



Headteacher: Mr Lee Walker

BEHAVIOUR FOR LEARNING POLICY	
Date of Review	July 2023
Prepared by	Lee Walker
Approved by Governing Board	July 2023
Policy based on	Behaviour in Schools (DfE – September 2022)
Date for next Review	July 2024
Links to other policies	Anti-bullying policy Safeguarding Policy Unacceptable behaviour towards members of the school community Diversity, Inclusion and Equality Preventing Extremism and Radicalisation

1. Introduction

The Behaviour for Learning Policy at Imberhorne School aims to clarify our rules and expectations both inside and out of the classroom. The policy is a tool to support staff and to help establish and maintain clear actions for student behaviours if expected classroom management strategies have not worked. It also outlines how all staff should reward positive student behaviour. Elements of the policy are contained within our Home School Agreement which is in student planners.

This policy will only work effectively if every member of staff in the school is prepared to put it into practice using a consistent approach.

2. Purpose of the behaviour policy

The students, staff and parents at Imberhorne School have a right to expect that the school is an orderly, safe environment where students are able to enjoy and achieve in their learning. We believe there is a strong link between behaviour and learning, therefore we have a policy that clearly defines the rewards and sanctions used at Imberhorne School to support appropriate behaviour.

This policy sets out the principles on which behaviour for learning is founded at Imberhorne School:

- High standards and expectations
- Mutual respect
- All staff model good behaviour and reward effort, progress and achievement
- We take responsibility for our actions
- Parents, students and staff work together
- Clarity of expectations
- Consistency

Our behaviour policy is also underpinned by the following values which are the cornerstones of our community:

- Compassion – we are a caring community, where relationships are at the heart of everything we do.
- Achievement – we aim for each student to achieve the very best outcomes they can so that they are well-prepared for an enriching and fulfilling life.
- Respect – our school is a calm and respectful place, where the highest standards of behaviour and personal conduct are modelled and insisted upon.
- Endeavour – students need to have resilience and are expected to persevere to overcome difficulties. We embrace challenge and learn from our mistakes.

3. Roles and responsibilities

The Governing Body will:

- Discuss, review and endorse agreed strategies.
- Discuss the working of this policy using the Headteacher's termly report as a starting point.
- Monitor the progress of our behaviour systems and processes.
- Set out the behaviour principles from which this policy is derived.

The Headteacher will:

- Ensure that all staff have an opportunity to discuss strategies and review them.
- Determine the strategies and procedures.
- Discuss development of the strategies with the Senior Team and other staff.
- Ensure appropriate training is available.
- Ensure that the procedures are brought to the attention of all staff, parents and pupils.
- Report termly to the governing body.

The Senior Leadership Team will:

- Be responsible for the day-to-day management of the policy and systems.
- Keep the Headteacher informed of incidents.
- Arrange relevant staff training.
- Ensure that there are positive strategies and procedures in place to help create a calm, ordered and purposeful atmosphere.
- Determine how best to involve parents and other agencies in the solution of individual problems, including addressing support for students with additional needs where those needs might affect behaviour.
- Make a termly report to the Headteacher via school Quality Assurance procedures.

Pastoral teams will

- Be responsible for ensuring the school's positive strategies are put into practice.
- Know the school's procedure and deal with incidents that are reported.
- Play a key role in supporting individual pupils to change their behaviour.

All Staff will:

- Know the policy and procedures.
- Be responsible for pastoral care and be prepared to listen, support, advise and encourage whenever necessary.
- Be observant and try to create an environment where behaviour incidents do not arise.
- Deal with any incidents consistently according to the policy.
- Challenge and report if necessary, when student's comments or actions run counter to our policy.

Parents and carers:

- Parents and carers are responsible for working in partnership with the school and for assisting the school in maintaining high standards of behaviour.

4. We will know the policy is having an impact when:

- All classrooms are ordered, and students are visibly enjoying their learning.
- Behaviour around the school at break times, lunchtimes and between lessons is mature and responsible.
- There is a greater sense of belonging from more students in the school.
- There is a consistency in the number of student achievements and rewards.

