Behaviour Policy

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Bradford Diocesan Academies Trust

Immanuel College
Church of England Academy

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Section 1: Overview

The Christian Ethos of Immanuel College.
Immanuel means 'God with us' We believe that God is with us here at Immanuel College.
At Immanuel

- We encourage everyone – to think and talk about God
- We encourage everyone – to treat others with equal respect
- We encourage everyone – to fulfil their God-given potential
- We encourage everyone – to take seriously Christ's lifestyle and teaching
- We encourage everyone – to be open to God's spirit.

1.1 Policy Statement

This policy should be read in conjunction with other academy and trust guidance (see Section 1.4).

1.2 Vision and Values

Our school name and the Immanuel dove embody the fact that **God is with us** in everything we strive to do, cultivating a community rooted in the biblical values of **perseverance**, **character** and **hope**, where pupils are inspired to flourish in their educational journey. At Immanuel, we embrace the diversity of **all God's children**, creating an inclusive and nurturing environment where every member of the school community is respected, valued and celebrated. The Immanuel family encourages, models and practises forgiveness and reconciliation. We have a commitment to the highest standards of behaviour and all pupils are regularly reminded about the basic expectations that underpin the "**Immanuel Standard**":

- **Conduct** – Demonstrating respect, kindness, safety and integrity in all interactions.
- **Responsibility** – Taking ownership of actions, learning, and contributions to the community. **Determination** – Showing resilience, effort, and a commitment to improvement.
- **Excellence** – Striving to achieve the highest standards in all areas of school life.

We expect every member of our community to actively develop these core characteristics within themselves, to show care and respect for others, and to appropriately challenge attitudes and behaviours that do not reflect our shared values. We are committed to working in close partnership with parents and carers to uphold the high standards of behaviour and welfare that define our school.

1.3 Policy Aims and Principles

This policy aims:

- To ensure that the behaviour of pupils and the associated behaviour policy reflects the Christian ethos of the school.
- To outline our system of **rewards and sanctions,** and encourage a healthy balance between rewards and sanctions to encourage and support positive behaviour.
- To ensure that a clear behaviour strategy is shared with, and understood by, all members of the school community.
- Summarise the **roles and responsibilities** of different people in the academy community with regards to behaviour management.
- To ensure that the school takes a measured, proportionate and responsible action in response to instances of poor behaviour.
- **Define** what we consider to be unacceptable behaviour.
- To take account of the needs of all pupils, including the more able, the disaffected and those with learning difficulties or disabilities.
- Centralise sanctions and remove unnecessary workload for teachers, pastoral and administrative staff.
- To ensure that all pupils are able to work in school, free from harassment or bullying of any form, including cyber bullying, prejudice-based or discriminatory bullying.

- To develop personal and moral values, respect for shared values, other cultures, religions and ways of life.
- To develop young people who are able to take their place in society as confident and responsible citizens.
- To model forgiveness and reconciliation.

1.4 Legislation and Statutory Requirements

This policy is based on statutory guidance and advice from the **Department for Education (DfE)**, including:

- Behaviour in Schools (February 2024)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026)
- Searching, Screening and Confiscation at School
- The Equality Act 2010.
- Use of reasonable force and other restrictive interventions guidance
- Supporting pupils with medical conditions at school.

It is also based on the latest Keeping Children Safe in Education guidance, Special Educational Needs and Disability (SEND) Code of Practice and the Children and Families Act 2014.

In addition, this policy is based on DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy (see our website).

1.5 Links with Other Policies

This policy should be read in conjunction with the following documents:

- BDAT MAT Behaviour Statement & Expectations
- Exclusions and Suspension Policy
- Restrictive Intervention Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Attendance Policy
- Anti-Bullying Policy
- Mental Health Policy
- SEND Policy
- Relationships & Sex Education Policy
- Dealing with Drug Incidents Policy

1.6 Monitoring Arrangements

This policy is reviewed annually by the Headteacher and the Local Governing Body to ensure its implementation and effectiveness.

Monitoring includes the analysis of:

- Behaviour incident data (positives and negatives) via systems such as SIMS and ClassCharts.
- Attendance, suspension, and permanent exclusion data.
- The use of removal from classrooms and isolation.
- The use of seclusion and restrictive intervention.
- Anonymous surveys capturing the perceptions and experiences of staff, pupils, and parents.

1.7 Relationships and Positive Framing and Strategies to Support Behaviour

Relationships are at the heart of how we manage behaviour at Immanuel College. Through mechanisms such as forums, parents' evenings and questionnaires we will regularly gather feedback from parents and families.

By enrolling your child at Immanuel College, all parents/carers agree to a home-school agreement, and the school's behaviour policy, which outline the rules students are expected to adhere to and how home can support school with making sure these rules are following and any sanctions are completed.

1.8 Roles and Responsibilities

1.8.1 The Local Governing Body

The governing body is responsible for approving and monitoring this Behaviour Policy's effectiveness and holding the Headteacher to account for its implementation.

1.8.2 The Headteacher

The Headteacher is responsible for reviewing and recommending this Behaviour Policy to the Local Governing Body.

The Headteacher is responsible for nominating a Deputy Headteacher, or another Senior Leader, to be responsible for developing and implementing the behaviour strategy.

The Headteacher and nominated Senior Leader will ensure that the academy environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Headteacher and nominated Senior Leader will ensure that the school works with the Bradford Behaviour & Attendance Collaborative (BAC) partners.

1.8.3 Senior & Middle Leaders

Senior & Middle Leaders are responsible for:

- Ensuring that the behaviour policy is implemented consistently and fairly in the classroom & around the school.
- Monitoring the use of sanctions and rewards in the faculties; in particular, identifying any member of the faculty who is implementing sanctions frequently, which may indicate a need for support.
- Supporting staff in responding to serious behaviour incidents.

