
	Verulam School Behaviour Policy			
	Last Reviewed: September 2023	Next Review: September 2024	Ratified by: Verulam LGB Date: September 2023	

1. Introduction

At Verulam School, we expect our inclusive values of ***Excellence***, ***Character*** and ***Respect*** to underpin all aspects of the behaviour of our students and staff. All members of the school must behave courteously towards each other, so the learning environment is positive. Unacceptable behaviour will never be tolerated, and every member of the school community is empowered to challenge anyone behaving in an antisocial manner. They can do this by using the robust, consistent and clear systems that are in place.

The core of our approach focuses upon our students accepting responsibility for their own behaviour and learning. We aim to support students in developing self-discipline based on mutual respect, clear boundaries and maintaining faith in a consistent system. Key to this expectation is the need for staff to develop the correct skills and attitude to manage behaviour effectively. A wide range of interventions are available to support this expectation. Our ethos is further supported through the work we do to develop an individual's character and our rewards agenda. We want our students to leave us with a set of qualifications they are proud of but with an approach to life that means they will continue to thrive as adults in the modern world.

A summary of this policy is published and displayed in all classrooms, and it will be regularly discussed in assemblies and parent meetings. It is a key part of the home – school agreement and it will also feature as a part of the induction for new staff. Our students know what is expected of them and the consequences of failing to reach this expectation.

This policy has been produced in consideration of the documents below:

- [Ofsted Framework](#)
- [Ofsted schools' use of exclusions](#)
- [The Equality Act 2010](#)
- [Education Act 2002](#)
- [Exclusion from maintained schools, academies and student referral units in England](#)
- Statutory guidance for those with legal responsibilities in relation to exclusion DfE 2017
- [Behaviour and discipline in schools - Advice for headteachers and school staff – DfE – January 2016](#)
- [Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies - January 2018](#)
- [Use of reasonable force - Advice for headteachers, school staff and governing bodies - July 2013](#)
- [School attendance DfE May 2022](#)
- [Keeping Children Safe in Education 2022](#)
- [Working Together to Safeguard Children 2018](#)
- [Sexual violence and sexual harassment between children in schools and colleges 2021](#)

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
<https://www.legislation.gov.uk/ukpga/2006/40/contents>
- DfE guidance explaining that maintained schools should publish their behaviour policy online
<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>
- The legal and policy framework for contextualised safeguarding approaches

- Home Office guidance for preventing youth violence and gang behaviour
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf
- UKCCIS Sexting in schools and colleges
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/647389/Overview_of_Sexting_Guidance.pdf

This policy aims to:

- provide a consistent approach to behaviour management and fulfil the Governors' responsibility towards all staff and students.
- promote a high standard of behaviour.
- define what we consider to be unacceptable behaviour, including bullying and harmful sexual behaviour.
- promote good relationships, so that people can work together with the common purpose of helping everyone to learn, and be inspired to do their very best.
- develop self-discipline, respect and acceptance of responsibility for actions.
- outline how pupils are expected to behave both inside of school and in the local community.
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- outline our system of rewards and sanctions.

2. Principles

- Increasing student engagement in lessons is central to our aim. We want to have students as active participants in lessons.
- The form tutor is central to the pastoral system. The pastoral system is focused upon student welfare and support, not punishment.
- Subject staff/HoDs are responsible for appropriate punitive action as well as the “repair and rebuild” process to help students return to learning in each curriculum area. We expect a “*Child before the behaviour*” approach to be applied in all areas. This means that no matter what a child does, we do not allow that event to define them. We remember that they are a child and support them in understanding the consequence of their actions and the impact of their actions on others. In addition, we are mindful of a child's needs – considering SEND needs or vulnerabilities that may exist and make relevant adaptations when dealing with behaviour when necessary.
- HoYs are responsible for punitive action as well as the “repair and rebuild” process if incidents occur outside of lesson time (including outside of school). This reflects a school's power to discipline beyond the school gates.
- MyChildAtSchool (MCAS) is the key tool of communication between staff and parents/carers. It actively promotes students' personal organisation and effective home/school partnership.
- All behaviour support systems aim to minimise confrontation between staff and students. Therefore, all systems must have clarity and be implemented with consistency.
- The reporting and recording system is seamless and triggers the appropriate documentation and contact with parents. There is a Pastoral Support Assistant (PSA) attached to key stage to ensure consistency.
- All systems are simple, accessible and manageable.
- Team Around the Child (TAC) meets every fortnight to discuss complex cases and every student who has reached a Level 4 on the behaviour continuum or above. Once at Level 4, a student will be allocated a Key Worker. This can be any member of staff who will keep regular contact with the student and ensure their voice is always heard. Our Inclusion Team forms this panel and every meeting has a pre-release agenda; meeting minutes document any action points. Students discussed at this panel have a detailed student profile which is regularly updated to record events, interventions and actions. The aim of this panel is to quickly identify those who require early help of statutory intervention.
- Our Student Wellbeing Manager sits on all TAC meetings and is also part of the Safeguarding Team. Safeguarding information can be shared with the DSL as required and in a timely fashion.

Our policy is based on the premise that:

- Each student is an active learner and makes a positive contribution to each lesson.

- Each student has the right to learn.
- Each teacher has the right to teach without interruption.
- Every parent has the right to be informed about their child's behaviour, so they have the opportunity to work in partnership.
- Parents are expected to support the school.
- Success is celebrated.

Code of Conduct

The [Verulam Code of Conduct](#) aims to promote the key issues of respect and self-discipline. This Code gives clear guidance with regard to the school's high expectations of their behaviour both inside and outside the school. The Code of Conduct is displayed in each classroom and is referred to regularly by all staff.

3 Roles and Responsibilities

The role of the Governing Body

- The Governing Body is charged with a duty to set the framework for the School's Pupil Behaviour & Discipline Policy. In drawing up this statement of general principles, the Governing Body consults with the Headteacher, staff, parent(s)/carer(s) and students. It will ensure that this policy is communicated to students and parent(s)/carer(s), is non-discriminatory and that expectations are clear. Governors will receive information about the number and nature of exclusions. Governors will observe behaviour as part of link and other visits.
- Governors will provide challenge and review in line with the local guidance for those with legal responsibilities in relation to exclusions.
- The resulting policy will be subject to annual review.

