

**Outcomes
First
Group.**



**Belmont
School**

Promoting Positive Behaviour Policy

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1. Statement of Principles, Values, Aims and Objectives

At Belmont School we aim to promote positive social, emotional and behavioural change in our pupils through a supportive and consistent approach across education and care, based on the needs of our pupils. Our behaviour management strategy is based on holistic approaches and the therapeutic belief that all people have the capacity for growth and development no matter what their ages or life experiences and that behaviour can change.

Belmont School admits vulnerable students who experience social, emotional, mental health, communication difficulties and associated challenging behaviours. Many of our students exhibit and display behaviours that act as barriers to learning and inclusion. An integral part of our holistic strategies is to overcome these barriers. We aim to provide a consistent and well supervised environment where pupils feel safe and secure and reach their potential through positive relationships.

2. Principles and Values that Underpin this Policy

The policy, practice and procedures aim to reflect and demonstrate the importance of the school's commitment to promoting the entitlement of pupils to the highest quality of education, care, health and therapy. The philosophy and ethos of the school reflects acceptance and respect for all pupils irrespective of their age, sex, religion, disability, ethnicity, sexual orientation, gender identity and gender re-assignment or immigration status and includes a clear set of values that are seen to be important within the school and wider community, they are as follows:-

- To value each other and our community
- To listen to each other and ask for help when we need it
- The promotion of mutual respect, acceptance, trust and honesty
- To develop and encourage self-confidence, self-worth, self-discipline and ultimately independence
- To proactively manage and de-escalate challenging and unacceptable behaviours
- To implement holistic, integrative and consistent approaches which promote positive behaviour, develop children and young people's understanding and manage behaviour fairly, effectively and encourage young people to achieve their potential
- To establish and consistently apply clear and obvious boundaries, to ensure children and young people's safety, security and well-being
- To work in partnership with all stakeholders, to promote good behaviour
- To apply rules reasonably and fairly, to use sanctions effectively and proportionately in relation to the age, needs and ability of the child or young person, or any religious requirements affecting them
- To develop and reinforce the principles of good citizenship, including the fundamentals of British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs
- Corporal punishment is illegal in all circumstances

3. The Objectives of this Policy

- To set out clearly how our principles and values can be translated into effective everyday actions
- To provide clear guidance and support to all staff
- For staff to provide leadership and positive role models to pupils
- To promote good behaviour and make positive change for our pupils, setting them clear and achievable goals
- To expect the highest standards of educational attainment and achievement, through the development of acceptable standards of behaviour and conduct
- Pupils should be assisted to show respect, tolerance, empathy and understanding and, to demonstrate through their daily actions, a clear understanding of what is right and wrong
- To help pupils to work with the knowledge of their rights, and be encouraged to recognise and respond to

their responsibilities

- To develop and implement, co-ordinated and cohesive practices and procedures between home and school
- To regulate the behaviour and conduct of pupils
- To prevent bullying and all forms of discrimination
- To comply with the Independent School Standards

4. Head teacher Responsibilities and the Legislative Framework

The Head teacher will set out measures in this Good Behaviour and Discipline Policy, which take into account the principles, values and objectives identified above and act within the legislative framework. The Head must decide on the standards of behaviour expected and strategies to teach good behaviour, and determine the rules and any disciplinary penalties for breaking them. The Head will also consider measures and strategies to manage the following:

- Pupils behaviour, attitude and conduct outside of school, e.g. transport and educational visits
- The screening and searching of students
- The power to use reasonable force and other physical contact
- When to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour
- To have in place an effective Safeguarding policy and procedures
- To have in place an effective anti-bullying policy
- To publish annually the Promoting Good Behaviour and Discipline Policy to parents/carers and staff
- To ensure this policy is available on the school website
- Provide support and pastoral care for staff accused of misconduct
- Clear guidance to all staff with regards their responsibilities to manage pupils positively and have the power to discipline where pupils misbehave either in or outside school
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Ensure staff are trained so that they collectively embody the school culture, upholding the school's behaviour policy at all times and responding to misbehaviour consistently and fairly
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour recording log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

The legislative framework states that, Head teachers are required to consider policy and guidance which includes:

- Education and Inspection Act 2006
- The Education Act 2002, Section 175
- DfE Behaviour and discipline in schools - Advice for head teachers and school staff (July 2022)
- The Education (Independent School Standards) Regulations
- EU Convention on the Rights of the Child 1989
- Equality Act 2010
- Children and Families Act 2014
- The Human Rights Act (1998)
- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who

Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (July 2002)

- OFSTED Summary Report – Managing Challenging Behaviour (2005)
- DfES Guidance The Use of Force to Control or Restrain Students (2007)
- DfES Use of reasonable force in schools - Advice for head teachers, staff and governing bodies (July 2013)
- HM Government Reducing the Need for Restraint and Restrictive Intervention (2019)
- DfE Searching, screening and confiscation at school (2022)
- DfE Mental health and behaviour in schools (2018)
- DfE ‘Working together to safeguard children’ (2018) and ‘Keeping Children Safe in Education’ (2022)

4.1 Discipline in schools – teachers’ powers

The DfES advice “Behaviour and discipline in schools” outlines the key points for school staff (teachers and any school staff as deemed appropriate by the head teacher) as being:

- Teachers have the statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction
- The power also applies to all paid staff with responsibility for pupils, such as Pupils Support Workers and Instructors.
- All staff can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits
- All staff can also discipline pupils in certain circumstances when a pupil’s misbehaviour occurs outside of school
- All staff have a power to impose detention outside schools hours
- All staff can confiscate pupils’ property

4.2 Roles and Responsibilities – Staff and Parents/ Carers

Staff

All staff are responsible for:

- Implementing this policy consistently and fairly
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of individual pupils
- Communicating the school’s expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Recording and monitoring of both behavioural incidents and pupil progress
- Maintaining regular contact with home
- Liaising, where appropriate, with external agencies/professionals
- Creating a calm and safe high quality learning and nurturing environment
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations challenging pupils to meet the school’s expectations
- Advising the Head teacher/ Senior Management on the effectiveness of this policy
- In line with KCSIE all school staff have a responsibility to provide a safe environment in which pupils can learn

All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.

School Leaders:

Senior Management will support staff in responding to behaviour incidents.

The school leadership team should be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and environment where everyone feels safe and supported.

Parents and Carers:

The role of parents/carers is crucial in helping the school develop and maintain good behaviour.

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy, pupil code of conduct and expected behaviour standards
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with relevant school staff promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions, re-integration meetings etc.)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture including celebrating their child's successes

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

4.3 Parental Meetings

The school may invite parents/carers to attend a meeting with staff to discuss a concern(s) in relation to a specific incident or a pupil's general behaviour. In most cases the pupil will be expected to attend the meeting with their parent/carer. Where incidents involve members of staff there should not be an assumption that the specific member(s) of staff will attend. The composition of the meeting will be determined by school management. The primary objective for any parental/school meeting is for both parties to work in partnership to present a clear and consistent message to the pupil of what is expected from them.

Expectations for parents/carers are outlined in the 'home school agreement' and are openly and clearly discussed during the admissions procedure prior to the pupil starting school. These are then continually discussed via regular communication between home and school.

For pupil roles please refer to section 15 – Pupil roles and expectations

5. Creating a Positive and Structured Environment

The principle function of Belmont School is to provide a safe, secure and caring environment where expectations and achievements are high and pupils realise their full potential in all areas of their development; academic, physical, emotional, spiritual, moral, social and independence. In order to create an environment in which pupils feel safe and secure, where there is an ethos of achievement through endeavouring, it is essential that there is nurture, care and support balanced with good order and discipline. Pupils, through the School Council/ pupil voice, should play an active part in the review of the Promoting Good Behaviour & Discipline Policy.