1.8.4 All Staff

Staff are responsible for:

- Implementing the Behaviour Policy fairly and consistently.
- Modelling positive behaviour.
- Implementing the FOCUS 5:

1	**STOP & DROP**	All staff to manage changeovers, including implementing the agreed start/end of lesson routines & challenge poor behaviour, praise positive
2	**CATCH THEM BEING GOOD**	Always proactively focus on positives first, referencing the ***Immanuel Standard*** - log positives accordingly every lesson
3	**CHALLENGE THE BASICS**	Lates, Uniform & Jewellery, Equipment - check, challenge & log consistently - referencing the ***Immanuel Standard***

4	**KEEP THEM IN**	Students must only leave on passes & genuine emergencies, at designated times.
5	**RESTORATIV E APPROACH**	“If you accept that nothing the child does will divest you of your responsibility to teach them, and you make their learning your sole aim, you will be working in a restorative manner.” Baker (2023)

- Communicating the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
- Challenging pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- Providing a personalised approach to the specific behavioural needs of particular pupils – individual circumstances must be considered when identifying the appropriate sanctions (e.g. SEND, SEMH, ACEs) and reasonable adjustments made where necessary.
- Recording behaviour incidents (on Class Charts using the appropriate categories, on Serious Incident Forms, and on CPOMS (where the behaviour is also a safeguarding concern)).
- Treating pupils and each other with respect.
- Challenging any inappropriate behaviour within the school, regardless of the location or time of day.
- Ensuring that reconciliation takes place following any sanctions and prior to the next lesson.

1.8.5 Parents/Carers

Parents/Carers are expected to:

- Support their child in adhering to the pupil code of conduct and reinforce the policy at home as appropriate.
- Send their child to school each day, on time, fully equipped according to the requirements outlined in this policy and the school website and ready to learn.
- Use the **Class Charts & EduSpot Apps** to ensure home-school communication is strong.
- Inform the academy of any changes in circumstances that may affect their child’s behaviour.
- Discuss any behavioural concerns with the class teacher/tutor/pastoral manager promptly.
- Accept that the behaviour of the pupil is their responsibility.
- Accept that decisions made regarding breaches of the behaviour policy are at the discretion of the school.
- Be involved in any meetings, and other communication, to plan strategies to support the school and to assist the young person in improving their behaviour.
- Treat the school and its staff with respect at all times whether communicating in person, by phone/email or using other methods of communication.
- Monitor the conduct of their child within the local community so as to ensure that the positive standing of the school is not negatively affected.

Where a parent/carer has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with us.

1.8.6 Students

Students are expected to:

- Treat all members of the school community, including visitors, with respect at all times, including when online.
- Follow the behaviour policy and expectations at all times.
- Behave in an acceptable way which allows learning to take place.
- Engage appropriately in reconciliatory conversations with teachers and other staff, displaying a polite and respectful attitude at all times.
- Be responsible for creating a safe and enjoyable learning environment, including by observing the school rules relating to mobile phones and devices at all times.
- Report unacceptable behaviour to a member of staff.

- Arrive at school ready to learn; on time, fully equipped and wearing correct uniform, as defined in the Student Information Booklet
- Act as a good role model for other students.
- Respect the school environment.
- Be responsible for their own behaviour within the local community in a way that ensures the positive standing of the school with local residents, including when travelling to and from school.

1.9 Definitions

Misbehaviour is defined as *(not exhaustive)*:

- Disruption in lessons, in corridors between lessons and at break and lunchtimes.
- A lack of engagement/effort leading to the non-completion of classwork or homework.
- Poor attitudes shown towards learning or towards others, including those exhibited online.
- Not wearing correct uniform.
- Failing to meet the 'Immanuel Standard', by not demonstrating the core values of Conduct, Responsibility, Determination, and Excellence

Serious Misbehaviour is defined as:

- Repeated breaches of the academy rules (i.e. through accumulation of behaviour points)
- Repeated failures to meet the Immanuel Standard
- Breaches of the mobile phone policy/procedures
- Persistent defiance
- Any form of bullying, including cyber-bullying
- Child-on-child abuse
- Sexual assault or harassment, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking (including e-cigarettes/vapes)
- Racist, sexist, homophobic or other discriminatory or derogatory language/behaviour
- Serious breach of the Online Safety and Acceptable use of ICT Policy
- Possession of any prohibited items. These are:
    - Weapons, eg knives (including replica or 'look-a-like' weapons)
    - Alcohol
    - Illegal drugs
    - Stolen goods
    - Tobacco products, e.g. cigarettes or e-cigarettes/vapes
    - Any article that the member of staff reasonably suspects has been, or is likely to be, used:
        - To commit an offence, or
        - To cause personal injury
    - Pornographic images (of any kind) and other inappropriate images or files on pupils' electronic devices that could be involved in cyber-bullying activity
    - Fireworks
    - Anything that has been, or is likely to be, used to cause injury or commit an offence

- Possession of banned items. These are:
    - Energy drinks/fizzy drinks
    - Sweets and/or chewing gum
    - Laser pens
    - Water pistols
    - Fidget toys (unless agreed as part of SEND provision)
    - Hats and other clothing not part of the agreed school uniform)

- Permanent markers
- Bluetooth speakers
- Bluetooth earphones/AirPods
- Mobile Phones/Smart Watches/Electronic devices (not secured in pouches – see mobile phone policy)

Note: any prohibited or banned items brought into school will be confiscated and disposed of.

For detailed information on **child-on-child abuse**, please refer to the latest Keeping Children Safe in Education guidance as well as the academy's Safeguarding & Child Protection Policy.

