

BEHAVIOUR SUPPORT POLICY

Sheringham High School

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| Written by | D Green |
| Ratified by Governors | May 2026 |
| Review Date | June 2027 |

Principles and approach

The principle which underpins our aims, objectives, policies and practices is a belief in the worth and potential of each individual student, regardless of that student's age, abilities, social and ethnic background, religion, sexual orientation or gender. Each student is entitled to equal regard which will be manifest in the same quality of teaching, resources and care as is accorded to any other student in the school based on their identified individual needs.

We aim to promote positive mental health and well-being for every member of our learning community. We pursue this aim by adopting a pro-active approach to relationships. We understand that behaviour is a form of communication. We will always strive to understand poor behaviour, its underlying causes and support students and their families in addressing this. This does not remove consequences for poor behaviour. We believe that facing the consequences of poor choices is an important part of the learning process and helps prepares students for their futures.

Introduction

At Sheringham High School, the Governing Body, Headteacher, Leadership team and all staff are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils.

We are Trauma Informed and strive for the best relational practice.

Aims and Objectives

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- To refuse to give pupils attention and a sense of importance for poor conduct.
- To help pupils self-regulate and be responsible for their own behaviour.
- To build a community which values kindness, care, good humour, good temper, discipline, respect and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is celebrated and normalised.
- To reduce suspensions and increase inclusion.

Our Relational Approach

- Excellent student/teacher relationships
- Students greeted by the teacher at the start of every lesson
- A rigorous approach to the step behaviour system
- The Student Management Team supports students and helps to promote positive behaviour management strategies
- School rewards include 'House Points'. These acknowledge positive behaviour as well as achievement
- Staff are encouraged to use restorative meetings where appropriate
- Consequences rather than punishments, clearly understood by all
- Scripts are encouraged to ensure consistency and disempower negative behaviour
- Ongoing CPD: Trauma training. Staff receive guidance and training to support a relational approach to student management.

| READY | RESPECTFUL | SAFE |
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| <u>Uniform</u> <ul style="list-style-type: none">● Correct school uniform should be worn at all times.● Coats, non- school hoodies and non-school clothing should not be worn inside the School building.● Jewellery should be limited to a watch, and two pairs of stud earrings. No facial piercings allowed.● One Ring is allowed. However, this must be removed in practical subjects for health and safety reasons.● Shoes must be black, leather or leather imitation. Trainers, including Air Force Ones, are not allowed. | <u>Communication</u> <ul style="list-style-type: none">● Talk to your teachers and ask for help when needed.● Check your school email.● If you need support, then ask. If something is troubling you, then tell us.● Follow staff instructions. First time, every time. <u>Politeness</u> <ul style="list-style-type: none">● Show respect to staff and students.● Say "Please" and "thank you"● Inappropriate or offensive language is not tolerated. | <u>Start and End of Lessons</u> <ul style="list-style-type: none">● Enter the classroom calmly and quietly, stand behind your chair and wait for instructions.● At the end of each lesson wait for instructions.● When dismissed, leave the classroom in a calm and orderly manner. <u>In the Corridor</u> <ul style="list-style-type: none">● Move around the school safely and sensibly.● Keep to the left in corridors and up and down stairs. |

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| <p><u>Correct Equipment</u></p> <ul style="list-style-type: none"> • Bring a pen, pencil, ruler and other subject specific equipment. • Fill water bottles at break and lunchtime. <p><u>Be punctual to all Lessons</u></p> <ul style="list-style-type: none"> • Registration starts at 8.35. Be on time to tutor period and every lesson. • Line up outside the classroom at the start of each lesson. • Go to the toilet at break and lunchtimes. • Where there is a warning bell (P3 and P5), students should go to lessons in order to arrive before the second bell. | <p><u>Positive Attitude</u></p> <ul style="list-style-type: none"> • Participate in all lessons. • Follow all requests. First time, every time. <p><u>The School Environment</u></p> <ul style="list-style-type: none"> • Put rubbish in the bins provided. • Students may eat food in the canteen and outside. No eating in classrooms. • No eating in the corridor. • Report any issues to a member of staff. | <p><u>In Lessons</u></p> <ul style="list-style-type: none"> • Listen carefully to staff safety instructions. • Some lessons will require safety equipment and clothing (e.g. Science, DT and PE). <p><u>Devices Policy</u></p> <ul style="list-style-type: none"> • If staff hear or see a mobile phone it will be confiscated. The student must turn off the phone before giving it to the member of staff. • No students should use a mobile phone on the school site. |
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Positive behaviour

See our school website for further details of the school awards and rewards.

