



THE REACH FREE SCHOOL

**Behaviour Policy**

## 1. Monitoring and Review

1.1 The Governing Body of The Reach Free School will monitor and review this policy annually.

**Created:** June 2013

**Revised:** March 2024

**Ratified by the Governing Body:** October 2013

**Date of Last Review:** March 2024

**Date of Next Review:** June 2025

Change History	Date	Change(s) Made	Change Author	EDI <sup>1</sup>
V2.9	Mar 2024	Various updates to the policy to reflect current school practices.	ANO/ ASM/ RBO	Yes
V2.8	Jun 2023	Minor changes to the policy to reflect the changes to the school day.	RBO	Yes
V2.7	Jun 2022	Amended section 5.5 in relation to confiscating mobile phones if they are seen during the school day, smoking/vaping and 'right the wrong' meetings.	RBO	Yes
V2.6	Sept 2021	Addition of categories under Peer on Peer abuse and minor changes to the wording of some consequences. Removed Saturday detentions as a consequence.	SHO	
V2.5	Nov 2020	Clarified the school's zero-tolerance approach to certain behaviours in section 5.3. Updated the 'Extreme Incidents' section of the table in 5.5.	RBO	
V2.4	NA	Policy amended in section 5 in relation to boisterous behaviour and all physical contact in reflection of movement to a non-contact school.	SHO	
V2.3	NA	Policy amended in sections 5 and 6.5	ASM	
V2.2	NA	Policy amended in section 4, rewards, and section 5, consequences.	RBO	
V2.1	NA	Minor updates to the policy to reflect the move to the new school, including consequences after school.	RBO	
V2.0	NA	Policy updated to reflect changes to procedures for reporting negative behaviour.	RBO	
V1.7	NA	Policy updated to include: <ul style="list-style-type: none"> <li>rewards for good attendance</li> <li>behaviour incidents now being logged on Arbor.</li> <li>references to Behaviour Referral forms removed</li> </ul>	RBO	
V1.6	NA	Removal of Elective Exclusions due to logistical implications rendering them less effective. A statement regarding 'blanket consequences' was added.	NSI	
V1.5	NA	Simplified table of consequences, added Subject Detentions, added Mobile Phone section, added	NSI	

<sup>1</sup> Any changes or revisions to the policy have considered equality, diversity and inclusion.

		consequences and support in response to referrals to SLT as a separate section rather than detailed in the table and made minor amendments to the policy.		
V1.4	NA	Added device to lack of equipment and updated wording relating to Overtime	RBO	
V1.3	NA	Minor amendments to the policy	RBO	
V1.2	NA	Minor amendments to the policy	RBO	
V1.1	NA	Minor amendments to the policy	RBO	
V1.0	NA	Policy created	NSI	

## 2. Purpose:

The Reach Free School's Behaviour Policy provides a positive framework within which all members of our school community can work. In line with our inclusive ethos, behaviour is managed as part of a learning process. Where a pupil's behaviour positively impacts their learning or role within the school and local community, this will be recognised and celebrated. Where a pupil's behaviour negatively impacts their learning or their role within the school and local community, this will be investigated, and consequences will be issued as appropriate.

## 3. Aims:

The Reach Free School will be a safe and positive learning environment that supports and protects all pupils' rights to achieve their potential. Pupils work well together as part of the school and the local community and enjoy their time in the classroom.

The Reach Free School expects that:

- Pupils will be respectful to and supportive of all other pupils, staff and visitors
- Staff will support every pupil to achieve and enjoy through The Reach Free School's inclusive ethos and proactive approach to behaviour management
- This policy will provide common, simple, robust and effective procedures which ensure teaching and learning are not interrupted
- This policy will offer pupils, teachers and parents, guardians or carers safeguards and clear expectations of their roles, rights and responsibilities

## 4. Expectations:

It is important to The Reach Free School that staff, pupils, parents, guardians, and carers understand the agreed principles of the behaviour policy. The key to any successful approach to behaviour is consistency and unity. It is important, therefore, that, whilst it is accepted that there must be room for individual differences, all staff, pupils, parents, guardians and carers demonstrate a commitment to this policy. This is so that, ultimately, pupils are clear about what is expected of them in school and the wider community.

To this end, there are three school rules that The Reach Free School expects pupils to follow:

**Achievement – “Be ready”** - Always try your hardest and do your best.

**Community – “Be respectful”** - Always listen, and treat yourself and others with respect and tolerance in school and beyond. Take pride in yourself, each other and our school.

**Enjoyment – “Be safe”** - Create a safe and enjoyable environment that empowers everyone to celebrate what you and others do well.

