



MILLOM SCHOOL

BEHAVIOUR POLICY

2016/17



Signed:
Date: December 2015

This Policy must be reviewed every two years as a minimum
Policy reviewed November 2016 – no changes.

This policy will next be reviewed in September 2017

School Behaviour Policy

Philosophy:

The Governing Body believe the following: -

- respect for the rights and needs of the individual underpin the whole behaviour and disciplinary process
- school should be a place where all students feel safe and secure in a system of behaviour that is based on mutual respect
- everyone who enters Millom School has a right to be shown respect
- all teaching and support staff have a right to be shown respect by students
- the individual student has a right to be treated with respect by fellow students and teachers
- students have a right to a teaching environment which allows learning to take place and his/her individual needs to be met
- no student has the right to disrupt the education of other students

Any student who deliberately misbehaves should expect to be disciplined.

The student has a right to know exactly why he/she is being disciplined.

Parents have a right to be kept informed of serious disciplinary problems with their children.

The best form of discipline is always self-discipline where students are well taught, motivated and want to learn.

Positive Approach to Student Behaviour

At Millom School we try to match our behaviour philosophy to our practice to ensure a *'Positive Approach to Student Behaviour'*.

The *'Positive Approach to Student Behaviour'* places the emphasis on looking for and recognizing all the good things that occur both inside and outside the classroom.

It operates by all staff following an agreed system of Rules, Rewards and Consequences.

No matter which classroom the student is in, there should be a consistency of approach from staff when dealing with the students. The same rules apply to every classroom. These rules should be displayed clearly in every classroom.

All new staff receive INSET early in their first year on the *'Positive Approach to Student Behaviour'*.

Staff also receive regular reminders about the basic principles of the *'Positive Approach to Student Behaviour'*.

Guidelines for the procedures for the start and end of lessons are also displayed in each classroom.

The positive approach to discipline engenders a positive atmosphere in the classroom and helps to develop a positive relationship between staff and students.

Positive discipline requires consistency from all staff.

Disciplinary Procedure

Classroom Teacher:

The classroom teacher is responsible for discipline in his/her own classroom. Good discipline is essential because effective teaching cannot take place without it.

Minor incidents should be dealt with at the time and as appropriate. Staff should follow the **agreed staged approach** (page 19) to consequences and invoke the **Referral Procedure** for persistent issues within the classroom (pages 21-22).

More serious or persistent misbehaviour in a lesson should be reported to the HoD/Subject Leader who will decide whether to invoke the **On-Call Procedure**. (page 21).

Each department should follow the school policy on detentions and on-calls for dealing with persistent misbehaviour and for supporting staff in their curriculum area. All incidents should be logged on to the SIMS behaviour management system. Strategies used should be consistent with and conform to school policy.

Head of Department or Subject Leader:

Whenever a student is referred by a subject teacher, it should be logged on SIMS and the student should be counselled/sanctioned by the HoD. This should be written into the student's planner and his/her parents/carers contacted if appropriate.

If there is not satisfactory improvement and the student is referred a second time then the HoD should contact parents/carers informing them that their child is being disruptive and is therefore not making progress in their learning. The HoD may invite parents/carers in to discuss the issue. If a parent/carer cannot be contacted by phone, a letter should be sent to explain the issue and to invite the parent/carer to a meeting at school. All letters need to be checked and sent via the School Office.

HoDs may decide to place students on 'Departmental Report' on their return to lessons. A copy of the completed report should be forwarded to the relevant Director of Learning and Standards to be filed.

Directors of Learning and Standards will monitor student issues and referrals across departments and intervene if the issues appear in more than one subject area.

If the student's behaviour does not improve after the HoD/DoLS has adopted a range of strategies, including 'Departmental Report', or working with another class, or assigning a learning mentor, then the HoD/DoLS should discuss the situation with the Assistant Headteacher (Student Support).

Tutor:

The tutor should monitor and check the progress of individuals within their group by checking the SIMS behaviour logs on a weekly basis. Where necessary they should contact their tutees parents to inform them of ongoing issues and whether they are making progress or not.

Tutors are often the first to be aware of potential problems. They should liaise, whenever necessary, with subject teachers and/or learning mentors and ensure that their Director of Learning and Standards or Director of Special Needs (if they are on the SEN register) are kept informed if there are issues in a range of subjects:

- They should place students on Tutor Report if they are not demonstrating improvement in attitude or behaviour. The tutor should give clear guidelines on the report as to what teachers should comment on.
- Tutor reports should run for an initial period of two weeks. If the student has not improved his/her behaviour or effort after four weeks the tutor should refer them to the appropriate Director of Learning and Standards, who will place him or her on DOLS report if it is deemed to be appropriate.

