning habits demonstrated in lessons/homework. ‘Shout out’ Recognition in assembly Issued with Platinum Certificate of Good Character Issued with Platinum Character ‘pin badge’ for blazer lapel Headteacher ‘Hot Chocolate’ break time event
1000	<ul style="list-style-type: none"> Headteacher Call Home ‘Shout out’ Recognition in assembly Issued with Headteacher Award Certificate Issued with Headteachers Award pin badge

Learning Habits (Hope) – Teacher Points	Action
150	<ul style="list-style-type: none"> Parent Mail Message – recognising the consistently good learning habits demonstrated in lessons/homework. ‘Shout out’ Recognition in assembly. Issued with Bronze Certificate of Hope
300	<ul style="list-style-type: none"> Pastoral Manager Call Home – recognising the consistently good learning habits demonstrated in lessons/homework. ‘Shout out’ Recognition in assembly. Issued with Silver Certificate of Hope
450	<ul style="list-style-type: none"> Assistant Head of Year Call Home – recognising the consistently good learning habits demonstrated in lessons/homework. ‘Shout out’ Recognition in assembly Issued with Gold Certificate of Hope

600	<ul style="list-style-type: none"> • Head of Year Call home – recognising the consistently good learning habits demonstrated in lessons/homework. • ‘Shout out’ Recognition in assembly. • Issued with Platinum Certificate of Hope • Issued with Platinum Hope ‘pin badge’ for blazer lapel • Headteacher ‘Hot Chocolate’ break time event
1000	<ul style="list-style-type: none"> • Headteacher Call Home • ‘Shout out’ Recognition in assembly • Issued with Headteacher Award Certificate • Issued with Headteachers Award pin badge

In addition, positive behaviour and attitudes be recognised with:

- Regular praise during lessons and around school
- Award assemblies and celebratory events
- Special responsibilities/ privileges such as some pupil leadership roles
- Recognition via the academy and faculty social media accounts
- Display of pupil work in classrooms and corridors
- Invitations to attend extra-curricular activities

2.1.3 Reward Events

At the end of every term, students will be able to access reward events using their balance of positive and negative behaviour points as currency. Students will need to have excellent attendance and behaviour to receive invitation to these events. The criteria for accessing the events, as well as the programme of events themselves, will be published at the start of every new term so that pupils know what they are aiming for. All behaviour points are reset at the start of each term in relation to accessing these reward events, to ensure pupils remain motivated throughout the year. Pupil voice activities are regularly conducted to ensure the reward events remain popular and incentivising.

2.2 Code of Conduct & Sanctions

Pupils come to school to learn. We have a commitment to the highest standards of behaviour and all pupils are regularly reminded about the basic expectations that underpin the ‘Immanuel Way’. They have the right to work in a calm, safe, healthy and clean environment, enjoy a friendly, pleasant atmosphere where they never feel threatened so that they can all concentrate and learn without distractions. Pupils have the right to be regarded as responsible, worthwhile members of the Immanuel College community.

To help ensure these rights are realised, the following principles contained in our Code of Conduct must be adhered to. The expectations also cover **online behaviour** where relevant.

2.2.1 Code of Conduct: Classroom Behaviour Expectations

Pupils must:

- Be **‘Ready to Learn’**:
 - Arrive to lesson on time, fully equipped and in correct uniform.
 - Place their planner and equipment on their desk.
 - Begin the starter activity without delay.
 - Work to the very best of their ability and allow others to do the same.
- Be **‘Polite & Respectful’**:
 - Listen carefully and wait for permission to contribute.
 - Be compliant and follow instructions first time, every time.
 - Demonstrate the attributes of perseverance, character and hope.
 - Demonstrate kindness, helping others appropriately where they can.

- Be **'Safe & Responsible'**:

- Enter the classroom in a quiet, orderly fashion, in correct uniform, and sit in their designated seat.
- At the end of the lesson, on the teacher's instruction, tidy away quietly and stand behind their chairs in silence.
- Exit the classroom row by row, on the instruction of the teacher.
- Exit the classroom in correct uniform, adhering to the dress code, in a calm & orderly fashion.