Any positive and negative behaviour can be connected to these three rules, and as such, The Reach Free School operates a clear system of rewards and consequences.

The Reach Free School expects pupils to behave positively and value the school's ethos.

Any negative behaviour will be dealt with quickly and effectively to ensure that teaching, learning, and the school's community spirit are not undermined.

## 5. Desirable Behaviour and Rewards

The table is included as a guide rather than a definitive list of rewards:

<b>Reward:</b>	<b>Reason:</b>	<b>Issued by:</b>	<b>Recorded by:</b>	<b>Frequency:</b>
Reach Points	You have achieved, progressed and/or exceeded your targets, academically or socially or upheld the school's ACE ethos (see 5.4)	Your form teacher or class teacher	On Arbor by the teacher who issued the points	In any lesson or activity
Phone Home	You have done something The Reach Free School is proud of, your family will be proud too when they receive a call from the school	Any member of staff	On Arbor by the teacher who made the call	Whenever earned
Zilcho's	You have not had any Reach Points deducted for a set period of time, indicating your exemplary behaviour and commitment to the school's ethos.	Senior Leadership Team	Senior Leadership Team	Year 7 – at the end of each term Years 8 and 9 – at the end of a term and a half Years 10 and 11 – at the end of three terms
98% Attendance Award	Additional Reach Points as you have attended school every day for a week	Your form teacher or Head of House	On Arbor by the teacher who issued the points	Weekly
Attendance Badges	You have attended school over 98% of the time	The Senior Leader responsible for Attendance	The Senior Leader responsible for Attendance	At the end of each term
Reach Point Prize	You have met the threshold for a Reach Point award. This will be either 50, 100, 250, 500 or 750 Reach Points	Head of House	The Senior Leader responsible for Reach Points	At the end of each term
Attainment Award	You have achieved the highest grade in this subject this term	Head of Department for each subject	The Senior Leader responsible for Achievement	At the end of each term

Achievement Award	You have contributed significantly to the subject this term	Head of Department for each subject	The Senior Leader responsible for Achievement	At the end of each term
Attainment across the Curriculum Award	You have shown yourself to be an exceptional pupil at The Reach Free School, and your achievement across a range of subjects has been recognised.	Deputy Headteacher	The Senior Leader responsible for Achievement	At the end of each term
Community and Enjoyment Award	You have shown yourself to be a proactive, responsible, supportive and exemplary member of The Reach Free School community. Your enthusiasm and energy in extracurricular and enrichment activities and your behaviour in school and beyond has made a significant contribution to the happy and enjoyable atmosphere of The Reach Free School	Deputy Headteacher	The Senior Leader responsible for Community and Enjoyment	At the end of each term
Headteacher's Award	You have become a role model for pupils and staff at The Reach Free School and have made a significant impact to the life of the school, exceeding targets for success	The Headteacher	The Headteacher	At the end of the academic year

### 5.1 Reach Points:

Any member of staff can award Reach Points to any pupil at any time. Similarly, any staff member can deduct Reach Points from any pupil at any time via a behaviour incident (see section 5). Reach points are awarded up to the value of 3 points for actions in support of the school's ACE ethos of Achievement, Community and/or Enjoyment/Effort. Equally, Reach Points can be deducted up to the value of 3 points for undermining the school's ACE ethos.

**5.1.1** If a pupil has lost multiple Reach Points and has a negative total for the week (Thursday to Wednesday) at 3.10pm on a Wednesday, they will serve a detention on Friday afternoon from 3.10pm. Parents, guardians and carers will be informed, as they may need to make alternative transport arrangements.

**5.1.2** If a pupil receives excessive negative Reach Points in one week or detentions in a half term, they may be removed from lessons for persistent disruptive behaviour.

**5.1.3** All teachers must award three Reach Points every lesson. At least one for Achievement, one for Community and one for Enjoyment/Effort. However, there is no restriction on how many pupils receive these.

**5.2** The table below sets out how Reach Points are awarded and deducted but is not a definitive list:

Achievement	Community	Enjoyment/Effort
<ul style="list-style-type: none"> <li>● Outstanding Classwork</li> <li>● Exceeding Expectations</li> <li>● High Quality Homework</li> <li>● Challenging yourself to do more</li> </ul>	<ul style="list-style-type: none"> <li>● Helping Others</li> <li>● Contributing Ideas</li> <li>● Volunteering answers and asking questions</li> <li>● Representing the school in an exemplary manner</li> </ul>	<ul style="list-style-type: none"> <li>● Organisation</li> <li>● Tenacity (not giving up)</li> <li>● Energy</li> <li>● Positive Attitude</li> </ul>

**5.3** Zilcho's is a members-only 'club' for pupils who do not have any (zilcho) Reach Points deducted over a set period of time. At the end of the Zilcho's period, members are rewarded as a thank you for their commitment to our ACE ethos.