We aim to promote politeness, courtesy and respect between all members of the Belmont School community, adults and children.

Whilst the principles and procedures contained in this policy document will be applied equally to all students, each student at Belmont School is an individual and will be at different stages of intellectual, physical, social, emotional and moral development. We will therefore use rewards, consequences and behaviour programmes as appropriate to the unique individual needs of each student. This reflects the whole ethos of the school in treating students as individuals and tailoring our work to meet individual needs through Individual Education/Behaviour Management Plans.

The main emphasis at Belmont School is not on making and enforcing rules but rather on creating an ethos of respect and consideration for others and an environment where people help and support each other. Where rules are in place, they are designed to promote a positive teaching and learning environment; to ensure health, happiness and safety of the students, or are related to consideration for themselves and others.

Staff will intervene and apply consequences or sanctions in circumstances where a young person's behaviour is likely to prejudice a positive teaching and learning environment, the health and safety of the pupils and adults, or show lack of consideration for others and impact on their learning.

The school primarily seeks to create a warm and caring environment where pupils learn to trust adults. In order to provide security for individuals and the school to promote personal development, students need to develop an appreciation of the limits on their behaviour set by society and their community.

Pupils need to understand the implications for breaching these limits. A clear framework of authority facilitates the development of inner self-discipline and maturity. As maturity or responses develops a greater diversity of trust, independence and autonomy should be possible. Informed choices are more probable. A carefully structured environment is fundamental in bringing this about.

Well planned teaching and learning should encourage acceptable behaviour within a formal learning situation, facilitating achievement and raising pupil' self-esteem and self-confidence.

6. Definitions

Misbehaviour is defined as:

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

Serious Misbehaviour is defined as:

- Repeated breaches of school rules
- Any form of bullying
- Racist, Sexist, homophobic or discriminatory behaviour
- Sexual assault, which is unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism / Damage to property
- Theft
- Fighting
- Any form of verbal or threatening or physical aggression to anyone (pupils, staff, visitors etc.)
- Smoking/Vaping
- Possession of any prohibited item (as listed in section 16 – Searching, screening and confiscation)

The above lists are not exhaustive and provide examples of what may constitute unacceptable behaviours.

7. Relationships

Belmont school is based upon the key principle of creating good interpersonal relationships between staff, pupils, parents/carers and other professionals – all for the benefit of the individual pupil.

The principle reward and encouragement for any pupil is the positive attention and frequent expression of approval and support by the adults around them. The progress and development of students principally relies on the positive relationships they develop with significant adults in their lives. Belmont School encourages good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils and their peers, and between staff and pupils.

Students will test and challenge relationships, therefore adults responsible for them require the ability to sensitively, firmly and confidently manage the adult/pupil relationship. Empathy, trust and consistency are all important in building relationships and influencing students in making appropriate choices about their life and development.

Equally important is the expectations adults have of pupils, which should be regularly explained and reinforced, in relation to their behaviour, learning, personal and social development.

Target setting is a useful tool to involve the pupil, develop their understanding and facilitate positive engagement. Adults need to assess and evaluate the developmental phase the pupil is functioning at to communicate, rationalise and provide guidance through the relationship to move the student on in developing social responsibility.

7.1 Relationships with pupils

Positive relationships between staff and pupils are essential. This applies to both curriculum and non-curriculum (social) times. Therefore it is imperative that time and activities are incorporated into every day school life to promote positive relationships between staff and pupils. All of this to be done whilst maintaining professional boundaries and adhering to safeguarding protocols

7.2 Relationships with Parents/Carers

The relationship between home and school is a crucial one and it is vital we work together in partnership in order to provide the best possible experiences and outcomes for every individual pupil.

7.3 Relationship with external agencies / professionals

The school welcomes and encourages input, advice and communication from other professionals and services working in support of our pupils. Strong working relationships and a collaborative, cohesive approach will also offer additional support opportunities to aid a pupil's progress. This multi-agency approach and partnership should also help ensure an individual's needs are addressed holistically.

8. Challenging Behaviour and Pupils with Social, Emotional, Mental Health & Communication Difficulties

Pupil's social, emotional and communication needs are statistically more likely to exhibit behaviours which challenge those around them and the settings which educate and care for them. One of the reasons for this is that these pupils generally experience much greater difficulty in expressing their feelings, needs and choices.

Belmont School adopts the following general approaches to reduce the likelihood of such behaviours occurring or developing:

- Teaching and learning that strives to be outstanding or is at least consistently good
- Teaching and learning that is relevant, differentiated to meet the needs, aptitudes and abilities of the pupils
- The opportunity to make meaningful choices
- Careful attention to physical and emotional needs
- Experiences and activities which are appropriately stimulating
- Consistent and careful management of the environment, including the setting conditions and triggers for behaviours
- Warm and caring relationships with adults and their influence and impact
- Structure, predictability and consistency in daily routines
- Clear and explicit boundaries and rules within the learning environment
- Regular explanation of the rules and expectations
- Clear warnings to students that their behaviour is a cause of concern
- Rewards and discipline (sanctions) consistently and fairly applied in line with the policy

Pupils and staff are supported in managing and reducing challenging behaviour by the Pastoral Support Team. The work of the staff team is co-ordinated through the Senior Leadership Team, and is subject to regular review and monitoring.

9. Pastoral Support

The School endeavours to provide support for pupils that enables them to achieve academically, socially and personally.

At Belmont **pastoral support is seen as the part of the responsibilities of every member of staff.** It also relies heavily on the strong staff/pupil relationship which the school works hard to promote.

Systems of support include:

- Pupil Support Worker
- 1:1 support
- Teachers
- SENCO
- Learning Intervention Mentors
- Operations/ Pastoral Manager
- Assistant Pastoral Managers
- Pastoral Support Team
- DSL / Family Liaison Officer
- Counselling/ Therapy

Pupil Support Worker

Each class has a pupil support worker dedicated to it. They work in partnership with the class teacher to provide the best learning opportunities for our pupils. PSW's provide continual support to each and every pupil in terms of learning, emotional, social and personal input. The PSW is an integral part of the school and plays a predominant role in the nurturing and progression of every pupil. The PSW / pupil relationship is essential to the development of our pupils. There are also some pupils who have been allocated dedicated 1:1 support to aid in their development

Pastoral Team

The school has an additional team dedicated to providing further support to our pupils. Pastoral members work both inside and outside of the classroom providing extra support to that offered by the PSW / Teacher. Their work can range from, working with individuals experiencing trauma or approaching crisis, to providing additional support for individuals, class groups or whole school needs. The pastoral team are also, through observation and practice, well positioned to provide staff with advice and guidance regarding individual approaches when working with pupils.

Assistant Pastoral Manager (APM) – Secondary

Each area has a designated APM who provides overall pastoral management, guidance and support for both staff and pupils. Examples of the input they provide include:

- Targeted discussions with a pupil
- Identifying, organising and evaluating individual strategies, support and interventions
- Home/ school liaison (telephone and written)
- Enquiries into a pupils conduct with staff involved in teaching, supporting or supervising the pupil
- Enquiries outside of school, including at home and with relevant professionals / external agencies
- Provide a focal point for staff with regards to pastoral planning and intervention for pupils within their area
- Convene meetings with pupils, parent/carers and external agencies where appropriate
- Investigate and action post RPI (e.g. debriefing), bullying incidents etc.
- Provide information and support to the Operations / Pastoral Manager and other members of SLT

Operations Manager / Pastoral Lead

This person is a member of the SLT (Senior Leadership Team) and oversees all areas of pastoral management across the school holding overall responsibility for both strategic planning and daily operations.