Role of the Headteacher

- To ensure the highest standards of behaviour are enforced and maintained.
- To actively promote positive behaviour for learning.
- To praise and reward students and conversely apply sanctions as appropriate.
- To ensure staff model exemplary behaviour and are positive role models for the students.

Role of the Deputy Headteacher (Safeguarding)

- To devise, implement and review the behavioural policies and practice.
- To ensure the highest standards of behaviour through praise and reward and sanctions as appropriate.
- To oversee all behavioural incidents and monitor inclusion provisions.
- To liaise with external agencies as appropriate.
- To provide CPD as appropriate.
- To support and develop the pastoral team to ensure the team is effective and consistent in delivering positive behaviour for learning.
- To support and work with parents to support students.

All Assistant Headteachers and Deputy Headteacher - Curriculum are responsible for the pastoral development of the students in their allocated year group, this includes rewards and sanctions. They are expected to uphold the high standards in the school and to role model the behaviour expected.

Role of the SENDco

- To promote positive behaviour for learning across the school.
- To ensure that all students with SEND are effectively developed and supported.
- To ensure appropriate CPD for staff to help address the needs of SEND students to develop positive behaviour for learning.
- To liaise with outside agencies and associated professionals as appropriate.
- To ensure effective communication with parents/carers and school staff.
- To provide teaching staff with CPD and strategies to support learning with the specific SEND students they teach.
- To celebrate success in assemblies.

Role of Heads of Year

- To promote positive behaviour for learning across the year group and school.
- To use praise, reward and sanction as appropriate. This will involve supporting the VLR.
- To celebrate success in assemblies and address contextualised themes.
- To develop positive relationships with students and parents/carers.
- To liaise with the SENDco and Wellbeing Manager to ensure all student needs are addressed.
- To liaise with outside agencies as appropriate.
- To provide CPD to year teams as appropriate and effectively support the Pastoral Support Assistants.
- To lead assemblies/activities for their year group which enforce positive behaviour for learning and address emerging themes.

Role of Heads of Department

- To promote positive behaviour for learning across the school and especially in their department area.
- To be confident in enforcing the behaviour policy and use the appropriate sanctions in line with the policy.
- To be positive role models who uphold the principles of this policy by supporting staff.
- To use praise, reward and sanction as appropriate.
- To develop positive relationships with students and parents/carers.
- To create a positive climate for learning where all students feel safe and valued.
- To ensure their department delivers lessons that are well prepared and that students are provided with appropriate activities.

Role of all staff

- To be confident in enforcing the behaviour policy and use the appropriate sanctions in line with the policy.
- To be consistent in implementing all expectations (students and staff) and in applying rewards and sanctions.
- To deliver lessons that are well prepared and that students are provided with appropriate activities.
- To ensure that the physical well-being and safety of students is protected.
- To be a good role model, particularly in terms of punctuality to school and lessons, attendance and dress.
- To treat students with courtesy and respect.
- To praise good work and behaviour whenever possible.
- To promote positive behaviour for learning through positive reinforcement and rewards. This will create a positive climate for learning.
- To inform parents/carers and Heads of Department / Heads of Year (if appropriate) of any behavioural concerns.
- To carry out restorative practice with students when appropriate.
- To carry out safeguarding duties effectively.

Role of students

- To positively engage with learning and try to make progress.
- To demonstrate positive behaviour inside/outside of lessons and on the journey to and from school.
- To act as excellent ambassadors for the school.
- Older students are to be positive role models for younger students.
- To follow the school rules.
- To positively engage with the student Code of Conduct..
- To take opportunities and fulfil their own potential with the support of staff and their parents/carers.

Role of parents/carers

- To be familiar with and support our Behaviour Policy.
- To communicate immediately with the school if they have any concerns.
- To reinforce positive behaviour for learning with their children.
- To ensure that their children adhere to our school rules.
- To share in their child's success and be a part of school celebrations.
- To encourage excellent attendance and a strong work ethic.

This policy has three parts:

Section A – Procedures and key information

Section A – Procedures and key information

All students understand their role in school. This is clearly explained in both the code of conduct and home – school agreement.

1 - Negative Events

Any negative issues must be recorded using the whole school system Bromcom.

<https://docs.bromcom.com/knowledge-base/how-to-enter-behaviour-data/>

Reminder – to add an event you must do the following things:

- 1 – Select a student.
- 2 – Click action.
- 3 – Click behaviour event.

Whilst an entry is not a punishment in itself, it does formalise proceedings.

Staff should remember that:

- The negative event is not a system to refer problems to others (except for out of class situations). It is a means of circulating information. Where help is required, personal contact must be made, with either the HoD, 'oncall' or, in more serious cases where a period of exclusion may be appropriate, with a member of SLT via the SLT CallOut system.
- Staff should ensure that they follow the key protocols of the system. This includes:
 - ensuring that any incidents of a racist, homophobic, transphobic, misogynistic or sexual nature are recorded on CPOMS.
 - Staff are reminded that SLT must also be informed if a member of staff has been hurt or a reasonable force has been used.

2 - Truancy

Truancy and leaving school without permission is not acceptable. If students leave the site without permission and they do not arrive straight home, the police may be contacted.

The following sanctions may also be applied at the discretion of the Headteacher:

- removal from extra-curricular activities.
- removal from trips / visits.
- removal from representing school at sporting activities.
- removal from School Council/Student Voice representation.
- removal from responsibility in school.
- removal of Sixth-Form Induction.

3 - Whole-school agreed routines

In order to ensure consistent standards of behaviour across the school, we have agreed a number of routines that all staff are expected to follow:

Entry and exit from classrooms

- Students should not enter a classroom without a member of staff being present.