Directors of Learning and Standards:

Directors of Learning and Standards should liaise with their tutors so that they are aware of problems and, indeed, potential problems. Using information they receive from tutors and staff through the SIMS behaviour logging system or tutor and departmental reports, DoLS will use their professional judgment as to the most appropriate next stage of action to support the student. This may include the following:

- Reviewing tutor reports after each sequence of two weeks by discussing progress with the tutor. The tutor should inform the DoLS if the two-week tutor report has been successful or if it needs to be extended for another two weeks.
- Moving a student up from tutor report to DoLS report. DoLS report runs for an initial period of two weeks but will be extended when progress is not sufficient.
- Conducting investigations into incidents by gathering written statements from students. However, wherever possible, students should be supervised while statements are being written and they should be instructed clearly on how statements should be completed. Again, wherever possible, DoLS should also speak individually to each student involved in an incident to 'cross-reference' their verbal and written accounts.
- While investigations are being conducted, students should be removed from lessons and placed in isolation to ensure that they do not interfere with the investigatory process in any way.

Students who are identified as having a particular problem with discipline should be placed on DoLS report for a minimum of two weeks. Should the situation not improve, the student will be identified as needing more support and DoLS, working with the Student Support Team, may produce a Behavioural Support Plan for the student, which will be agreed with and signed by the student and his/her parent(s)/carer(s). At each stage, the SENCO will be informed, in order to keep the Support Register up to date. If the situation still does not improve the students' parent/carer(s) will be invited in to discuss and consent to an Early Help Assessment to support the student and his/her family.

If parent/carer(s) do not engage with the Early Help process the school should then seek external support, such as the LA Inclusion Officer etc.

At all stages the parents of the student will be kept fully informed and invited into school to discuss the best ways of working in partnership with school to help the student make the most of the opportunities offered by the school.

Assistant Headteacher (Student Support):

The Assistant Head will become involved at the request of the HoD, DoLS, SENCO or Learning Mentors and will provide support and advice to them when dealing with the student and his/her parents.

Incidents, unless particularly serious, should not normally be referred directly to an Assistant Headteacher. However, the Assistant Head may place students on report if previous measures have not worked. The Assistant Head will also carry out investigations, contact parent/carers and lead meetings with them. The Assistant Head will coordinate the information gathering procedures to ensure that there is clear record keeping. The AHT will also prepare and present the school's case against students who are asked to appear before the Governors Disciplinary Panel.

Serious incidents only, either inside or outside the classroom, should start the disciplinary process with the DoLS. If the incident took place in a lesson, the HoD or Subject Leader should also be informed. An Incident Form must be completed.

Other members of the Senior Leadership Team will be available to support staff.

Headteacher:

The Headteacher is responsible for developing the behaviour policy in the context of national guidelines. Only the Headteacher can decide to exclude a student, although he can delegate this power to the Assistant Headteachers if he is absent but only after he has been informed of the circumstances.

The Headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

PLEASE REMEMBER:

- Students must not be sent outside of classrooms and left unsupervised. If you do send a student outside of the classroom to 'cool off', it must not be for more than 2 minutes and you need to be able to see them.
- Students should not be sent to the DoLS, SST or to a member of the SLT during lesson times (unless prior arrangements have been made). The HoD, Subject Leader or designated teacher will invoke the On-Call procedure if an emergency occurs. If the 'On-Call' teacher is not available, the receptionist will find a member of the senior leadership team.
- It is important that, if the disciplinary system is to work, staff are **CONSISTENT** in their approach to dealing with unacceptable behaviour and that stages in the procedure are not jumped or circumvented.
- Staff 'passing on' a problem, must allow that person to deal with the student in the way that they feel is most appropriate. Staff cannot insist that a particular course of action is taken when a problem is referred on. Staff should not inform a student that a particular punishment will be given by the member of staff to whom they have referred the problem.

SERIOUS MISBEHAVIOUR

Where appropriate the school will seek to employ strategies to avoid permanent exclusion which it regards as the last resort. However, some kinds of misbehaviour are so serious that they carry a risk of a permanent exclusion or a lengthy fixed term exclusion for a first offence. These are usually behaviours that threaten the security and well-being of individuals or all or part of the school community, for example:

- serious actual or threatened violence against another student, member of staff, group or against the school as a whole (in the case of the latter this would include behaviour such as a bomb hoax or the unjustified sounding of the fire alarm)
- sexual, racial, homophobic or religious abuse or assault directed against another individual
- involvement with illegal substances such as bringing a substance on to the premises, supplying, offering to supply or arranging to supply a substance for another student as stated in the *Drugs and Substances Policy*.
- carrying and/or using a weapon, potential weapon or imitation weapon
- serious deliberate damage to school property or the property of others.