5. We will monitor and evaluate the success of our policy through:

- Inviting staff feedback through appropriate forums. (e.g. staff questionnaires, departmental meetings providing departmental data).
- Inviting feedback from students (e.g. via the School Council, Year Councils, Sixth Form Forum, Student Leaders, Student Voice interviews and Pastoral reviews).
- Inviting Parental feedback through surveys and through the Parent Partnership Meetings.
- Analysing data to highlight trends and patterns with a particular emphasis on rewards issued, and reductions in detentions, suspensions and exclusions.
- Analysis of lesson observations, Learning Walks and student work.

6. Government Guidelines:

In the DfE document 'Behaviour in schools – advice for Headteachers and Staff' (September 2022), the following points are made:

- The headteacher of a maintained school must determine measures which aim to encourage good behaviour and respect for others, secure an acceptable standard of behaviour of pupils, promote, among pupils, self-discipline and proper regard for authority, prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying), ensure that pupils complete any tasks reasonably assigned to them in connection with their education, and otherwise regulate the conduct of pupils
- Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have authority to issue detention to pupils, including same-day detentions
- School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties

7. Expectations

It is important that all students know what is expected of them. When rules are ambiguous or not consistently enforced students are set up to fail. Our expectations stem from our vision:

Our vision is that all students leave Imberhorne School as caring, confident, reflective and resilient individuals with a thirst for learning, knowledge and discovery which lasts throughout their lives.

We will enable all young people, regardless of background, to achieve the highest possible standards of academic excellence, personal conduct and responsibility, whilst they enjoy an enriching and fulfilling preparation for life in the modern world.

Our students will have the sharpest minds and the kindest hearts.

Parents are expected to be partners in behaviour management and eliminating undesirable behaviour. Parental cooperation is a priority and the Home-School agreement (in Student Planners) is key to this.

We have essential rules which enable teachers to teach to the highest standards, so students can learn to the best of their ability. In seeking to promote our values and to protect individual rights, we regard as unacceptable:

- Bullying, either physical or verbal.
- Cyberbullying
- Child-on-child abuse
- Deliberate damage to school or personal property.
- Deliberate disruption of teaching.
- Smoking or vaping on the school premises or the approaches to school or being in the presence of smokers/those using vapes.
- Use, possession of or supply of alcohol or any illegal substance.
- Any violent behaviour towards students, staff or other member of the school community.

Key rules for all students:

- Look smart and **be ready** to learn
- **Have pride** in yourself and your environment
- Follow all reasonable requests made by staff
- **Show respect** for others at all times - in word and action.

Bullying, including cyberbullying - In any cases of actual or suspected bullying, including cyberbullying, prejudice-based and discriminatory bullying, we will follow the procedures outlined in our Anti-Bullying policy.

We expect students to be punctual to lessons and tutor time, to have the correct equipment at all times, to treat all members of staff and each other with respect and courtesy and to follow our CARE principles outlined above. These expectations will be made clear during assemblies, tutor times, in lessons and through communication channels.

The school believes that prevention of poor behaviour is essential. Good teaching and positive relationships are key elements which we believe are important in prevention, as well as the use of an extensive reward system.

It is the duty of all members of staff to implement the systems within this policy to ensure consistency. All staff are expected to tackle poor and anti-social behaviour whenever they see it and will be supported in doing so by all colleagues at all levels. The 'How we do things here' guide for staff contains relevant protocols for this. Classroom teachers are responsible for behaviour in their classroom in accordance with the expectations and consequences outlined below.

The Behaviour for Learning policy also applies to:

- Any student not on school premises
- Any student who at any time is identifiable as a member of the school travelling to or from school
- Any student on a trip or off-site activity.
- Any serious misbehaviour, at any time and regardless of where the misbehaviour occurs.