- HoYs are responsible for the behaviour of students queuing up outside the building or in communal areas during social time. They are also responsible for behaviour beyond the school gates.
- Teachers should make sure they are on time to lessons and stand at the door, when seeing in groups. The greeting sets the tone of the lesson. Lateness should be followed up by the classroom teacher.
- Teachers should tell the students where to sit as they enter as reflected in the Mintclass seating plan. Every member of staff should have a current seating plan on Mintclass for each group.
- Teachers should ensure that students enter the classroom if they're not happy with the way they enter the room initially.
- Coats should not be worn in class, equipment and books should be on student desks, bags must be on the floor, with students working on a 'Do now' starter whilst the teacher takes the register. The register is key every lesson to ensure students are accounted for. **This must be completed within the first 5 minutes of the lesson using Bromcom.**
- Before dismissing a group, teachers must ensure that students are standing behind their desks in silence and ensure that all chairs are under desks, and the rows are tidy.
- Teachers should check the corridor to ensure it is clear. This will avoid congestion and overcrowding.
- Teachers should dismiss students' row by row, standing in the doorway.
- Students must leave the classroom in a tidy state. Any worksheets or other paper left on the floor or on desks may be considered as littering at the discretion of the teacher. Teachers should take pride in their classrooms and expect students to do the same.
- HoDs/HoFs are responsible for the behaviour standards in their areas. They must model the behaviour that is expected and ensure the standards are high.
- HoDs/HoF must support the teachers in their department with behaviour management.
- ***Behaviour is everyone's responsibility in this school.***

Corridor/stair movement

All staff have a responsibility, to model, teach and demand the following of our students:

- Walk on the left in a direct fashion, without blocking the way.
- Walk quietly.
- Walk calmly, taking care not to damage the walls and notice-boards.
- Walk without pushing any other student.
- Walk with purpose.
- Refrain from eating or drinking inside the building.
- Ensure their uniform is worn correctly at all times.

Monitoring 'hot-spots'

SLT, HoY, HoD, HoF and Pastoral Support Assistants have a responsibility to assist in the smooth movement of students in identified difficult areas.

Out of class

- No students should be allowed out of class to go to the toilet ***unless*** the teacher is convinced it is a genuine case or the student has a toilet pass or medical emergency.
- Students must be supervised during lesson time. Allowing them to leave the class or the teacher leaving the class, **could result in a significant safeguarding issue**. Teachers are responsible for the students in their care.

Routines for Sixth Form Students

The routines outlined above are also applicable to Sixth Form students with the following adaptations:

- All students ***must*** wear their lanyard at all times.
- Mobile phones may be used in the sixth form centre only.
- Dismissal from lessons will be less formal.

4 - Mobile phone policy

Verulam is a 'mobile-free zone'. Students must not use or show their mobile phones at any point during the school day, whilst they are in the school building or grounds. They may have their phones switched off in their bags and students bring them into school at their own risk.

If a phone is used or seen whilst in school, either during a lesson, in a classroom or around the school campus during the school day without permission, the student will receive a sanction.

In the event of an emergency and parents need to contact a student, they must telephone the school reception. Students are never to use their mobile phones to communicate with parents during the school day. Such use will result in the confiscation of the phone.

Keeping Children Safe in Education 2023

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf emphasises the importance of “**restricting access to mobile devices in school**” in acknowledgement of the fact that children have “**unlimited and unrestricted access to the internet**” which may facilitate abuse.

First Offence

The device will be confiscated by staff and retained in the school office until the end of the school day. The offence will be logged and the mobile phone, or device, will be returned to the student in person at the end of the school day.

Second Offence

The device will be confiscated by staff and retained in the school office. The offence will be logged, and the device will only be returned to the parent/carer in person. Should a parent/carer be unable to attend school before 4pm on the day of confiscation, the phone will remain with the school until it can be collected by an appropriate adult. The School Office closes at 4pm.

Third Offence

The device will be confiscated by staff, logged, and retained in the school office for 5 working days. The device will only be returned to a parent/carer in person at the end of the 5-day period.

Further Breach

If there is a subsequent breach of the school rules the device will be confiscated by staff, logged, and retained in the school office for 10 working days. The device will only be returned to a parent/carer in person at the end of the 10-day period. Parents will be requested to attend a meeting with the Pastoral Deputy Headteacher and the child’s Head of Year at the end of the 10-day period.

5 – Anti-bullying Statement

At Verulam School, we believe that all students and staff have a right to learn in a supportive, caring and safe environment without the fear of being bullied. Bullying of any kind is unacceptable here; it is wrong and will not be tolerated. Students must say something if they see something.

Section B – Praise and reward

1: House Point System

All members of the school community will do things that deserve to be praised. We understand the need for balance in any system and our structures make sure positive behaviour, mindset and homework are also acknowledged. This makes it possible for every student to experience positive feedback and it reflects our core values of **Excellence, Character, Respect**.

Any member of staff can award a pupil with House Points using the H1 or H2 indicator.

H1	1 point	<ul style="list-style-type: none">● Good work in the classroom / home learning● Demonstrating a positive character: supporting a peer, helping a teacher / adult
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H2	2 points	<ul style="list-style-type: none"> • Excellent achievement or effort in or out of the classroom • Persistent good answers in class / completing all classwork to a high standard • Helping a peer, teacher / adult
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The House Points are linked to form groups and houses and the boys compete throughout the year in KS3/KS4 to accumulate HPs for their House. Students can achieve personal certificates, prizes and rewards, depending upon the number of HPs they achieve. This is recorded centrally on Bromcom, and Form Tutors & Heads of Year also keep a track.

Parents/carers can see if their child has been awarded HPs via the *My Child at School* app and via positive communication from support staff, teaching staff, their FT and their HOY.

2. The Blue Stag

V	Voice & Vision
E	Enterprise & Aspiration
R	Resilience
U	Understanding & Respect
L	Love of Learning
A	Accountability & Responsibility
M	Makes a difference & Leaves a legacy

If students demonstrate a learning behaviour that reflects a VERULAM category, they will be issued a Letter of Recognition (LOR). If students obtain LORs in all seven categories in an academic year, they will be classed as a 'Blue Stag' pupil. This is available to all year groups.