Classroom Misbehaviour will be sanctioned in the following stages:

Stage 1. Verbal Reminder.

Stage 2. Written Reminder; teacher writes the pupil's name on the board.

Stage 3. Final Reminder; teacher writes 'X' next to the pupil's name on the board, and logs on Class Charts.

Stage 4. Referral; issued after final warning or immediate if for Health & Safety reasons.

- Removal from lesson to specified referral room and teacher-pupil reflective conversation at end of lesson.
- Pupils who fail to return for their reflective conversation will be issued a 'failed to attend reflective conversation' alert on Class Charts, which attributes them with 1 negative behaviour point which contributes towards a Stage 5 Whole School Detention (WSD).

Stage 5. Whole School Detention (WSD); These are held every day after school and are 20 minutes in length. Pupils can have multiple WSD's held back-to-back. Pupils are placed in WSD for an accumulation of behaviour points issued in lesson (as well as directly for out of class behaviour).

Stage 6. A period of isolation (usually 1 day) in our Reflect provision, which includes a 20 minutes after-school detention. This will be triggered by **failing a Stage 4 referral** as follows:

- The pupil fails to arrive at the specified referral room promptly (within 5 minutes of the issue time) or;
- The pupil fails to behave appropriately in the referral room and is consequently removed or;
- The pupil does not comply with the Stage 4 referral and fails to leave the classroom.

In addition, pupils who do not meet the 'ready to learn' expectations will be issued with a 'not ready to learn' or 'late to lesson' alert on class charts as appropriate, which attributes the pupil 1 negative behaviour point and contributes to a Stage 5 WSD sanction.

Serious incidents that occur in the classroom environment will be sanctioned by stages 4-9 (see out of class sanctions for definitions of stages 7, 8 & 9).

2.2.2 Code of Conduct: Out of Class Behaviour Expectations

Pupils must:

- Be **'Ready to Learn'**:

- Wear correct uniform and be compliant with the dress code at all times.

- Be **'Polite & Respectful'**:

- Be compliant - follow staff instructions, first time, every time.
- Use kind words and actions, helping others where you can.
- Be respectful to property and place litter in the bin.

- Be **'Safe & Responsible'**:

- Move around the building sensibly, quietly and with purpose, getting to the required destination on time.
- Follow the one-way system & walk on the left-hand side of corridors.
- Not make any unnecessary physical contact with others.
- Mobile phones and electronic devices must be **switched off** and stored in school bags when within the school buildings & grounds.
- Report any concerns immediately to staff.

Out of class misbehaviour is defined as either ‘Out of Class Misbehaviour’ or ‘a Serious Incident’, and will be sanctioned as follows:

Out of Class Misbehaviour includes:	Sanctions:
<ul style="list-style-type: none"> • Not polite and respectful • Not safe and responsible • Running on corridors • Walking on the wrong side of the corridor / not following one-way system • Not being able to produce planner on request • Out of designated space at social time • Unnecessary physical contact with others • Eating out of designated space • Wearing incorrect uniform/dress code • Shouting on corridors/inside social spaces • Not following rules of the canteen • Littering 	<p>Pupils failing to meet expectations will be verbally reminded initially, as individuals or as groups, if appropriate – resulting in their behaviour being corrected.</p> <p>An ‘Out of Class Behaviour Incident’ will also be issued on Class Charts if the initial verbal reminder is not met with an appropriate response.</p> <p>If a verbal reminder is not possible, for example the pupil has run down a corridor and is no longer in the vicinity, an ‘Out of Class Behaviour Incident’ will be issued on Class Charts, which attributes 2 negative behaviour points that contribute to a Stage 5 WSD sanction.</p> <p>The pupil’s Form Tutor will also be alerted, so follow up conversation about improving future conduct can be held.</p>