Section 2: Behaviour Expectations & Procedures

2.1 Code of Conduct and Expectations

Pupils come to school to learn. We have a commitment to the highest standards of behaviour and all pupils are regularly reminded about the basic expectations that underpin the ***'Immanuel Standard'*.**

Every member of our community has the right to work in a calm, safe, healthy and clear environment, and enjoy a friendly, pleasant atmosphere where they never feel threatened, so everyone is able to concentrate and learn without distractions.

Pupils have the right to be regarded as responsible, worthwhile members of the **Immanuel College community**.

To help ensure these rights are realised, the following principles contained in our Code of Conduct must be adhered to. The expectations also cover **online behaviour, behaviour within the community and when travelling to and from school,** where relevant. Pupils are expected to:

- Demonstrate good **Conduct**
  - Demonstrating respect, kindness, safety and integrity in all interactions.
  - Always conduct themselves in a manner that reflects positive on oneself
  - Enter the classroom **on time** in a quiet, orderly fashion, and sit in their designated seat.
  - Place their equipment on the desk and begin the 'do now' activity without delay, in silence.
  - Work to the very best of their ability and allow others to do the same.
  - Listen carefully and wait for permission to contribute.
  - At the end of the lesson, on the teacher's instruction, tidy away quietly and sit at their desks in silence.
  - Exit the classroom row by row, on the instruction of the teacher.
  - Exit the classroom in a calm & orderly fashion.

• Demonstrate **Responsibility**
  - Take ownership of actions, learning, and contributions to the class community.
  - Show commitment to meeting the Immanuel Standard, always following instructions.
  - Help others appropriately where they can.

• Demonstrate **Determination**
  - Show resilience, effort, and a commitment to improvement
  - Reflect on mistakes and using them as opportunities to grow.

• Accept **Excellence**
  - Strive to achieve the highest standards in all areas of school life.
  - Adhere to the dress code and wear the correct uniform smartly and with pride
  - Take pride in their achievements and celebrate the success of others.

2.2 Recognition & Rewards

2.2.1 Summary

In keeping with the Code of Conduct and rooted in the Christian values of Immanuel College—**Perseverance**, **Character**, and **Hope**—we believe that pupils who consistently demonstrate positive behaviour bring credit to themselves, their families, and the school. Such pupils will be recognised and rewarded for their contributions.

These Christian values are not just ideals; they are actively lived out through the ***'Immanuel Standard'***, which guides pupil behaviour and personal development during lessons and across school life. Pupils are expected to embody these values by demonstrating:

• **Conduct** – Showing respect, kindness, safety, and integrity in all interactions, which reflects the strength of Character.
• **Responsibility** – Taking ownership of actions, learning, and contributions to the community, embodying Hope for personal growth and positive impact.
• **Determination** – Displaying resilience, effort, and a commitment to growth, which exemplifies Perseverance.
• **Excellence** – Striving to reach the highest standards in all areas, integrating our Christian values into everyday practice.

- Positive behaviour points will be issued to pupils by their subject teachers for meeting the '***Immanuel Standard'*** during lessons, homework, and around school. (*Note: Subject teachers will issue these points as appropriate during every lesson).*
- Positive behaviour points will also be issued to pupils by their Form Tutors for meeting the '**ready to learn**' expectations (arriving to lesson on time, fully equipped and in correct uniform) set out in the code of conduct (see section 2.2). *(Note: 2 points will be issued to a pupil who had no lates in a week, and a further 2 points will be issued for a pupil who has no 'not ready to learn' concerns in a week.*

2.2.2 Positive Behaviour System

The table below sets out the 'thresholds' that are used to provide different levels of recognition to pupils who each positive behaviour points:

Ready to Learn – Tutor Points	Action
150	• Immanuel Standard text message home
200	• Immanuel Standard Certificate of Good Conduct – Ready to Learn

Immanuel Standard – PCH points	Action
150	• *EduSpot* Message Home • Recognition in Tutor Time.
250	• *EduSpot* Message Home • Recognition in assembly. • Issued with Immanuel Standard Bronze Certificate
500	• Head of Year Call Home • Recognition in assembly. • Issued with Immanuel Standard Silver Certificate
750	• Senior Leader Call Home • Recognition in assembly. • Issued with Immanuel Standard Gold Certificate • Issued with queue jump eligibility at the school canteen • Headteacher 'Hot Chocolate' break time event

1000	• Headteacher Call Home • Presentation in assembly • Issued with Immanuel Standard Platinum Certificate • Issued with Immanuel Standard Platinum pin badge

In addition, positive behaviour and attitudes will also be recognised with:

- Regular praise during lessons and around school – including SLT stamps in planners for those identified by teachers during lesson drop ins as meeting the Immanuel Standard.
- Award assemblies and celebratory events
- Special responsibilities/privileges such as some pupil leadership roles
- Recognition via the academy and faculty social media accounts
- Display of pupil work in classrooms and corridors

Please note: the thresholds outlined above are subject to change depending on the number of pupils involved.

During lessons, teachers will write the names of students for those who demonstrate the '**Immanuel Standard'** on the board, and positive reward points will be issued on *ClassCharts* – Parents/Carers can see these on the *ClassCharts Parent App* and reinforce the positive recognition at home.

2.2.3 Recognition Rewards – Stages and Events

At the end of every term, students will be able to access reward events using their balance of positive and negative behaviour points as currency. Students will need to have excellent attendance and behaviour to receive invitation to these events. The criteria for accessing the events, as well as the programme of events themselves, will be published at the start of every new term so that pupils know what they are aiming for. All behaviour points are reset at the start of each term in relation to accessing these reward events, to ensure pupils remain motivated throughout the year. Pupil voice activities are regularly conducted to ensure the reward events remain popular and incentivising.