We encourage good behaviour and respect for others.

We promote self-discipline and respect for authority.

We acknowledge good behaviour and reinforce it through praise, communication with parents, rewards, awards and responsibilities for students. Positive reinforcement is seen as essential to sustaining our school culture.

Responding to good behaviour

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all students. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Examples of rewards at Sheringham High School include:

- Verbal praise.
- House points – recorded on Arbor
- Communicating praise to parents via phone call or written correspondence.
- Certificates, prize ceremonies and special assemblies.
- Whole school awards scheme – students work towards 'earning' badges.
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project.
- Whole-class or year group rewards, such as a popular activity or outing.

Social Times (Break and lunch)

During break and lunch time, all students should behave in a safe and a sensible manner:

- Move around the school site and corridors calmly and show awareness of others. Students should be mindful of personal space. **Stay on the left.**
- Language should be appropriate. Swearing and abusive language has a negative impact on other students and should not be tolerated.
- Hot food and open food should not be taken out of the canteen.
- Litter should be put into the available bins around the school site. Students should not leave any litter on the floor, in classrooms and outside. This has a negative impact on the school environment.
- During wet and/or poor weather, students will be allocated specific areas and classrooms.
- Students can play games on the field and astro pitch (weather permitting). It is vital that students play in a sensible way to minimise risk of injury and accidents. 'Play fighting' and other inappropriate physical contact is not allowed.

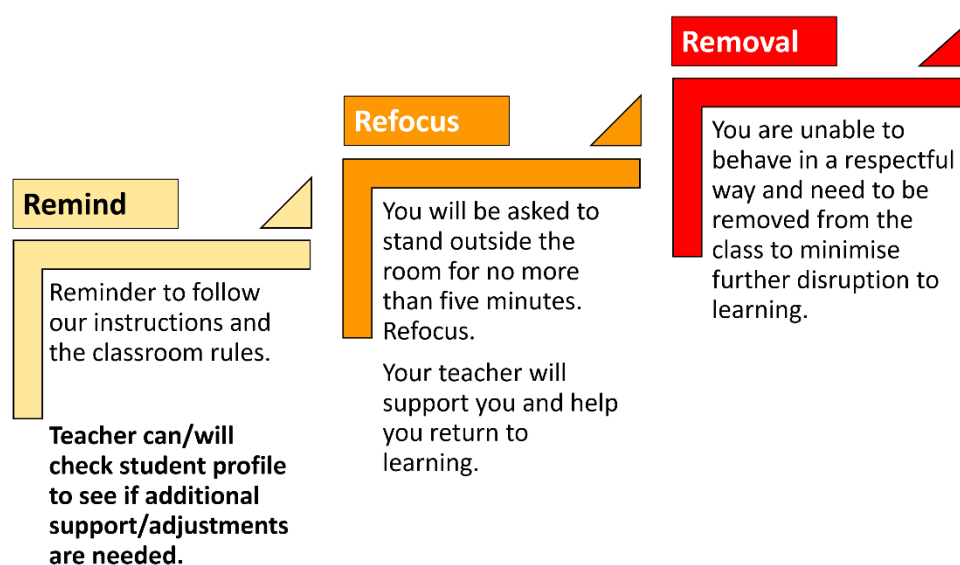
Students playing football on the field and/or astro pitch must adhere to the following rules:

- No football or other games are allowed to be played on the astro pitch without staff supervision. The astro will be unlocked by relevant duty staff at the start of break and lunch.
- No food or drink to be consumed on the astro.
- Contact/tackling must be proportionate. Unsafe or dangerous behaviour may lead to a ban on football being played and school sanctions being applied. No slide tackles.
- Any games/playing of football should be away from the road and parked cars.
- Playing contact rugby is not permitted.