Serious Incidents include:	Sanctions:
<ul style="list-style-type: none"> • Failure to successfully complete a Stage 6 period of isolation in our Reflect provision. 	Stage 7. A period of Suspension or short-term Off-Site Direction
<ul style="list-style-type: none"> • Internal or External truancy* <p>* Any pupil found in the wrong place 6 minutes after the start of a lesson will be deemed to be truanting</p>	Immediate Stage 6 period of removal from lessons in ‘Reflect’
<ul style="list-style-type: none"> • Walking away from a member of staff 	Immediate Stage 6 period of removal from lessons in ‘Reflect’
<ul style="list-style-type: none"> • Refusing to hand over items which are not allowed in the Academy 	Immediate Stage 6 period of removal from lessons in ‘Reflect’
<ul style="list-style-type: none"> • Use of Mobile Phone or Electronic device 	Stage 5 WSD & item confiscated (see Mobile phone/electronic device info in section 2.2.10)
<ul style="list-style-type: none"> • Physical assault against a pupil 	Stage 6 period of removal from lessons in the ‘Reflect’ provision or;
<ul style="list-style-type: none"> • Physical assault against an adult 	

<ul style="list-style-type: none"> • Verbal abuse/threatening behaviour against a pupil 	Stage 7. A period of Suspension or short-term Off-Site Direction
<ul style="list-style-type: none"> • Verbal abuse/threatening behaviour against an adult 	Stage 8. A period of Offsite-Direction for a longer period at alternative provision, or at another school with the intention of a managed move being the final outcome Stage 9. Permanent Exclusion. NB: Stage 6-9 sanctions do not necessarily progress through the stages, any of the above stage of sanction can be applied to any of the behaviours listed and will be done so on a case by case basis. The Headteacher can move to permanent exclusion directly for the most serious of offences.
<ul style="list-style-type: none"> • Dangerous behaviour 	
<ul style="list-style-type: none"> • Damage to property 	
<ul style="list-style-type: none"> • Serious/persistent defiance 	
<ul style="list-style-type: none"> • Serious/persistent disruption 	
<ul style="list-style-type: none"> • Discrimination against a protected characteristic 	
<ul style="list-style-type: none"> • Bullying 	
<ul style="list-style-type: none"> • Vaping/smoking 	
<ul style="list-style-type: none"> • Possession of a banned item 	
<ul style="list-style-type: none"> • Inappropriate use of ICT 	
<ul style="list-style-type: none"> • An accumulation of persistent 'out of class misbehaviours' and/or 'Serious Incidents' 	

2.2.3 Off-Site Behaviour

We have the same high expectations for all of our pupils whilst outside of the school. Appropriate sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus/walking on the way to or from the school. Inappropriate behaviour online whilst off school site, such as cyber bullying or the sharing inappropriate content, may also result in sanctions imposed by the school and/or the police.

Conduct outside the school premises, including online conduct, that school may sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity.
- when travelling to or from school.
- when wearing school uniform.
- when in some other way identifiable as a pupil at the school.
- that could have repercussions for the orderly running of the school.
- that poses a threat to another pupil.
- that could adversely affect the reputation of the school.

Pupils will be sanctioned appropriately and proportionally, using Stage 1-9 sanctions.

2.3 Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often be considered in relation to a pupil's SEND. When a pupil is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided.

When managing the behaviour expectations of pupils with SEND, the school considers the following:

- our duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;

- under the Children and Families Act 2014, we have a duty to use our ‘best endeavours’ to meet the needs of those with SEND;
- if a pupil has an Education, Health and Care plan, the provisions set out in that plan are secured and we co-operate with the local authority and other bodies at all times.

As part of meeting the duties set out above, we will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- reasonable adjustments to the classroom sanctions system (through clear strategies shared on ‘pupil passports’ with teachers);
- all pupils and staff will be supported to understand reasonable adjustments;
- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- training for staff in understanding conditions such as autism.
- making reasonable adjustments to sanctions, such as providing additional processing time before the sanction is issued, providing extra notice, providing different sanction spaces, adjusting the duration of sanctions, planning movement breaks during sanctions.
- extending the timeline before exclusion is considered, working within statutory guidelines.