HOYs review this positive data on a weekly basis and use it in assemblies to create a success drive culture.

When a pupil receives a LOR, they will be automatically awarded 10HPs, receive a letter from the Headteacher and be recognised in assembly. LORs and ultimately, the receipt of the Blue Stag contribute to House challenges and the overall HP total for the term / year.

H3	10 points	10HP for receipt of an LOR (letter of recognition)
H4	50 points	50HP for receipt of the Blue Stag
H5	100 points	100HP for receipt of the second Blue Stag

H6	200 points	200HP for receipt of the third Blue Stag
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3. Reward Activities & Trips

Summary of rewards (not an exhaustive list)

- Termly Reward activities & trips
- Termly reward celebrations linked to report data
- Weekly assemblies to celebrate success
- Regular use of words of encouragement and praise
- Encouragement via prompt and positive marking of work
- Displaying student work in classrooms and corridors
- Postcards/letters/LORs home
- The Blue Stag
- Certificates home
- Positive phone calls home
- Annual celebration events

Termly, HP totals are looked at alongside attendance and any negative behaviour events. Reward activities / trips are organised by the Heads of Year and Pastoral team to ensure that pupils feel their overall contribution to House success is recognised.

	If you qualify, you receive	It involves	You need the following to qualify
Gold Reward Trip	1st choice of all reward trips / experiences	All day off-site trip	100% attendance, 0 Es, Top 5% of HPs
Silver Reward Trip	Choice of Silver or Bronze	Half day off-site trip / experience	98%+ attendance, less than 5 Es (and none higher than an EL, Top 10% of HPs
Bronze Reward Experience	Bronze reward experience	Afternoon experience on-site	95%+ attendance, less than 10 Es (and none higher than a E3, Top 15% of HPs

Section C – Sanctions and consequences

Sanctions and consequences provide reinforcement that certain behaviour is unacceptable / inappropriate and reassurance to those impacted. This helps students to develop a sense of right and wrong. Whilst important, they should be applied sparingly and consistently with context. This context is a reflection (not an excuse) of the demographic we serve. We have a student before behaviour approach to behaviour management because we always consider the students' circumstances. Every young person is unique.

1 – Pastoral Team

The role of the Pastoral Team in relation to behaviour is to provide support for students who regularly break the Code of Conduct. Heads of Year and tutors have the role of monitoring student behaviour and using the various support systems to try to modify behaviour. This is supported by the work of the Pastoral Support Assistants (PSA) attached to each key stage. The school's catalogue of provision (outside agencies) and Team Around the Child (TAC) meetings are central to this. The Pastoral Team forms a 'Team Around the Child' (TAC) to ensure students are supported so they can concentrate upon their academic studies and the development of our values of Excellence, Character and Respect.

The underpinning principle is that wherever sanction is necessary, the following should be considered:

- Will the punishment improve behaviour or is a more suitable alternative available?
- Has everything possible been done to avoid the punishment of whole groups for an individual's misconduct? Seeking out those who deserve to be punished rather than punishing the whole group- the students and their parents will respect this.
- Ringleaders should be identified, but teachers will avoid making individuals scapegoats for a group's activities.
- The extent to which the sanction will change the behaviour will be considered.
- Student records need to be checked to establish the situation with interventions and a consideration of whether they had enough time to work or whether the student has had enough support to manage their behaviour.
- Rapid movement up the Behaviour Escalation Continuum must be avoided. Students should always be raised as TAC meetings if their behaviour is showing signs of a significant downward trend.

2 – Facilities

To support our inclusion agenda, we have very distinct facilities

The Inclusion Hub

The Inclusion Hub is located in the House at the front of the school. The ground floor features a large teaching room for SEND interventions and courses such as Read, Write, Inc, The Prince's Trust and Adan, as well as a bespoke garden for students to use. In addition, the SENDco and their team are located here whilst the first-floor house is our Student Services.

Student Services

This is not a place where students can or will serve sanctions, or go to avoid sanctions, but this welcoming facility, staffed by our specialist Student Wellbeing Manager, is a place to support students during times of need. Without this intervention, poor behaviour may be a likely eventuality. Students' time in Student Services is monitored closely with clear communication lines between the VLR and the SEND Department. Our Student Wellbeing Manager triages and coordinates our Outside Agencies (Counsellors and Mentors) involvement with students as well as managing their own caseload of students. Our Wellbeing Manager attends all Together Around the Child (TAC) meetings to inform and recommend appropriate support.

The Verulam Learning Room (VLR)

Students complete their internal isolation in the VLR with a behaviour specialist: the VLR Manager. The VLR is located in room 27. This is a self-contained provision on the first floor of the main building. The room itself is well equipped and there is an opportunity for reflection. The VLR is also used to isolate students where required during an investigation.

The above means that we have a good insight into the student and the catalysts for the behaviour. **We seek first to understand before demanding to be understood.**

3 - Behaviour categories

The following are broad categories of behaviour difficulty which identify who is responsible for dealing with poor behaviour.

Events 1&2 Teacher / Tutor / Pastoral Support Assistant

Events 3&4 Teacher / Tutor / Pastoral Support Assistant with knowledge and input from HoD (for classroom situations) / HoY (for out of class situations)

Events 6&7 HoD (for classroom situations) / HoY (for out of class situations)

Events 8&9 HoD (for classroom situations) / HoY (for out of class situations) with input from SLT Link

Events 10&11 SLT Link with input from Headteacher (or Deputy)

Behaviour outside of school and beyond the school gates

Students who breach the school's Behaviour Policy or the [Student Code of Conduct](#) whilst offsite but in school uniform or on school business such as trips and journeys, sports fixtures or on a work experience placement, will be dealt with in the same manner as if the incident had taken place in school. This includes behaviour in the immediate vicinity of the school or on journeys to and from school. We will work in partnership with local businesses, residents and the police to help ensure that our local community is a safe and a harmonious place. We will support with the identification of our students in the local area and will act to support the eradication of anti-social behaviour in the community. We take our **contextual safeguarding** responsibility very seriously and we will work with the Police and other appropriate agencies to keep our students safe.