## **6. Undesirable Behaviour and Consequences**

**6.1** It is important to consider the best course of action for each pupil so that the pupil understands any undesirable behaviour and will not be repeated.

**6.2** Consequences are most useful when seen by everyone as a deterrent. When used, they must be applied fairly, consistently, and appropriately to the seriousness of the offence. This means there must be a scale of consequences clearly stating who is responsible for applying them at the appropriate level.

**6.3** The Reach Free School expects pupils to accept responsibility for any behaviour that compromises the school's ethos, including behaviour outside school in the community. Any criminal activity will be referred to the police and dealt with in partnership with them or per their advice and guidance. The school operates a zero-tolerance policy towards pupils caught in possession of drugs, drug paraphernalia, alcohol, or offensive weapons. Positive and respectful behaviour is essential to success both in childhood and adulthood.

**6.4** As such, pupils are expected to adhere to the school's rules as though it is the code of conduct at their place of work. Any behaviour that would not be tolerated in the workplace will not be tolerated at school.

**6.5** The table is included as a guide rather than being a definitive list of behaviours and consequences:

Category	Behaviours	Initial Consequences (one-off incident)	Potential Subsequent Consequences (continuing incidents)
<b>Lateness to school</b>	You are late to school, and no valid reason/proof is provided/accepted	1. Recorded as Late (L) on Arbor by form teacher 1.1. L1 - Lateness to school behaviour incident recorded 1.2 Automatic deduction of 1 Reach Point 1.3. Minutes are accumulated over the week, and pupils stay on one afternoon to make up the time.	2. Further L1 - Lateness to school behaviour incident recorded 3. Contact Parents, Guardians or Carers 4. SLT determine consequences/ support required
<b>Lateness to lessons</b>	You are late to lesson, and no valid reason/proof is provided/accepted	1. Recorded as Late (L) on Arbor by subject teacher 1.1. L1 - Lateness to lesson behaviour incident recorded 1.2 Automatic deduction of 1 Reach Point	2. Further L1 - Lateness to lesson behaviour incident recorded 3. Refer to Head of Department 4. SLT determine consequences/ support required
<b>Truancy from lessons</b>	You do not attend lessons, and no valid reason/proof is provided	1.L4 - Truancy behaviour incident recorded on Arbor by form teacher/subject teacher 1.1. Deduction of 3 Reach Points 1.2. After school detention until 4.00pm with the senior member of staff on duty 1.3. Contact parents, guardians or carers by phone or email	2. Meeting with parents, guardians or carers. 3. SLT determine consequences/support required
<b>Truancy from school</b>	You do not attend school, and no valid reason/proof is provided	1.L4 - Truancy behaviour incident recorded on Arbor by Head of House 1.1. Deduction of 3 Reach Points 1.2. Detention until 5.00pm with the senior member of staff on duty 1.3. Contact parents, guardians or carers by phone or email	2. Meeting with parents, guardians or carers. 3. SLT determine consequences/support required
<b>Insufficient/ absent classwork</b>	You did not complete the class work to the best of your ability, and no valid reason/proof is provided/accepted	During lesson: 1. Verbal Warning	3. If there is no improvement, phone home and arrange an after school detention