DSL Team/ Family Liaison Officer

Belmont School have Designated Safeguarding Leads (DSL) and Family Liaison Officer/Deputy DSL, whose role it is to safeguard pupils and offer support to their families. The DSL's (based at both secondary and primary) work with the agencies involved with each child to ensure school is working in the best interest of each child. The

DSL team offer direct support and advice to pupils and staff around any concerns and safeguarding issues, as well as supporting good attendance. The DSL oversees the wellbeing and attainment of all looked after children and has a thorough oversight of their needs.

Clinical Team/Therapy Service

As part of our behaviour policy and practice, the clinical team support by running an 'internal team around the child meeting' as well as a 'multidisciplinary team meeting' to analyse behaviour and implement an action plan to support the pupil.

Support from the clinical team comes in three tiers:

- 1) universal support which includes staff training, reflective practice, and a focus on the whole school approach
- 2) enhanced support, which includes MDT meetings, supervising the delivery of 1-1 or planned group interventions from our therapy assistant, pastoral team or school staff.
- 3) Specialist support which involves direct session delivery from a clinician.

9.1 Withdrawal from class (Time out, working out of class etc.)

The withdrawal of a pupil from class should not always be seen as a negative step.

Time out:

Can be used as a short-term measure where staff will work with the pupil in order to identify and address the cause of their discontent. The aim then being for the pupil to return to his learning at the most opportune time.

Working out of class:

Similarly a pupil may benefit from completing his work in a particular lesson on a given day away from the main class group. Such a strategy must be agreed between staff working with the pupil. It should also be monitored to avoid it becoming problematic or part of a long-term avoidance strategy.

Take up time/ distraction:

Can be used as a short time preventative measure enabling staff to work with a pupil to avoid a potential moment of crisis, refocus his mind and proactively help facilitate his return to learning

9.2 Safe Space / Wellbeing areas

As part of other de-escalation strategies we have a number of wellbeing areas in school designed to support young people in managing their behaviour.

Examples include:

- Pastoral Room (M4) - Secondary
- Reflection Rooms (Coach House – C5 and Main Building – M3) - Secondary
- Dining Rooms (when not in use)
- Series of strategically placed soft chairs throughout the school
- Any vacant or unoccupied classroom
- Patio area (back of main building)
- Break out rooms (primary)
- Cool Zone (primary)
- Areas nominated by individual pupil (if both safe and viable and ordinarily stated in their management plan)

These are areas away from the main school population intended to create an environment where pupils can go at a time of heightened anxiety or distress. The emphasis of these spaces is to provide a safe place with low distraction/low stimulus in order to aid the recovery process. There is also the opportunity for a pupil to speak, in confidence, to a member of staff should they wish to. When a pupil uses one of these areas they are always monitored and supported by staff. If a young person wishes to have time alone in order to help them recover or recompose staff will keep a discreet distance so that supervision can be maintained at all times. Pupils are not left completely unsupervised.

Pastoral support and input outside of the classroom can provide insight on ways of working in the best interests of the pupil and discovering beneficial ways of working to be implemented through the development of his PMP (Personal Management Plan- Secondary) / Pupil Risk Assessment (PRA – primary). This helps ensure that the successful reintegration of a pupil is achieved and a reduction in behaviour evidenced.

Pastoral support can also take the shape of home/school agreements or specific behavioural contracts, with a clear focus on improving particular aspects of a pupil's behaviour. Home/school liaison is a key feature in promoting consistency of approaches, parental support and agreed actions.

The school considers whether the behaviour under review gives cause to suspect that a pupil is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

Pastoral support at the school is managed by a dedicated Pastoral Lead who, as part of their remit, oversees the identification and allocation of individual support, plans and strategies.

10. The Use of Restrictive Physical Intervention (RPI) at Belmont

(Refer to physical intervention policy for further details)

The school works in accordance with the latest legislation and guidance. This includes the most recent government paper - HM Government: Reducing the Need for Restraint and Restrictive Intervention (June 2019) which outlines:

Definition

1.8 The terms restrictive intervention and restraint are used interchangeably in this guidance to refer to:

- planned or reactive acts that restrict an individual's movement, liberty and/or freedom to act independently

1.10 In this guidance restrictive interventions and restraint can include, depending on the circumstances:

- Physical restraint: a restrictive intervention involving direct physical contact where the intervener's intention is to prevent, restrict, or subdue movement of the body, or part of the body of another person.

The school uses Crisis Prevention Institute (CPI) as a preferred method of RPI, as approved by BILD and recognised by the restraint reduction network (RRN).

10.1 Justifications To Use Restrictive Physical Intervention

Under Section 93 of the Education and Inspections Act, supported by the DfE 2013 Use of Reasonable Force guidance, members of staff have an obligation, as part of their duty of care, to use RPI/reasonable force in response to prevent or stop a pupil from:

- Causing personal harm or injury to themselves
- Causing harm or injury to others
- Causing damage to property of any person (including themselves)
- Suspected or in the process of committing a crime
- Engaging in any behaviour prejudicial to the maintenance of the good order and discipline of the school environment which, if unaddressed, may incite, anger or disrupt their peers.

RPI involves a proportionate degree of force where a pupil is showing an increased level of risk to themselves or others. At Belmont School the use of RPI is always used as a last resort where other means of de-escalation are unsuccessful and where the degree of risk has been appropriately assessed. The use of RPI as a strategy in the event of a situation that involves elevated risk will always be determined in reference to:

- The seriousness of the incident
- The relative risks arising from using a physical intervention compared to an alternative strategy.
- The age, needs, culture, background, gender, stature and medical history of the student
- The application of increasing or decreasing force in response to the pupil's behaviour.

As a general rule nobody has the right to touch, move, hold or contain another person, however the staff at Belmont act within exceptional circumstances and operate within a higher duty of care due to the needs of each individual, therefore we set out to clearly define the justifications by which the staff are to use restrictive physical intervention in order to maintain appropriate practise.

The staff will work within the following parameters:

- They should be clear about why the action they took was **NECESSARY**.
- They should be able to show that any actions taken were in the young person's **BEST INTEREST** and that actions were **REASONABLE AND PROPORTIONATE**.

Clearly, it is important that when staff are dealing with potentially dangerous situations involving especially difficult pupils, dynamic risk assessments will be undertaken to ensure their own safety and that of all the pupils for whom they are responsible.

Belmont School does not promote the use of RPI to gain compliance

All of the above would be considered through Risk Assessment and Behaviour Planning, and subject to regular review and monitoring.

10.2 Staff Training (RPI's)

- All relevant staff hold current CPI training certification which is subject to annual refresher.
- The current CPI instructors are:

Rachel Hill & Danielle Jones (primary based)

Simon Moorhouse & Hayley Brophy (secondary based)

10.3 Recording And Monitoring

All incidents of physical intervention are recorded and monitored rigorously. The school keeps detailed, contemporaneous, written reports of all interventions where any form of restrictive positive handling is used. Where incidents occur that result in a pupil having a restrictive hold being applied, the pupil will be seen (on the same day or earliest appropriate time thereafter) by a member of the management team (SLT or middle manager). A report is submitted by those key members of staff involved in the incident and the parents/carers are informed of the incident on the same day or at the earliest possible time following. Thereafter, a post incident review is undertaken to support the pupil, the staff involved, rebuild relationships and ensure that lessons are learnt from the incident.

10.4 Personal Injury

It should also be noted that it is accepted that sometimes an incident can escalate to a high level very rapidly and with little or no warning. In these instances, staff may have to take emergency action whilst trying to use methods to intervene safely. Although all techniques used seek to avoid injury to the pupil there is some potential for possible bruising or scratching to occur accidentally. These are not to be seen necessarily as a failure of professional techniques, but a regrettable and infrequent side effect of ensuring that the pupil (and others) remains safe. Such marks will be appropriately recorded (body map/ accident book), reported to parents/carers and discussed in the post-incident review.

