



Behaviour in School Policy	
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Change Log:

04/12/23 Stamper System Section removed

17/03/24 Legal Frameworks/References amended
Aims amended
Definitions - New
Rationale - amended
School Behaviour curriculum - amended
Bullying - amended
Evaluation and monitoring arrangements - amended
Mobile devices - amended
Confiscation, searches and screening - amended to confiscation
Searches and screening - new
Zero tolerance approach to sexual harassment and sexual violence - amended
Appendix I: Principles of Behaviour - new
Appendix II: The Romsey Charter - new
Appendix III: The Classroom Support Plan - new
Appendix IV: Non-Verbal and Verbal Interactions - new
Appendix V - amended
Appendix VI: Support Menu for students - new
Appendix VII: mobile phone guidance - new
All previous appendixes 1, 2, 6, 7, 8 and 9 - removed.

27/11/25 P9.7 p18 – Changed from: “If they refuse to comply, a suspension from school the following day will be the routine consequence”. To: “If they refuse to comply, a fixed term suspension is a potential outcome”

Reviewed 13.03.25 No Changes required

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1. LEGAL FRAMEWORK

1.1. This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Mobile Phones in Schools 2024](#)

1.2 In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

2. AIMS

2.1. These are our aims - the values aspire to and the rules we follow to achieve them:

CARE
ASPIRE
INCLUDE

BE READY
BE RESPECTFUL
BE SAFE

- 2.2. Our lived experience of compassionate excellence means that we **aspire, care** and **include**. These values result in young people who are inspired, confident and fulfilled. Students leave our school ready to rise to the challenges of their future.
- **Aspire** - To inspire confidence, ambition and a desire to go further.
 - **Care** - To be able and willing to help, nurture and support both ourselves and each other.
 - **Include** - To appreciate our similarities and differences leading to a feeling of belonging.
- 2.3. We will achieve this through our three simple rules of **ready, respect** and **safe**. These are as follows:
- **Be Ready** for your learning by arriving at school and lessons on time, bringing the correct equipment, wearing the correct uniform and preparing to work hard.
 - **Be Respectful** by treating yourself, other students, staff and parents kindly as well as taking care of the natural and built environment around you.
 - **Be Safe** by conducting yourself sensibly in lessons, corridors and outside whilst in school, on the journey to and from school, outside of school and online.
- 2.4. Therefore at The Romsey School we aim to:
- Create a positive culture that encourages pupils to aspire to excellent behaviour, ensuring that all students are included in the opportunity to learn in a calm, safe and supportive environment.
 - Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of aspire, care and include and our rules of ready, respect and safe.
 - Outline the expectations and consequences of behaviour.
 - Provide a consistent approach to behaviour management that is applied equally to all students.
 - Define what we consider to be unacceptable behaviour, including bullying and discrimination to ensure respect for ourselves and each other is at the heart of what we do
 - Establish a culture where it is unacceptable for students to disturb the learning of others.
- 2.5. To inspire in pupils confidence, ambition and a desire to go further than others might think is possible with pupils aiming to behave because “It is who I am” and not because “I want to stay out of trouble”. **(See Section 4.1)**
- 2.6. Ensuring all adults have the confidence and skills to lead good behaviour consistently in their classrooms and across the school site (leading to a calm school, a reduction in suspensions & no bullying). This will be achieved through our 12 Principles of Behaviour **(See Section 4.2 and Appendix I)**
- 2.7. Our lived experience of ‘Compassionate Excellence’ means that we aspire, care and include. These values result in young people who are inspired, confident and fulfilled. Students leave our school ready to rise to the challenges of their future. Our Charter **(See Section 4.3 and Appendix II)** outlines the rights and responsibilities of all members of our community

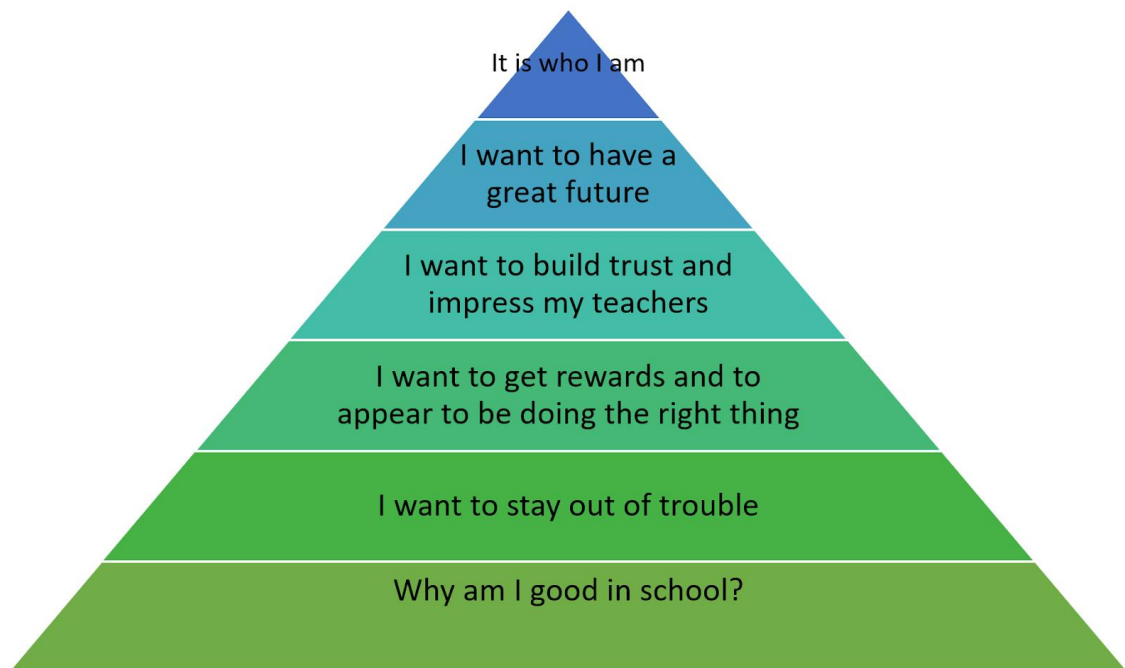
3. Definitions

- 3.1. **Misbehaviour** is defined as:
- Disruption in lessons, in corridors between lessons and at break and lunchtimes
 - Non-completion of classwork or homework
 - Poor attitude to learning
 - Incorrect uniform
- 3.2. **Serious misbehaviour** is defined as:
- Repeated breaches of the school rules
 - Any form of bullying

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs or paraphernalia associated with these items
 - Stolen items
 - Tobacco and cigarette papers or paraphernalia associated with these items
 - E-cigarettes, Vapes or paraphernalia associated with these items
 - Fireworks
 - Pornographic material
 - Any content on mobile devices which may be harmful (including indecent/pornographic images*)
 - Any device that could be used to harm another individual
 - Any item which would be considered illegal for a student of that age to have bought or be in possession of
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- **"An image" means either still images, such as photographs, or moving images, such as those in a film. The term "image" also incorporates any type of data, including that stored electronically (as on a computer disk), which is capable of conversion into an image. This covers material available on computers, mobile phones, smartwatches or any other electronic device.*

4. RATIONALE

- 4.1. To inspire in pupils confidence, ambition and a desire to go further than others might think is possible with pupils aiming to behave because "It is who I am" and not because "I want to stay out of trouble".