2.3 Negative Behaviour: Tiers and escalation of sanctions

Where conduct fails to meet our expectations, the school uses a **phased sanctions system** designed to give students choices to rectify their behaviour.

2.3.1 Classroom Expectations

Classrooms are places of learning where every student has the right to be educated without disruption. Student must conduct themselves in line with expectations and meet the ***Immanuel Standard*** (see section 2.1).

Classroom Misbehaviour will be sanctioned in the following stages:

Stage 1. Verbal Reminder.

Stage 2. Written Reminder; teacher writes the pupil's name on the board.

Stage 3. Final Reminder; teacher writes 'X' next to the pupil's name on the board, and logs on Class Charts.

Stage 4. Referral; issued after final warning or immediate if for Health & Safety reasons.

- Removal from lesson to specified referral room and teacher-pupil reflective conversation at end of lesson.

- An after-school detention the following day will be issued for any student who reaches a Stage 4.
- Pupils who fail to return for their reflective conversation will be issued a 'failed to attend reflective conversation' alert on Class Charts, which attributes them with 1 negative behaviour point which contributes towards a Stage 5 Whole School Detention (WSD).

Stage 5. Whole School Detention (WSD); These are held every day after school and are 20 minutes in length for the first 5 of a half term, and 40 minutes in length for any subsequent detentions. Pupils are placed in WSD for an accumulation of behaviour points issued in lesson and Stage 4 referrals (as well as directly for out of class behaviour).

Stage 6. A period of isolation (usually 1 day) in our Step-out provision, which runs until 3.15pm. This will be triggered by **failing a Stage 4 referral** as follows:

- The pupil fails to arrive at the specified referral room promptly (within 5 minutes of the issue time) or;
- The pupil fails to behave appropriately in the referral room and is consequently removed or;
- The pupil does not comply with the Stage 4 referral and fails to leave the classroom.

In addition, pupils who do not meet the 'ready to learn' expectations will be issued with a 'not ready to learn' or 'late to lesson' alert on class charts as appropriate, which attributes the pupil 1 negative behaviour point and contributes to a Stage 5 WSD sanction.

Serous incidents that occur in the classroom environment will be sanctioned by stages 4-9 (see out of class sanctions for definitions of stages 7, 8 & 9).

2.3.2 Code of Conduct: Out of Class/Corridor Behaviour Expectations

Pupils must:

- Demonstrate good **Conduct**
  - Demonstrating respect, kindness, safety and integrity in all interactions.
  - Always conduct themselves in a manner that reflects positive on oneself
  - Wear correct uniform and be compliant with the dress code at all times.
  - Move around the building sensibly, quietly and with purpose, getting to the required destination on time.
  - Follow the one-way system & walk on the left-hand side of corridors.
  - Not make any unnecessary physical contact with others.
  - Represent the school positively in the wider community.
- Demonstrate **Responsibility**
  - Take ownership of actions, learning, and contributions to the class community.
  - Show commitment to meeting the Immanuel Standard, always following instructions.
  - Help others appropriately where they can.
  - By ensuring mobile phones and electronic devices are **switched off** and stored in pouches when within the school buildings & grounds.
  - Place litter in the bin.
  - Report any concerns immediately to staff.
- Demonstrate **Determination**
  - Show resilience, effort, and a commitment to improvement in all aspects of school life
  - Reflect on mistakes and using them as opportunities to grow.
- Accept **Excellence**

- Strive to achieve the highest standards in all areas of school life.
- Adhere to the dress code and wear the correct uniform smartly and with pride every day.
- Participate in extracurricular activities, clubs, or school events.

Out of class misbehaviour is defined as either 'Out of Class Misbehaviour' or 'a Serious Incident', and will be sanctioned as follows:

Out of Class Misbehaviour includes:	**Sanctions:**
• Not meeting the *Immanuel Standard* • Running on corridors • Walking on the wrong side of the corridor / not following one-way system • Not displaying Lanyard/ID/Timetable • Out of designated space at social time • Unnecessary physical contact with others • Eating out of designated space • Wearing incorrect uniform/dress code • Shouting on corridors/inside social spaces • Not following rules of the canteen • Littering	Pupils failing to meet expectations will be verbally reminded initially, as individuals or as groups, if appropriate – resulting in their behaviour being corrected. An 'Out of Class Behaviour Incident' will also be issued on Class Charts if the initial verbal reminder is not met with an appropriate response. If a verbal reminder is not possible, for example the pupil has run down a corridor and is no longer in the vicinity, an 'Out of Class Behaviour Incident' will be issued on Class Charts, which attributes 2 negative behaviour points that contribute to a Stage 5 WSD sanction. The pupil's Form Tutor will also be alerted, so follow up conversation about improving future conduct can be held.

Serious Incidents include:	**Sanctions:**
• Failure to successfully complete a Stage 6 period of isolation in our Step-out provision.	Stage 7. A period of Suspension or short-term Off-Site Direction
• Internal or External truancy* * Any pupil found in the wrong place 6 minutes after the start of a lesson will be deemed to be truanting	Immediate Stage 6 period of removal from lessons in 'Step-out t'
• Walking away from a member of staff	Immediate Stage 6 period of removal from lessons in 'Step-out t'
• Refusing to hand over items which are not allowed in the Academy	Immediate Stage 6 period of removal from lessons in 'Step-out '
• Use or possession of Mobile Phone or Electronic device out of a pouch	Immediate Stage 6 period of removal from lessons in 'Step-out t' & item confiscated (see Mobile phone/electronic device info in section 2.2.10)
• Physical assault against a pupil	Stage 6 period of removal from lessons in the 'Step-out t' provision or; Stage 7. A period of Suspension or short-term Off-Site Direction
• Physical assault against an adult	
• Verbal abuse/threatening behaviour against a pupil	