		<p>2. If there is no improvement, L1 - Insufficient/absent classwork behaviour incident recorded on Arbor</p> <p>2.1 Automatic deduction of 1 Reach Point</p>	<p>4. SLT determine consequences/support required</p>
<p><b>Insufficient/absent homework</b></p>	<p>You did not hand in homework on the agreed date, and no valid reason/proof is provided/accepted</p>	<p>1. Warning given and homework expected at specified date/time given by teacher</p> <p>2. If deadline not met, L1 - Insufficient/absent homework behaviour incident recorded on Arbor</p> <p>2.1 Automatic deduction of 1 Reach Point</p> <p>2.2 New deadline issued</p>	<p>If, in the same term, a pupil repeats this behaviour in a subject:</p> <p>3. Immediate deduction of Reach Point</p> <p>4. Contact home and arrange Subject Detention</p> <p>4.1 Refer to the Head of Department to arrange parents' support in completing homework</p> <p>4.2 Make arrangements with parents for homework to be completed in the child's own time.</p> <p>If, in the same term, a pupil repeats this behaviour in a subject again:</p> <p>5. Contact parents, guardians or carers</p> <p>5.1 Arrange Subject Detention</p> <p>5.2 Refer to Head of Department</p>
<p><b>Incorrect/inappropriate uniform (including cosmetics)</b></p>	<p>You do not wear all items of uniform correctly</p>	<p>1. Uniform to be corrected immediately</p> <p>2. L1 - Incorrect/ inappropriate uniform behaviour incident recorded on Arbor</p> <p>2.1 Deduction of 3 Reach Points</p>	<p>3. L1 - Incorrect/inappropriate uniform behaviour incident recorded on Arbor</p> <p>3.1 Lunchtime Detention</p> <p>4. Contact parents, guardians or carers</p> <p>5. SLT determine consequences/ support required</p>
	<p>You do not wear all items of uniform, and no valid reason/proof is provided/accepted</p>	<p>1. Uniform to be corrected immediately</p> <p>2. L1 - Incorrect/ inappropriate uniform behaviour incident recorded on Arbor</p> <p>2.1 Deduction of 3 Reach Points</p> <p>2.2 Lunchtime Detention</p>	<p>3. Contact parents, guardians or carers</p> <p>4. L1 - Incorrect/inappropriate uniform behaviour incident recorded on Arbor</p> <p>4.1 Refer to Head of House to issue consequence</p> <p>5. SLT determine consequences/ support required</p>



	You wear non-uniform items or accessories, including jewellery.	<ol style="list-style-type: none"> <li>1. Accessories confiscated until the end of the day, verbal warning given</li> <li>2. L1 - Incorrect/ inappropriate uniform behaviour incident recorded on Arbor</li> <li>2.1 Deduction of 3 Reach Points</li> </ol>	<ol style="list-style-type: none"> <li>3. Lunchtime Detention</li> <li>4. Contact parents, guardians or carers</li> <li>5. L1 - Incorrect/inappropriate uniform behaviour incident recorded on Arbor</li> <li>5.1 Refer to Head of House to issue consequence</li> <li>6. SLT determine consequences/ support required</li> </ol>
	You are wearing excessive make-up or nail varnish (including gels/acrylics)	<ol style="list-style-type: none"> <li>1. Immediate removal of make up/nail varnish with Head of House</li> <li>1a. In the event of acrylic nails, parents will be contacted by the Form Teacher to arrange for their removal</li> <li>2. L1 - Incorrect/ inappropriate uniform behaviour incident recorded on Arbor</li> <li>2.1 Automatic deduction of 3 Reach Points</li> </ol>	<ol style="list-style-type: none"> <li>2. Repeat the process outlined in 1 – 2.1 and issue Lunchtime Detention</li> <li>3. If the matter persists, record a L3 - Defiance behaviour incident</li> <li>3.1 SLT determine consequences/ support required</li> </ol>
<b>Chewing gum</b>	You are chewing gum in corridors, outside or in classrooms	<ol style="list-style-type: none"> <li>1. Immediate removal of chewing gum</li> <li>2 L4 - Chewing gum behaviour incident recorded on Arbor</li> <li>2.1 Automatic deduction of 2 Reach Points</li> <li>3. 50 minute same day detention</li> </ol>	<ol style="list-style-type: none"> <li>3. Repeat the process outlined in 1 – 2.1</li> <li>4. Detention</li> <li>5. If the matter persists, record a L3 - Defiance behaviour incident</li> <li>5.1 SLT determine consequences/ support required</li> </ol>
<b>Boisterous behaviour</b>	You have made deliberate contact with another pupil	<ol style="list-style-type: none"> <li>1. Pupil informed of what has happened</li> <li>2. L4 - Boisterous Behaviour logged on Arbor</li> <li>3. 50 minute same day detention</li> </ol>	<ol style="list-style-type: none"> <li>4. Repeat the process outlined in 1 - 3</li> <li>5. Extended detention</li> <li>6. If the matter persists, further consequences will be put in place</li> </ol>
<b>School Device</b>	You have not brought your device into school and no valid reason/proof is given/accepted.	<ol style="list-style-type: none"> <li>1. L1 - No device behaviour incident recorded on Arbor</li> <li>1.1 Automatic deduction of 1 Reach Point recorded on Arbor</li> <li>1.2. Lunchtime Detention</li> </ol>	<ol style="list-style-type: none"> <li>2. Repeat the process in 1 – 1.1 and issue an after school detention</li> <li>contact parents, guardians or carers</li> <li>3. The device is kept in school</li> <li>4. Contact parents, guardians or carers</li> <li>5. SLT to determine consequences/ support required</li> </ol>