10.5 Complaints (in relation to an RPI)

Following an RPI incident, or any positive behaviour management strategy, all young people have the opportunity to make a complaint should they wish to do so. This can either be raised during a de-brief session or after the incident with a member of staff that the young person feels comfortable with. All young people will be supported to make a complaint via the appropriate procedure and all efforts will be made to resolve any arising issues.

10.6 Allegations Against Staff

In the event of allegations being made against staff or the Head teacher the school procedures based on those recommended by OFG are followed. (See *Allegations against Staff Procedures*)

11. Support Plans and Risk Assessments

(*Personal Management Plans - Pmp's, Risk Assessments*)

At Belmont we acknowledge that young people may display a variety of challenging behaviours including physical aggression or self-injurious behaviour, however we aim to be as proactive as we can in managing this and attempt to anticipate these possibilities and take action to reduce the likelihood that they will occur. Behaviour management planning for each young person at the school is an integral part of our personalised approach and we encourage multi-disciplinary working in order to achieve the best outcomes for all children and young people.

TYPE OF PLAN	PRODUCTION & REVIEW	RESPONSIBILITY
LEVEL 1 – PERSONAL MANAGEMENT PLAN (PMP) – Secondary Pupil Risk Assessment (PRA) – Primary	Individual plan for every pupil and includes: <ul style="list-style-type: none"> - Individual behaviours which may be exhibited - triggers/settings for behaviours - de-escalation strategies and planned responses - Recommended RPI techniques most appropriate to the individual - specific techniques and approaches to be avoided or that are deemed inappropriate to use - highlights positive traits of the individual 	Pupil support worker in conjunction with any other staff (teacher, pastoral support, Therapist, SENCO etc.) working with the individual pupil
LEVEL 2 – RISK ASSESSMENT	More detailed document containing additional strategies and approaches <ul style="list-style-type: none"> - For those pupils posing an increased level of risk to themselves or others - Highlights level of risk and frequency - Details specific strategies for the individual - Underpins the Level 1 PMP/ PRA 	Combined approach involving all key staff working with the pupil (PSW, APM, Teachers, Pastoral Team, AP lead, Therapist etc.)
MONITORING AND REVIEW	<ul style="list-style-type: none"> - All plans are subject to termly review - Plans are also reviewed/updated following a significant incident and/or RPI, in response to growing concerns or in view of any major changes in personal circumstance - Any changes or amendments are communicated to the wider staff team through daily briefings 	

The school encourages, where appropriate, pupils to contribute to the planning and reviewing of their individual plans.

12. Rewards and Sanctions Statement

Rewards and Sanctions form part of the School's Behaviour Policy practices and procedures. Rewards should reinforce positive behaviour or recognise good achievement across all learning environments. Sanctions should be consistently applied and explained to deter unacceptable behaviour.

13. Rewarding Success

Staff should adopt a positive approach to improving pupil behaviour. Such an approach must focus on rewarding effort, developing positive relationships and to help build student's self-esteem. At Belmont School, staff help to create an ethos of "Positive Achievement" in the following ways:

- a. Personal praise and reward
- b. Sharing an individual's success in daily education briefing
- c. Celebrating success in school assemblies
- d. Positive recognition and feedback on a pupil's work
- e. Displaying student's work – classroom, school displays, website
- f. Informing parents and carers of an individual's success
- g. Communicating praise and positives home to parents/carers via a phone call or written correspondence
- h. Celebrating individual achievement of learning and behavioural targets
- i. Student's keeping personal records of achievement
- j. School Merit Awards (1-4)
- k. Super Merit – No sanctions over a 4 week period
- l. Daily incremental points scheme to recognise good behaviour
- m. The school will also reward students who are striving to improve their performance by awarding "Pupil of the Week" awards
- n. Weekly award (e.g. spelling, kindness)
- o. Access to weekly activities and reward via the "options" system
- p. Special responsibilities, jobs or privileges
- q. Whole class or group rewards such as a trip or popular activity
- r. Selection to represent the school in a range of activities and events (e.g. sports teams)

This list is not exhaustive and may see additions and amendments throughout the school year.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

13.1 Class Points System

The points system aims to recognise and develop positive pupil attitudes and responsible pupil behaviour. These are the pre-requisites for success and achievement. The awarding of points is linked to the expectations of respect, achievement, engagement and participation.

How does the points system work?

- Used positively to encourage a pupil to engage and remain on task. Points are attained through positive engagement rather than taken away following negative actions
- A maximum of 6 points on the secondary site, and 5 points on the primary site, can be earned during the course of the lesson. Points are tracked by those working with the group or individual usually the PSW (in conjunction with the class teacher) and awarded from a combination of a pupil's effort, behaviour and attainment.
- Staff need to be consistent, fair and firm in the awarding of points in order to ensure clarity for pupils and protect the effectiveness and integrity of the points system.
- Points are discussed with the pupil at the end of each lesson
- Points are logged by the PSW (or person supporting) every lesson and tracked during the course of the week
- All points are recorded electronically
- PSW's are able to provide each pupil with regular updates as to the number of points they currently have attained at any one time
- Certificates will be awarded to the "pupil (s) of the week" in each key stage/area. Recipients are determined via staff nomination (as agreed by mutual consensus)
- Successes and achievements will be celebrated at the end of every week during Friday morning assembly

How can points be earned?

Students can earn points for the following:

- Arriving on time and remaining in class
- Wearing full school uniform
- Completing all work set
- Following staff instructions
- By not swearing or using offensive language
- Showing respect to each other and property
- Achieving their personal targets
- Following the basic school rules and expectations

Weekly 'options' system – **SECONDARY**

The criteria below **outlines** the point attainment required for a pupil to select their weekly activities:

POINTS SCORE (Secondary)	OPTIONS AVAILABLE
GOLD (180-200)	Paid work / activities – First choice (including Tier 1 activity)
SILVER (165-179)	Tier 2 activity (including off site)
BRONZE (145-164)	Tier 3 activity (on site only, paid work not available)
No weekly award	Catch up work missed – then choice from remaining activities

On the primary site, the points system is standard but is/can be tailored to the needs of the individual.

There is potential for those students who earn the most points across the term/year, and those who are most improved, to be recognised and rewarded with a trip or activity of their choice. This trip will only be accessible for the students during the school day.

13.2 Catch up work

Those pupils who have not achieved sufficient number of points for the week must complete some of the work they have missed.

This normally takes place in 20 minute slots dependent on their week and number of negative incidents.

Once completed they can then access weekly options with their peers – this will be limited to an 'on-site' activity.

Staff can request changes or amendments to a pupil (s) catch up but this must be discussed and authorised by a pastoral manager (or those acting in their absence).

Progress and monitoring

Points attainment can be used to highlight and evidence the progress a pupil is making. It can also feed into a series of meetings and reports such as annual reviews, termly behaviour analysis etc.

13.3 Enrichment

At Belmont School we believe that it is crucial to give every young person an opportunity to extend their education beyond the National Curriculum and we are absolutely committed to providing opportunities for broadening pupils educational experience whilst at school with us. As a school that caters for pupils with a range of SEND and many if not all of our pupils suffer from mental health issues.

The Enrichment programme is designed to broaden pupil's knowledge and experiences of living in a multicultural Britain. It also strives to enhance pupil's life at school and increase motivation and achievements, not just in the classroom.

The outcomes of our Enrichment programme are designed to:

- Encourage communication and interaction
- Improve social and emotional mental health well-being
- Make learning fun
- Boost self-confidence
- Provide opportunities to further develop an understanding of different cultures, helping us to create well-rounded, global pupils.
- Higher self-esteem & Teamwork
- Explore new hobbies & interests
- Boost physical fitness
- Calming your mind and body
- Creating links between Enrichment business visits and careers, further raising pupil aspirations.