• Verbal abuse/threatening behaviour against an adult	Stage 8. A period of Offsite-Direction for a longer period at alternative provision, or at another school with the intention of a manged move being the final outcome Stage 9. Permanent Exclusion* NB: Stage 6-9 sanctions do not necessarily progress through the stages, any of the above stage of sanction can be applied to any of the behaviours listed and will be done so on a case by case basis. The Headteacher can move to permanent exclusion directly for the most serious of offences.
• Dangerous behaviour	
• Damage to property	
• Serious/persistent defiance	
• Serious/persistent disruption	
• Discrimination against a protected characteristic	
• Malicious allegation	
• Sexual Misconduct/assault	
• Possession of illegal substance	
• Bullying	
• Vaping/smoking	
• Possession of a prohibited or banned item	
• Inappropriate use of ICT	
• An accumulation of persistent 'out of class misbehaviours' and/or 'Serious Incidents'	

* There will be circumstances where, in the Headteacher's judgment, it is appropriate to permanently exclude a student for a first or 'one-off' offence. These may include:

a) Serious actual or threatened violence against another student or a member of staff

b) Producing or sharing material; digital or otherwise, which is inappropriate or which risks the safety or wellbeing of others

c) Where a criminal investigation into sexual assault leads to a conviction or caution, the school or college should, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion. (KCSIE);

d) Supplying or being in possession of drugs (including alcohol) – see the Dealing with Drugs Policy

e) Carrying an offensive weapon

f) Purposely tampering with or activating the fire alarm

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community. The decision to permanently exclude a student is never taken lightly.

In addition, the Headteacher, as a last resort, may also issue a permanent exclusion to pupils who display persistent disruptive behaviour.

2.3.3 No Touch Policy

At Immanuel College pupils must refrain from unnecessary physical contact. The purpose of this directive is to ensure that there is a calm and supportive climate around school, both in and out of lessons, where pupils demonstrate mutual respect and are kind to each other, acting in a safe and responsible way. The 'No Touch Policy' also helps to ensure clear boundaries in support of safeguarding. Rowdy behaviour around school such as pushing, barging, pulling, heavy-handed contact or inappropriate touch can leave pupils either witnessing this or on the receiving end of it feeling anxious

and intimidated and in some cases can lead to injuries. The existence of this expectation, coupled with other avenues of input and support, means that pupils are clear on what is healthy and appropriate and avoids any intended or unintended unease between peers which consequently means that Immanuel College remains a calm and safe school environment.

2.3.4 Off-Site Behaviour

The DfE guidance School suspensions and permanent exclusions states that "A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion."

We have the same high expectations for all of our pupils whilst outside school. Appropriate sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus/walking on the way to or from the school. Inappropriate behaviour online whilst off school site, such as cyber bullying or the sharing of inappropriate content, may also result in sanctions imposed by the school and/or the police.

Conduct outside the school premises, including online conduct, that the school may sanction pupils for might include misbehaviour *(not exhaustive)*:

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

Pupils will be sanctioned appropriately and proportionately using the Stage 1-9 sanctions.

Where an incident occurs in the community with no direct link to the school—such as events that happen
outside of school hours, not on the journey to or from school, and not involving students in uniform - the
school will support the appropriate external agency managing the situation, typically the police. In such cases, the school may submit a *Safer Schools Police Referral* to assist with the investigation.

The school will not issue sanctions to students for incidents that fall outside its jurisdiction, as these matters are the responsibility of law enforcement. Instead, our focus will be on providing appropriate support to any students affected, particularly those who may be victims, while they are in school.

2.4 Student Support and the Positive Behaviour Curriculum

At Immanuel College we adopt a 'High Challenge – High Support Approach' – we expect the highest standards of behaviour and conduct from all our pupils and a commitment to meet our expectations, however we understand that some will require more support than others to meet those high expectations.

At certain stages in a child's school life, they may struggle to access, or manage within, the typical provision offered by the school because of:

- Social, Emotional and Mental Health Needs (SEMH) and/or,
- Adverse Childhood Experiences (ACE) and/or,
- Special Educational Needs and Disabilities (SEND).

Students with SEND needs or traits will be provided with additional support from SENDCO's (and SEND team), LSA's, teachers, tutors and, where appropriate, referrals will be made to specialists. We will adopt a range of initial intervention strategies to help pupils manage their behaviour and to reduce

the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible.

Examples of interventions include:

- Frequent and open engagement with parents, including home visits if deemed necessary
- Providing mentoring and coaching
- Behaviour reports & contracts or longer-term behaviour-based pupil support plans
- Work with pastoral staff and engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills
- Wellbeing & mental health support
- Curriculum adaptations & learner plans
- Self-help signposting (inc. Social Subscribing Service)

To further support all our pupils to meet our expectations, the school explicitly teaches expected behaviours through our Personal Development curriculum. This curriculum helps students develop the habits and skills needed for success in life, focusing on character attributes such as ambition, resilience, and respect.

2.4.1 Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often be considered in relation to a pupil's SEND. When a pupil is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being provided.

When managing the behaviour expectations of pupils with SEND, the school considers the following:

- our duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- under the Children and Families Act 2014, we have a duty to use our 'best endeavours' to meet the needs of those with SEND;
- if a pupil has an Education, Health and Care plan, the provisions set out in that plan are secured and we co-operate with the local authority and other bodies at all times.

The development of this policy has been supported by Bradford Local Authority's Specialist Teaching Team for Social, Communication, Interaction and Learning (SCIL), ensuring it is inclusive and responsive to the needs of learners with SEND. As part of meeting the duties set out above, we will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- reasonable adjustments to the classroom sanctions system (through clear strategies shared on 'pupil learner plans' with teachers);
- all pupils and staff will be supported to understand reasonable adjustments;
- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- training for staff in understanding conditions such as autism.