Our Stepped Approach to Classroom Behaviour

Poor behaviour in lessons prevents the individual student learning, others learning and prevents teachers helping all other students to learn. Poor behaviour, disrupting the learning of others or a lack of engagement in the classroom is not acceptable. Staff will use the following 'steps':

- **Remind** – Teachers will use the term 'reminder' explicitly and it indicates that the student is on the first 'step'.
- **Refocus** – The student has been instructed to 'refocus' to avoid the final step. The period of refocus will normally be outside the classroom for no more than 5 minutes. The students will then be spoken to by the teacher and asked to return to their learning and correct the poor behaviour.
- **Remove** – The student is removed from the lesson using a consistent routine understood by teaching and Student Management Team staff.



- Adults will use their professional judgement as to when to start the stepped approach, typically from when the class is seated at the start of the lesson.
- Class teachers can implement a "restriction" for up to 10 minutes at break or lunch.

Removal from Lessons

- If a student is removed from a lesson, they will be escorted to the Conduct Support Room (Room 43). The class teacher will log the behaviour on our school system (Arbor).
- Students will then complete work, following the same curriculum as other students. (This will be provided from the class teacher, or a bank of resources related to the topics being studied at that time).

Sanctions/Consequences

All sanctions should be recorded on Arbor.

We use the following sanctions:

Restrictions – teacher led. Up to 10 mins, at break.

Departmental detentions – HOD led. 20 mins, during lunch.

After school detention (Pastoral) – Student management led. 1 hour, after school on Wednesdays.

SLT detentions – SLT led. 1 hour, after school on a Friday.

Department Detentions

- Departmental detentions are conducted centrally. Heads of Department supervise these detentions using a fortnightly rota. A detention is typically implemented every time a student is removed from a lesson. Departmental detentions usually take place at lunchtime for 20 minutes.
- Heads of Department can issue a detention on other occasions, as they feel appropriate. Only the Head of Department should issue a department detention.

Pastoral Detentions

- The Pastoral Team can issue detentions for issues during social time or in reaction to other unacceptable behaviours, at their discretion.

Senior Leadership Team Detentions

- Failure to successfully complete a Department Detention or Pastoral Detention will result in a Leadership detention which will take place after school for 1 hour.
- Transport home after a detention is not the responsibility of school.

Conduct Support

- If a student is removed from a lesson twice in one day, conduct support procedures will be implemented, usually on the same day or the following day.
- Conduct support procedures may be implemented for other serious offences or a repeat number of lower-level offences (see tables below).
- The Conduct Support room is managed by the Inclusion Manager and staffed by SLT, Pastoral Manager and Inclusion Manager.

Serious Breaches

Students who commit a serious breach will be triaged immediately without support steps. Please see our consequences grid below.

Off-site Direction

We would always prefer to work with parents and carers. However, schools have the authority to direct students off site to learn, without parent / carer agreement. More details are available below.

<https://www.gov.uk/government/publications/school-exclusions-guide-for-parents/a-guide-for-parents-on-school-behaviour-and-exclusion>

To support your child with their behaviour, your child's school can decide that your child will be educated somewhere else for a limited period.

Your child could be educated at another school or alternative provision setting. This could also include your child splitting time between 2 different locations. This should only be used when it

is the best way to support your child's behaviour. This arrangement is commonly known as off-site direction.

Other Consequences

Alongside educating students about behaviour and our relational approach there are, as you would expect, other potential consequences

- Please note that this list is a guide and individual circumstances may be taken into consideration resulting in a different consequence being applied.
- Persistent breaches may result in an escalation to the next category and consequence.
- For safety and safeguarding reasons, students failing to meet behaviour expectations may not be allowed to attend school events, visits or trips. In such circumstances there will be no refunds.
- Reasons for persistently poor behaviour may be linked to safeguarding concerns and students will receive appropriate support from trained staff.