	You have brought your device into school but not charged it to at least 50%, and no valid reason/proof is given/ accepted.	1. Deduction of 1 Reach Point and recorded on Arbor	2. Lunchtime Detention 3. Contact parents, guardians or carers 4. If the matter persists, SLT to determine the consequences/support required
	You have misused your device in a lesson	1. Verbal warning 2. L2 - Misuse of resources (including device) behaviour incident recorded on Arbor 2.1 Automatic deduction of 2 Reach Points 2.2 Device confiscated for the remainder of lesson	3. For a repeat incident of misuse of resources (including device) inform parents, guardians or carers and issue a detention 4. SLT determine consequences/ support required
<b>Device used in school</b>	You have used your mobile phone/ smart watch either inside the building or outside during the school day.	1. Immediate confiscation of mobile phone/ smart watch for the rest of the day. 2. L4 - Device used in school behaviour incident recorded on Arbor 2.1 Deduction of 2 Reach Points and a same day 50 minute detention	3. If a mobile phone/ smart watch makes repeat appearances, repeat process 1 - 2.1 and confiscate it until parents can collect it on their child's behalf. 4. SLT determine consequences/ support required
<b>Inadequate/ absent equipment</b>	You do not have adequate equipment for your school day, and no valid reason/proof is provided/ accepted	1. Verbal warning given 2. L1 - Insufficient/ absent equipment behaviour incident recorded on Arbor 2.1 Automatic deduction of 1 Reach Point	3. Lunchtime Detention 4. Contact parents, guardians or carers 5. Refer to the Head of House to issue consequence 6. SLT determine consequences/ support required
<b>Low-level disruption in the classroom</b>	You disrupt your own learning and/or that of others through: - persistent talking - not listening to instructions - getting out of your seat - distracting others	1. Verbal warning 2. If there is no improvement, L2 - Not listening to instructions, Out of seat, Distracting Others or Talking behaviour incident recorded on Arbor 2.1 Automatic deduction of 2 Reach Points	3. If there is no improvement, contact parents, guardians or carers and a Subject Detention 4. If there is still no improvement, then log a L3 - Persistent disruption
<b>High level disruption</b>	You disrupt your own learning and/or that of others through: - calling/shouting out persistently and inappropriately - rudeness	1. SLT Call Out 1.1 Removed from lesson to discuss reasons for behaviour 1.2a Supported return to lesson 1.2b Removal from entire lesson	4. Further high-level disruption should be recorded as L3 - Persistent disruption on Arbor.

	<ul style="list-style-type: none"> <li>- boisterousness</li> <li>- loud/physical non-compliance</li> <li>- constantly distracting others</li> </ul>	<p>2. L3 - High level disruption behaviour incident logged on Arbor</p> <p>2.1 Automatic deduction of 2 Reach Points</p> <p>3. Subject teacher to call home to inform parents, guardians and carers that their child had to be removed from their lesson due to high-level disruption and a detention is issued</p>	<p>5. Deduction of 2 Reach Points, and the Head of Department contacts parents, guardians or carers to issue a Subject Detention</p> <p>6. SLT determine consequences/ support required</p>
<b>Inappropriate language or swearing in conversation</b>	You use inappropriate language or swear in conversation	<p>1. Verbal warning given</p> <p>2. L2 - Inappropriate language or swearing in conversation behaviour incident recorded on Arbor</p> <p>2.1 Automatic deduction of 2 Reach Points</p>	<p>3. If it happens again, contact parents, guardians or carers and issue a Subject Detention</p> <p>4. SLT determine consequences/ support required</p>
<b>Inappropriate language or swearing at another pupil or across the room</b>	You disrupt your own learning and/or that of others through: <ul style="list-style-type: none"> <li>- antagonistic comments/gesturing</li> <li>- offensive language</li> </ul>	<p>1. L3 - Inappropriate language or swearing behaviour incident recorded on Arbor</p> <p>2. Contact parents, guardians or carers to inform them of the detention with Head of Department</p>	<p>3. SLT determine consequences/ support required</p>
<b>Anti-social behaviour</b>	Behaviour that causes offence or harm to others	<p>1. L2 - Anti-social behaviour incident recorded on Arbor</p> <p>1.1 Automatic deduction of 2 Reach Points</p>	<p>2. For a repeat incident of anti-social behaviour inform parents, guardians or carers and issue a detention</p> <p>3. SLT determine consequences/ support required</p>
<b>Any other inappropriate behaviour</b>	Any behaviour that is not included in other categories but is against school policy, causing offence or harm to others	<p>1. L2 - Any other inappropriate behaviour incident recorded on Arbor</p> <p>1.1 Automatic deduction of 2 Reach Points</p>	<p>2. For a repeat incident of inappropriate behaviour, inform parents, guardians or carers and issue a detention</p> <p>3. Refer to Head of House</p> <p>4. SLT determine consequences/ support required</p>