Searching, screening, and confiscation

Prohibited items

Students should not bring in prohibited items into school. Prohibited items include:

- Knives and weapons
- Alcohol/drugs/legal highs
- Illegal drugs
- Stolen items
- Tobacco/cigarette papers/lighters/matches
- Fireworks
- Pornographic images
- Hooded tops
- E-cigarettes/vapes
- Chewing gum
- Toy guns/water pistols
- Laser pens

The Headteacher and staff authorised by them have a statutory power to search students or their possessions, where they have reasonable grounds for suspecting that the student may have a prohibited item. This is in line with the guidance provided by the Department for Education 2018 - <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
School Staff can search pupils with their consent for any item.

If staff are informed or suspect that a child may have a "prohibited item" in their possession, they must **inform SLT** immediately via the on-call email.

Process:

- Pupils will be collected and spoken to by a senior member of staff who will always have another colleague with them (one member of staff will always be the same gender as the child).

- The student will be taken to a safe space, usually a Senior Leader's office where they will be informed of the concern raised that they might have something on them that they shouldn't have and asked if this is true.
- They will be asked for consent to be searched.
- Pupils are required to empty the items from their bag and pass the bag to one of the members of the adults present.
- They will be asked to empty the contents of any pockets in their trousers, blazer or jacket and to pass their blazer and jacket to one of the adults.
- Parents will be informed of the search having taken place and this will be logged. If they refuse, their parents will be called to carry out the search on our behalf.

The Police

It will be for the Headteacher or a Deputy to decide whether the police should be involved in any given incident.

However, parents/carers will be informed immediately if a decision is taken to contact the Police.

In addition, we work to a **"CHILD FIRST"** principle which means we challenge the *adultification* (a practice where those in authority are less proactive and more punitive of certain children) by the police. We will *never* leave a child alone with the police or allow them to be taken to the Police station without a suitable adult to accompany them. The school follows the guidance of Home Office Circular 98178 on **'Interrogation and Taking Statements'**. Thus, it will be normal practice for Police interviews to take place at school *only* in the presence of parents or guardians.

If parents/carers cannot be contacted the interview will take place with the Headteacher or a Deputy. We will *always* challenge the Police to ensure the safeguarding, rights to privacy and Human Rights are not breached.

When to call the Police:

- Once a prima facie case has been established, school led interviews and investigations should stop and the Police should be called.
- Accurate records of interviews and admissions should be kept as a member of staff could be called as a witness.
- Once a criminal investigation is under way school investigations and/or interviews **MUST** stop. Offences where the Police may be called include theft, harassment (bullying), assault, damage, drugs and offensive weapons.

Malicious accusations against staff

There may be occasions when students need to raise issues about the actions of a member of staff. There are clear and well communicated pathways in place for them to do this. Student voice is at the heart of school policy. However, where the allegations are malicious or fabricated, the school will consider the most appropriate course of action. This could result in a fixed term suspension or permanent exclusion, as well as referral to the police if appropriate.

Uniform

Students must always be in full school uniform.

Students are always expected to be in full school uniform. Uniform must be worn correctly at all times on the way to and from school and when representing the school off site.

Tutors will ask students to remove any items which do not constitute part of the Verulam School uniform. If this is not corrected immediately or cannot be addressed in form time, such as if the student has no school shoes, then should be sent to the HOY. When non-uniform items are worn, they may be confiscated, and parents/carers may be asked to collect them from school.

Where the correct uniform or footwear is not worn, students will be required to wear the correct uniform on loan from Student Services for that day or they will be placed in the VLR.

If a student is injured and cannot wear shoes, parents **must** provide medical evidence directly to the Headteacher, who will then issue a Medical Exemption card to the student, who will be permitted to wear alternative, **plain black** footwear until they are healed.

Students are only permitted to wear one stud earring in each ear. Jewellery which is not permitted in our guidelines will be confiscated. It will be returned at a mutually agreed time unless there are exceptional circumstances.

Any persistent uniform breaches require the student to be issued with an E3 after-school detention. This will be logged by the HOY / Pastoral Support Assistant who will contact the parents to inform parents / carers to find out the reason.

If a student arrives at a lesson with their uniform not correct (for example shirt not tucked in), they should be issued with an E2 (department / teacher detention). This should be logged and set by the class teacher.

When a student is lent uniform, this is logged and a sanction issued by the VLR manager. This information is shared with the HoY for monitoring.

Punctuality

Students must be punctual to school and lessons. Lateness will not be tolerated unless there is a justified reason.

If a student arrives after 8.35am, they must enter the school site via reception and sign in. They will be coded as L (Late). If the student arrives after 9.00am, they will be coded as U (Late after reg. closed). An MCAS message will be sent to parents / carers to inform them of this. If a student is late three times in one week or in a 5-day period, they will be issued with an E3 late to school detention.

Lateness to lesson – If students arrive to lessons late, it will result in a detention with their class teacher. If the students are late regularly, it will be escalated the HoD/HoF by the class teacher. Lateness must never be tolerated.

4 - Classroom Management Plan

Classroom teacher		
STEP 1	1 st time rule is broken	State the rule as a reminder
STEP 2	2 nd time rule is broken	Warn the student of potential consequences. Use visible sign that 2 nd warning has been given.
STEP 3	3 rd time rule is broken	Act by either moving the student or seeing them at the end of the lesson, plus possibly event (e.g. short detention)
Departmental support		
STEP 4	Remove student to department buddy	Remove student from lesson to designated colleague - HoD to support class teacher A negative event must be completed plus possible sanction and direct contact home by HoD Email: on call for a Pastoral Assistant to accompany to buddy room
STEP 5	Regular disruption of lesson	Formal contact with home by HoD/HoF Subject report considered Withdrawal from lessons by HoD/HoF (limited period only)

		Failure to co-operate with HoD, refer to HOY/SLT link for year group
SLT		
STEP 6	SLT Call Out is only for a serious incident or violent conduct.	Personal referral to SLT for immediate isolation
		Email: SLT call out for SLT to attend the lesson. Or send a responsible student to reception.
		SLT to gather facts and establish the exact circumstances before deciding on appropriate action