2.4 No Touch Policy

At Immanuel College pupils must refrain from unnecessary physical contact. The purpose of this directive is to ensure that there is a calm and supportive climate around school, both in and out of lessons, where pupils demonstrate mutual respect and are kind to each other, acting in a safe and responsible way. The ‘No Touch Policy’ also helps to ensure clear boundaries in support of safeguarding. Rowdy behaviour around school such as pushing, barging, pulling, heavy-handed contact or inappropriate touch can leave pupils either witnessing this or on the receiving end of it feeling anxious and intimidated and in some cases can lead to injuries. The existence of this expectation, coupled with other avenues of input and support, means that pupils are clear on what is healthy and appropriate and avoids any intended or unintended unease between peers which consequently means that Immanuel College remains a calm and safe school environment.

2.5 Pupil Voice

Pupils will be asked about their experience of behaviour and provide feedback on the school’s behaviour culture to help support the evaluation, improvement, and implementation of the behaviour policy.

2.6 Pupil Support

At Immanuel, we adopt a **‘High Challenge - High Support’** approach – we expect the highest standards of behaviour and conduct from all our pupils, however we understand that some will require more support than others to meet those high expectations.

At certain stages in a child’s school life, they may struggle to access, or manage within, the typical provision offered by the school because of:

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

We will adopt a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible.

Examples of interventions include:

- frequent and open engagement with parents, including home visits if deemed necessary;

- providing mentoring and coaching;
- Behaviour reports & contracts or longer-term behaviour based pupil support plans;
- pastoral team work and engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills
- wellbeing & mental health support
- Curriculum adaptations & pupil passports

2.7 Negative Behaviour Points

The purpose of pupil's being issued negative behaviour points (see section 2.2.2) is to highlight pupils who need intervention to support their behaviour and ensure they can continue to access learning successfully. The table below sets out the 'thresholds' that are used to provide different levels of intervention to pupils who obtain negative behaviour points:

Not Ready to Learn/ Late to Lesson Points	Intervention
10	<ul style="list-style-type: none"> • Form tutor report - Ready to learn (for any pupil who has received more than 10 behaviour points for uniform, equipment and punctuality. Form tutor report (<i>minimum of 2 weeks with daily monitoring/ tutor sanctions</i>).

Behaviour Points	Intervention
20	<ul style="list-style-type: none"> • Pastoral Manager (<i>minimum of 2 weeks with daily pastoral manager monitoring/pastoral manager sanctions</i>) • PM/ HOY home contact by call or text • Identify patterns/trends in behaviour and address them appropriately (including faculty support)
40	<ul style="list-style-type: none"> • AHOY report (<i>minimum of 2 weeks with daily AHOY monitoring/AHOY sanctions</i>) • AHOY contact with parent/carer to discuss concerns/required support. • Identify patterns/trends in behaviour and address them appropriately (including faculty support)
60	<ul style="list-style-type: none"> • HOY report (<i>minimum of 2 weeks with daily monitoring/sanctions</i>) • Parent/carer <u>meet face-to-face (Disciplinary meeting 1)</u> with Head of Year • Identify patterns/trends in behaviour and address them appropriately (including faculty support). <i>May include further discussion with SLT/strategic lead</i>
80	<ul style="list-style-type: none"> • Strategic Lead report* (<i>minimum of 3 weeks with daily monitoring/sanctions and parental contact</i>) • Face-to-face meeting with Behaviour Strategic Lead and Head of House (Disciplinary meeting 2) – discussion to include an offer of internal support including faculty support / external support/referral (i.e. Early Help/Youth in Mind, if appropriate). appropriately <p><i>*Escalation to Strategic Lead is dependent on available capacity</i></p>
100 Referral to Matrix Meeting	<ul style="list-style-type: none"> • SLT report* (<i>minimum of 3 weeks with daily monitoring/sanctions and parental contact</i>) • Face-to-face meeting (Disciplinary meeting 3) with Pastoral Assistant Head – Face-to-face meeting with discussion to include an offer of internal support including faculty support / external support/referral (i.e. Early Help/Youth in Mind, if appropriate). appropriately • As appropriate (and following discussion with DHT), behaviour contract to be in place at this threshold and discussion of further possible actions should improvement not be seen <p><i>*Escalation to SLT is dependent on available capacity</i></p>
100+	<ul style="list-style-type: none"> • Meeting with Pastoral Deputy Head (Disciplinary meeting 4).