The school Behaviour Policy supports classroom rules and routines, and is reinforced by consequences at all levels. Form Tutors, Class Teachers, Pastoral and Support staff, Heads of Year, Leaders of Learning and Senior Leaders use a range of strategies to promote good behaviour and reinforce expectations, including:

- Through the CARE classroom behaviour posters being displayed clearly in all classrooms
- Student focused conversations
- Meetings with parents and carers
- Early prognosis support
- Learning Mentor support
- SEN behaviour support
- Involvement of External Agencies

8. Positive behaviour rewards

The implementation of the reward system of the policy is key for acknowledging students' achievements both in lessons, around school and when representing the school in the community (Appendix 1). A full range of rewards are given including:

- Electronic merit points issued daily during lessons and for achievements outside of lessons
- A range of certificates for achievements of different kinds.
- Presentation of the Imberstar Awards.
- Postcards from subject areas and Pastoral Teams.
- Praise emails are written home by staff at all levels
- Telephone calls are made to parents by subject teachers to celebrate student achievement
- High quality student work is displayed
- The Headteacher's weekly briefing and our social media feeds communicate success to the whole school community
- Achievement Assemblies, Graduation events and Celebration Evenings are used to promote the success of students across the school and at particular milestones in a student's life.

9. Consequences

A range of sanctions exist and care is taken to apply the sanction most appropriate to the student concerned and the nature of the misdemeanour. There are five levels of sanction, listed on Bromcom as B1-B5. All staff can issue B1 and B2 sanctions, whereas B3, B4 and B5 sanctions are issued by pastoral and support staff, and SLT.

Our consequences include:

For poor behaviour in class

- Warning a student about their behaviour
- Moving a student's position in class
- Issuing a Detention
- On-call request – on-call staff will attend the lesson to support the teacher
- Removal from lesson
- Being placed on subject report
- Removing a student from a class for a period of time (with approval of SLT/Head of Year) to allow the student to reset

Behaviour across different classes or more widely:

- Withdrawal of other privileges – for example we reserve the right to remove a student from a school trip or other activity if their behaviour in school warrants this.
- Detention
- Loss of break/lunchtime
- Informing parents by letter, phone call or inviting them to a meeting
- Referral to the Head of Year/Leader of Learning
- Being placed on year team / punctuality / SLT report
- Removing a student from a class for a period of time (with approval of SLT/Head of Year) to allow the student to reset.
- Referral to the Bridge
- Drawing up a Pastoral Support Plan (PSP)
- Issuing a formal warning
- Suspension
- Managed moves, and in exceptional circumstances Permanent Exclusion.

When implementing consequences for poor behaviour, the school is committed to the principle that **certainty is more important than severity**.

Heads of Year monitor the recording of positive and negative events on Bromcom by staff, and ensure that students who display poor behaviour are supported through our range of consequences

Thorough investigations of incidents take place before deciding on a sanction. This may include the gathering of statements from students involved and witnesses and any CCTV footage if relevant. The standard of proof used when deciding whether to sanction a student is on the balance of probabilities. The prior conduct of a student may be a relevant factor when decided on a sanction, particularly if the conduct has been repeated and previous sanctions have not been effective.

Incidents of positive and negative behaviour need to be recorded on Bromcom by the member of staff involved. It is vital that all staff are consistent in the recording of rewards and consequences so that we achieve consistency for parents and students, to support each other and so that pastoral staff, Heads of Year, Leaders of Learning and SLT have access to accurate data on behaviour in the areas they are responsible for.

10. Investigating serious behaviour incidents: Advice for staff

- Students involved should be kept separate as far as possible until the outcome of the investigation.
- All relevant students should be interviewed, and a written statement may also be requested from those involved.
- Any written statement should be signed and dated by the student. It may be appropriate for a member of staff to scribe for a less able student, in which case this should be made clear on the statement, which should be signed and dated by the student.
- Relevant staff may be asked to provide written statements, or behaviour report forms in Bromcom if necessary. These should be signed and dated.

Outcomes of initial investigation:

- Some of the aspects of the school consequences system may be applied, e.g. detention, referral to the Bridge, suspension.
- Sometimes parents will need to be contacted.
- Sometimes referral may need to be made for further internal support.

- Sometimes contact will need to be made with relevant outside agencies.
- The outcomes of an investigation will usually be recorded in writing, signed and dated by the investigator. Usually, relevant staff will be informed of the outcome.
- In the case of suspension, contact should be made with a parent. Ideally this will be phone, but if this not possible then leaving a voicemail, sending an email or sending the student home with a copy of the suspension letter are alternatives. Students of compulsory school age should not be sent home without telephone contact with parents unless it is at the end of the school day. This may mean that students will have to be kept isolated from other students pending parental contact.