Examples of activities on the Enrichment programme to develop pupil communication and interaction and also social and emotional well-being:

- Visits to differing places of worship and culture
- Cultural art club
- Cooking a variety of dishes from around the world
- Visits to businesses such as restaurants to gain careers experience
- Visits to sports clubs
- Skiing
- Dog walking
- Chess club
- Arts & crafts
- Lego
- Creative technology club

The Enrichment timetable will be reviewed on a termly basis. This enables us to listen to pupil voice, enabling our programme to evolve, reflecting upon the needs and wishes of our pupils.

Enrichment is open to all students and not dependent on points attained during the week. One stipulation is that individual pupils may be precluded from accessing certain activities (e.g. health and safety risk, peer conflict, concerning behaviour on the day) – as deemed appropriate by the Operations Manager/ APM's.

Further details on the enrichment programme and rationale are available from the school.

14. Unacceptable Behaviours and Sanctions

UNACCEPTABLE BEHAVIOUR includes:

- Physical assaults of staff and pupils
- Verbal abuse
- Play fighting (this is not permitted at the school)
- Bullying and intimidation
- Discrimination and prejudice towards a protected characteristic, age, ability, gender and gender identity, race, sexual orientation or religion
- Leaving school site without permission.
- Criminal damage
- Smoking/Vaping is NOT permitted and will be treated as a serious breach of the school code of conduct.
- Alcohol and the use of prohibited drugs will also be treated as a serious breach of the school's rules.
- The intentional disruption of lessons will not be tolerated. All students are entitled to learn in their lessons; students preventing learning will face consequences.
- **The use of mobile phones by students is prohibited in school**, all phones should be kept at home or locked away upon arrival in their respective key stage/ area each morning

NB – the above list is not an exhaustive one

14.1 Consequences & Sanctions

Despite all the support and strategies in place there are times when a pupil's behaviour is such that a sanction or consequence must be applied. In doing so it needs to be made clear what will happen if certain behaviours occur or persist.

The age, needs and abilities of the young person should be considered when applying sanctions. Staff must act reasonably, fairly, consistently and proportionately when administering a sanction. Staff should also evaluate the risks or special circumstances when administering a sanction. All sanctions need to be closely monitored to determine their effectiveness.

The school will apply the following sanctions for breaches of the school's standards of expected behaviour and for displaying any of the unacceptable behaviours listed below. The school will always consult parent/carers and local authority representatives if any of the more significant actions have to be considered, and will attempt to be as supportive as possible during the exclusion process including regular communication with parents/carers providing appropriate work for the young person where required.

14.2.1 In class sanctions/ consequences

- Verbal reminders and warnings
- Lost break (usually in 5 minute blocks)*
- Lower points score awarded
- Working away from the group (if pupil continues to be disruptive / negatively impact the lesson)
- Alternative work (e.g. written work over practical if disruptive / posing safety risk)
- Prevention from attending certain lessons or activities (due to negative impact on group and/or level of risk)

** Primary site children do not accrue a full lost break time, the most they can lose is ten minutes over a twenty minute break time.*

14.2.2 Examples of behaviours that lead to having to serve a lost break

- Persistent disruption, negative behaviours
- Abusive +/or inappropriate language
- Having to leave the classroom (due to level and nature of their negative behaviour)
- Disruption / negative impact on the learning of others
- Leaving a lesson / area without permission
- Failing to follow staff request and instruction
- Persistent play fighting
- Failing to attend class and/or wandering around school/site
- Verbal / physical aggression or threat to another person

14.2.3 General sanctions and consequences

- Verbal reprimand and correction
- Loss of privileges – for instance withdrawal of a prized job/responsibility
- Apology / reparation – restorative approach where a pupil takes responsibility for their conduct and is able to make an apology (never forced) or reconcile with a classmate or member of staff
- Catching up missed or incomplete work (e.g. break time, lunch time or after school)
- Setting of written tasks such as an account of their behaviour
- Assembly / Dining room ban – for persistent inappropriate or unsociable behaviours
- Activity Ban - For inappropriate behaviours or presenting safety to risk to self or others
- Practical subject Ban (e.g. cooking, science, horticulture, PE) – Should their current behaviours increase the level of risk to themselves or others
- Internal Exclusion - Pupils will be closely supervised within school away from the school population. Where permissible they will have access to the curriculum for the duration of their period in internal exclusion.
- Transport Ban – For failing to follow basic safety requirements (e.g. wearing seat belt) / dangerous

- or increased risk whilst in transport).
- Offsite Ban – Due to level of risk caused when out of school and / or regularly leaving the school site/ going missing from school. This can also be applied if staff believe the behaviours being exhibited by an individual in school are of a level that are likely to be too much of a risk if allowed to go off site.

The application, nature and duration of any bans/internal exclusions will be overseen by the Operations Manager (supported by Assistant Pastoral Managers) in conjunction with subject teachers and the pupil's PSW.

14.2.3 Removals from class

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. This differs from a pupil self-removing or refusing to enter class.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils (and staff)
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the agreement of a school manager.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Removal should be distinguished from the use of separation spaces (e.g. pastoral room) for non-disciplinary reasons. For instance where a pupil has been taken out to regulate his emotions or as part of a planned response.

14.2.4 Prevention from leaving

Belmont school ensures that a pupil is never locked in a room (e.g. post removal). However (as outlined in DFE guidance) there may be "exceptional circumstances in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction".

In exceptional circumstances staff will use their training, professional judgement and knowledge of the student to decide if the risk of preventing a pupil from leaving is less than that which may occur if he is permitted to leave the room / area. If necessary staff should consult with senior management should the situation require it.

Any pupil presenting such a risk on a more regular basis will have management strategies written into his PMP/Risk Assessment.

14.2.5 More serious sanctions and consequences

For more serious sanctions staff are required to consult with the relevant member of the Senior Leadership / Management Teams. Examples include:

- After school detention (see section 14.3)
- Fines or working to repair damage (e.g. after intentionally causing damage around the school)
- Referring the pupil to a senior member of staff (SLT)
- Calling a meeting with the pupil's parents/carers
- Agreeing a behaviour contract
- Requesting police involvement (see section 14.5)
- School based community service or reparation – (e.g. tidying a classroom / repairing or making right any issue caused in and around the school).

- In more extreme circumstances the Head may have to use temporary or permanent exclusion.

14.3 Behaviours that can lead to detentions

Examples include:

- Fighting
- Significant time out of class
- Work avoidance / picking and choosing lessons (academic detention)
- Physical / verbal aggression and /or threatening behaviour
- Damage to property / Criminal Damage
- Bullying / Discriminatory behaviour
- Going missing from school / Causing issues in the local area
- Persistent disruption in school and / or local community
- Behaviour or an incident deemed serious enough by SLT / middle management

Detentions will be overseen by the Operations Manager with support from the respective Assistant Pastoral Manager (APM). Any member of staff can request for a pupil be placed on detention but the decision to place a pupil on detention that evening will be made by the aforementioned managers. Whenever possible detentions will be served on the day of the incident.

Although parental consent is not required for detentions the school will endeavour to make contact with home to inform of the reasons for the detention and also confirm that there are no mitigating circumstances which mean the pupil cannot remain behind after school that evening.

14.4 Application of sanctions/ consequences

It is pivotal to the effective deployment of this policy, that members of staff take ownership of the sanction they impose and not leave it to colleagues to complete. Where a member of staff cannot attend their own sanction, for whatever reason, there is an expectation for said staff member to provide work for catching up or as means of making reparations.