<b>Smoking or vaping</b>	Smoking or carrying cigarettes or vaping (or alternatives) while in school uniform or on school business.	<p>1.L4 - Smoking/ Vaping behaviour incident logged on Arbor</p> <p>1.1 3 Reach Points deducted</p> <p>2. Head of House informs parents, guardians and carers and issues a detention until 4.00pm</p> <p>3. Smoking or vaping paraphernalia will be disposed of.</p>	4. SLT determine consequences/ support required, including a referral to the Welfare Officer
<b>Dishonesty/ Lying to staff</b>	You are dishonest or you deliberately lie to staff when being challenged	<p>1. L2 - Dishonesty/lying to staff behaviour incident recorded on Arbor</p> <p>1.1 Automatic deduction of 2 Reach Points</p> <p>1.2 Warning about future conduct</p> <p>1.3 Inform parents, guardians and carers and issue a detention</p>	2. Refer to Head of House 3. SLT determine consequences/ support required
<b>Hurtful behaviour</b>	You say or act in a way deemed to offend or hurt to another individual	<p>1. L2 - Hurtful behaviour incident recorded on Arbor</p> <p>1.1 Automatic deduction of 2 Reach Points</p> <p>1.2 Warning about future conduct</p> <p>1.3 Inform parents, guardians and carers and issue a detention</p>	2. L5 - Bullying behaviour incident recorded on Arbor 3. SLT determine the consequence/ support required
<b>Detentions</b>	You fail to attend a detention that was issued by a member of staff	<p>1. L3 - Failure to attend a teacher (lunch) detention recorded on Arbor</p> <p>1.1 Member of staff informs parents, guardians and carers and issues an after school detention for the next day</p>	<p>2. L3 - Failure to attend a teacher/ department (after school) detention recorded on Arbor</p> <p>2.1 Head of Department (HoD) informs parents, guardians and carers and issues an after school HoD Detention for the next day</p> <p>3. L4 - Failure to attend a Head of Department Detention</p> <p>3.1 The Head of House informs parents, guardians and carers and issues an after school SLT Detention for the next day</p> <p>4. SLT determine consequences/ support required</p>

	You fail to conduct yourself appropriately in a detention	<p>1. L3 - Misbehaviour in a teacher detention behaviour incident recorded on Arbor</p> <p>1.1 Head of Department informs parents, guardians and carers and issues an after-school detention for the next day</p>	<p>2. L3 - Misbehaviour in a teacher detention recorded on Arbor</p> <p>2.1 The Head of Department informs parents, guardians and carers and issues an after school Head of Department Detention for the next day</p> <p>3. L4 - Misbehaviour in a Head of Department Detention</p> <p>3.1 SLT informs parents, guardians and carers and issues an after school SLT Detention for the next day</p>
<b>Damage to property</b>	You damage property that doesn't belong to you	<p>1. L4 - Damage to school/ other property behaviour incident recorded on Arbor</p> <p>1.1 Deduction of 2 Reach Points</p> <p>1.2 Detention issued by member of staff</p> <p>1.3 Invoice is raised for the cost of the damage and shared with parents, guardians and carers</p>	<p>2. SLT determine consequences/ support required</p>
<b>Littering<sup>2</sup></b>	You intentionally throw rubbish on the floor and have little regard for the school's facilities, or you ignore litter when asked to pick it up	<p>1. L4 - Littering behaviour incident recorded on Arbor</p> <p>1.1 Deduction of 2 Reach Points</p> <p>1.2 Warning about future conduct</p>	<p>2. For a repeat incident, a detention is issued</p> <p>3. SLT determine consequences/ support required</p>
<b>Being Disrespectful to a member of staff</b>	Through your actions or words, you are disrespectful to a member of staff	<p>1. L4 - Disrespectful to staff member behaviour incident recorded on Arbor</p> <p>1.1 Deduction of 3 Reach Points</p> <p>1.2 Warning about future conduct</p> <p>1.3 Detention issued by member of staff</p> <p>1.4 'Right the Wrong' meeting takes place</p>	<p>2. For a repeat incident, a detention is issued by the Head of Department</p> <p>3. SLT determine consequences/ support required</p>
<b>Verbal abuse/ threatening behaviour to another pupil</b>	You are abusive or aggressive towards another pupil	<p>1. L4 - Verbal abuse/ threatening behaviour to another pupil behaviour incident recorded on Arbor</p> <p>1.1 Deduction of 3 Reach Points</p> <p>1.2 Detention issued by member of staff</p>	<p>2. SLT determine consequences/ support required</p>