4.2. This will be achieved through our 12 Principles of Behaviour (**Appendix I**):

1. We believe that young people want to do well and that they aim to succeed every day. It is essential that we "catch the good" and reward and recognise our students for achieving great things (aspiration) and 'include' as many students in this to ensure all feel a sense of pride and achievement (care)
2. We expect all of our young people to work hard in each lesson. At The Romsey School, students working hard includes:
 - **All students thinking deeply**
 - **All talk is about the learning**
 - **No learning time wasted**
3. At The Romsey School, teachers are in charge and it is essential that we teach students the behaviours that we want to see, and that they all adhere to our shared expectations as below:
 - **Be Ready**
 - **Be Respectful**
 - **Be Safe**
4. In teaching these behaviours, we also model the culture and behaviours that we want to see, and therefore the following 'adult behaviours' apply at The Romsey School:

We Will	We Will Not
Catch them doing it right	Exhibit aggressive behaviour
Role model the right behaviours to them	Give up on them
Be consistent with them and each other	Humiliate or shame them

Be kind (in tone and body language)	Be inconsistent
Encourage mutual respect	Be dismissive

5. When students make mistakes, it is essential that we act swiftly and "nip these in the bud" by "sweating the small stuff" and picking up the smallest of misdemeanours whilst making pupils accountable for their choices.
6. We help students to understand the impact of what they have done in order for them to make better choices in the future. Restorative conversations and raising empathy are the only ways to do this effectively.
7. We believe that for every action there is a consequence. We will be consistent with the certainty of a consequence more so than the severity of it. They should be appropriate, immediate and restorative.
8. Consistent expectations offer consistent boundaries which young people are constantly seeking. Therefore we aim to ensure a calm approach and total clarity, with a system that is easy to understand.
9. Good behaviour management is based on highly effective relationships between staff, students and parents. Therefore it is vital that colleagues are enabled and have the confidence to 'own' and manage poor behaviour in their classrooms and across the school.
10. No colleague can 'do' behaviour management 'for' someone else, we need to empower all colleagues to pick up their own tabs, whilst feeling the full support of the department, year team and school behind them. This is Teacher Standard 7 - "Manage behaviour effectively to ensure a good and safe learning environment - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly"
11. Escalation of support is routinely owned by middle leaders in the first instance standing side by side with their teachers. Collegiate support is essential because Teachers and Middle leaders know their students and teams the best. They are therefore best placed to lead their teams towards empowerment.
12. We are aiming for a system that is time efficient to maximise impact on behaviour and enhance student and staff well-being

4.3. Our Charter (**Appendix II**) outlines the rights and responsibilities of all members of our community as follows:

- ALL MEMBERS OF OUR COMMUNITY have the **RIGHT**:
 - To feel and be safe in their working environment
 - To be treated fairly, with respect and without prejudice
 - To have a voice, to be listened to and to be included
 - To deliver and receive a high quality education
 - To be encouraged to explore, develop and flourish
 - To be able to make mistakes and to have the chance to learn from them
 - To be able to ask for, receive and offer support
- STAFF have the **RESPONSIBILITY**:
 - To deliver our curriculum intentions for all learners
 - To support students & guide them on how to improve
 - To monitor pupils' wellbeing and to raise concerns
 - To model standards and professionalism at all times
 - To communicate respectfully with other staff, pupils & parents
- PARENTS have the **RESPONSIBILITY**:
 - To support their child in their learning, and the school in maintaining high standards
 - To support and trust in the decisions made by the school staff
 - To provide boundaries, model and encourage good behaviour

- To support their child in meeting the expectations for all Romsey Students
- To communicate respectfully with other parents, pupils & staff
- PUPILS have the **RESPONSIBILITY**:
 - To meet the expectations for all Romsey Students
 - To take care of our environment (local & global)
 - To be honest and take responsibility for our actions
 - To seek help and support from others as needed
 - To communicate respectfully with other pupils, staff & parents

5. SCHOOL BEHAVIOUR AND CURRICULUM

- 5.1. When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.
- 5.2. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.
- 5.3. Staff are encouraged to deliver praise to students on a regular basis where it is warranted in the form of verbal (saying well done) and non-verbal gestures (such as a thumbs up) throughout and between lessons. At the end of the lesson, staff stand at their doors and offer praise as pupils leave.
- 5.4. **Everyday achievements** are awarded by staff using the school's MIS after the lesson. There are linked to the school's core skills and values as follows:

Achievement	Points
Literate Achievement	1
Numerate Achievement	1
Learner Achievement	1
Knowledgeable & Deep Thinkers Achievement	1
Culturally Aware Achievement	1
Leader Achievement	1
Healthy Achievement	1
Ethical Global Citizen Achievement	1
Care Achievement	1
Include Achievement	1
Aspire Achievement	1

- 5.5. **Leadership** is rewarded as well with positions of responsibility offered to pupils throughout the year. Some of these are available once during a pupil's school career (such as a Prefect) and are therefore given a higher tariff than those that could be achieved every year (such as being an Environmental Representative).

Achievement	Points
Leadership - Prefect	40
Leadership - Peer Supporter	40
Leadership - Primary School Ambassador	40
Leadership - Tour Guide	40
Leadership - Anti-Bullying Ambassador	25
Leadership - Charity Representative	25
Leadership - Diversity & Culture Representative	25
Leadership - Environment Representative	25
Leadership - Well-being Ambassador	25
Leadership - Nursery Reader	25
Leadership - Pupil Voice	25

- 5.6. Pupils can also be rewarded in other ways with a variety of tariffs as indicated below. This is a dynamic list with new specific achievements added on a regular basis.

Achievement	Points
Progress Leader Star of the Term	10
School Event Support	10
STAR Achiever (Excellent Progress)	10
STAR Learner (Habit of Mind)	10
SPARX Level 2+ Passed	5
Tutor Commendation	5
SPARX Level 1 Passed	2

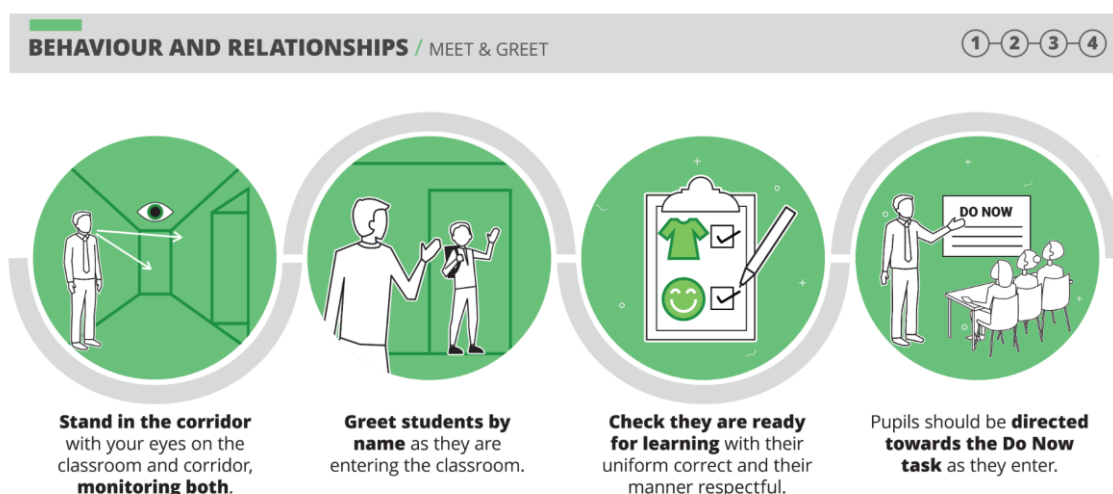
- 5.7. Pupils are encouraged to accumulate as many points as they can during the year and each level is recognised in the following ways:

Reward	Recognised by	Threshold
Certificate	Email Home	25
Certificate	Celebrated in tutor - email home	50

Certificate	Celebrated in tutor - email home	100
Certificate and Cookie token	Celebrated in tutor - email home	150
Certificate and Year Pin badge	Celebrated in assembly - email home	200
Certificate	Celebrated in assembly - email home	300
Certificate	Celebrated in assembly - email home	400
Certificate and HT Pin badge	Head Teacher Award - HT email home	500

- 5.8. Good attitudes to learning and behaviour are recognised and rewarded regularly and in a variety of different ways from personalised verbal feedback to achievement points, and/or large scale reward events.
- 5.9. Our teachers believe in managing behaviour through high expectations, believing that our young people can achieve, and building strong working relationships with our students - to ensure that they develop the confidence to excel. We expect all of our young people to work hard in each lesson. At The Romsey School, students working hard includes:
- All students thinking deeply
 - All talk is about the learning
 - No learning time wasted
- 5.10. We also ensure all students are actively involved in thinking deeply through our questioning techniques. This ensures our youngsters build their confidence and that they feel cared for and included within the learning process.
- 5.11. There are several school wide routines which are an expectation in all classrooms where staff use active ingredients to engage learners and establish a culture of learning and good behaviour

• All



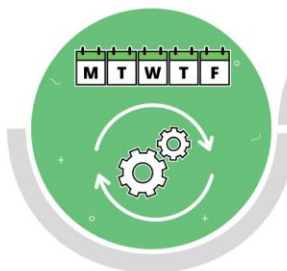
lessons start with a **Meet & Greet** activity whilst teachers check pupils are ready for learning.

- This includes a **Do Now Task** so students are learning from the moment they enter the classroom.

- Teachers encourage focus throughout the lesson by ensuring engaging teaching, use of time-limits to ensure challenge, deployment of 'behaviour drivebys' which have the following active ingredients:
- Teachers dismiss pupils in a calm and respectful manner using a process known as "End and Send".

BEHAVIOUR AND RELATIONSHIPS / DO NOW TASK

1 2 3 4



Keep the process of your Do Now **the same every lesson** - This way students know the routine for Do Now tasks in your lesson and it becomes a **habit** for your class.



Students should be able to complete the Do Now task **without any direction from you.**



A Do Now should take **three to five minutes to complete** and **involve students thinking hard** - it should also take one minute to check answers.



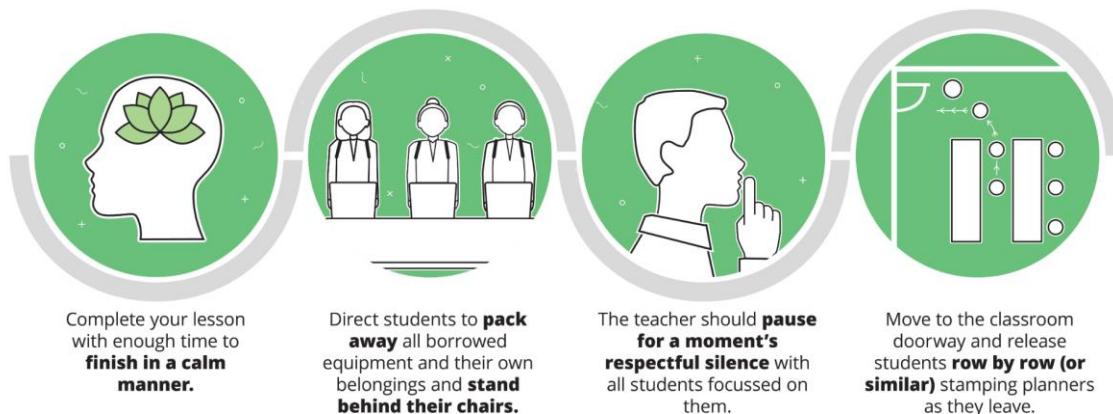
A Do Now should either **a) preview** the learning of your lesson (prior knowledge) or **b) review** past knowledge (retrieval practice).



Behaviour & Relationships

The **Active Ingredients** for a **Drive By**

- It can be non-verbal or verbal (or both) with appropriate take up time given for the pupil to make the required correction
- It should be directed towards an individual student correcting their specific behaviour kindly and without shaming them
- There should be a physical gesture which could be positional, using eye contact or a hand gesture of some sort
- It should be done immediately, subtly and swiftly so that learning can continue uninterrupted



5.12. The Classroom Support Plan (**Appendix III**) outlines the expected actions, consequences, communications and recording that Teachers are expected to employ to manage behaviour in their classroom; along with the Team and Further Support expected from Curriculum and Senior Leaders.

- **Teachers** should employ Non Verbal & Verbal Drive Bys (**Appendix IV**) to issue a **Reminder** and **Warning** to pupils not meeting their expectations. They should then initiate a 1:1 conversation with the pupil and offer them a **Final Chance** to correct their behaviour to avoid removal from the classroom.
- **Curriculum Leaders** should support their teachers by housing students in their own or experienced colleague's classrooms as **Team Support**
- **Senior Leaders & Teachers** should support Curriculum leaders by removing students to the Reflection Room should defiance continue or if there is a one off serious incident.

5.13. Where appropriate all staff will set appropriate consequence(s). At classroom level these will be at the discretion of the teacher and should be a slight & swift inconvenience. Examples might include a quick catch up, restorative repair, detention or natural consequence based on the severity needed to effect sufficient change and inclusive of a restorative chat to repair the relationship.

5.14. The classroom teacher will also focus on **positive restorative techniques**, ensuring that the student has had a chance to *reflect* on the mistake they made, whilst assuring the child that they will be able to move on with a fresh start, leaving the transgression behind. This *reflection* might include taking the child through the following questions:

- What am I personally responsible for doing?
- What was the impact of this mistake?
- What could I have done instead?

- What can I do to fix it?
- 5.15. All of our actions around managing behaviour take into account our commitment to mitigating student consequences through a deep appreciation of students' emotional, SEND, pastoral and other relevant needs. These include the use of Zones of Regulation to help students to understand and regulate their emotional state and making reasonable adjustments where appropriate.
- 5.16. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.
- 5.17. Progress Leaders, Assistant Progress Leaders and Tutors will support improvements in a pupil's behaviour when behaviour issues occur across more than one subject, during tutor time and out of class times.
- 5.18. The **'Stepped Approach to Behaviour' (Appendix V)** may be used to support the student to learn how to behave appropriately and **step down to level zero whenever possible**.
- 5.19. Student Support Teams may also use the Student Support Menu to identify whether any further support is required from within the school or outside agencies (**Appendix VI**)
- 5.20. Certain incidents of misbehaviour and serious misbehaviour may receive automatic consequences in the form of the following:
- 20 minute (M7) lunchtime detention
 - 40 minute (A10) lunchtime detention
 - 60 minute After School Detention
- 5.21. **Internal Suspensions** take place in the Reflection Room and may be for: Half Day (2 Periods + 40 minute lunch detention) or a Full Day (5 Periods + 40 minute lunch detention). Persistent misbehaviour or Serious Misbehaviour* that may lead to Internal Suspensions include but are not limited to:
- Persistent disruptive behaviour
 - Refusal to attend afterschool detentions
 - Defiance
 - Indirect use of prejudicial language (racist, sexist, homophobic etc.)
 - Theft (low value/opportunistic)
 - Misuse or abuse of IT systems
- *Please note that all incidents of serious misbehaviour are treated on a case by case basis and the sanction may be mitigated or escalated from these starting points depending on the details of the incident.*
- 5.22. **External Suspensions** from school are managed through the schools Suspensions & Exclusions Policy which is available on the school website. Persistent misbehaviour & serious misbehaviour* that may lead to External Suspensions include but are not limited to:
- Persistent disruptive behaviour
 - Refusal to hand over a mobile device
 - Possession or use of prohibited items as listed in Section 3
 - Refusal to consent with a search
 - Bullying
 - Persistent/Serious Defiance
 - Swearing at staff
 - Intimidation of staff
 - Threatening behaviour to pupils or staff
 - Verbal abuse towards pupils or staff