Sheringham High School Consequences

| Behaviour concerns | Consequences | Support |
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| <p>Category 1:</p> <ul style="list-style-type: none"> • Uniform infringements. • Lateness to class. • Chewing gum. • Incomplete homework/poorly completed homework. • Disruption/Poor attitude to learning. Step 2 'refocus' (see 'Step Behaviour'). | <p>Likely Consequences:</p> <ul style="list-style-type: none"> • Restriction up to 10 minutes at breaktime. • Discuss issues with student. • Redo homework. • Parents contacted. • Recorded on Arbor. • Follow the School homework policy. <p>Dealt with by: All staff.</p> | <p>Possible support:</p> <ul style="list-style-type: none"> • Tutor intervention. • Late card – to monitor and encourage. • Uniform assistance and support (LSU). • SEND support. • Parents may be asked to attend a meeting in school. |
| <p>Category 2:</p> <ul style="list-style-type: none"> • Continued disruption to learning. Step 3 – 'Removal' (see 'Step Behaviour'). • Poor conduct during break and lunch. • Persistent late arrival to school. • Use mobile phones on school site. | <p>Likely Consequences:</p> <ul style="list-style-type: none"> • Departmental detention. • Supervised social time (break or lunch). • Parents contacted. • Phone confiscated until the end of the day. • Behaviour plan. • Recorded on Arbor. <p>Dealt with by: Departmental staff and Student Management Team (SMT).</p> | <p>Possible support:</p> <ul style="list-style-type: none"> • Student Management Team intervention. • Student Manager support. • Attendance procedures: meeting with parents. • Subject report card – monitor and encourage a change to behaviour. • SEND support. |
| <p>Category 3:</p> <ul style="list-style-type: none"> • Persistent disruption to learning – removal from more than 1 lesson in a day. • Persistently poor behaviour (lesson and/or social time). • Removal from multiple lessons in a week. • Refusing to follow instructions from staff. • Rudeness/disrespect towards staff. • Swearing. • Truancy. • Poor behaviour while on a Report Card. • Refusing to hand in a mobile phone for confiscation. • Leaving a lesson without permission. | <p>Likely Consequences:</p> <ul style="list-style-type: none"> • Conduct Support room. • Supervised social time (break or lunch). • After school detention. • Parents contacted. • Recorded on Arbor. <p>Dealt with by: SMT.</p> | <p>Possible support:</p> <ul style="list-style-type: none"> • SMT and LSU (learning support unit) intervention. • SEND intervention (if applicable). • Report card/late card/SLT card – monitor and encourage students. • SEND support for multiple removals from lessons • Mentoring/counselling. |

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| <p>Category 4:</p> <ul style="list-style-type: none"> • Bullying. • Sexual harassment. • Damage to property or equipment. • Swearing at adults. • Racist/homophobic/sexist behaviour. • Smoking and vaping. • Causing physical harm to others. • Persistent refusal to follow instructions from staff. | <p>Likely Consequences:</p> <ul style="list-style-type: none"> • Fixed term suspension. • Police informed as appropriate. • Parents contacted. • Conduct Support room. • Recorded on Arbor. • Recorded in student file. <p>Dealt with by: SMT and Senior Leadership Team (SLT).</p> | <p>Possible support:</p> <ul style="list-style-type: none"> • Phased return to school. following a suspension. • NCC (Norfolk County Council) Inclusion Team and SEND support. • LSU time for refocusing and guidance. • Timetable adjustments to support mental health, attendance issues and SEND. • Mentoring and/or counselling. • Review of behaviour as a follow up to suspension. • Behaviour plan written. • Regular review of behaviour plan. • Alternate provision. • Offsite provision with an aim to provide a fresh start at another school. |
| <p>Category 5:</p> <ul style="list-style-type: none"> • In possession of drugs or drug use equipment. • Under the influence of drugs or alcohol. • Supplying drugs. • Physical assault. • Bringing a weapon into school. • Persistently poor behaviour when on a behaviour plan. | <p>Likely Consequences:</p> <ul style="list-style-type: none"> • Permanent exclusion. • Police informed. • Parents contacted by SMT. • Recorded on Arbor. • Recorded in student file. <p>Dealt with by: SLT and Governing Body.</p> | <p>Possible support:</p> <ul style="list-style-type: none"> • Alternative provision. • Managed move to another school. • NCC Inclusion Team and SEND team support. • Work set by school for 5 days. • PEX (permanent exclusion) hearing. |