	<ul style="list-style-type: none"> Behaviour contract to be in place at this threshold and discussion of further possible actions should improvement not be seen. <p><i>*Escalation to Pastoral Deputy Head is dependent on available capacity</i></p>
150	<ul style="list-style-type: none"> Meeting with Deputy Head (Pastoral) (Disciplinary Meeting 5)– discussion of further actions including External behaviour placement, Offsite Direction, Internal/ External provision, Permanent Exclusion

2.8 Persistent behaviour incidents

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

Pupils whose behaviour is persistently challenging will accumulate a high number of negative behaviour points. At 100 points (or before if appropriate) the pupil will be referred to the ‘pastoral matrix’ meeting where key professionals in the school will discuss a plan of support. The school’s special educational needs co-ordinator may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. Interventions from our internal alternative provision, which involves withdrawing pupils from some timetabled lessons to enable them to be supported in their learning in a smaller, nurturing environment, may be considered at this point.

If, despite the support being put in place, the pupil continues to show poor behaviour, the school reserves the right to direct a pupil offsite to another place of learning or issue a permanent exclusion. See the [BDAT Alternative Provision Statement](#) for further information.

2.9 Detentions

Sections 2.2.1 & 2.2.2 set out the use of Stage 5 Detentions and Stage 6 Isolation within the Behaviour Policy. These detentions occur after school, they are 20 minutes in length, and pupils can serve 3 concurrent detentions if necessary.

Behaviour and Discipline in Schools: Advice for headteachers and school staff (2024)” states that:

- Teachers have authority to issue detention to pupils, including same-day detentions.
- When poor behaviour is identified, sanctions can include detention, including during lunch-time, after school and at weekends.
- The times outside normal school hours when detention can be given include:
 - Any school day where the pupil does not have permission to be absent.
 - Weekends – except the weekend preceding or following the half term break; and
 - Non-teaching days – usually referred to as ‘training days’, INSET days or non-contact days.
- Parental consent is not required for detentions. By sending your child to Immanuel College, parents/carers agree to support the school behaviour policy and this includes supporting after school detentions.** We will aim to inform parents/carers by text message of any detention, however these are always communicated via the ClassCharts Parent App.

2.10 Reflect Provision

At Immanuel, we operate a ‘removal from classrooms’ provision called ‘Reflect’ as a disciplinary sanction. This sanction is referred to as a ‘Stage 6’ sanction in our behaviour policy, and is used to sanction serious incidents as per the policy. Reflect is used to place disruptive pupils in an area away from other pupils for a limited period. We ensure that pupils are kept in Reflect for no longer than is necessary, and that their time spent there is used as constructively as possible – students complete work that aligns with the curriculum areas they are timetable for that day. Students’ welfare needs are considered, with regular toilet breaks

planned into the day, and students are taken as a group to the canteen for their lunch, to provide them with break from the Reflect environment. Students who are in receipt of repeated Reflect sanctions will be discussed by the pastoral team to consider if further support is necessary.

Expectations

Students are expected to follow the normal Immanuel classroom expectations whilst in the Reflect room. In addition, they must:

- Work in silence throughout the day.
- Not communicate (verbally or non-verbally) with any other student in the room.
- Not be in possession of a mobile phone or electronic device.

Sanctions

The normal classroom behaviour sanctions will be used up to stage 3 as follows:

Stage 1 – Verbal Reminder

Stage 2 – Written Reminder

Stage 3 – Final Written Reminder

If a student continues to disrupt after a Stage 3 reminder, the next issued sanction will skip directly to a Stage 7 suspension, for persistent disruptive behaviour. This is because the student is already in receipt of a Stage 6 sanction, so the Stage 1-3 reminders are an additional layer of support.

If a student receives a Stage 7 suspension, parents/carers will be notified immediately to remove the student and they may be re-booked to repeat their Stage 6 Reflect sanction on their return to school.