- Physical assault against pupils or staff
- Direct use of prejudicial language (racist, sexist, homophobic etc.)
- Theft (High value/Calculated theft)
- Sexual Misconduct (including Sexual Harassment & Sexual Assault)
- Damage to property (Vandalism, Graffiti etc.)
- Serious misuse of IT systems (e.g. hacking)

**Please note that all incidents of serious misbehaviour are treated on a case by case basis and the sanction may be mitigated or escalated from these starting points depending on the details of the incident.*

- 5.23. **Off-site direction** is when a pupil is directed to attend another education setting to improve their behaviour which Academies can arrange under their general powers. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time limited placements at an alternative provision or another mainstream school.
- 5.24. **A Managed Move** is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. Managed moves should only occur when it is in the pupil's best interests.

6. BULLYING

- 6.1. **At The Romsey School we are very clear that bullying will not be tolerated. Therefore, all staff have an unswerving commitment towards ensuring that all students feel safe in school to enable them to flourish.** Alongside very strong consequences for any incidents of bullying, we also ensure that students are taught to be empathetic and caring. This creates positive working relationships and ensures that students feel confident to speak out and report bullying.
- 6.2. The school aims to ensure that students are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and that they are actively involved in trying to prevent it from occurring.
- 6.3. **Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.
- 6.4. Bullying is, therefore:
- Deliberately hurtful
 - Repeated, often over a period of time
 - Difficult to defend against
- 6.5. Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> · Racial · Faith-based · Gendered (sexist) · Homophobic/biphobic · Transphobic · Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

- 6.6. Full details of the measures in place to prevent all forms of bullying can be found in the school's Anti-Bullying Policy.

7. ROLES AND RESPONSIBILITIES

- 7.1. The **Romsey Local Governing Body** is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.
- 7.2. The **Headteacher, Deputy Headteacher and Assistant Headteacher** are responsible for:
- Reviewing and approving this behaviour policy
 - Ensuring that the school environment encourages positive behaviour
 - Ensuring that staff deal effectively with poor behaviour
 - Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
 - Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
 - 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 students to participate fully
 - 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 that they can fulfil their duties set out in this policy
 - Ensuring this policy works alongside the Safeguarding and Child Protection Policy to offer students both sanctions and support where necessary
 - Ensuring that the behaviour data is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy
 - Ensuring all members of the school community are able to enjoy the rights and responsibilities of The Romsey Charter
- 7.3. Staff are responsible for:
- Creating a **calm and safe environment for students**
 - Establishing and maintaining clear boundaries of acceptable student behaviour by implementing the school's 12 Principles of Behaviour

- Implementing the behaviour policy consistently
 - Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
 - Modelling expected behaviour and positive relationships
 - Providing a personalised approach to the specific behavioural needs of particular students
 - Considering their own behaviour on the school culture and how they can uphold school rules and expectations
 - Recording behaviour incidents promptly on the school's MIS system
 - Challenging students to meet the school's expectations
 - Ensuring all members of the school community are able to enjoy the rights and responsibilities of The Romsey Charter
- 7.4. The Year Teams (Progress Leader & Assistant Progress Leader) will support staff in responding to behaviour incidents outside of lessons and across multiple lessons
- 7.5. The senior leadership team (SLT) will support staff in responding to behaviour incidents.
- 7.6. **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
 - Inform the school of any changes in circumstances that may affect their child's behaviour
 - Discuss any behavioural concerns with the class teacher promptly
 - Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
 - 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
 - Ensuring all members of the school community are able to enjoy the rights and responsibilities of The Romsey Charter.
- 7.7. 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.
- 7.8. Students will be made aware of the following during their induction into the behaviour culture:
- The expected standard of behaviour they should be displaying at school
 - That they have a duty to follow the behaviour policy
 - The school's key rules and routines
 - The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
 - The student support that is available to them to help them meet the behavioural standards
- 7.9. Students will be supported to develop an understanding of the school's behaviour policy and wider culture.
- 7.10. Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

8. EVALUATION AND MONITORING ARRANGEMENTS

- 8.1. We evaluate the attitude of students throughout their time at Romsey School, every term each student is given an average attitude grade and if it is below expectations, tutors and Progress Leaders intervene to support improvement. Attitude Grade Criteria can be found in **Appendix VII**

- 8.2. We evaluate our students' behaviour on a daily basis using our MIS system
- 8.3. We track the conduct of students who are on our 'stepped approach to behaviour' until an improvement in their behaviour is sustained
- 8.4. The key data that we analyse at regular intervals is described below. This is broken down into specific cohorts (Boys, Girls, PupilStudent Premium, SEND, High Achievers, LAC, EAL etc.) to enable us to track patterns and intervene where appropriate

Data Set	Regularity of evaluation (minimum time period)
Achievement points for each student	Weekly through Behaviour & Attendance Tracker & celebrated termly through Achievement Assemblies
Achievement trends by cohort Gender, PP, SEND, EAL, Year Group)	Half Termly through the Behaviour & Safeguarding Dashboard
Achievement trends by type	Half Termly through the Behaviour & Safeguarding Dashboard
Attitude grades for all students	Termly from curriculum teachers and celebrated termly through Achievement Assemblies
Negative behaviour points for each student	Weekly through Behaviour & Attendance Tracker
Organisation, Uniform, Defiance & Home Learning negative behaviours for each student	Weekly through Behaviour & Attendance Tracker
Teaching & Learning negative behaviours for each student	Weekly through Behaviour & Attendance Tracker
Negative behaviour trends by cohort Gender, PP, SEND, EAL, Year Group)	Half Termly through the Behaviour & Safeguarding Dashboard
Negative behaviour trends by type	Half Termly through the Behaviour & Safeguarding Dashboard
Bullying overall and by type	Half Termly through the Behaviour & Safeguarding Dashboard
Child on Child Abuse	Half Termly through the Behaviour & Safeguarding Dashboard
Racist Incidents	Half Termly through the Behaviour & Safeguarding Dashboard
Searches & Physical Restraints	Half Termly through the Behaviour & Safeguarding Dashboard
Off Site Directions & Managed Moves	Half Termly through the Behaviour & Safeguarding Dashboard
Suspensions & Permanent Exclusions	Half Termly through the Behaviour & Safeguarding Dashboard
Attendance of all pupils	Weekly through Behaviour & Attendance Tracker

Punctuality of all pupils	Weekly through Behaviour & Attendance Tracker
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- 8.5. We ensure that we use all of our tracking to celebrate success and create positive change where needed. When students' behaviour may be 'stuck', we think creatively to seek solutions and we do not cease until our high expectations around behaviour are realised.
- 8.6. This data is received by the Romsey Local Governing Board in the form of the half termly Headteacher's Report. There is collaboration between staff and governors around finding gaps in the data, and colleagues are held to account for improving and monitoring these.