The consequence system is only effective when it is implemented consistently across the school. Staff must be mindful when deciding on appropriate sanctions that they are in line with approved behaviour policy and take into account the specific and individual needs of the pupils at Belmont School.

14.5 Considerations of police involvement

Members of the SLT only are permitted to sanction police involvement on the site of the school. Staff are entitled to consider police involvement but should inform and consult with a senior manager before pursuing such action.

14.6 Exclusion (*refer to exclusion policy for greater detail*)

Consideration of Fixed Term Exclusions

The Head teacher will consider applying fixed term exclusions for continuous breaches of the following unacceptable behaviours:

- High level of verbal abuse of another pupil or staff
- Bullying, Racism, Sexism, Homophobic behaviour, Intimidation and any form of discriminatory behaviour
- Sexualised violence or sexual harassment
- Persistent infringement of the non-smoking (including vaping) rule
- Any breach of the schools policy on drugs and alcohol
- Persistent disruption of lessons over a long period of time
- Persistent health and safety issues e.g. unsafe travel in transport to and from school, unsafe behaviour on or off site during the school day
- Assault on staff/peer

Consideration of Permanent Exclusion (please refer to exclusions policy for greater detail)

The Head teacher will consider applying permanent exclusions for significant / extreme behaviours which may include:

- Violent physical assault on another individual that causes actual bodily harm
- Use of alcohol or prohibited drugs
- Knowingly bringing weapons onto the school site
- Posing a significant risk to themselves or others

NB – the above lists of behaviours are not exhaustive

Alternatives to exclusion

Exclusion should not be used if there are possible alternative solutions available.

Examples of alternatives to exclusion the school may want to try include:

- a) using a restorative justice process, which enables an ‘offender’ to redress the harm that has been done to a ‘victim’, and enables all parties with a stake in the outcome to participate fully in the process. This has been used successfully to resolve situations that could otherwise lead to exclusion.
- b) internal exclusion, which can be used to diffuse situations that occur in school that require a pupil to be removed from class but may not require exclusion from the school premises. The exclusion could be to a designated area within the school, with appropriate support, or to another class on a temporary basis, and may continue during break periods.
- c) Alternative provision / Revised timetable. (see Section 14.7)
- d) A managed move. If a school feels that it can no longer manage the behaviour of a particular pupil, the school may ask another school to take over his education. This should only be done with the full knowledge and co-operation of all parties involved, including the parents and the Local Authority, and in circumstances where it is in the best interests of the pupil concerned. Parents should never be pressured into removing their child from school under threat of a permanent exclusion, nor should pupils be deleted from the school roll to encourage them to find another school place. Section 9 of the Education (Pupil Registration) Regulations 1995 details the only lawful grounds for deleting a pupil's name from the school roll.

14.7 Alternative Provision / Personalised Timetables

The school recognises that for some pupils they cannot successfully function within the normal confines of their existing school timetable. In such circumstances it may be necessary to provide them with a personalised timetable/ package (on a temporary or more permanent basis).

At Belmont School, we will provide alternative provision packages created specifically for pupils who are identified as requiring an alternate form of learning on a full and/or part-time basis. The bespoke packages are produced for pupils who currently struggle in a typical school environment and would benefit from a more vocational, ‘hands-on’ approach to education. 1-1 support may be added to the package if additional assistance is required.

All AP providers cater for students with SEMH needs and are aware of how to deal with any issues. Tutors are able to deal with heightened situations and have their own procedures in place to support their students. Providers have their own behaviour policies which students agree to before they start.

Each alternative provision selected will be chosen based on the individual so that they will be engaged and therefore likely to break down their barriers to learning found in a traditional classroom environment and, as a result, make advancements in their educational achievements.

Alternative provision will be organised by a member of SLT (usually the AP lead) and monitored over time to evaluate how the pupil is progressing.

Further information and details regarding our alternative provision programme is available from the school.

15. Pupil Expectations and requirements

All pupils deserve to learn in an environment that is safe, calm, supportive and where they are treated with dignity. To achieve this, every pupil will be made aware of the schools behaviour standards, expectations, pastoral support, and consequences process.

Belmont school sets high standards of behaviour from our pupils both in and out of school, the following is a code of conduct for pupils.

Pupils are expected to:

- Be polite, respectful and use appropriate language at all times with staff, other pupils and visitors
- Cooperate and comply with staff requests and instructions at all times
- Engage positively in all lessons, completing set work and requesting support appropriately
- Strive to achieve their potential and apply themselves across all aspects of the curriculum
- Treat the school buildings and property with respect
- Cooperate and comply with Health and Safety requirements e.g. the wearing of protective clothing in Science, Art, PE, Vocational lessons etc.
- Comply and follow the school dress code wearing the correct uniform at all times
- Comply with the schools policies and procedures on mobile phones, smoking, the use of the internet, weapons and drugs/alcohol.
- Uphold the good reputation of the school
- Behave appropriately and engage with staff, interacting positively during unstructured times of the day, after school clubs and educational visits
- Refrain from any acts of intimidation, threats or acts of aggression towards other pupils, visitors, members of the public and staff
- Refrain from any forms of bullying or discrimination
- Cooperate and comply with the Equality and Diversity Act 2010, which stipulates that all members of the school community respect SEN, religious faith and beliefs, race/ethnicity, sexual orientation, gender and immigration status
- Remain on the school premises unless given permission by staff otherwise
- Refrain from behaving in a way that brings the school into disrepute, including when outside of school.

15.1 Classroom Expectations

Every student will be expected to follow the classroom expectations as set out below:

Classroom Expectations (displayed in key areas around the school)

- Line up and enter class sensibly
- Pay attention and follow instructions.
- Accept Staff guidance without answering back or arguing
- Respect others, their space and their belongings.
- Work quietly and try your best.
- Use positive language and remember – ‘please’, ‘thank-you’, and ‘excuse me’.
- Safely use, don’t abuse, equipment and furniture.
- Think before you act
- Be tidy – a place for everything and everything in its place.
- In your seat not on your feet – don’t wander around the classroom
- Leave the classroom in an appropriate manner
- Talk to your PSW or teacher about concerns or issues at a sensible time

The above rules are produced in consultation with the school council and subject to regular review

15.2 Uniform (please refer to uniform policy for greater detail)

Belmont school has a discrete uniform which is designed to enhance the schools image and allow pupils to feel part of a secondary school community. It is compulsory and must be **worn at all times**. Any exceptions to the uniform rules (for example on sensory grounds) must be authorised by the Head teacher