- making reasonable adjustments to sanctions, such as providing additional processing time before the sanction is issued, providing extra notice, providing different sanction spaces, adjusting the duration of sanctions, planning movement breaks during sanctions.
- extending the timeline before exclusion is considered, working within statutory guidelines.

2.5 Monitoring and Intervention

2.5.1 Behaviour Monitoring and Intervention

As a result of both positive and negative behaviour, pupils will be issued **behaviour points**. This helps to highlight and celebrate pupils' successes as well as highlighting pupils who need intervention to support their behaviour and ensure they can continue to access learning successfully.

The table below sets out the 'thresholds' that are used to provide different levels of intervention and support to pupils who obtain negative behaviour points.

Not Ready to Learn/ Late to Lesson Points 40	<u>Intervention</u> • For any pupil who has received a concerning number of behaviour points for uniform, equipment and punctuality. Form tutor report, calls home, parent meetings will be actioned by the Form Tutor. This intervention will be ongoing until the behaviour is no longer a concern.

	Phase Trigger				
Behaviour Monitoring Phase	**Stage 7 - Suspensions**		**Stage 6 – Reflect Sanctions**		**Behaviour Points***
<u>Phase 0</u> Behaviour that is a cause for concern but that does not meet the Phase 1 threshold • PM/ HOY home contact by call or text • Re-cover the behaviour policy to ensure understanding & remind student & family that continued disruptive behaviour may result in permanent exclusion. • Identify patterns/trends in behaviour and address them appropriately (including faculty support)	**-**		**-**		**-**
<u>Phase 1</u> Behaviour Support Meeting (BSM) with Pastoral Manager/Pastoral Leader • Re-cover the behaviour policy to ensure understanding & remind student & family that continued disruptive behaviour may result in permanent exclusion. • Identify behaviours and agree appropriate Phase 1 support strategies • Add to SEN monitoring register • Generate student provision map • PM/AHOY report	**5 days**	**OR**	**5 days**	**OR**	**100 pts**
<u>Phase 2</u> Behaviour Support Meeting (BSM) with Head of Year/Pastoral Leader • Re-cover the behaviour policy to ensure understanding & remind student & family that continued disruptive behaviour may result in permanent exclusion.	**10 days**	**OR**	**10 days**	**OR**	**250 pts**

• Identify behaviours and agree appropriate Phase 2 support strategies • Consider adding to SEN register (SENDCo) • Update student provision map • HOY report					
<u>Phase 3</u> Behaviour Support Meeting (BSM) with Head of Year/Pastoral Leader • Re-cover the behaviour policy to ensure understanding & remind student & family that continued disruptive behaviour may result in permanent exclusion. • Identify behaviours and agree appropriate Phase 3 support strategies • Add to SEN register (SENDCo) • Review interventions in place and adapt where appropriate • Update student provision map • HOY report *NB if 15+ days of suspension occur within 1 term, a PDC meeting will be triggered which supersedes the Phase 3 BSM*	**15 days**	**OR**	**15 days**	**OR**	**400 pts**
<u>Phase 4</u> Behaviour Support Meeting (BSM) with Assistant Headteacher/Pastoral Leader • Re-cover the behaviour policy to ensure understanding & remind student & family that continued disruptive behaviour may result in permanent exclusion. • Identify behaviours and agree appropriate Phase 4 support strategies • Review interventions in place and adapt where appropriate • Update student provision map • SLT report	**20 days**	**OR**	**20 days**	**OR**	**550 pts**
<u>Phase 5</u> Behaviour Support Meeting (BSM) with Assistant Headteacher/Pastoral Leader • Re-cover the behaviour policy to ensure understanding & remind student & family that continued disruptive behaviour may result in permanent exclusion. • Identify behaviours and agree appropriate Phase 5 support strategies • Review interventions in place and adapt where appropriate • Update student provision map • SLT report	**25 days**	**OR**	**25 days**	**OR**	**700 pts**
<u>Phase 6</u> Behaviour Support Meeting (BSM) with Deputy Headteacher/Pastoral Leader • Re-cover the behaviour policy to ensure understanding & remind student & family that continued disruptive behaviour may result in permanent exclusion	**30 days**	**OR**	**30 days**	**OR**	**850 pts**

• Identify behaviours and agree appropriate Phase 5 support strategies • Review interventions in place and adapt where appropriate • Update student provision map					

*Behaviour Points – Accumulation of points from Stage 4, Failed Reflective Conversations, SI reprimands, & Out of Class misbehavior

Note: Thresholds reset at the beginning of each academic year. However, a student on Stage 4-6 will start the following year on Stage 3. Their previous behaviour will still be considered in future meetings, and in some cases, this may lead to certain phases being skipped if appropriate. Behaviour points thresholds may also be adjusted based on operational capacity.

2.5.2 Persistent Behaviour Incidents

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Pupils whose behaviour is persistently challenging will accumulate a high number of negative behaviour points. At each behaviour monitoring phase detailed above, key professionals in the school will discuss a plan of support for the pupil. The school's special educational needs co-ordinator may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. Interventions from our internal alternative provision, which involves withdrawing pupils from some timetabled lessons to enable them to be supported in their learning in a smaller, nurturing environment, may be considered at this point.

If, despite the support being put in place, the pupil continues to show poor behaviour, the school reserves the right to direct a pupil offsite to another place of learning or issue a permanent exclusion. See the BDAT Alternative Provision Statement for further information. This is available on request.

2.5.3 Pupil Voice

Pupils will be asked about their experience of behaviour and provide feedback on the school's behaviour culture to help support the evaluation, improvement, and implementation of the behaviour policy.