9. MOBILE DEVICES

- 9.1. Students are permitted to bring a mobile device and accessories into school to safeguard them on their journeys to and from school provided they comply with the Mobile Phone Guidance (**Appendix VIII**)
- 9.2. However all mobile device and accessories should be switched off and in the bottom of their bag from the moment they are on school site until the end of the school day
- 9.3. At 3.00pm pupils are permitted to turn their phones on and check for messages from parents as they are leaving the school site
- 9.4. If a pupil's mobile device or accessory is seen or their device or accessory is heard, the device or accessory will be confiscated and stored securely in a safe in reception where the admin team will inform parents via text message.
- 9.5. If parents are concerned about their child's safety then pupils will be offered the loan of a basic phone which will be preloaded with credit and parent contact numbers
- 9.6. The mobile device and/or accessory will be returned to the student's parents after 3.00pm the following school day. If it is confiscated on a Friday, the following school day is Monday unless it is the last day of a half term in which case it will be returned the same day.
- 9.7. If a pupil refuses to hand over their device they will be internally suspended in the Reflection Room and given until 3.00pm to hand it over. If they refuse to comply, a suspension from school the following day will be the routine consequence.
- 9.8. In exceptional circumstances a pupil may be able to use their device for example to support themselves for a medical reason. This should be discussed and agreed between the pupil, parent and school in advance.

10. SAFEGUARDING

- 10.1. The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection.
- 10.2. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
- 10.3. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether a pastoral support, an early help intervention or a referral to children's social care is appropriate.
- 10.4. Please refer to our [Child Protection and Safeguarding Policy](#) for more information.

11. CONFISCATION

- 11.1. Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).
- 11.2. The DfE Guidance says that schools' general power to discipline, as set out in section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty "where it is reasonable to do so". This is also detailed in the Education Act 1996 that also applies to academies. The DfE Guidance explains that 'school staff can seize any item they consider harmful or detrimental to school discipline'
- 11.3. Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.
- 11.4. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

12. SEARCHING & SCREENING

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

The Authority to Search

- 12.2. When there is reason to search or screen a child, the school follows the advice on searching set out in the DfE 2022 Guidance on 'Searching, screening and confiscation'.
- 12.3. The DfE Guidance 2022 explains that schools have a duty of care to all students in your school. This means that schools should balance:
 - The need to safeguard all students by confiscating harmful, illegal, or disruptive items
 - The safeguarding needs and wellbeing of students suspected of possessing these items
- 12.4. The revised guidance in 2022 also indicates that:
 - The 'best interests' of the child should be the school's primary consideration
 - That schools should be vigilant to bias
 - That confiscations should be treated as a safeguarding issue
- 12.5. The underlying legislation remains consistent:
 - Staff members have the power to search students for any item **if the student agrees**, under the common law (paragraph 4 of the DfE guidance).
 - Only the headteacher and members of staff authorised by the headteacher (generally members of the Senior Leadership Team, Progress Leaders and Assistant Progress Leaders) have the power to search a student for a prohibited or banned item, **regardless of whether the student agrees** (sections 550ZA and 550ZB of the Education Act 1996, and paragraph 10 in the guidance). These items are set out in Section 3.

Pupil Search Procedures

- 12.6. A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item (Section 3) or any item identified in the school rules for which a search can be made, or if the pupil has agreed.
- 12.7. Prohibited items (Section 3) also include any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to the property of any person (including the student).

- 12.8. An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.
- 12.9. Schools should inform parents of a search before it takes place wherever possible but this is to inform and not seek permission which is not required.
- 12.10. The search should involve two members of staff, one of whom will be formally designated as suitably trained to conduct searches by the Headteacher (generally members of the Senior Leadership Team, Progress Leaders and Student Support Workers). One of whom should also be the same gender as the student.
- 12.11. Under law:
- The person carrying out the search must be the same sex as the student being searched
 - There must be another member of staff present as a witness to the search - they don't have to be the same sex as the student
- 12.12. The only exception is if:
- The searcher reasonably believes that there is a risk of serious harm being caused to a person if a search isn't carried out urgently and
 - It's not reasonably practical to summon another member of staff (to carry out the search or act as a witness) within the time available
- 12.13. When an authorised member of staff conducts a search under these exceptions they should immediately report this to another member of staff, and make sure a written record of the search is kept.
- 12.14. Before carrying out a search the authorised member of staff will:
- Assess whether there is an urgent need for a search
 - Assess whether not doing the search would put other pupils or staff at risk
 - Consider whether the search would pose a safeguarding risk to the pupil
 - Explain to the pupil why they are being searched
 - Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your blazer"
 - Explain how and where the search will be carried out
 - Give the pupil the opportunity to ask questions
 - Seek the pupil's co-operation
- 12.15. The authorised member of staff may use a metal detector to assist with the search.
- 12.16. An authorised member of staff may search a pupil's pockets and outer clothing. This is defined as any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt) and includes hats, scarves, gloves, shoes or boots.

Searching Pupil's Possessions

- 12.17. An authorised member of staff may search pupils' possessions; which means any items that the pupil has or appears to have control of) including desks, lockers or bags
- 12.18. A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.
- 12.19. An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

- 12.20. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Following a Search

- 12.21. The staff member who carried out the search should inform the DSL without delay
- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
 - If they believe that a search has revealed a safeguarding risk
- 12.22. All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system (CPOMS)
- 12.23. Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:
- What happened
 - What was found, if anything
 - What has been confiscated, if anything
 - What action the school has taken, including any sanctions that have been applied to their child
- 12.24. Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).
- 12.25. If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip Searches

- 12.26. **The authorised member of staff's power to search outlined above does not enable them to conduct a strip search** (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.
- 12.27. Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.
- 12.28. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.
- 12.29. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.
- 12.30. Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least one of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them if they would like to come into school to act as the pupil's appropriate adult.

Screening

- 12.31. At times the school may require students to undergo screening by a hand-held metal detector. This would normally take place if we believe that the child is in possession of a weapon or something that may be of harm to the child or others. This can take place without the consent of the student.
- 12.32. The same arrangements for conducting a search within school apply to screening as described in sections 12.6-12.10

Refusal to consent to Searching/Screening

- 12.33. If a pupil refuses to cooperate with a search, the member of staff will contact another member of authorised staff to try to determine why the pupil is refusing to comply.
- 12.34. These authorised members of staff will then decide whether to use reasonable force (as outlined in the [Physical Intervention Policy](#)) to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.
- 12.35. The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.
- 12.36. If a student refuses to be searched or screened, the school is entitled to refuse to have the student on the premises until the student complies. Health and safety legislation requires The Romsey School to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- 12.37. If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence will be treated as unauthorised. The student should comply with the rules and attend. If the student has refused to be searched and we have reason to suspect that they are harbouring a banned item, the Headteacher may deem it appropriate to contact the police.

