

Respect, Reflect, Reset and Resolve Policy

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1. Introduction

1.1

The Respect, Reset, Resolve and Reflect policy (RRRR) is about promoting the positive attitudes, conduct and approaches our students bring to their learning, extracurricular activities and socialising around the school. It is the desired outcome of this policy that it develops students into academically successful young people of good character with a thirst for knowledge and a love of learning, who are also able to genuinely understand the impact of their behaviours and choices and know when poor choices have been made, it is possible to review and make amends.

1.2

The policy takes account of the advice published in “Behaviour and discipline in schools - Advice for Headteachers and school staff” by the Department of Education in January 2016 and acknowledges the school’s legal duties under the Equality Act 2010.

1.3

This policy takes account of key relevant legislation including:

- The Education Act 1996
- The School Standards and Framework Act 1998
- The Education Act 2002
- The Education and Inspections Act 2006
- The School Information Regulations 2008
- The Education Act 2011
- The School Behaviour Regulations 2012

2. Aim

2.1

Huntcliff School is an inclusive school with high expectations for all our students. The Headteacher clearly expresses this by setting out boldly that everyone within our learning community is challenged to be ‘The best we can be every day and strive for success in all that we do’.

2.2

We expect that:

- every teacher accepts responsibility for high standards of discipline in the classroom and within the school environment;
- every student is made aware by their teachers and their tutors of the school standards and the school’s high expectations;
- every student accepts responsibility for their high standards of behaviour
- Parents work alongside the Academy to support the positive learning environment
- Trustees hold the senior leadership to account for the learning environment and ethos of the academy

2.3

At Huntcliff School we strive for the behaviour in our school to be outstanding, where pride in achievement and commitment to learning is supported by a positive culture across the school. The RRRR policy seeks to build self-confidence and self-awareness through clear guidelines for behaviour and conduct. It is our aim that we support all our students in managing their emotions and feelings so they can relate positively to others and build together an outstanding atmosphere for learning.

2.4

The RRRR policy will ensure:

- that all students have the right to enjoy a top quality education and have the responsibility to let others do the same;
- that students are rewarded for their positive behaviour and judiciously sanctioned so they can be guided to make better decisions about their future behaviour;
- that it is essential that behaviour in school is seen as a choice. We recognise that young people do make mistakes and as such when they have been sanctioned deserve the opportunity to reflect on what has happened and access any support necessary to amend that behaviour, they will then be forgiven and allowed to continue in their learning journey.
- Where behaviours are repeated whatever support that is necessary will be given to enable learners to make better decisions in the future, where possible, without future prejudice;
- the school understands that the best interests of a student are best served by being in school and as such the use of Fixed Term **Suspensions** will be used only in response to the most serious or persistent disruptive or dangerous behaviour;
- that the school understands that if a student is permanently excluded from school their life chances are irreparably damaged. It is a guiding principle that a Permanent Exclusion is a sanction of very last resort. This sanction is only to be used when the presence of a student in school represents a significant and sustained threat to the welfare, wellbeing or learning of other students.

3. Rationale

3.1

Students are expected to work in a friendly but purposeful atmosphere for learning. We recognise that outstanding attitudes and behaviour underpin the best quality learning and as such the behaviour and welfare of our students is one of our highest priorities. We have high expectations for the conduct of our students.

3.2

Expectations regarding behaviour stress the importance of respect: respect for yourself; respect for others and respect for your environment.

3.3

The expectations and high standards of Huntcliff School reflect our shared values and the core principles of community in which we all wish to learn and work. They underpin the ethos of our school and the relationships within it. They help us ensure our school is a pleasant and safe place for everyone. They are simple and clearly understood. They set out our expectations of each other, build on common sense and promote courtesy and good manners.

3.4

Our expectations clearly state that in our learning community, we are all responsible for our actions: Together we:

- Welcome everyone;
- Respect and cooperate with each other;
- Apply our best efforts;
- Strive for success in everything that we do;
- Support and value everyone;
- Embrace and celebrate difference;
- Prevent bullying;
- Take pride in our uniform;
- Look after our school.