5 - Out of class discipline plan

Adult working in school		
STEP 1	Identify the poor behaviour	Give a verbal instruction to the student reminding them of which rule they have broken. Correct the behaviour (this may include confiscation). Where appropriate, give the student the opportunity to correct the behaviour, e.g. pick up the piece of litter. If the student is co-operative, no further action required.
STEP 2		Remind the student that there may be a consequence / event if they do not correct their behaviour.
STEP 3		If the student fails to respond appropriately, issue the appropriate level sanction according to the Event List. Staff must inform the student of the Event you will log
Pastoral support via HoY		
STEP 4	Student continues with poor behaviour or does not respond appropriately.	Complete Behaviour Incident Form and email to HOY/Pastoral Assistant/SLT Links
		Incident to be investigated by HOY/PSA following the Investigation Guidance Document.
STEP 5	Removal from lessons / free-time may be necessary while investigation takes place.	Failure to co-operate with the HoY/PSA – refer to STEP 6
SLT		
STEP 6	HOY/PA to refer to SLT Link or SLT Call Out rota for support.	Gather facts and establish the exact circumstances before deciding on appropriate action which may lead to exclusion

6 - Report system

In common with most schools, Verulam uses weekly reports to monitor student mindset/behaviour/work. Students causing particular concern can be placed on this report.

- A colour coded design for each of the five levels of weekly report has been agreed in order to develop consistency and to give a clearer message to students and parents in terms of what we are trying to achieve when a student is placed on report. By including targets on the report, all staff will be monitoring and commenting on the agreed areas
- It is essential that the supervising teacher agrees a maximum of three targets which the student will aim to achieve. The targets should be achievable and specific
- Each student should then be set an appropriate numerical target for each day. If this target is not met, further sanctions should be added and they may move up a report level
- The report system has levels built in, which support the overall pastoral monitoring of students
- Failure to reach targets whilst on Level 5 report will result in exclusion

LEVEL	TYPE	COLOUR
1	Excellence Character Respect - Tutor	Pale blue
2	Head of Year	Green
3	SLT Link	Yellow
4	Pastoral Deputy head	Pink
5	Headteacher	Red

7 - The detention system

All detentions, regardless of duration, must be clearly discussed with the student, informing them of the time, date, location and reason.

Event 2 (E2) Individual Detentions (20 Minutes) Arranged by Teacher / Department

All detentions are communicated with parents via Bromcom. E2 (Event 2) individual teacher / tutor / PSA will keep their own record of this. The teacher must not log the event on Bromcom unless they have first informed the student on this face to face. Event 2 (E2) detentions can be organised by the member of staff / department for the same day or for a day in the future. E2 events are recorded on Bromcom, but there is no automatic detention allocated on Bromcom. This is for the member of staff / department to arrange and supervise.

If the student fails to attend and does not provide evidence of an appropriate reason for their non-attendance, the subject teacher/tutor will refer the detention to the appropriate HoD (for classroom situations) / HoY (for out of class situations).

HoD/HoY will discuss this with the member of staff who will then speak to the student and inform them they will have to sit an E3 (45-minute detention) detention, they should inform the student when this will take place.

Event 3&4 (E3&4) Whole School After-School Detentions (45 Minutes): Take place Mon, Wed- Fri.

HoD / HoY detention process

An E3 detention can be issued if:

- a student misses an E2 detention.
 - the behaviour is repeated.
 - the behaviour is serious enough to require an immediate E3 Detention.
1. Teacher has an incident requiring an E3 detention.
 2. Teacher emails or speaks to HoD/HoF/HoY to get their agreement/support.

3. HoD/HoF/HoY checks they have carried issued E2 detention/call home if appropriate) and agrees detention.
4. Teacher adds the negative event on Bromcom, e.g. E3 Defiance to Staff.
5. Teacher/HoD/HoF/HoY sees student to ensure they are aware and discuss the concern.

Event 6&7

(E6 Whole School After-School Detentions 1 Hour: Take place Mon, Wed- Fri)

(E7 Whole School Saturday Detentions 1.5 Hours: Take place weekly)

An E6&7 detention can be issued if:

- HoD/HoF/HoY are made aware of an incident which is at this level according to the List of Events.
1. HoD/HoF/HoY Investigate incident
 2. HoD/HoF/HoY Contact parents / carers to inform them of incident and sanction
 3. HoD/HoF/HoY log event on Bromcom and inform the student

If a student does not attend the E6 detention, the form tutor will be informed via email from the detention administrator. The email sent to each year group should be addressed to the SLT Link, copying in the form tutors, HoY and relevant Pastoral Support Assistant. The email must contain the names of the students, the date and type of detention they missed, and the reason for the detention. e.g. (E6 Failed to attend E3)

The student must see their SLT Link teacher during Form Time (8.40- 9.00am) to discuss why the detention was missed. This will usually result in an escalation to an E7 Saturday morning detention. Once the SLT Link has spoken to the students, they should confirm the sanctions to be added.

SLT Saturday morning detentions

- SLT Saturday detentions can only be generated by the SLT Link for the Year Group.
- The member of SLT attached to the student's year group must call home to inform parents.
- SLT Saturday morning detentions will be calendared weekly with one member of SLT. The SLT Saturday morning detention will run from 9.00 – 10.30 a.m.
- Students will be required to wear full school uniform and will be met in Reception by a member of SLT at 9.00 a.m.
- If a student attends later than 9.05 a.m. or is not in full school uniform, once the context has been established, they may be sent home and the SLT member will contact parents and arrange for them to attend a meeting between 8.15 – 8.45 a.m. on the following Monday with the SLT attached to the student's year group. After reinforcing expectations, it will then be re-set as a Saturday morning SLT detention for the following Saturday. Any subsequent issue will lead to a formal meeting.
- If a student has failed to attend and/or the parents have been unable to be contacted, a formal meeting with the Headteacher will be arranged before the student is allowed to return to lessons. The next level of the behaviour escalation will normally be actioned and the student will be required to repeat the Saturday morning SLT detention.