Decisions about which of the outcomes are necessary will be made by Heads of Year, and in cases of more serious misbehaviour by Heads of Year in discussion with appropriate members of SLT.

11. Banned and prohibited Items

Examples of items **banned** from the school premises and on school visits are:

- Aerosols
- Nail varnish or nail gels
- Chewing gum

The following items are **prohibited** from the school site at any time. It is illegal for students to have many of these prohibited items.

- Knives and weapons – or any object that could be used to harm another person with or without the expressed intention of doing so.
- Alcohol
- Illegal Drugs
- Fireworks
- Cigarettes and/or smoking materials, including e-cigarettes and vapes
- Stink bombs and water bombs
- Lighters and matches
- Laser pointers

Please note – these lists are not exhaustive, and the school reserves the right to make a judgement that particular items are not allowed in school or on school trips and visits.

Bringing banned or prohibited items onto the school premises will result in immediate confiscation and will lead to a sanction. The seriousness of this sanction will depend on the nature of the item. It is highly likely that bringing in prohibited items will result in a very serious sanction which could be permanent exclusion from the school.

12. Confiscation of Inappropriate Items / Power to search

There are two sets of legal provisions which enable school staff to confiscate items from pupils and the school reserves the right to exercise these provisions:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects school staff from liability for damage to, or loss of, any confiscated items provided they have acted according to this guidance in this policy.

The school follows the guidelines issued by the DfE, updated in the Education Act 2011. Teachers are lawfully empowered to search a student, without consent for items defined within the Act as 'prohibited'.

Additionally, teachers are empowered to search a student, with their consent for other items banned by the school rules. Refusal by a student to give consent is a separate disciplinary offence. The school reserves the right to call the Police to conduct a search where necessary.

If staff believe a pupil is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- A search of outer clothing; and/or
- A search of school property. E.g. pupils' lockers; and/or
- A search of personal property (e.g. bag or pencil case within a locker)

Searches will be conducted in such a manner as to minimise embarrassment or distress.

Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff.

When staff find anything which they have reasonable grounds for suspecting a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with DfE guidance Screening, Searching and Confiscation.

Weapons and knives, extreme or child pornography or illegal substances will always be handed over to the police.

Alcohol, cigarettes, cigarette papers, lighters, vapes and e-cigarettes will be disposed of.

Other confiscated items may be returned to the parent or student at an appropriate time at the discretion of the school.

13. The use of reasonable force

The school follows the guidelines issued by the DfE, set out in the Education Acts of 1996 and 2006.

- There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.
- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.
- Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.
- When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

14. Malicious Allegations against Staff

An accusation made against a member of staff will be dealt with by the school according to its nature by application of the relevant school policy giving due regard to the statutory guidance from the Department of Education.

Where pupils are found to have made malicious allegations the school will apply an appropriate sanction. This could include suspension or permanent exclusion. Where appropriate, referrals may be made to other external agencies.

15. The use of Mobile phones

The school recognises that mobile phones and digital devices can have considerable value, particularly in relation to individual safety. However, mobile phones should be switched off and kept out of sight (in a locker or school bag) from the time a student walks onto the school site until they leave the site (including after a club, fixture, detention, waiting for buses, twilight session etc.)

When phones are seen, staff will confiscate them and students will need to collect them from the appropriate Year office at the end of that school day (or if they are leaving the school site for the day, for instance for a medical appointment). If a phone is confiscated for a second time within a Half Term, parents will be required to collect the phone from school. Further confiscations will result in the student handing their phone in to their Year Office at the start of each day for the rest of that Half Term. Confiscation of a mobile phone will be recorded as a negative behaviour point on Bromcom.

Note: The term 'phone' in this policy denotes mobile phones, iPods, MP3, MP4 players and any similar portable electronic devices.

Mobile phones/digital devices present a number of problems:

- They are valuable items that can be stolen.
- Their use can render pupils subject to potential bullying or inappropriate contacts.
- They can disrupt the learning environment.
- Camera functions can lead to child protection and data protection issues with regard to inappropriate capture, use or distribution of images.