2.6 Specific Procedures and Sanctions

2.6.1 Detentions

Section 2.2.4 sets out the use of detentions (Stage 5) and isolation (Stage 6) within the Behaviour Policy. Detentions occur after school and are 20 minutes in length for the first 5 instances of a half term and 40 minutes in length for any subsequent incidents. Parents/Carers will be notified the day before the detention date on Class Charts, and again on the day by EduSpot/Text message.

Behaviour and Discipline in Schools: Advice for headteachers and school staff (2024) states that:

- Teachers have authority to issue detention to pupils, including same-day detentions.
- When poor behaviour is identified, sanctions can include detention, including during lunchtime, after school and at weekends.
- The times outside normal school hours when detention can be given include:
    - Any school day where the pupil does not have permission to be absent.
    - Weekends – except the weekend preceding or following the half term break; and

    - Non-teaching days – usually referred to as ‘training days’, INSET days or non-contact days.
- **Parental consent is not required for detentions. By sending your child to Immanuel College, parents/carers agree to support the school behaviour policy and <u>this includes supporting after school detentions</u>.** We will aim to inform parents/carers by text message of any detention, however these are always communicated via the ClassCharts Parent App.

2.6.2 Removal from Lessons - Internal Isolation

Step-out involves a pupil being **removed from mainstream lessons** and educated in a supervised, quiet setting, for a specific period of time as a disciplinary sanction. The use of this sanction, detailed in Section 2.2.4, is used to sanction serious incidents and behaviours as per the policy.

We ensure that pupils are kept in **Step-out** for no longer than necessary, and that their time spent there is used as constructively as possible - students complete work that aligns with the curriculum areas they are timetable for that day. Students’ welfare needs and reasonable adjustments in line with learner plans, are considered, with regular toilet breaks planned into the day, and students have their lunch in an alternative space as a group, to provide them with break from the Reflect environment

Students who receive repeated **Step-out** sanctions will be discussed by the pastoral team to consider if further support is necessary.

Expectations while in Reflect

Students are expected to follow the normal Immanuel classroom expectations whilst in the Reflect room. In addition, they must:

- Work in silence throughout the day, completing all work set.
- Not communicate (verbally or non-verbally) with any other student in the room.

Students who fail to meet the expectations while in Reflect will be addressed using the following stages, allowing them the opportunity to rectify their behaviour:

The normal classroom behaviour sanctions will be used up to stage 3 as follows:

Stage 1 – Verbal Reminder

Stage 2 – Written Reminder

Stage 3 – Final Written Reminder

If a student continues to disrupt after a Stage 3 reminder, the next issued sanction will skip directly to a Stage 7 suspension, for persistent disruptive behaviour. This is because the student is already in receipt of a Stage 6 sanction, so the Stage 1-3 reminders are an additional layer of support.

If a student receives a Stage 7 suspension, parents/carers will be notified immediately to remove the student and they may be re-booked to repeat their Stage 6 Reflect sanction on their return to school.

The length of sanction may differ depending on the incident.

- 1 day in Reflect = 8.30am – 3.15pm
- Pre-booked seats for serious incidents will be 1-3 days in length, as stated on the Serious Incident Form.
- Pre-booked seats for missed detentions will be 1 day in length, with the detention time added to the end of the day (3.15pm finish for a missed 20 minute detention, 3.35pm finish for a missed 40 minute detention)

- Daily drop in seats will run as follows:
    - If the drop in occurs before break time, students will serve until 3.15pm that day
    - If the drop in occurs after break time, students will serve the remainder of the day until 3.15pm, plus 8.30am – the end of break time the following school day.

2.6.3 Behaviour Placements, Off-Site Direction (OSD) and Managed Moves

Where a student's behaviour warrens a Stage 7 sanction, they may be directed to another school's isolation or provision for a **"step-out" or behaviour placement** to avoid suspension or to provide a fresh start. This practice is often used where students become caught in a cycle of refusing to complete a Stage 6 sanction and consequently receive repeated Stage 7 sanctions, or where an incident is of such a serious nature that it necessitates an extended period of time away from school. This is a short-term temporary measure, where a student is educated at another school or provision with the intention to improve their behaviour.

Some students find it difficult to conform to our expectations and may benefit from a fresh start at another school. The placement of students at other schools is done through the process of an **Off-Site Direction**. During this time, a student remains on the roll of Immanuel College but attends another local school for a period of time. The period of time usually last for 12 weeks, but schools may decide to extend or reduce this period.

Where these placements are successful, the hosting school can choose to take the student onto their roll on a permanent basis with the support of the student's parent/carer. This is known as a **Managed Move**. If the placement is not successful, the student may return to Immanuel College, where further interventions and support will be considered.

Within BDAT we will also consider a MAT Transfer whereby a permanent transfer to another BDAT school may be offered if this is deemed appropriate.

2.6.4 Alternative Provision (AP)

For students at risk of exclusion, the school may utilise its own internal, or an external, **Alternative Provision** (SDC, LDC, LDC+). These provisions provide a smaller, nurturing environment where students receive targeted support to help them eventually reintegrate into mainstream lessons. These are timebound interventions and are not suitable for long term placements.

All BDAT schools follow the principles defined in the BDAT Alternative Provision Statement which is available on request.

2.7 Maintaining Safety and Use of Legal Powers

2.7.1 Mobile Phones/Devices

This section of the policy applies to all **personal electronic devices, including mobile phones, smart watches, smart glasses, earbuds, headphones, tablets, iPads, handheld gaming devices** and any device capable of communication, recording, photography, internet access or media playback.

Mobile phones and other devices include many additional functions such as an integrated camera, video recording capability, instant messaging, mobile office applications and mobile access to the internet. These allow immediate access to email, searching for information on the internet and other functions such as access to social networking sites e.g. Facebook, twitter, snapchat and WhatsApp.