Adding the detention on Bromcom

	in VLR		Form completed by PSA log call to parents	PSA	
3	1-day internal isolation in VLR	VLR Supervisor	Behaviour Reflection Form completed by HOY log call to parents	Phone call by HOY	Head of Year Report
4	2-day internal isolation in VLR	HOY	Behaviour Reflection Form completed by HOY	Phone call by HOY	TAC Referral / External agencies / Key Worker
5	3-day internal isolation in VLR	HOY	Behaviour Reflection Form completed by SLT Link	Phone call by SLT Link	
6	1-day external suspension and 2 lessons in VLR on return	SLT Link	Readmission Form completed by SLT Link	Phone call by SLT Link	SLT LINK Report
7	3-day external suspension and 2 lessons in the VLR on return	SLT Link	Readmission Form completed by DHT	Phone call by DHT	Pastoral Deputy Report
8	5-day external suspension and 2 lessons in the VLR on return	DHT	Readmission Form completed by DHT	Phone call by DHT	Headteacher Report
9	10-day external suspension 5 at home and 5 at the ATL Provision	HT / DHT	Readmission Form completed by HT	Phone call by DHT HT	
10	Permanent external exclusion Discussed.	HT	HT decision	Phone call by HT	

For every **four school weeks** students have without a major incident they move back one stage.

The above is a guide. However, students may be externally suspended at any stage on the ladder. Students may also be permanently excluded if the behaviour event is serious enough to merit this consequence. The Headteacher will make these decisions. HoYs work with the PSAs / VLR to ensure work is available on paper or via google classroom.

Internal isolations are at the discretion of the school and do not qualify as legal or formal suspensions. The Department for Education's statutory guidance on exclusions does not apply to internal exclusions, because they do not impact on a student's education by removing them from school premises. The internal isolation facility is called the Verulam Learning Room (VLR).

Internal isolations serve as a serious sanction directly below a fixed term suspension but above less serious sanctions such as detentions. Internal isolation is used to prevent students from engaging with the school community but without this impacting too much on their academic learning.

Internal isolations are imposed for serious and/or persistent breaches of the code of conduct. Patterns of behaviour may also be considered. The decision to internally isolate a student will depend on the individual circumstances and is at the discretion of the Headteacher / SLT. Where a student has failed to meet the expected standard of behaviour, an appropriate sanction will follow.

There is no statutory maximum period for internal isolation. In most cases a period of internal isolation will last no longer than three school days and will often be imposed for part of a day or one / two days.

Internally isolated students are supervised at all times and are based in a purpose-designed facility. The aim is to continue learning, prevent a reoccurrence of the offending behaviour and to ensure reintegration when the

period of internal exclusion is over with support as appropriate. We use the time to assess the student and their circumstances to establish if any extra support or external agency involvement is required.

In accordance with DfE guidance, there is no right of formal appeal for internal isolation. This is because they do not result in missed education or the removal of a student from school premises. If a parent/carer wishes to raise a concern about the internal exclusion, they should follow the procedure detailed in the school's Complaints Policy.

Verulam follows the DfE Guidance on Exclusions (September 2017) updated April 2022. A full copy of this guidance is available on the DfE website.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf

We will only suspend students from school when absolutely necessary. However, we will never shirk from taking appropriate action. We recognise that fixed term suspensions cause disruption to students' learning which might negatively influence their future behaviour and will therefore only ever fixed term suspend for serious incidents. In rare cases, we may have to consider permanent exclusion. Sometimes this will be for an isolated incident.

Behaviour likely to result in fixed term suspension (please note, this is not an exhaustive list):

- persistent and seriously disruptive behaviour.
- confrontational behaviour/obscene language towards students or staff.
- offensive, racist, sexist or homophobic language.
- Sexual violence or harassment.
- behaviour causing a health and safety risk.
- direct defiance of a member of staff.
- serious vandalism.
- disruption in the local community.
- Theft.
- fighting/assault.
- carrying a potentially dangerous weapon/implement on the journey to or from school.
- bringing a potentially dangerous weapon/implement onto the school site.
- behaviour likely to bring the school into disrepute.

Behaviour likely to result in permanent exclusion (please note, this is not an exhaustive list):

- physical assault upon a member of staff.
- serious physical assault upon another student.
- serious sexual assault upon another student.
- use of or possession of illegal substances (including so called 'legal highs') either on site or whilst in school uniform or on a school trip or visit.
- possession of knives, or other weapons including BB guns and other instruments that can be used as weapons, either on site or whilst in school uniform or on a school trip or visit.
- actual, intended or threatened use of a potentially dangerous weapon/implement on school site, to or from the school, or anywhere when wearing school uniform or representing the school.
- posing a serious and/or repeated health and safety risk.
- repeated incidents of serious misbehaviour or repeated disruption to the learning of others.
- serious sexual misconduct including distribution and production of inappropriate images.
- criminal offences committed on the school site, whilst representing the school or whilst on the way to or from the school.
- other serious reasons at the Headteacher's discretion.

"Permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school" (DfE September 2017).

Urgent situations will continue to be dealt with by all SLT who will provide a 'holding' response until appropriate action is carried out by the attached Assistant Head / Pastoral Deputy. The Local Authority will always be informed.

For **students with EHCPs** on a Level 6 -10 exclusion, there needs to be discussion between the Pastoral Deputy and the SENDco about the nature/length of any punishment. We will also inform the SEND team in the Local Authority.

For any LAC students, there needs to be a discussion with the designated teacher before any fixed term exclusions can be granted. This will go through the Virtual Head and the LA (as per the guidance issued by the LA).

We may also consider alternative placements for students. This will be in consultation with parents / carers, Governors and the Local Authority.

Regardless of the level of behaviour escalation, the person managing the isolation / exclusion should take the following steps:

Step 1

- Consult with the Assistant Headteacher or Deputy Headteacher and/or HoY.
- Consult the SENDco regarding any pupil that is on the SEND register.
- Check the next exclusion level and ensure all interventions have had time to embed.
- Inform the student of the decision.
- Inform the parents by phone on the day of the incident. This is key.
- Ensure Bromcom is updated with all of the relevant information.