Length of sanction

- 1 day in Reflect = 8.30am – 3.15pm
- Pre-booked seats for serious incidents will be 1-3 days in length, as stated on the Serious Incident Form.
- Pre-booked seats for missed detentions will be 1 day in length
- Daily drop in seats will run as follows:
 - If the drop in occurs before break time, students will serve until 3.15pm that day
 - If the drop in occurs after break time, students will serve the remainder of the day until 3.15pm, plus 8.30am – the end of break time the following school day.

2.11 Mobile Phone Use

Mobile phones now include many additional functions such as an integrated camera, video recording capability, instant messaging, mobile office applications and mobile access to the internet. These allow immediate access to email, searching for information on the internet and other functions such as access to social networking sites e.g. Facebook, twitter, snapchat and WhatsApp.

These functions can pose a risk to the maintenance of good discipline, the focus on learning and, crucially, the effective safeguarding of pupils in schools. This includes the risk of sophisticated bullying via social media platforms. In some cases, mobile phone use within secondary school environments has created serious child protection concerns. Bullying, intimidation and harassment are not new in society; however bullying using a mobile phone represents a significant challenge for schools to manage.

This policy has been developed in consideration of:

- DFE 'Mobile phones in schools' - Guidance for schools on prohibiting the use of mobile phones throughout the school day (February 2024)
- Keeping Children Safe in Education 2024
- DFE guidance on Searching, Screening and Confiscation - Advice for Headteachers, School Staff and Governing Bodies (July 2022)

KS3 and KS4

Mobile phones and electronic devices are banned from use on the school site. Any that have been brought to school must be switched off and out of sight, stored in their school bag, when pupils are on the school grounds from 8.30am until 2.55pm or the end of after school activities and detentions / isolation. It is not acceptable for phones merely to be put on silent; they must be switched off. Phones must also not be visible at any point. **Any pupil who fails to turn their mobile phone off and store it in their school bag while on the school site will have their phone confiscated.**

Pupils should not need to use a mobile phone whilst on school premises. In exceptional circumstances if a pupil should need to make a phone call within the school grounds, they can either:

- ask a member of staff if they can use the school phone network
- report to their pastoral office and ask if they can switch their mobile phone on to make the call.

Sixth Form

Sixth form pupils should only use their mobile phone in the common room area. Sixth Form pupils may be allowed to use mobile phones or electronic devices in lessons if individual teachers confirm this. They should not place them on show or remove them from their bag until they have been directed by the member of staff. If any element of this policy is not adhered to staff are expected to confiscate the phone. All other phone rules are in line with the general policy.

Compliance with the Policy

If we find out that a pupil has used their phone in school for any reason, they will be asked to hand their phone over for confiscation. There are no exceptions to this policy.

The DfE issued 'searching, screening and confiscation' guidance in 2022. This advice underpins the and supports our behaviour policy. Page 6 of the behaviour policy outlines that there are times we will undertake a search for 'prohibited items' and page 5 states that a mobile phone/electronic device is considered a prohibited item.

Paragraph 57, page 17 of the Searching, Screening and Confiscation guidance makes it clear that staff can search and confiscate any prohibited item.

Page 20 of the Searching, Screening and Confiscation guidance makes it clear that, consistent with Section 91 of the Education and Inspections Act 2006, schools have the power to confiscate, retain or dispose of a pupil's property as a disciplinary measure where it is reasonable to do so. The fact that Immanuel College have identified a mobile phone\electronic device to be a prohibited item means that the confiscation is both reasonable and lawful. As such, a member of staff is protected from any liability for loss or, or damage to, any item they have confiscated as long as they have acted lawfully.