Responsibility for the phone/digital devices rests with the pupil and the school accepts no financial responsibility for damage, loss or theft of mobile devices.

Mobile phones/headphones etc must not be visible anywhere inside the school buildings, **equipment must be switched off and stored in the student's locker or bag.**

If there is an emergency which requires communication with home, students must speak to their Head of Year, Pastoral Support Assistant or Reception. In an emergency, parents/carers should phone reception and a message will be taken to the student.

Mobile phones/digital devices cannot, under any circumstances, be taken into examination rooms. Breach of this rule will lead to invalidation of that examination and potentially other examinations.

Mobile phones/digital devices can be used outside teaching hours by Sixth Form students but only in the Sixth Form Common Room.

16. Uniform expectations

Uniform should be worn according to the uniform guidelines, available on our website and in Appendix 2. It is essential that these rules are consistently adhered to by all students. Staff will record a uniform offence on Bromcom if it becomes persistent (e.g. more than 2 occasions that it has occurred).

If a student is seen wearing jewellery it will be confiscated and passed to the appropriate Year Office for collection by the student at the end of the day. This will be recorded on Bromcom. Repeated confiscations will escalate to the detention system, and uniform report.

17. Supporting Students whose Behaviour Needs to Improve The Pastoral Support Plan

The Pastoral Support Plan is a document which identifies precise and realistic behavioural outcomes for the student to achieve. It will be agreed with parents as a result of a meeting with them to which an external agency may be invited. This meeting will consider the causes for concern and the steps suggested improving the situation. Agencies such as Education Welfare, the WSCC Educational Psychology Service, Social Services, Housing and voluntary organisations, should be involved if appropriate.

In drawing up the plan the school will, in discussion with others:

- Consider offering specialist support and counselling;
- Review any learning difficulties and put in place a remedial programme where necessary;
- Consider changes of sets or class;
- Consider a placement for a period in The Bridge (at either site), an APC or other external setting.

The programme should have an automatic time limit, be monitored monthly and should be reviewed at least halfway through its duration. Rewards for meeting targets and sanctions for non-compliance should be made clear at the outset.

At the end of the agreed period the intervention package may, according to level of its impact on improving the situation:

- Be reduced or removed;
- Be continued for a further period of with or without amendments or where there has been no improvement at all there may be a permanent exclusion.

Risk Reduction Plan

The Risk Reduction Plan is an assessment of risks affecting a student's potential to make progress. It includes the key risks and steps that can be taken to reduce the impact of these.

Mental Health Support

Students may be referred to the service via either our designated Mental Health First Aid Team either through agreed termly meetings or directly. For some concerns we may access other external consultancy or complete suitable testing. For serious/complex concerns we may recommend that students are seen by their GP and/or we may complete a referral onto the appropriate service.

Reintegration meetings:

Suspension is seen as a serious consequence for a student and their education.

When a student is suspended from the School, a reintegration meeting always takes place before the student returns. The reintegration meeting is usually held with a member of SLT present. This is seen as an important step in preventing further suspension. At the reintegration meeting, the student is asked to reflect on the reason for their suspension and the actions that they and the School need to take in order to prevent it from being repeated. The School will consider all further support needed to support the student, including referrals to external agencies.

Other External Agencies:

The School engages fully with a wide range of external agencies to support the needs of students and to help improve their behaviour. Many of these agencies such as the Early Help team and Social Services carry out their work both externally and at the School. We are fully committed to working in partnership with external agencies to provide our students with the highest quality of support possible.

18. Suspension / Permanent Exclusion

Students may be internally or externally suspended for high level behaviour issues. There is no prescriptive list of offences for which suspension or Permanent Exclusion is used because every case is treated individually. However, suspension will normally result from:

- Persistently disruptive or defiant behaviour
- Serious verbal abuse towards a member of staff
- Physical assault / fighting
- Persistent breaches of the school behaviour code
- Any criminal offence, including vandalism or theft

The parent of a suspended student must be notified as soon as possible by telephone, followed the next day by a letter.