3.5

Parents and students need to read and sign our home school partnership agreement which sets out the expectations that should exist between home and school. In order to achieve the highest of standards, it is imperative that we work in partnership with families and that we have their support.

4. Roles and Responsibilities

4.1 Tutor

The tutor is the first point of contact for all students in school. The tutor is responsible for the emotional and physical preparedness for learning and will ensure all students are ready to learn successfully by having the equipment they need, including the correct uniform

4.2 Teacher

Teachers take responsibility for the behaviour and for the students in their lessons. They are empowered to maintain an inspiring and productive atmosphere for learning through effective planning, differentiation and use of school sanctions and rewards when applicable

4.3 Year Leaders

Year Leaders take responsibility for the pastoral wellbeing of all the students in the school. This includes behaviour that relates to learning in more than one faculty area, social interaction and conduct around the school site.

4.4 Senior Leadership team

The team will support across the academy ensuring that the students are able to learn within their classrooms and can have delegated responsibility from the headteacher to decide appropriate actions when needed.

4.5 Headteacher

The Headteacher delegates the appropriate responsibility to key post holders for aspects of behaviour and safety of every student in the school. The Headteacher is the only person empowered to decide on, or delegate the decision to another senior colleague for appropriate interventions or Fixed Term **Suspensions** where necessary. Only the Headteacher can make the decision to permanently exclude a student from school.

4.6 Board of Trustees

The board of trustees work with the headteacher to support the ethos of the Academy and take responsibility for reviewing and confirming the Headteacher's decision to permanently exclude a student through the Governor's Exclusion Appeals Panel. Governors Pupil Inclusion Sub Committee will review, challenge and agree the RRRR on an annual basis.

5. Rewards

5.1

Key to the distinctive ethos of Huntcliff School is to reward good and outstanding behaviour both inside lessons and across all other activities we deliver as a school.

5.2

All staff will use and take account of their professional skills in managing the behaviour of all young people in the school.

5.3

All staff will value the power of strong, positive relationships with all members of the school community and use praise and rewards to develop and sustain positive attitudes to learning.

6. Reminders

6.1

We understand students can sometimes make wrong choices, and we will give the reminders of the behaviours we expect and give them time to respond to those. All staff will ensure all students are treated fairly, and should understand the reasons for sanctions that have been put in place. These reminders are given to allow students the chance to respond by choosing better behaviour in the future.

7. Escalation Protocol

7.1

The escalation protocol is for use only in the case of extreme poor behaviour. This would include;

- violence or threats of violence towards people or property
- Verbal abuse
- possession of, use of, or dealing drugs or banned substances
- smoking or association with smoking
- persistent anti-social, defiant or disruptive behaviour
- Possession of banned items in school
- Serious sexual misconduct

In the event of one of these transgression of the school standards the student will be referred to the pastoral leader or relevant SLT member.

7.2

On occasion it may be necessary in the case of persistent poor behaviour, behaviour that significantly disrupts the smooth running of the school, behaviour that significantly disrupts the learning of others, possession of a weapon or violent behaviour directed at other students, property or staff to use our most serious sanctions of an **Internal Exclusion**, Fixed Term **Suspension** or Permanent Exclusion.

8. Exclusions Guidance

8.1

Although we consider suspension from school the sanction of last resort it is important that the school has a robust response to persistent disruptive or dangerous behaviour (see Exclusions Policy). Dependent upon the severity of the behaviour/incident the options for suspension are:

- Reflect room (**Internal Exclusion**)- This is a sanction where a student is required to spend the day away from the rest of the school community. Students will be supplied with appropriate work and parents are informed of the student's behaviour and subsequent sanction.
- **Individual Behaviour and Pastoral Support Plans**. This seeks to put in place support for a student who have made repeated mistakes in their behaviour and breached the school standards on a regular basis. A meeting will be held by a senior member of staff with parents or carers, the student and any other appropriate agencies that may provide support. The meeting is then followed up with a formal support plan signed by parents and reviewed on a regular basis.
- Fixed Term **Suspensions**- This is a formal sanction with a fixed term of usually 1 to 5 days. The student is excluded from school and the local authority is informed. A formal letter is written, a meeting held with parents and, where appropriate, a Behaviour Support Plan agreed, before the students is readmitted to school.
- Permanent Exclusion- This is a formal sanction that removes the student permanently from Huntcliff School. The local authority assumes responsibility for the education of the student on the 6th day of exclusion.

8.2

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On occasion it is necessary to search students for “prohibited items” (including occasions where there is reasonable suspicion that a student is in possession of/concealing a prohibited item) and the school reserves the right to do so under the provision in Section 550ZA (3) of the Education Act 1996.

9. Guidance for confiscating “illicit items”

9.1

There are two sets of legal provisions which enable school staff to confiscate items from students:

1. The general power to discipline (as described in the bullets under the heading “Discipline in Schools – Teachers’ Powers” on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a student’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
2. Power to search without consent for “prohibited items” including:
 - knives and weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - tobacco and cigarette papers;
 - Vapes and vaping paraphernalia
 - fireworks;
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

9.2

The legislation sets out what must be done with prohibited items found as a result of a search. It is the policy of the school to search students only when two staff are present.

9.3

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in ‘Screening, Searching and Confiscation – advice for schools’ DfE 2016.

9.4

On very rare occasions it may be necessary to use “reasonable force” to prevent students from committing an offence, injuring themselves or others, damaging property and to maintain good

order in the classroom. The school reserves the rights to use “reasonable force” under the provision of the Education and Inspections Act 2006.

10. Guidance for use of reasonable force

10.1

“Reasonable force” should only be used in extreme circumstances and only proportional to the threat presented by a student. Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and smoking paraphernalia, including vapes;
- fireworks;
- articles that have been or could be used to commit an offence or cause harm.

10.2

As a school we reserve the right to identify additional items which may be searched for without consent.

10.3

Separate advice is available on reasonable force in ‘Use of Reasonable Force – advice for school leaders, staff and governing bodies’ published by the Department of Education 2013.

11. Protocol for the discovery of illegal substances

11.1

Possession of any illegal or banned substances in school is strictly prohibited. Any student found to be in possession of illegal substances will face a **suspension** from school and the police will be consulted about any further appropriate action. The student will be supported for substance misuse through counselling and any other necessary action as part of their reintegration into school. Any student found to be in possession of illegal substances with intent to supply will be Permanently Excluded.

11.2 Legal drugs

The police will not normally need to be involved in incidents involving legal drugs, but the school will share intelligence with the police about the inappropriate sale or supply of tobacco, alcohol or volatile substances to students in the local area.

11.3 Illegal Drugs

The school will always contact the relevant outside agencies when an illegal drug is discovered within the school boundaries. Where appropriate the Police and School staff will discuss the incident and agree on action to be taken. This may include:

- Internal management of the incident by the school;
- Active involvement of Police processes;
- Disciplinary action taken by the school in accordance with the schools' behaviour policy;

11.4

Temporary Possession of and Destruction of Suspected Illegal Substances

The law permits school staff to take temporary possession of suspected illegal substances for the purpose of preventing an offence being committed. Huntcliff School staff who suspect that a student is in possession of an illegal substance will inform the appropriate member of the SLT.

The school will ensure that at least two members of staff are present when any illegal substance is taken into the school's possession.

The Police should be informed immediately so that collection can be arranged. A record of the police incident number and the time and date of notification should be recorded and retained for future reference. A full written account of the circumstances will be made and retained within this file together with any witness evidence taken. The substance will be placed in a sealed envelope or other suitably labelled secure container.

A record of the time of the seizure/find and the details of any witnesses present will be made on the exterior of the envelope or container. The police incident number should be added to this record as soon as it has been obtained. Parents/Carers will be informed immediately of the incident and any action taken by the school.