Sanctions

- Any student in breach of this policy will have their device confiscated, placed in an envelope and securely locked away. If the mobile phone is not seen but it is evident that a student, however discretely, has used a mobile phone, or has not turned the phone off, we will confiscate the phone.
- Once a phone is confiscated, it will not be returned under any circumstances. If a child is reliant on their phone for communication with home, or for accessing their train ticket, or online learning, this will only serve to reinforce why they must ensure they are compliant with school expectations.
- If a student has their phone confiscated for the first time in the half term, they will be able to collect their mobile phone/electronic device at 3pm from Student Reception.
- 'Headteachers are backed by the DfE to confiscate mobile phones and similar devices for the length of time they deem proportionate' (extract from DfE 'Mobile phones in schools' - Guidance for schools on prohibiting the use of mobile phones throughout the school day - February 2024).
- In the event of a second incident in a half term, or in the case of serious misuse, an appointment must be made by a parent/carer to visit a member of the Pastoral Team in order to collect the phone. The phone will not be returned to the student in these cases.
- If there is a third incident in a half term, or in the case of serious misuse, the Headteacher may impose either a fixed term or permanent ban on bringing a mobile phone into school.

- If a student refuses to comply with any staff request for confiscation, they will be removed from lessons and placed in Isolation for defiance. If they continue to refuse to hand over their phone for any reason, the circumstances will be reviewed, and the student may be removed from mainstream learning or suspended. Under these circumstances the student will also be banned from bringing their phone on to the school site.
- Any student banned from bringing a mobile phone on site will be subjected to occasional or regular searches in line with the Searching, Screening and Confiscation Guidance (2022). If a banned item is found, it will be confiscated.
- Any student failing to comply with the search may receive a suspension for persistent violation of school rules.

2.12 Physical Restraint

The following guidance is taken from DfE (2013) 'Use of reasonable force'. In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- hurting themselves or others
- damaging property
- causing disorder

Incidents of physical restraint must:

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

Where there is evidence that a pupil may need regular restraint, this should be detailed on a risk assessment and key staff members should be appropriately trained to manage the pupil effectively. After any incident where staff were required to positively handle a child, a **reporting form must be completed** and submitted to the DSL ([found on page 12 of the BDAT MAT Behaviour Statement](#))

2.13 Searches and Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. The school does not need your child's consent to search them if they think your child has prohibited items, including:

- weapons, eg knives (including replica or 'look-a-like' weapons)
- alcohol
- illegal drugs
- stolen goods
- tobacco products, eg cigarettes or e-cigarettes/vapes
- 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
- pornographic images (of any kind) and other inappropriate images or files on pupils' electronic devices that could be involved in cyber-bullying activity.
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence

Also

- energy drinks/fizzy drinks

- k. sweets & chewing gum
- l. Mobile/phones & electronic devices where there is reason to believe they have been used on school site (See section 2.10)

The Designated Safeguarding Lead will be informed of any searching incidents where the member of staff conducting the search has reasonable grounds to suspect a pupil is in possession of a prohibited item listed a-i above.

We will also confiscate any item which is harmful or detrimental to school discipline. (This included mobile phones and other electronic devices). These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. If these items are confiscated for a second time, only parents/carers may collect them.

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

Parents should always be informed of any search for a prohibited item on the **DfE list** above (items a – i) that has taken place, and the outcome of the search as soon as is practicable. These searches will be recorded on CPOMS.

Parents may be informed if a search took place for additional items prohibited in the school's behaviour policy, if appropriate.

NOTE: The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

2.14 Malicious Allegations

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

2.15 CCTV

Immanuel College reserves the right to use CCTV for the purpose of maintaining discipline and managing behaviour. The use of CCTV is outlined in the BDAT CCTV Policy.

2.16 Police

Immanuel College will involve the police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, we will inform the police of any intelligence which may support the police in preventing or tackling criminal activity. A pupil and his or her family have the right to contact the police if they feel that a criminal offence has been committed. Immanuel College is a member of the Safer School's Police Partnership with West Yorkshire Police – A Safer School's Police Officer works in school and collaborates with our teachers, other education services and related agencies in identifying, supporting and working with children and young people, particularly those at risk of becoming a victim, being exploited, radicalised, offending behaviour or social exclusion. Further information about the SSP can be found here: <https://data.parliament.uk/DepositedPapers/Files/DEP2009-1366/DEP2009-1366.pdf>