Alternatives to Suspension

The school recognises that suspension from school is a serious matter. Suspension may be external or internal, dependent on the circumstances. We avoid suspending students where possible and try to achieve the correct balance between the needs of the student and the needs of the school community. In order to keep suspension rates low, we use several alternatives to suspension and ensure that there is early intervention with student behaviour.

The following alternatives to suspension are used by the school (in addition to those mentioned elsewhere in the policy):

Managed Move:

The school participates fully in the managed move process which involves students transferring to other local schools on a trial basis, either as an alternative to permanent exclusion or where there has been a serious breakdown in the relationship between a student and the school. The school also receives students under this scheme and has successfully integrated many students on this basis. Students that come to Imberhorne on a managed move will be expected to sign a contract outlining the expectations of the school.

Alternative Provision

When a student is at serious risk of suspension or consistently failing to engage with the school, alternative provision is considered. This may be in the form of an alternative education provider, off-site direction or an outreach programme arranged in school. This may be a flexible part-time provision or a full-time one depending on the needs of the student.

Permanent Exclusion

A decision to exclude a student permanently is a serious one. As with suspensions, parents will be informed as soon as possible. Permanent Exclusion is usually a response to persistent and defiant misbehaviour where the continuing presence of a student in school would be harmful or detrimental to good order, safety or the education of other students. It is the final step in the process of dealing with high level behaviour incidents where all other interventions, including appropriate Pastoral Support, have failed. However, in accordance with DfE guidance, a student may be permanently excluded for a first or 'one off' offence if it is of a very serious nature.

This may include:

- Serious physical violence (actual or threatened)
- An offence involving illegal drugs or a weapon
- Bringing prohibited items into school

19. Sixth Form Behaviour Rules:

Behaviour in General

There are very few rules and regulations concerning Sixth Form, as we simply start with the expectation that students will conduct themselves around the site, the local community and in lessons in a mature, polite and responsible manner. Students should act as role models for younger students and should set a positive example for them. On the rare occasions that we do have behaviour issues to deal with, the Key Stage 5 team will act in a timely fashion to address them. We follow the same Suspension/Permanent Exclusion policy as Main School.

In extreme cases of bad behaviour, such as racist, homophobic, bullying, sexually inappropriate, violent or drug related incidents, then the normal school suspension and permanent exclusion procedures will be followed.

Key expectations of Sixth Form Students

Around school

- Phones, devices, airpods etc. are only allowed to be used in the Common Room.
- Smoking/vaping is not permitted on or around the school site. If a student is referred by a member of staff to the Assistant Headteacher (KS5) the first occasion will be a verbal warning, the second a letter home and appropriate intervention, the third a Suspension.
- KS5 students must wear lanyards at all times unless instructed that they do not need to do so by a member of staff (eg in a Science experiment).

In the Classroom - minimum expectations:

- Attend all lessons and arrive punctually
- Keep well organised files/folders
- Be correctly equipped and prepared for the lesson
- Listen attentively
- Be fully engaged in all lessons at all times
- Take an active part in group work, paired work or whole class discussion
- Develop independent learning skills – a worker, a learner and a helper

20. Communication of the Policy

The School is committed to the continuous reinforcement of the behaviour policy in all that we do to ensure that standards of behaviour are maintained and improved over time. In particular, the policy is reinforced in the following ways:

Staff training: all staff are trained in implementing the behaviour policy in a consistent and fair manner. There are frequent refresher sessions to ensure that the message remains the same and that standards are maintained. New staff receive training on the policy on their induction. Staff who are providing cover or volunteering are also briefed on the policy via the cover staff booklet.

Standardised display: all classrooms display the CARE behaviour poster

Assemblies: these are used as an opportunity to constantly reinforce high expectations of behaviour to students and to react to any particular issues that may arise.

Transition: we explain the behaviour systems, rules and expectations to new students when they arrive at the school, whether that is part of the normal transition process in Year 7 or Year 12, or when a student makes a mid-year transfer to the school.

Home-school agreement: This is signed by all students and parents and reinforces key messages about standards of behaviour and items that are banned from the school.

Appendix 1 – Reward System

Students accumulate 'Achievement Points' via the following recognition schemes and we reward the total achievement points at various milestones.