<sup>2</sup> This relates to littering in the school, when a pupil is representing the school or when they are identifiable as a pupil of the school

<b>Walking away from a member of staff</b>	While being spoken to by a member of staff, you walk away mid-conversation/ when you are being spoken to	1. L3 - Walking away from a member of staff behaviour incident recorded on Arbor 2. The Head of Department determines consequences/ support required	3. SLT determine consequences/support required, including 'Right the Wrong'
<b>Bullying (including racial, sexual, homophobic, cyber, physical, social)</b>	Deliberately and/ or continually trying to upset or hurt another individual or group of individuals emotionally, mentally or physically, either directly, indirectly, or through the use of technology	1. Form tutors to conduct full investigation and seek advice from Head of House as required 2. Mediation/ restorative justice meeting arranged with pupils involved if appropriate. 3. Recorded as a L5 - Bullying behaviour incident on Arbor 4. Parents, guardians and carers are informed. 5. SLT determine consequences/ support required	6. SLT determine consequences/ support required
<b>Defiance</b>	Through your actions or words, you are defiant towards a member of staff	1. L3 - Defiance behaviour incident recorded on Arbor 2. The Head of Department determines the consequences/ support required	3. SLT determines consequences/support required including 'Right the Wrong'.
<b>Dishonesty/ Malicious allegations</b>	Through your actions or words you are dishonest or make malicious allegations about another person	1. L5 - Dishonesty/ Malicious allegations behaviour incident recorded on Arbor 2. SLT determine consequences/ support required	3. SLT determine consequences/support required
<b>Graffiti or vandalism</b>	You intentionally graffiti or vandalise property which doesn't belong to you	1. L5 - Graffiti or vandalism behaviour incident recorded on Arbor 2. SLT determine consequences/ support required	3. SLT determine consequences/support required
<b>Serious Incidents</b>	Bringing the school into disrepute Fighting or violent behaviour Physical assault on another pupil Theft Use of racial or homophobic language	1. Relevant L5 behaviour incident logged on Arbor 2. Immediate referral to SLT. Parents, guardians and carers are informed as soon as possible.	5. SLT determine consequences/ support required, including internal exclusion, suspension or permanent exclusion 6. Referral to an external agency for support 7. Convene a Governors' Exclusion Panel for permanent exclusions

	Verbal or threatening behaviour towards staff members	3. SLT determine consequences/support required, including internal exclusion, suspension or permanent exclusion 4. Convene a Governors' Exclusion Panel for permanent exclusions	
<b>Extreme Incidents</b>	<p>Bringing the school into disrepute</p> <p>Continuation of bullying</p> <p>Drug/alcohol possession, intent to supply or abuse</p> <p>Extreme physical assault on another pupil</p> <p>Extreme verbal abuse/ threatening behaviour to a staff member</p> <p>Extreme verbal abuse/ threatening behaviour to another pupil</p> <p>Extreme violent behaviour</p> <p>Homophobic or gender-related abuse</p> <p>Other criminal activity, including knives and other offensive weapons</p> <p>Physical assault on a staff member</p> <p>Poor behaviour during internal exclusion</p> <p>Racist abuse</p> <p>Peer on Peer Abuse including:</p> <p>Sexual misconduct</p> <p>Sexual abuse</p> <p>Sexual harassment</p>	<p>1. Relevant L6 behaviour incident logged on Arbor</p> <p>2. Immediate referral to SLT</p> <p>3. Parents, guardians and carers are informed as soon as possible.</p> <p>4. SLT determine consequences/support required, including appropriate internal exclusion, suspension or permanent exclusion</p> <p>5. Convene a Governors' Exclusion Panel for permanent exclusions</p>	<p>6. SLT determine the consequence/ support required, including appropriate internal exclusion, suspension or permanent exclusion</p> <p>7. Referral to an external agency for support</p> <p>8. Convene a Governors' Exclusion Panel for permanent exclusions</p>

## **7. Definitions of Consequences:**

The Reach Free School does not support 'blanket consequences' where all pupils are sanctioned for the actions of a few. Consequences are issued to the individuals responsible for any disruptive behaviour.

**7.1** Lunchtime Detention – pupils spend half of their lunch break reflecting on and resolving the issues surrounding any negative behaviour.

**7.1.1** Teachers must phone home regarding any pupils to whom they give more than three Lunchtime or Subject Detentions over the course of a term.

**7.1.2** Form tutors must monitor the Lunchtime Detentions of pupils in their form and phone home if a pupil receives frequent (five or more) Lunchtime Detentions across the curriculum over the course of a term.