These functions can pose a risk to the maintenance of good discipline, the focus on learning and, crucially, the effective safeguarding of pupils in schools. This includes the risk of sophisticated bullying via social media platforms. In some cases, mobile phone use within secondary school environments has created serious child protection concerns. Bullying, intimidation and harassment are not new in

society; however, bullying using a mobile phone represents a significant challenge for schools to manage.

Research has found that learning, safeguarding and social behaviour improve drastically when students are fully engaged with their teachers and other students, without the distraction of mobile phones.

Immanuel College uses a secure phone pouch system for students in year 7-11 that stores a phone during the school day. Every student is required to place their phone in a secure pouch when they arrive at school. Students will keep their phones and will not be able to use them until their pouch is opened at the end of the school day. Pupils are responsible for their pouch and therefore their secured phone during school hours.

Procedures & Sanctions

- Students who bring a mobile phone to school will need to place their phone inside their pouch and securely lock the pouch. Staff will check pouches on entry to ensure compliance with the system.
- Once pouches are checked to be secured by staff, student will enter the building and screening will take place to ensure not other devices are being brought into school.
- At the end of the school day, unlocking stations will be available for students to unlock their pouches and retrieve their phones before leaving the site.
- Students who do not bring a mobile phone to school will also be screened by staff on entry.

Behaviour	Action / Sanction
Student found in possession of a phone outside of a locked phone pouch	1st offence in a half-term: Immediate Stage 6 Reflect Sanction for the remainder of the day; Search and confiscation of all devices in possession; Parent/carer required to collect devices from Main Reception. 2nd and subsequent offences: Suspension (1.5 days) and search on return. Repeated instances sanctioned in line with the Behaviour Policy.
Student found attempting to bypass the pouch system by bringing a device into school without complying with the required procedures	1st offence in a half-term: Immediate Stage 6 Reflect Sanction for the remainder of the day; Search and confiscation of all devices in possession; Parent/carer required to collect devices from Main Reception. 2nd and subsequent offences: Suspension (1.5 days) and search on return. Repeated instances sanctioned in line with the Behaviour Policy.
Student found to have damaged or attempted to damage a pouch	Stage 6 Reflect Sanction. Parents/carers will be charged in accordance with the Charges and Remissions Policy.
Tampering with equipment, including attempting to force open a pouch or using tools to open it	Stage 6 Reflect Sanction. Where damage occurs, parents/carers will be charged in accordance with the Charges and Remissions Policy.
Student refuses to be screened	Student will be isolated until a parent/carer arrives to support the screening and ensure compliance with the Behaviour Policy.

Student refuses to place their phone in a pouch	Student will be isolated until a parent/carer arrives to support the removal of the phone and ensure compliance with the Behaviour Policy.

Sixth Form
Sixth form pupils should only use their mobile phone in the common room area. Sixth Form pupils may be allowed to use mobile phones or electronic devices in lessons if individual teachers confirm this. They should not place them on show or remove them from their bag until they have been directed by the member of staff. If any element of this policy is not adhered to staff are expected to confiscate the phone. All other phone rules are in line with the general policy.

2.7.2 Use of Seclusion and Reasonable Force

The following guidance is taken from DfE (2026) Use of reasonable force and other restrictive interventions guidance which states that in some circumstances, all staff may use reasonable force to prevent or stop a pupil from –

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise.

This includes the use of seclusion – a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving. This should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.
Where there is evidence that a pupil may need regular restraint, this should be detailed on a risk assessment and key staff members should be appropriately trained to manage the pupil effectively. After any incident where staff were required to positively handle a child, a reporting form must be completed and submitted to the DSL.

2.7.3 Searching, Screening, and Confiscation

The DfE (2026) Use of Reasonable Force and other Restrictive Interventions and DfE (2022) Searching, Screening and Confiscation guidance states that headteachers, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (see below list) or any other items that the school rules identify as an item which may be searched for. Authorised staff may search a pupil's outer clothing (any item that is not worn wholly next to the skin), hats, footwear, scarves, pockets and possessions. This includes any items the pupil has control over such as desks, bags and lockers.

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. The school does not need your child's consent to search them if they think your child has prohibited or banned items (see list in section 1.9)

Additionally, under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

The Designated Safeguarding Lead (DSL) will be informed of any searching incidents where the member of staff conducting the search has reasonable grounds to suspect a pupil is in possession of a prohibited or banned item.

Parents should always be informed of any search for a prohibited item on the DfE list (above) that has taken place, and the outcome of the search as soon as is practicable. These searches will be recorded on CPOMS.

Parents may be informed if a search took place for additional items banned in the school's behaviour policy, if appropriate.

NOTE: The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

2.7.4 Malicious Allegations

Where a student is found, through investigation, to have made a **malicious allegation** against a member of staff, the Headteacher will take decisive disciplinary action in accordance with this policy.

2.7.5 CCTV

Immanuel College reserves the right to use CCTV for the purpose of maintaining discipline, managing behaviour, and ensuring the safety of the school community. The use of CCTV is outlined in the BDAT CCTV Policy.

2.7.6 Police

Immanuel College may involve the police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, we will inform the police of any intelligence which may support the police in preventing or tackling criminal activity. A pupil and his or her family have the right to contact the police if they feel that a criminal offence has been committed.

Immanuel College is a member of the Safer School's Police Partnership with West Yorkshire Police. This means that a Safer Schools Police Officer works in school and collaborates with our teachers, other education services and related agencies in identifying, supporting and working with children and young people, particularly those at risk of becoming a victim, being exploited, radicalised, offending behaviour or social exclusion. Further information about the SSP can be found here: https://data.parliament.uk/DepositedPapers/Files/DEP2009-1366/DEP2009-1366.pdf