13. OFF-SITE MISBEHAVIOUR

- 13.1. Schools have the power to discipline students for misbehaving outside of the school premises "to such an extent as is reasonable". Therefore our practice when it comes to managing students' conduct outside of school is to discipline students for misbehaving off the school site to such an extent that is reasonable within the capacity that we can offer. This refers to both 'face to face' and online misdemeanours.
- 13.2. Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:
- Taking part in any school-organised or school-related activity (e.g. school trips)
 - Travelling to or from school
 - Wearing school uniform
 - In any other way identifiable as a student of our school (wearing uniform, using school names online etc.)
- 13.3. Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:
- Could have repercussions for the orderly running of the school
 - Poses a threat to another student
 - Could adversely affect the reputation of the school
- 13.4. In deciding what action our school will take, it will act in accordance with the law and guidance from the DfE and consider any instances on a case by case basis. This includes taking into account whether or not the offsite misbehaviour is non-criminal and/or involves bullying and is witnessed by a staff member or reported to the school
- 13.5. If any of these situations referred to above apply to children who are younger than thirteen and are engaging with misuse of social media, then this intervention is on the condition that their access to social media is subsequently removed.

- 13.6. Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).
- 13.7. If the behaviour can be classified as an offence/crime (for example, online correspondence that can be deemed verbally abusive and could be classified as an offence under Section 5 of the Public Order Act 1986.) We will (where appropriate) contact the Police and may choose to implement sanctions alongside any action they may take.

14. ONLINE MISBEHAVIOUR

- 14.1. The school can issue behaviour sanctions to students for online misbehaviour when:
- It poses a threat or causes harm to another student
 - It could have repercussions for the orderly running of the school
 - It adversely affects the reputation of the school
 - The student is identifiable as a member of the school
- 14.2. Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.
- 14.3. The Safeguarding Team will send out regular updates to parents on the newest Social Media Apps that they should be made aware of to assist them in safeguarding pupils at home.
- 14.4. Parents are advised to manage their child's behaviour online as follows:
- Parents should ensure that security settings are put in place on all devices in order to limit children's access to potentially harmful content.
 - The amount of children's overall screen use should be monitored and time-limited. Ideally, there should also be regular screen-free days when children are encouraged to take part in other practical or physical activity
 - Parents should continue to read around the situation with regard to social media use and the digital world. One source recommend by the school is: <https://parentinfo.org> which includes a wealth of information
- 14.5. Children below the age of thirteen may be involved in social media issues which we deem 'minor' such as an inappropriate comment. Children below the age of thirteen are socially and emotionally ill-equipped to deal with the levels of responsibility required of social media. This is why the majority of social media platforms have an age restriction of above thirteen (some are higher). Allowing younger students to use such apps is placing an unnecessary burden on their shoulders because students feel the social and emotional pressure to be involved. As a result, we ask that all parents of children who are younger than thirteen stop their access to these platforms. If parents of children under the age of thirteen are unwilling to remove their child from any of the social media platforms above, we will not be dealing with minor issues relating to these platforms.
- 14.6. At times parents may not agree with ways in which we have dealt with in-school student issues. It is unfortunate that on rare occasions these views have been shared online. This is not the way in which we want to work with our parents and is a clear breach of GDPR regulations. If parents have concerns about a way in which the school has dealt with a situation, they should speak to the school directly rather than post online. This will continue to build effective working relationships between parents and the school. and will help to work together to support your children with shared expectations around behaviour.

15. SUSPECTED CRIMINAL BEHAVIOUR

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

- 15.2. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.
- 15.3. If a decision is made to report the matter to the police a member of the DSL Team will make the report.
- 15.4. 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.
- 15.5. 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.
- 15.6. We follow National Safeguarding Standards as described in Keeping Children Safe in Education (2023) which guide our decisions as to when and how we work with the Police.

16. ZERO TOLERANCE APPROACH TO SEXUAL HARASSMENT AND SEXUAL VIOLENCE

- 16.1. The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.
- 16.2. Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
- 16.3. The school's response will be:
- Proportionate
 - Considered
 - Supportive
 - Decided on a case-by-case basis
- 16.4. 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
- 16.5. Please refer to our [Child Protection and Safeguarding Policy](#) for more information.

17. SUSPENSION AND PERMANENT EXCLUSIONS

- 17.1. The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.
- 17.2. The decision to suspend or exclude will be made by the headteacher and only as a last resort.
- 17.3. Please refer to our [Suspension and Permanent Exclusion Policy](#) for more information.

18. RESPONDING TO MISBEHAVIOUR FROM STUDENTS WITH SEND

Recognising the impact of SEND on behaviour

- 18.1. The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).
- 18.2. When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.
- 18.3. When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:
- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the school's policies or practices ([Equality Act 2010](#))
 - Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
 - If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies
- 18.4. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- 18.5. Any preventative measures will take into account the specific circumstances and requirements of the student concerned.

Adapting sanctions for students with SEND

- 18.6. When considering a behavioural sanction for a student with SEND, the school will take into account:
- Whether the student was unable to understand the rule or instruction?
 - Whether the student was unable to act differently at the time as a result of their SEND
 - Whether the student is likely to behave aggressively due to their particular SEND?
- 18.7. If the answer to any of these questions is yes, it may be unlawful for the school to sanction the student for the behaviour.
- 18.8. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a student displaying challenging behaviour may have unidentified SEND

- 18.9. The school's special educational needs co-ordinator (SENDCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- 18.10. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- 18.11. When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Students with an education, health and care (EHC) plan

- 18.12. The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies.
- 18.13. If the school has a concern about the behaviour of a student with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

19. TRAINING

- 19.1. As part of their induction process, our staff are provided with regular training on managing behaviour. Behaviour management will also form part of continuing professional development.

20. APPENDIX I - PRINCIPLES OF BEHAVIOUR

Overall Strategic Aim: “Ensuring all adults have the confidence and skills to lead good behaviour consistently in their classrooms and across the school site (leading to a calm school, a reduction in suspensions & no bullying).”

Key Principles of our new Classroom Behaviour Support Plan at the Romsey School:

1. We believe that young people want to do well and that they aim to succeed every day. It is essential that we “catch the good” and reward and recognise our students for **achieving great things (aspiration)** and ‘include’ as many students in this to ensure all **feel a sense of pride and achievement (care)**
2. We expect all of our young people to work hard in each lesson. At The Romsey School, students working hard includes:

All students thinking deeply
All talk is about the learning
No learning time wasted

3. At The Romsey School, **teachers are in charge and** it is essential that **we teach students the behaviours that we want to see**, and that they all adhere to our shared expectations as below:

Be Ready
Be Respectful
Be Safe

4. In teaching these behaviours, we also model the culture and behaviours that we want to see, and therefore the following ‘adult behaviours’ apply at The Romsey School:

We will:	We will not:
Catch them doing it right	Exhibit aggressive behaviour
Role model the right behaviours to them	Give up on them
Be consistent with them and each other	Humiliate or shame them
Be kid (in tone and body language)	Be inconsistent
Encourage mutual respect	Be dismissive

5. When students make mistakes, it is essential that we act swiftly and “nip these in the bud” by “sweating the small stuff” and picking up the smallest of misdemeanours whilst making pupils accountable for their choices.
6. We help students to understand the impact of what they have done in order for them to make better choices in the future. Restorative conversations and raising empathy are the only ways to do this effectively.
7. We believe that for every action there is a consequence. We will be consistent with the certainty of a consequence more so than the severity of it. They should be appropriate, immediate and restorative.
8. Consistent expectations offer consistent boundaries which young people are constantly seeking. Therefore we aim to ensure a calm approach and total clarity, with a system that is easy to understand.
9. Good behaviour management is based on highly effective relationships between staff, students and parents. Therefore it is vital that colleagues are enabled and have the confidence to ‘own’ and manage poor behaviour in their classrooms and across the school.
10. No colleague can ‘do’ behaviour management ‘for’ someone else– we need to empower all colleagues to [pick up their own tabs](#), whilst feeling the full support of the department, year team and school behind them. This is Teacher Standard 7 - *“Manage behaviour effectively to ensure a good and safe learning environment - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly”*.
11. Escalation of support is routinely owned by middle leaders in the first instance standing side by side with their teachers. Collegiate support is essential because Teachers and Middle leaders know their students and teams the best. They are therefore best placed to lead their teams towards empowerment.
12. We are aiming for a system that is time efficient to maximise impact on behaviour and enhance staff well-being.