**7.2** Community Service – pupils are directed to an activity during their own time that will benefit the school community, such as litter picking, cleaning, gardening, and so on.

**7.3** Consequences arising from behaviour Incidents logged on Arbor – In cases of serious incidents or persistent, repeated incidents, staff will log these as level four, five or six incidents on Arbor to escalate the situation to the Senior Leadership Team. These incidents will be investigated, and the notes and statements attached to the behaviour incident. The consequence determined by the evidence presented will depend on the severity of the incident but may include:

- Further Reach Point deduction
- Further Lunchtime Detentions
- An after-school Subject Detention
- Same day detention notified by text message
- Senior leadership Detention
- Stage 1 Report
- Stage 2 Report
- Stage 3 Report
- Community service
- Internal Exclusion
- Suspension
- Permanent Exclusion

**7.4** Support arising from behaviour Incidents – In some cases, a pupil's behaviour is indicative of more complex issues and circumstances for which consequences alone may not be appropriate. As such, the Senior Leadership Team will offer support for the pupil and their family, which will be appropriate to the pupil's individual needs but may include:

- In-school counselling
- Family Support
- Risk Reduction Plan
- Families First Assessment
- Support from external agencies and services including Chessbrook Education Support Centre
- Managed Move

### **7.5 Use of internal exclusions**

The school uses internal exclusions as a protective consequence to ensure that incidents or persistent low-level disruption have a consequence and do not escalate. They are also used as an



educational consequence to allow for a period of regulation and understanding of what has gone wrong and how it can be avoided in the future. In addition, internal exclusions act as a deterrent.

## **7.6 Use of suspensions**

The school uses suspensions as a protective consequence to ensure that more serious incidents do not escalate, ongoing disruption of learning is not allowed to continue, and as an educational consequence to allow for a period of regulation, understanding of what has gone wrong and how it can be avoided in the future. The time away from school is used to allow the pupil to reflect on their behaviour and for the school to put an action plan in place. A readmission meeting with the pupil and their parents will take place before they can return to normal lessons. Further information can be found in the Exclusion Policy, available on the school's website. In addition, suspensions act as a deterrent.

## **8. Rights and Responsibilities**

### **8.1 Rights:**

All members of The Reach Free School community have the right to:

- Feel safe at The Reach Free School
- Enjoy their learning (pupils)/ work (staff) at The Reach Free School
- Fulfil their potential and make exceptional progress
- Be listened to by their peers and teachers (pupils), colleagues and managers (staff)
- Express their ideas, thoughts and feelings in a calm and considered manner
- Be treated politely, respectfully and with dignity
- Receive recognition for their achievements

### **8.2 Responsibilities:**

In having such rights, it is important that all members of The Reach Free School community accept and adhere to their own responsibilities.

#### **8.2.1 Pupils have a responsibility to:**

- Treat others, children and adults, with respect and a positive attitude
- Manage their own feelings in an appropriate way, seeking or accepting help where needed
- Support others, children and adults, in the classroom and beyond
- Approach all aspects of learning with maximum effort
- Not disrupt or distract others from their learning
- Manage their own resources, including devices and equipment
- Wear the correct uniform on arrival to, during and when leaving school

#### **8.2.2 Teachers have a responsibility to:**

- Ensure every pupil achieves their best and makes maximum progress
- Create a learning environment which is stimulating and supportive
- Manage the learning environment to ensure learning is not disrupted
- Praise and reward pupils who go above and beyond or consistently fulfil their responsibilities in line with this policy
- Issue consequences to pupils who do not fulfil their responsibilities in line with this policy
- Acknowledge their power to use physical intervention or reasonable force to prevent danger, injury, damage to property or disorder (See Physical Intervention and Use of Reasonable Force Policy)

### **8.2.3** Parents, guardians and carers have a responsibility to:

- Encourage a positive attitude to education and a high standard of behaviour in accordance with this policy
- Ensure that pupils attend regularly and punctually, with appropriate uniform and equipment
- Ensure that the online homework system is checked weekly
- Have due regard for the Home/School Agreement
- Ensure that The Reach Free School is notified of any absence by telephone and that this is confirmed in writing when the pupil returns
- To monitor the progress, attitude and behaviour of pupils
- To inform the school about any issues or concerns that might affect performance

### **8.2.4** Governors have a responsibility to:

- Hold The Reach Free School to account for the number and pattern of incidents of negative behaviour or poor progress

## **9. Links with other Policies:**

Home/ School Agreement

Exclusion

Uniform

Mobile Phone and Device

Preventing and Tackling Bullying

Special Educational Needs and Disability

Equality Scheme

Online Safety Policy