Step 2 (only relevant for fixed term suspensions)

- In some cases, on the day of the incident, the student will be sent home at the earliest opportunity following parental contact. Parents/carers must collect students from the school premises.
- When a student is sent home for a fixed period of time, it is the Head of Year's with support of the PSA and VLR that work is set via Google classroom.
- The Head teacher's PA will ensure Bromcom is updated.

Step 3 (only relevant for fixed term suspensions)

- All fixed term suspensions are recorded, and the Local Authority is informed.
- A letter is sent to the parents/carers explaining the reason for the fixed term suspension.

Step 4

- HoY / SLT Link (whoever is leading the investigation) must keep a record using the appropriate serious incident investigation pro-forma.
- Once the isolation / suspension has been issued, this paperwork is then passed to
 - Deputy Headteacher's PA for external suspensions
 - The VLR manager for internal isolations.

This must not be passed on until the contact has been made

Step 5

- TAC Intervention Strategy Form is updated. All interventions will be recorded on this
- Paperwork is stored on student profiles

Readmission Meeting format for Suspensions

- Ensure that the SENDco is present for all readmission meetings involving SEND students.
- Speak to the parents/carers first and ask the child to wait outside the meeting room.
- After discussion with the parents/carers, call the student in and ask how they have reflected on the incident.
- Outline the interventions to be put in place to support them.
- Ensure the Behaviour Continuum is referred to and an explanation of the next stages and interventions are highlighted.
- The Readmission Meeting form should then be signed and agreed by all parties.

- The parents / carers keep a copy and one is placed with the suspension paperwork in the student's file.

Internal isolations

- All internal isolations will be based in the VLR.
- Students will complete independent work from Google Classroom and appropriate school/coursework provided by their teachers.
- **The SENDco will take a lead role in providing work for isolated students who are on the SEND register.**
- Any student who does not abide by the isolation rules will complete further isolation time. Students' behaviour whilst on isolation will be monitored by VLR staff.
- Students will be escorted to lunch by the VLR staff and supervised at lunchtime in the VLR.
- Students can only go into the VLR if they are isolated.
- Students will not be admitted into the VLR unless they have been escorted there by a member of the Pastoral Team or Senior Leadership Team.

Fixed term suspensions (up to 45 days per academic year)

- The Headteacher makes the decision.
- Students are suspended by the Headteacher for serious breaches of the Code of Conduct (as explained above).
- Telephone contact is made with the parents/carers immediately.
- A letter is sent to the parents with an explanation of their rights, including their right of appeal, with a copy to the Local Authority.
- Teaching staff must provide work for the student. This is co-ordinated by the Head of Year/PSA/VLR.
- Following the exclusion, the parents and student must attend a formal reintegration meeting.
- Verulam will follow at all times the guidance issued by the DfE.

Permanent exclusion

- The Headteacher makes the decision.
- A letter is sent to parents with an explanation of their rights, with a copy to the Chair of the Governing Body and the Local Authority.
- Teaching staff must provide work for the excluded student for the first five days of exclusion. From day six the Local Authority will provide an alternative placement until any appeals have been heard and a final decision is reached.
- A Governing Body hearing will be convened to deliberate upon the exclusion; the parents/carers, student and the school will be expected to attend. A Local Authority representative or CoG will chair the meeting.
- The Headteacher, supported by relevant staff will present the case for a permanent exclusion. The parents/carers and student will be able to make representations to the school and Governing Body.
- The Governors can either uphold the permanent exclusion or reinstate the student.
- If the Governors uphold the decision to permanently exclude, the parents/carers do have the right to appeal to an Independent Review Panel.
The panel can:
 - uphold the permanent exclusion
 - recommend that the Governing Body reconsiders their decision
 - quash the decision and direct that the Governing Body considers the exclusion again
- If a student is reinstated, the parents and student will meet the relevant staff as soon as possible after the disciplinary hearing. A programme of reintegration will be agreed to ensure that all involved do their best to achieve a successful return to school.

9 – Behaviour contracts

There may be occasions when the school will draw up a behaviour contract which must be agreed and signed by both parent and student prior to return after exclusions. If the terms of this contract are broken, this will lead to the student's further, and possibly permanent, exclusion.

10 – Police involvement

If an act of misbehaving seems likely to constitute a violation of the criminal law, the Headteacher may decide on the evidence available to involve the Police. The police and the courts may make decisions based on somewhat different criteria than that of the school.

IT MUST BE NOTED THAT SCHOOL AND POLICE ACTION ARE INDEPENDENT OF EACH OTHER.

11 – Outside agencies

The school works positively with outside agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the full range of external support available.

Training

The Governing Body will ensure that appropriate high-quality training for all staff on all aspects of behaviour management is provided to support the implementation of the policy.

Formal statement of intent

Inclusion statement

This statement represents Verulam School's response to the moral imperative of inclusion.

Our school is one in which the learning and teaching, achievements, attitudes and wellbeing of every young person matters. Our values of Excellence, Character, Respect" are at the heart of every decision made. Effective inclusion is demonstrated by the ethos of the school and by the school's willingness to offer new opportunities to students who may have experienced previous difficulties. Teachers continually monitor and evaluate the progress that each student makes. Students are identified who may be missing out, difficult to engage, or feeling in some way to be apart from what the school seeks to provide. Practical steps are taken – in the classroom and beyond – to meet students' needs effectively and to promote tolerance and understanding in a diverse society.

All of the school's policies underpin the principle of inclusion and should be read in relation to the foregoing statement.

Review

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the Behaviour Management Policy and procedures to ensure the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed. The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and parents/carers. The outcome of the review will be communicated to all those involved, as appropriate. Any updates will be publicised via the school website.

Key requirements and legal duties

This policy responds to the requirements of the [Education Act, 2011](#) and the [Education and Inspections Act, 2006](#). This includes that all schools must have a behaviour policy which must be available to all parents and prospective parents. Verulam acknowledges its legal duty under the [Equalities Act 2010](#) and in respect of students with SEND.