21. APPENDIX II - THE ROMSEY CHARTER

The Romsey Charter

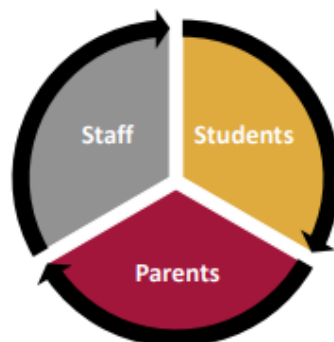
Our lived experience of '**Compassionate Excellence**' means that we **aspire**, **care** and **include**. These values result in young people who are **inspired**, **confident** and **fulfilled**. Students leave our school ready to rise to the challenges of their future.

All members of our community have the RIGHT:

- To feel and be safe in their working environment
- To be treated fairly, with respect and without prejudice
- To have a voice, to be listened to and to be included
- To deliver and receive a high quality education
- To be encouraged to explore, develop and flourish
- To be able to make mistakes and to have the chance to learn from them
- To be able to ask for, receive and offer support

All members of our community have the RESPONSIBILITY:

- To deliver our curriculum intentions for all learners
- To support students & guide them on how to improve
- To monitor pupils' wellbeing and to raise concerns
- To model standards and professionalism at all times
- To communicate respectfully with other staff, pupils & parents



- To meet the expectations for all Romsey Students
- To take care of our environment (local & global)
- To be honest and take responsibility for our actions
- To seek help and support from others as needed
- To communicate respectfully with other pupils, staff & parents

- To support their child in their learning, and the school in maintaining high standards
- To support and trust in the decisions made by the school staff
- To provide boundaries, model and encourage good behaviour
- To support their child in meeting the expectations for all Romsey Students
- To communicate respectfully with other parents, pupils & staff

22. APPENDIX III - THE CLASSROOM SUPPORT PLAN

23. APPENDIX IV - NON VERBAL AND VERBAL INTERVENTIONS

Which of these were the top **three** Drive Bys **already** used by staff?

- **Getting down to the same level as the student**
- **Tapping table**
- **Thumbs up**
- **Non-verbally show the action you want to see (miming opening book)**
- **Move to a different part of the room - placement and use of space is key**
- **Open a textbook to the right page and pointing**
- **Shake head and/or giving "the look" (only if relationship is ready for this)**
- **Unfolding your arms**
- **Instead of "why" - use "can you help me to understand"...**
- **Standing or sitting side by side with youngster**
- **Labelling the positive behaviours we want**
- **Challenging a behaviour by saying "I noticed that..."**



Consider these interventions

- **Multitask** Gesture, mime, glare but KEEP TEACHING
- **Name it** “I need everyone writing” whilst glaring at the offender
- **Number it** “I need to see two more sets of eyes, thank you”
- **Go under the radar** Go low, go quiet and calm to an individual
- **Catch them doing it right** with some subtle public praise
- **Publicly Quick** “I need your pen on paper Joe, well done Bob etc.”

24. APPENDIX V - THE STEPPED APPROACH TO BEHAVIOUR

We take Behaviour Management very seriously at the Romsey School. All students are placed on a level of our Stepped Approach to Behaviour (see below). They are all monitored very closely and where necessary specific (Level 1-5) students are supported to improve and embed more positive behaviours, moving back down to 'Zero' as quickly as possible and then sustaining this change into the future. Tutors need to be proactive in speaking to Progress Leaders about possible reports and changes of level.

General notes:

- Reports to be organised through Reprographics to ensure consistency & so a record is kept
- Interventions to be used to record changes and events on SIMS
- All students should be reviewed after 4-6 school weeks – it is good practise to establish a review meeting date
- APL's to complete a Round Robin on the student before **every** meeting at the request of PL/IM/SLT
- In most cases, students would need 2 near perfect weeks off report before they can come down a level
- Any student on L2+ should be allocated a Lead Professional to maintain an overview

Level	Actions
0	Full Timetable <ul style="list-style-type: none"> • Reward through achievement assemblies, credits & reward events • Tutor can monitor behaviour through a Tutor Report (one week, reports to Tutor) • Other reports can be requested including Attendance, Organisational and Uniform reports.
1	Full Timetable <ul style="list-style-type: none"> • PL/APL has meeting with Parents • PL places student on Behaviour Report (two weeks, reports to PL)
2	Full Timetable <ul style="list-style-type: none"> • PL/APL has meeting with Parents • PL places student on Behaviour Report (two weeks, reports to PL) • Student should go to Curriculum Leader for Cover Lessons • Student to be issued with a Red Card if appropriate
3	Reduced Timetable and/or Reduced Hours <ul style="list-style-type: none"> • SLT Link meets parents with PL (can be part of Reintegration Meeting) • Student on SLT report to SLT Link • Student should go to Reflection Room for Cover Lessons • Curriculum plan established with some use of the Nest for lessons as a reintegration strategy • Student should be discussed at the Include Meeting to investigate potential for further support including but not limited to: <ul style="list-style-type: none"> ○ ISS Referral ○ LIT Referral ○ EHCP ○ Reduced Hours ○ Permanently reduced curriculum ○ Alternative Provision ○ Nest Pathway ○ Off Site Direction ○ Managed Move
4	Nest Pathway <ul style="list-style-type: none"> • Student has been referred to The Nest for an Aspire, Care or Include Pathway • These pathways will be for 6 weeks with the aim of reintegrating a pupil into mainstream • The Nest will oversee their provision
5	Educated Off Site <ul style="list-style-type: none"> • Student is educated off site organised by SEND/NEST Teams and coordinated by JPH

25. APPENDIX VI - SUPPORT MENU FOR STUDENTS

The Romsey School Student Support Provisions Menu

Tier 1		
Tutor	Pastoral Team	
Parental Communications	Parental Communications	Timetable adjustments (Band Change)
Parental Meetings	Parental Meetings	APL Mentoring
Tutor Report (Behaviour, Attendance, Uniform)	Progress Leader Report (Behaviour, Attendance, Uniform)	Tutor Group change
Peer Mentoring		

Tier 2		
Nest	SEN	Other
<u>Referrals to outside Agencies</u>		
6 week Pathway placement	Keyworker Mentoring	Keep Safe work (CCE/ CSE / Knife Crime)
NEST Tutor Group	Bespoke timetable	Referral to PCSO
1:1 Mentoring (general)	Educational Psychologist referral	Youth In Romsey Counselling
Bespoke timetable		1:1 Mentoring (specific focus)
	Beacon consideration	LIT Referrals (attendance)
	DST / LASS	Youth Crime Prevention
Other (Cont)	<u>SEMH Interventions</u>	CAMHS referral
Legacy	<u>Cog & Learning Intervention</u>	No Limits (Southampton)
Engage	<u>Communication & Interaction Intervention</u>	'Exit Cards'
Dare 2 Dream	Physical Disability Therapy	Yellow Door
ISS Referral		ISS Referral

Tier 3		
Behaviour Support Plan	Governors Disciplinary Committee Meeting	Risk Assessment
DOSP (2 weeks)	Managed Move	Reduced Hours Timetable