12. Monitoring and evaluation

12.1

The impact of the policy will be monitored by the Senior Leadership Teams as part of the quality assurance process and through the review of regular Key Performance Indicators such as **Rewards/Behaviour points** logs, reset room and reflect room figures as well as fixed term suspension figures.

12.2

The policy will be reviewed annually by the board of trustees

13. Other related policies and documents

13.1

This policy should be read in relation to all other school policies and with specific reference to:

- The Anti-Bullying Policy
- The Exclusions Policy
- The Equality Policy
- The Safeguarding Policy and child Protection policy
- The Home/School Agreement
- The IT Acceptable Use Policy

14. School Trips

This policy and the protocol set out here is applicable on all school trips whether in this country or overseas. Students and parents should be informed by the party leader of the consequences of breaking the rules on use or possession of both legal and illegal substances. Party leaders should also inform parents that if a student is sent home from a trip because of a breach of rules then the cost will be borne by the parents. This may also include additional costs such as the cost of any accompanying member of staff, replacement staff having to be sent out etc.



Appendix 1

RRRR- Rewards

Part of the distinctive ethos of Huntcliff School, and an integral part of our Behaviour for Success toolkit, is to reward good and outstanding behaviour both inside lessons and across all other activities we deliver as a school.

All staff value the power of strong, positive relationships with all members of the school community and use praise and rewards to develop and sustain positive attitudes to learning.

Common formal and informal praise and reward strategies that staff use are:

Public verbal praise;	Private verbal praise;
Awarding of Huntcliff Achievement	Phone call home
Phone call Friday	Huntcliff Hero Postcard home
Prizes/rewards in Assembly	Certificates
Meeting with senior staff	Meeting with the Headteacher

Appendix 2

Reminders

Behaviour Type	Action	Support/Next steps
Low level disruption	R1 Verbal reminder/warning – give students the opportunity to self-correct Reinforcement of expectations	No further action required
Continued low level disruption/poor behaviour	R2	Note name on board No further action required
Continued low level behaviour/poor behaviour	R3	Note R3 against name on board – Recorded on SIMS
Persistent disruption to learning/confrontational, argumentative behaviour towards staff	(R4) Removal to Reset room	Lunchtime resolve detention given for 30 mins Parents contacted by teaching member of staff
Fighting (investigate – perpetrator not victim sanctioned) Refusal to follow academy rules (inc uniform) Vandalism/damage to property Swearing Smoking or smoking by association intimidating behaviour 2 x reset in one day Refusal to attend lunch detention Truancing	R5 – Failure to follow academy rules	Reflect room for ½ or 1 day Home contacted Pastoral report if appropriate
At the discretion of the Headteacher dependent upon incident – eg include violence or threats of violence towards people or property <ul style="list-style-type: none"> Verbal abuse 	R6	Fixed Term Suspension SLT report upon return Record on SIMS Inform LA

<ul style="list-style-type: none"> • possession of, use of, or dealing drugs or banned substances • smoking or association with smoking (including vapes) • persistent anti-social, defiant or disruptive behaviour • Possession of banned items in school • Serious sexual misconduct 		
<p>At the discretion of the Headteacher dependent upon incident</p>	<p>R7</p>	<p>Permanent Exclusion Inform LA Convene Governors' Student Discipline Panel</p>

Where pupils fail to attend lunchtime detentions, parents will be notified and ~~offered one more chance. If this is also missed then~~ an after school detention for 1 hour will be given with NO NEGOTIATION.

Where refusal to complete a sanction results in a FTS, the student will still complete initial sanction on return from FTE.

Reflect room should be **considered an internal exclusion**.

The reset room is an early stage intervention and should include a conversation with the staff member supervising to determine what has caused the issue in lesson and where necessary, reasonable adjustments can be made. The reset room will also act as a safe haven for those pupils who are in need of short term emotional or social support.