The Role of the Student Management Team (SMT)

Structure:

Pastoral Manager: Sharon Ransome

Safeguarding Manager and Mental Health Lead: Tash Drury

Learning Support Unit Manager: Stacie Ives

Student Managers: Alice Trend, Mitchel Bonsra, Karen Owen

Sheringham has three Student Managers (SM) assigned to year groups. SMs support all students and support teachers in promoting and encouraging a relational approach to behaviour management. Student Managers can help students with (but not limited to) the following:

- PE kit issues/uniform issues (e.g. retainers for piercings)
- Any new or current medication requirements
- Incidents that have occurred in the past 24 hours
- Lost property
- Feeling overwhelmed and mental health issues
- Issues on the school bus;
- Medication to be given.
- Restorative meetings between students/friendship groups
- Contacting home

Repair - Self-regulating space (E.g. LSU)

Initial contact with a Student Manager to determine whether there needs to be some time in this area. This is a quiet space until the student is ready to talk and access support to help regulate their emotions.

Restore - Space to talk, access support and reset (E.g. SM Office)

For most students the aim is for the repair/restore to take place straight away, if necessary, with the student staying with the SMT for only one lesson and returning to their next lesson ready for learning. In some instances, there may be a need to unpick an underlying issue and this may take longer, to allow the student the time to regulate their emotions.

The SMT would be responsible for any restorative actions and following up with HOD. Also, arranging any further support.

Return to learn - Quiet space to study (supervised by an appropriate and available member of staff. E.g. HOS, SR, SLT)

This would be the area where students would complete the work that they are missing due to being removed from class. There would always be an expectation that the work is completed. Some students may be placed into the Conduct Support room (43) if, for instance, their removal was a one off and by means of being removed from the situation they had calmed and self-regulated. They would then return to their next class ready for learning.

Anti Bullying Policy

Please see our website for this policy.

Child-on-child sexual violence and sexual harassment

Sexual violence and sexual harassment are never acceptable, will not be tolerated and students whose behaviour falls below expectations will be sanctioned.

We will never normalise sexually abusive language or behaviour by treating it as 'banter'.

Each incident will be considered on a case-by-case basis.

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Part 5 of [KCSIE](#) provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour.

All victims will be reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school will not be downplayed and should be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim be made to feel ashamed for making a report or their experience minimised.

We will always advocate high standards of conduct between students and staff.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate for the individual who made it as per our own behaviour policy.

Behaviour incidents online

The way in which students relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place.

We will be clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour.

However, often incidents that occur online will affect the school culture. We reserve the right to sanction students when their behaviour online poses a threat or causes harm to another student, and/or could have repercussions for the orderly running of the school, when the student is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Behaviour outside of school

Current Department for Education guidance "Behaviour in schools: advice for headteachers and school staff" (February 2024) paragraphs 92–95 state:

"Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable."

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

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

This power is discretionary and limited to what is reasonable in the circumstances.

E-Safety

Students are expected to adhere to the E-Safety policy and IT agreement:

When using the school's ICT systems and accessing the internet in school, I will not:

- *Use them for a non-educational purpose*
- *Use them without a teacher being present, or without a teacher's permission*
- *Access any inappropriate websites*
- *Access social networking sites (unless my teacher has expressly allowed this as part of a learning activity)*
- *Use chat rooms or access programmes which may have chat-room elements within them*
- *Open any attachments in emails, or follow any links in emails, without first checking with a teacher*
- *Use any inappropriate language when communicating online, including in emails*
- *Share my password with others or log in to the school's network using someone else's details*
- *Give my personal information (including my name, address or telephone number) to anyone without the permission of my teacher or parent/carer*
- *Arrange to meet anyone offline without first consulting my parent/carer, or without adult supervision*

If I bring a personal mobile phone or other personal electronic device into school:

- *I will make sure that it is **switched off and in a bag** from the time of entering to the time of leaving the school site.*
- *When using the school's IT equipment I will immediately let a teacher or other member of staff know if I find any material which might upset, distress or harm me or others.*

I will always use the school's ICT systems and internet responsibly.

See the Synergy E-Safety Policy for more details.