PRAISE CARDS (No achievement point)

These are a personal form of praise to verbally reward students when they have 'got it right' in a lesson. Whilst they don't attract any achievement points, they allow the student to skip the canteen queue on that day (or the following day if given in P5)

INDIVIDUAL 'MERIT' (worth 1 achievement point)

Merits are awarded to KS 3&4 students for demonstrating praiseworthy activities during a lesson. Merits are awarded using Bromcom. Staff will choose the merit that fits with the Character Education trait they wish to reward.

'PRAISE EMAIL' (worth 3 achievement points)

These recognise a student displaying praiseworthy activities **across a series of sessions (subject or tutor time)**. They are issued using Bromcom.

IMBERSTAR SCHEME (worth 5 achievement points)

There are 50 'Imberstar' students every half term. The recognition scheme, celebrates ten students from each year group between Year 7 and 11.

The students receive Imberhorne branded prizes, free break and lunch food in the canteen and are able to skip the queue on a special 'Imberstar Day'

WHAT WILL STUDENTS RECEIVE?

Students will be awarded the following prizes in assembly as they reach the milestones throughout the year. This type of whole year acknowledgement further increases a culture of celebrating success.



KS5 REWARD SCHEME

Sixth Form students are recognised with subject awards.

END OF YEAR REWARD ASSEMBLIES

These are used to celebrate achievement and good progress across year groups.

Y11 GRADUATION

A 'Graduation' scheme runs across KS4 with targets for behaviour criteria between the first and last day of the Spring term in Y11. Graduation is linked to both school and wider community involvement as well.

The Graduation ceremony is held for all students who have graduated. There are three levels of graduation; Grad, Grad with Merit and Grad with Distinction

Appendix 2 – Uniform

Item:	Expectation:
Black trousers, tailored shorts or Imberhorne School skirt	Trousers and shorts must be worn on the waist. Imberhorne School skirt worn just above the knee or longer. Skirts should not be rolled over to shorten the length of the skirt.
Grey Imberhorne School jumper	Jumpers are to be worn on top of polo shirts. They can be taken off, but not worn around the waist or shoulders.
Blue Imberhorne polo shirt	
Navy blue Imberhorne zipped jumper	This is an optional item if students wish to wear an additional layer to keep warm, therefore it should be worn on top of the grey Imberhorne jumper. Hoods should be down inside the school buildings.
Plain white or black socks/black opaque tights	Socks must be ankle length. Knee high socks are not permitted.
Flat, black polishable shoe	Shoes must be plain black and polishable. The school retains the final decision on whether a shoe is in line with the policy.

P.E Kit:

Item:	Expectation:
Girls' navy Imberhorne Training Top	White polo or navy base layer can be worn underneath.
Boys Imberhorne Rugby Shirt	
Girls Imberhorne Football Shorts	Navy base layer can be worn underneath for warmth in the Winter months.
Boys Imberhorne Rugby Shorts	Navy base layer can be worn underneath for warmth in the Winter months.
Imberhorne Football Socks	
Trainers: Navy, Black, Grey or White Football/Rugby boots	Trainers to be worn with plain socks.
Additional equipment and information	Shin pads and gum shield. No jewellery to be worn and long hair must be tied back.

Sixth Form Dress Code

Permitted clothing:	Expectation:
Tops/T-shirts	No low-cut tops or short cropped tops. Underwear should not be visible.

Hoodies/jumpers/sweatshirts	Hoods will be down inside the building
Dark thick leggings, jeans or trousers	Jeans can have a maximum of one small rip Underwear should not be visible.
Shorts	Hotpants are not permitted
Skirts or dresses	Skirts and dresses should be a length appropriate for school.
Shoes, trainers or sandals	

Students at Imberhorne always show **CARE** for their learning and behaviour

 C ompassion	<ul style="list-style-type: none">• We are mindful of other people's emotions, thoughts and experiences• We include others in activities and discussion• We are supportive and help each other out
 A chievement	<ul style="list-style-type: none">• We work hard to complete tasks to a high standard• We take responsibility for our learning• We aim to achieve the best we can, so we are well prepared for the life ahead of us
 R espect	<ul style="list-style-type: none">• We are polite and kind in our interactions, and we speak appropriately to each other• We move safely and sensibly around school• We have the highest standards of behaviour and personal conduct
 E ndeavour	<ul style="list-style-type: none">• We embrace challenge, learn from our mistakes and we aim to produce work above expectations• We take pride in wearing our school uniform, and in having the right equipment• We arrive on time and ready to work