BELMONT SCHOOL UNIFORM REQUIREMENTS AND EXPECTATIONS- SECONDARY	
TROUSERS	<p>Plain Black trousers which may include:</p> <ul style="list-style-type: none"> • Jeans • Jogging/ Tracksuit pants • Traditional school trousers • Alternative options to this must be in agreement with a member of the senior leadership team (SLT).
SHORTS	<ul style="list-style-type: none"> • Must be standard black or dark grey shorts • No other form or type of shorts (such as sports shorts) are permitted
JUMPER/SWEATSHIRT	<ul style="list-style-type: none"> • All pupils will be issued (free of charge) 1 black winter top and 1 blue summer top - both school branded. Additional/ replacement items can be purchased from the school
POLO SHIRT	<ul style="list-style-type: none"> • All pupils will be issued (free of charge) with 2 school branded polo shirts per year • Additional/ replacement items can be purchased from the school
SHIRTS	<ul style="list-style-type: none"> • Pupils are permitted to wear a shirt instead of the school issued polo. • For any pupil wishing to choose this option shirts must be white and supplied by home.
TIES	<ul style="list-style-type: none"> • The school no longer requires pupils to wear a school tie
FOOTWEAR	<ul style="list-style-type: none"> • Both shoes or trainers (preferably black although not mandatory) are allowed to be worn in school. • Certain footwear such as steel toed boots, football boots (unless for playing), canvas shoes, crocks, sliders/flip-flops etc. are not permitted.
JEWELLERY	<ul style="list-style-type: none"> • For health and safety reasons no jewellery of any type is allowed to be worn except for a watch and / or stud earring. • The only piercing permitted is a stud earring. • Medical identification bracelets may be worn by pupils who have significant medical needs (e.g. diabetes or epilepsy).
COATS, JACKETS AND HOODED TOPS	<ul style="list-style-type: none"> • These do not form part of the school uniform therefore should not be worn during lesson / in the classroom. • Exceptions to this rule (e.g. very cold days) must be in agreement with management (SLT, APM's) and applied consistently to others in the group, class or key stage. This same principle also extends to staff and should be modelled for pupils. • Hoods should not be worn inside the building (classroom, dining room etc.). • Non-school sweatshirts and hoodies are not permitted as part of school uniform
SCARVES, HATS & GLOVES	<ul style="list-style-type: none"> • As above and are not permitted in the classroom
PE KIT	<ul style="list-style-type: none"> • There is no set or branded school PE kit • Pupils are permitted to wear their own suitable sports clothing (<i>sports top, tracksuit/jogging bottoms, training shoes</i>) • Clothing must be appropriate to the activity and not contain branding, logos or writing which may be deemed inappropriate
SPARE / TEMPORARY UNIFORM	<ul style="list-style-type: none"> • The school carries a stock of spare polo shirts and jumpers/tops which can be issued on a temporary basis for those unable to wear their own uniform on the day • These are in good condition and regularly washed after each use
EXTREME HAIRCUTS/ COLOURS	<ul style="list-style-type: none"> • The school discourages extreme hairstyles. • Added hair colours must be natural and subtle (bright colours are not permitted) • Longer hair will be required to be tied back during certain lessons and activities on Health & Safety grounds (e.g. when cooking or operating machinery)

	<ul style="list-style-type: none"> Parents are encouraged to consult with school staff beforehand if uncertain about the appropriateness of a particular hairstyle.
NAIL POLISH	<ul style="list-style-type: none"> Polished nails are acceptable. False nails that are likely to fall off, or restrict activities, are discouraged.
PRACTICAL / VOCATIONAL LESSONS	<ul style="list-style-type: none"> Certain lessons and activities require pupils to wear specific protective clothing and equipment (PPE). These are usually provided by the school. Any pupil refusing to wear the appropriate PPE will be unable to participate in that lesson/activity.

BELMONT SCHOOL UNIFORM REQUIREMENTS AND EXPECTATIONS- PRIMARY

TROUSERS	<ul style="list-style-type: none"> Plain black or dark grey trousers
SHORTS	<ul style="list-style-type: none"> Must be standard black or dark grey shorts No other form or type of shorts (such as sports shorts) are permitted
JUMPER/SWEATSHIRT	<ul style="list-style-type: none"> All pupils will be issued (free of charge) 2 jumpers (school branded). Additional/ replacement items can be purchased from the school
POLO SHIRT	<ul style="list-style-type: none"> All pupils will be issued (free of charge) with 2 school branded polo shirts per year Additional/ replacement items can be purchased from the school
FOOTWEAR	<ul style="list-style-type: none"> Black shoes or trainers Certain footwear such as steel toed boots, football boots (unless for playing), canvas shoes, crocks, sliders/flip-flops etc. are not permitted.
JEWELLERY	<ul style="list-style-type: none"> For health and safety reasons no jewellery of any type is allowed to be worn except for a watch and / or stud earring. The only piercing permitted is a stud earring. Medical identification bracelets may be worn by pupils who have significant medical needs (e.g. diabetes or epilepsy).
COATS, JACKETS AND HOODED TOPS	<ul style="list-style-type: none"> These do not form part of the school uniform therefore should not be worn during lesson / in the classroom. Exceptions to this rule (e.g. very cold days) must be in agreement with management (SLT) and applied consistently to others in the group or class. This same principle also extends to staff and should be modelled for pupils. Hoods should not be worn inside the building (classroom, dining room etc.). Non-school sweatshirts and hoodies are not permitted as part of school uniform
PE KIT	<ul style="list-style-type: none"> School provides all pupils with school branded shirt and shorts plus black pumps.
SPARE / TEMPORARY UNIFORM	<ul style="list-style-type: none"> The school carries a stock of spare polo shirts and jumpers/tops which can be issued on a temporary basis for those unable to wear their own uniform on the day These are in good condition and regularly washed after each use
EXTREME HAIRCUTS/ COLOURS	<ul style="list-style-type: none"> The school discourages extreme hairstyles. Added hair colours must be natural and subtle (bright colours are not permitted) Longer hair will be required to be tied back during certain lessons and activities on Health & Safety grounds (e.g. when cooking or operating machinery) Parents are encouraged to consult with school staff beforehand if uncertain about the appropriateness of a particular hairstyle.
NAIL POLISH	<ul style="list-style-type: none"> Polished nails are acceptable. False nails that are likely to fall off, or restrict activities, are discouraged.
PRACTICAL /	<ul style="list-style-type: none"> Certain lessons and activities require pupils to wear specific

VOCATIONAL LESSONS	protective clothing and equipment (PPE). These are usually provided by the school. Any pupil refusing to wear the appropriate PPE will be unable to participate in that lesson/activity.
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15.3 Mobile Phones *(including electrical devices, headsets, earbuds/headphones etc.)*
(further details available in mobile and smart technology policy)

The school does not permit pupils to use mobile telephones/ electrical devices during the school day. Any pupil bringing their mobile phone into school **must** place it into one of the securely locked facilities provided upon arrival each day. **There are no exceptions to this rule.** Students should also not be wearing or using earbuds/headphones.

Any pupil in breach of this rule could result in their phone being confiscated (*refer to searching, screening and confiscation policy*) and contact made with home about its return. Any pupil continuing to flout this rule may be prevented from bringing their phone into school - for example on safeguarding grounds.

Any exceptions to the use of mobile phones/ headphones etc. must be in agreement with management / school leaders.

15.4 Food & Drink

Ordinarily pupils are not permitted to consume food and drinks brought in from home during the school day - the only exceptions to this being on medical / health grounds. Chewing gum is not permitted. Excessive amounts of unhealthy drinks and snacks are prohibited. Monitoring of this will extend to pre-arrival in the morning and during school trips and activities.

Under no circumstances will food and drink be used as a punishment or consequence. However, there may be occasions when a pupil’s behaviour requires amendments as to how or when they receive it (e.g. risk to others if given cutlery or hot drink, making unreasonable demands for extra or to receive it favourably over peers). This should be managed by Assistant Pastoral Managers and overseen the Operations/Pastoral manager.

15.5 Smoking/Vaping *(refer to Drugs, Alcohol and Smoking policy for further detail)*

The school is a no smoking site and operates a strict No Smoking Policy for all (staff, pupils and visitors). Pupils who hand in their smoking materials will receive them back at the end of the day – unless agreed otherwise with parents/carers. Whilst in no way condoning smoking this measure is in place to discourage pupils from wandering around or leaving site in order to smoke/vape during the school day. It is also designed to reduce the potential for pupils to have fire raising items on their person.

Current practice is that any pupil found to be smoking/vaping on school grounds will receive a phone call home to report the incident. Any pupil breaching the smoking/vaping rules a second time during the same week will be subject to further consequence including potential fixed term exclusion – as deemed appropriate by the Head teacher.

15.6 Drugs, Alcohol and Prohibited Substances
(refer to Drugs, Alcohol and Smoking policy for further detail)

The taking or distributing of illegal or intoxicating substances is strictly prohibited.