Early Help Referral	IARF (CIN / CP)	Smannel Field Referral / Compass Referral
College Placement (Sparsholt)	Hospital School Referral	Hampshire Forensic CAMHS (Peer-Peer)

26. APPENDIX VII - ATTITUDE GRADE CRITERIA

The Romsey School - Attitude Levels 2023-24

NB - When allocating attitude grades, please be mindful of students' abilities & needs

	1	2	3	4	5
ASPIRE	<ul style="list-style-type: none"> You are highly aspirant and inspire confidence, having huge ambition and a compelling desire to go further than others think is possible. You give your very best effort in all your learning. You are always ready to learn; arriving on time with the correct equipment, a very positive and respectful attitude, and your uniform is always worn correctly with great pride all of the time. You think deeply and work very hard in lessons, wanting to do your very best at all times. All your talk is about the learning and therefore none of your learning time is wasted. You are curious and proactively ask timely questions to broaden and deepen your 	<ul style="list-style-type: none"> You are aspirant and confident. You have ambitions and work hard to realise these high standards. You give your best effort in your learning the majority of the time. You are ready to learn; arriving on time with the correct equipment, a positive and respectful attitude, and your uniform is worn correctly with pride the majority of the time. You think deeply and work hard in lessons, wanting to do your very best nearly all the time. All your talk is about the learning and therefore none of your learning time is wasted. You are curious and ask questions to broaden and deepen your knowledge and understanding the majority of the time. 	<ul style="list-style-type: none"> You are aspirant, with ambitions and a desire to achieve them. You give your best effort in all your learning most of the time. You are ready to learn; arriving on time with the correct equipment, a positive and respectful attitude, and your uniform is worn correctly with pride most of the time. You think deeply and work hard in lessons, wanting to do your best most of the time. All your talk is about the learning and therefore none of your learning time is wasted. You show interest in your learning. You ask some questions to broaden and deepen your knowledge and understanding most of the time. You show resilience and rarely give up. You generally respond fully and positively to 	<ul style="list-style-type: none"> You lack aspirations and your standards are not consistently high enough; you produce 'just enough' work or you do not always complete all the work that is set. You are occasionally ready to learn; but sometimes don't manage to arrive on time with the correct equipment, a positive and respectful attitude, and your uniform being worn correctly with pride. You don't always think deeply and sometimes do not work hard in lessons. You show variable levels of effort with your work. Sometimes your talk is not about learning. You can focus but you may be inattentive at times in lessons. Therefore your learning time is sometimes wasted. You sometimes show enthusiasm for learning. You occasionally ask appropriate questions in class. 	<ul style="list-style-type: none"> You lack aspirations and motivation and you produce very little work. You are rarely ready to learn; often late for lessons without the correct equipment. Your attitude is rarely positive or respectful, and you often have uniform issues. You rarely think deeply or work hard in lessons. Your talk is rarely about learning. You are often inattentive in lessons. Therefore your learning time is often wasted. You rarely show enthusiasm for learning. You rarely ask appropriate questions in class. You give up easily when faced with a challenge.

	<p>knowledge and understanding of the time..</p> <ul style="list-style-type: none"> You show resilience and never give up You respond fully and positively to feedback leading to improvements in your learning and progress. 	<ul style="list-style-type: none"> You show resilience and never give up You respond fully and positively to feedback leading to improvements in your learning and progress. 	<p>feedback, leading to improvements in your learning and progress.</p>	<ul style="list-style-type: none"> You are developing your resilience but can find it difficult to remain motivated when faced with a challenge. You do not always respond fully and positively to feedback, hindering improvements in your learning and progress. 	<ul style="list-style-type: none"> You rarely respond positively to feedback, hindering your learning and progress.
CARE	<ul style="list-style-type: none"> You seek out opportunities to help, nurture and support both yourself and others. You always show utmost respect for yourself for your equipment and the classroom/school environment. You always are eager to engage with, and lead 	<ul style="list-style-type: none"> You often find opportunities to help, nurture and support others the majority of the time. You routinely show respect for yourself, your equipment and the classroom/school environment. You engage with and lead peers in a 	<ul style="list-style-type: none"> You are willing to help, nurture and support others most of the time. You show respect for yourself, your equipment and the classroom environment. You engage with and lead peers in a respectful manner most of the time. You keep yourself safe within the classroom environment most of the time. 	<ul style="list-style-type: none"> You sometimes help, nurture and support others. You sometimes show respect for yourself, your equipment and the classroom/school environment. You are sometimes respectful of other people's ideas and opinions. 	<ul style="list-style-type: none"> You are not yet able to help, nurture and support others. You rarely show respect for yourself, your equipment and the classroom/school environment. You are rarely respectful of other people's ideas and opinions

	<p>peers in a respectful manner.</p> <ul style="list-style-type: none"> You proactively keep yourself and others safe. 	<p>respectful manner the majority of the time.</p> <ul style="list-style-type: none"> You keep yourself safe within the classroom environment the majority of the time. 		<ul style="list-style-type: none"> You sometimes engage with and lead peers in a respectful manner. You do not always keep yourself safe within the classroom environment. 	<ul style="list-style-type: none"> You rarely engage with and lead peers in a respectful manner. You do not keep yourself safe within the classroom environment.
INCLUDE	<ul style="list-style-type: none"> You appreciate and accept people's similarities and differences. You deeply understand that all humans are equal and should be treated as such. You actively look out for your peers, creating a feeling of belonging for all. You are always respectful of other people's ideas and opinions. You proactively seek to understand and empathise with other members of our school community, finding ways to ensure that understanding of 	<ul style="list-style-type: none"> You accept people's similarities and differences the majority of the time. You respect that all humans are equal and should be treated as such. You are respectful of other people's ideas and opinions the majority of the time. You seek to understand other members of our school community. 	<ul style="list-style-type: none"> You understand people's similarities and differences most of the time. You respect that all humans are equal and should be treated as such. You are respectful of other people's ideas and opinions most of the time. 	<ul style="list-style-type: none"> You occasionally appreciate people's similarities and differences. You do not always seek to understand other people's ideas and opinions. 	<ul style="list-style-type: none"> You do not always appreciate people's similarities and differences. You do not always seek to understand other people's ideas and opinions.

	diversity can be raised across the community.				
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Homework Attitude Levels

A	B	C
<ul style="list-style-type: none"> You produce homework to the best of your ability. You meet all deadlines. You produce homework that is always fully complete, accurate and well presented. 	<ul style="list-style-type: none"> You produce homework that is sometimes below your ability. You do not always meet homework deadlines. You produce homework that is not always complete and /or produced with the level of accuracy and as well presented as expected.. 	<ul style="list-style-type: none"> You frequently produce homework below expected ability. You rarely meet deadlines. You produce homework that is poor quality, is usually incomplete and /or poor in terms of accuracy and presentation as expected.

Mobile Phone Policy

“See it, hear it, lose it”

This applies to Mobile Devices, Smart Watches & Airpods no matter what your purpose is (e.g. checking time, messaging, phone call etc.)

- From entry to the school site until 3.00pm
- Remains switched off and in your bag
- You are allowed to use at a teacher's discretion for a specific learning purpose
- You can turn on at the end of Period 5 (3.00pm) and use as they leave site

If your phone is seen/heard you will be expected to hand it over immediately and your parents will be able to collect it **the following day** after 3.00pm.

**CARE
ASPIRE
INCLUDE**