 **Sharpest minds. Kindest hearts** 

Appendix 4 - Attitude to Learning Grades for reports

 Attitude to learning @ Imberhorne School 				
	OUTSTANDING Praise e-mails, Imberstar nomination for sustained performance.	MOTIVATED Achievement points	COASTING IMPROVEMENT NEEDED Log low level behaviour	UNACCEPTABLE Behaviour Points +sanctions
Learning Attitudes	<ul style="list-style-type: none"> Shows a high level of dedication and enthusiasm in lessons. Willingly seeks 'next steps', takes risks to further their learning. Takes a major part in lessons and is a good role model Can take the lead for his/her own learning and give support to others. Consistently on task. Never needs to be reminded about expectations. 	<ul style="list-style-type: none"> Has a positive attitude towards their own learning. Takes an active role in all activities within the lesson. Asks relevant questions and volunteers answers. Rarely off task. Rarely needs to be reminded about expectations. Perseveres when the work is challenging. Responds positively to feedback improving and developing their work 	<ul style="list-style-type: none"> Occasionally asks questions or offers answers. Often passive in group activities and in learning overall. Needs reminding of expectations, including punctuality Does not always have the necessary equipment for the lesson. Makes a limited response to feedback with little or no further development 	<ul style="list-style-type: none"> Has a poor attitude to learning. Creates a negative effect on the learning environment for others Consistently fails to bring the basic equipment needed to lessons Responds to feedback negatively and makes little or no effort to improve
Quality of Work	<ul style="list-style-type: none"> Dedicated and strives to produce work which is over and above what is expected. Works hard to produce work and completes tasks to a high standard. Consistently makes very good progress. 	<ul style="list-style-type: none"> Shows enthusiasm for the subject. Tries hard to produce work to the best of his/her ability and makes expected progress. 	<ul style="list-style-type: none"> Completes most of the work set in lessons but does not always make progress. Easily loses concentration in lessons Needs to be reminded to remain on task. Work is rushed and lacks detail, maybe incomplete. 	<ul style="list-style-type: none"> Consistently fails to produce appropriate work and makes little or no progress Reluctant to complete work in lesson Often off task even when encouraged to remain on task by the teacher.
Working Independently	<ul style="list-style-type: none"> Consistently produces homework of a standard above what is expected of them. Seeks to further knowledge of topics by participating in additional research. 	<ul style="list-style-type: none"> Meets deadlines for homework and classwork Consistently produces all work to the expected standard. 	<ul style="list-style-type: none"> Usually meets homework and classwork deadlines but due to lack of effort often does not produce work to the expected standard. 	<ul style="list-style-type: none"> Misses homework and classwork deadlines and consistently fails to produce work to the expected standard

Appendix 5 – Detentions

The school operates 'same day' detentions where possible. They are more effective as a sanction and they allow issues to be resolved and de-escalated quickly.

Parents will be notified that their child will be detained at lunchtime or after school when the incident is recorded on Bromcom (this requires parents to have the My Child At School app and to have push notifications activated). Parents will also be sent an email via Bromcom at the end of the day.

Lunchtime Detentions (20 minutes)

Pastoral detentions will be run at lunchtimes on a rota basis and will be for lateness, minor uniform issues and minor issues outside lessons.

After School Detentions (50 minutes)

After school detentions will run centrally with the aim of students completing the detention on the day it is issued. Detentions will be set on Bromcom, and the students told to report to the detention room after school.

Work given to students will be relevant and useful and age appropriate but will not necessarily be directly related to the lesson from which the student was placed in the detention. After School detentions will be given for lack of homework, poor effort with work and for other work-related issues, as well as other behavioural issues.

After school detentions are staffed on a rota basis. SLT may undertake focused mentoring work during after school detentions.