Any pupil (s) found to be in breach of this will be returned home and may face exclusion as determined by the Head teacher (please refer to Exclusion policy for greater detail). Further action could also include being referred to the Police should the situation require it.

15.7 Bladed Articles/ Weapons

Any student found in possession of a bladed article or weapon (including replicas) will automatically be referred to the police and could face permanent exclusion. At the very least in the first instance they will be returned home and receive a Fixed Term exclusion.

15.8 Fireworks

In law fireworks such as “bangers” are classed as firearms. Belmont School operates a zero tolerance approach in relation to fireworks. This will result in a fixed term exclusion with the possibility of further consequences.

15.9 Leaving Site

Pupils are not permitted to leave the school site during the school day. Any pupil (s) choosing to do so will be

reported and recorded (in line with the Missing from School Policy), Further actions may ensue (e.g. detention, potential exclusion etc.) depending on the nature and frequency of their behaviour.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or activity.

Any exceptions to this rule (e.g. welfare/ independence walk for older pupils) must be in agreement with a senior manager. Any abuse of such a privilege will see it withdrawn.

No primary pupils are permitted to leave the site unsupervised on any occasion.

15.10 Behaviours outside of school premises

The school reserves the right to sanction pupils for misbehaviour outside of the school premises. Examples of when this will apply include:

- When taking part in any school organised event or activity that takes place off site
- When travelling to and from school
- During school transport
- That could have repercussions for the orderly running of the school
- That poses a threat to another pupil, member of staff or member of public
- That could adversely affect the reputation of the school

The judgement of the school will be based on the evidence available at the time. In these circumstances the school will also consider whether to notify the police, and will always notify the police if there has been a criminal act or a serious threat has been posed to a member of the public. If the behaviour is likely to be linked to the student suffering significant harm the school's safeguarding procedures will be followed.

15.11 Online misbehaviour

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

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school
- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Please refer to Anti-Bullying policy for dealing with allegations of misuse of social media

15.12 Suspected criminal behaviour

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

- When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.
- Any decision to report the matter to the police will be made by a member of SLT.
- The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.
- If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

15.13 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

- Proportionate

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

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

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

Please refer to our child protection and safeguarding policy for more information.

15.14 Bans and restrictions

Any pupil exhibiting behaviours that are causing increased concern or risk may be prevented from attending and placed on an activity 'ban'. Any member of staff can request a pupil to be banned from an activity or event but it is the responsibility of the Operations/ Pastoral Manager (supported by the Assistant Pastoral Managers) to rule on the necessity and duration of any bans. For curriculum/ subject bans it is the responsibility of the member of staff teaching the pupil to ensure alternative work/provision is arranged (e.g. theory/written work if unable to attend a practical lesson). Any queries around pupil bans and restrictions are overseen by the Operations/ Pastoral Manager

16. Searching, Screening and Confiscation

(DfES Guidance - Searching, Screening and Confiscation - 2022)

School staff have the right to search a pupil for any item banned under the school rules, if the pupil agrees. Head teachers, and staff authorised by them, have a statutory power to search pupils or their possessions without consent where they suspect the pupil has prohibited items. The items that can be searched for under this power are:

Any prohibited items (as listed below) found in pupils' possession will be confiscated. As a general rule these items will not be returned to the pupils.

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers (*the school wishes to make it clear that this extends to electronic cigarettes/'vapes' and other smoking materials such as lighters/matches*)
- Fireworks
- Pornographic images
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to
 - Commit an offence
 - Cause personal injury to, or damage to the property of, any person (including the pupil).

We will also confiscate any item which is detrimental to school discipline. These items may be returned to pupils after discussion between school management and parents/carers. Searching and screening of pupils is conducted in line with the DfE's latest guidance on *searching, screening and confiscation 2022 – Refer to the school's Searching, screening and confiscation procedures for further detail.*

17. Anti-Bullying *(refer to Anti-Bullying and child on child abuse policies for further details)*

The school is totally opposed to any form of bullying or discrimination. Belmont School has a zero-tolerance policy on bullying. We have a comprehensive anti-bullying policy which is available to all. Pupils are aware of the schools stance on bullying and know what to do should they feel they are being bullied.

We are committed to providing a safe and caring environment for all pupils so they can feel safe and learn in a relaxed and secure environment.

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

Bullying is therefore:

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

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

All reported incidents of bullying and actions taken are monitored by senior staff on a regular basis and subject to quality assurance.

18. Monitoring of behaviour

Regular meetings (pastoral, key stage/team area, operational etc.) take place to review and evaluate significant behavioural incidents. This enables strategies to be devised and aid staff to monitor proactive approaches to reduce the potential for reoccurrence and effect a reduction in incidents.

Daily area briefings take place in relation to an overview of the day. This involves collective discussion post incident to evaluate, analyse and demonstrate collaborative working. The monitoring of practice is reported and recorded within these meetings. Post meeting any necessary plans and actions can then be taken.

Sleuth is frequently monitored to ensure the correct processes are being followed. This includes the Quality Assurance process by Pastoral/ Operational management and the SLT.

Data that is generated from Sleuth is also subject to further analysis and evaluation through regular departmental and management meetings. This includes important factors such as significant incident reviews and RPI auditing.

The school maintains up to date records of:

- Serious incidents and sanctions
- Notes / Causes for concern
- RPI's
- Classroom points
- Bullying
- Sexualised behaviours (SVSH)
- Discriminatory behaviours (racist, sexist, homophobic etc.)

It is the individual responsibility of **all staff** to ensure each incident / cause for concern is reported and recorded in line with standard practice and procedures.

Reports and records are stored electronically on Sleuth.

These logs are overseen, reviewed and analysed by the Assistant Head (Operations), Operations & Pastoral Manager, Safeguarding Lead and Assistant Pastoral Managers.

19. Transition

Inducting incoming pupils

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

Preparing outgoing pupils for transition

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

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

Year 6 (internal) pupils will have a specific transition plan during the summer term to aid their transfer to the secondary site. Year 6 (external) pupils will be offered 'taster' days during this same period.

20. Safeguarding

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

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

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

Please refer to our safeguarding policy for more information.

21. Training and Support

All staff receive initial training through participation in both OFG's welcome programme/induction and the schools localised induction process. Further training is offered throughout the school year on a) refreshing existing skills/ knowledge and b) specific areas that have been highlighted for development. Behaviour management also forms part of the schools strong INSET and CPD programme which is intended to help develop and expand on individual/group skills and training. This is all underpinned by regular observation and performance review.

22. Malicious Allegations

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

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been

deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

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

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

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

For more information on responding to our safeguarding policy and OFG procedure for managing allegations against staff.

The headteacher will also consider the pastoral needs/support for the staff against who the malicious allegation has been made.

23.Complaints

The school works in partnership aiming to resolve any concerns or issues raised.

We take all complaints seriously and our full complaints policy and procedure is available from the school office or for download via the school website.

24.Links with other school policies

This policy is linked and should be read alongside other key policies and guidance including;

- Safeguarding
- KCSIE – 2022
- Low level concern policy
- Missing from school
- Anti-bullying / Child on Child abuse / SVSH
- Physical Intervention Policy
- Equality and diversity
- Searching, screening and confiscation
- Smoking, drugs and prohibited substances
- Code of conduct and ethics
- Managing allegations against professional staff
- Health and Safety, e.g. risk assessments, first aid and educational visits
- E Safety
- Exclusion Policy

25. Review and monitoring

This policy is subject to annual review unless changing circumstances require an earlier review.

MISSION STATEMENT

Belmont school aims to provide the best education continuous provision for boys aged 5-18.

An educational journey with us follows a broad and rich curriculum that allows children to be aspirational whilst embracing their individuality and learning to manage their diagnosis of special educational needs.

We aim to enhance life experience and instil a desire to achieve.

We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world