Other kinds of misbehaviour which, if confined to an isolated incident, may warrant a shorter fixed term exclusion (dependent upon the circumstances) but will be regarded as far more serious if repeated after a warning or prior punishment, for example, are:

- disruption of teaching and learning
- theft
- smoking or associating with students who are smoking
- refusal to wear the correct school uniform
- rudeness towards (especially swearing) or intimidation of staff or other students
- bullying
- bringing alcohol, cigarettes (including e-cigarettes), matches, lighters or fireworks onto school premises.

Millom School operates an escalating policy of exclusion, which means that if a student is excluded for the same offence then the length of the exclusion will be longer than the previous one and up to twice the length.

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

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 in the classroom”* (DfE: *Behaviour and Discipline in Schools February 2014*).

Reasonable force is defined by the DfE as *“the broad range of actions used by most teachers at some point in their careers that involve a degree of physical contact with pupils. Force is usually either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury”*.

Millom School adheres to the detailed guidance in the Department for Education document *‘Use of reasonable force: Advice for headteachers, staff and governing bodies’* published in July 2013. For a more detailed explanation of what constitutes ‘reasonable force’ staff should read this document.

The Violent Crime Reduction Act 2006 gives the Headteacher the right to search students for offensive weapons. Headteachers and authorized school staff *“may use such force as is reasonable given the circumstances when conducting a search without consent for **knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm**”*

(DfE: Behaviour and Discipline in Schools February 2014).

The police must be informed of the seizure of knives, blades or offensive weapons or any other things which there are reasonable grounds for suspecting are evidence in relation to an offence, found in the course of a search of a student. **This can include drugs, cigarettes and alcohol.**

Exclusions:

The Department for Education (DfE) published revised guidance on exclusions effective from September 2012:

The school's responsibilities:

- During the first 5 days of any exclusion the school will set work for the student. From day 6 an excluded student must receive full-time education provided by the school, if the exclusion is fixed term, or by the Local Authority if the exclusion is permanent.

Parents/carers responsibilities:

- During the first 5 days of exclusion parents/carers must ensure their child is not in a public place during school hours without good cause. Parents/carers could be prosecuted or issued with a fixed penalty notice if they do not comply with this requirement.
- From day 6 parents/carers must ensure that the student attends full-time education by the designated provider. This will normally be arranged with the Millom Network Centre.

The school has the right to sanction students for misbehaviour outside of school. This may include exclusion if this involves serious misbehaviour (see page 7).

The Headteacher decides whether to exclude a pupil. For a fixed-term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body about an exclusion and the governing body must review the exclusion decision if requested to and in certain circumstances. A Governing Body Disciplinary Panel meeting will be held if any student is excluded for 16 days or more in one term. The purpose of this meeting will be firstly to review the school's decisions regarding these exclusions and secondly to discuss how to prevent further exclusions in the future. After this panel meeting the Disciplinary Panel must reconvene every time the student is excluded. Millom School can initiate permanent exclusion proceedings automatically if any student accrues 45 days of exclusion in a year. However, the school can instigate permanent exclusion before 45 days of exclusion if it believes that the criteria on page 8 have been met. The governing body are required to review this. Where the governing body upholds a permanent exclusion parents have the right to appeal the decision. This will require a new panel to be formed from the governing body.

Guidelines for Disciplinary Measures:

We are all responsible for discipline at all times.

The following guidelines will enable the school to maintain a consistent and positive approach to student behaviour. Students should always be made aware of exactly what they have done wrong and why they are being punished.

A blanket sanction of whole class/groups should not be used. This breeds resentment among students who have not misbehaved and the potential for parental complaint.

All staff should take responsibility for behaviour around the school. Inappropriate behaviour should be checked by the member of staff at the time the incident is observed and dealt with appropriately.

Punishments must be seen to be fair.

Bullying:

Millom School has an *Anti-Bullying policy* which should be reviewed every year. This should involve consultation with staff, students and parents. This policy states what the school are doing to prevent bullying but also what sanctions it can impose if bullying is discovered to be occurring. For full details see the *Millom School Anti-Bullying policy*.

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and can be motivated by prejudice against particular groups. It can also be motivated by actual or perceived differences between students, as well as by jealousy of other students. Millom School recognizes that although stopping physical bullying of students is its first priority, emotional bullying can be more damaging than physical, and can, therefore, require more serious sanctions.

Preventing Bullying:

Prevention involves a wide range of approaches in addition to applying appropriate sanctions for being found to be guilty of bullying. School staff should work together to gather intelligence about issues between students which might provoke conflict and then use this information to prevent such conflict turning into bullying. Social and emotional aspects of learning (SEAL) and anti-bullying strategies are promoted through the Personal Development scheme of work and through assemblies. This aims to create an ethos of good behaviour where students treat one another with respect because they know that this is the right way to behave. Values of respect for staff and fellow students and a clear understanding of how our actions affect others are reinforced by all staff and older students who should set a good example to the younger ones.

Uniform:

- Incorrect uniform should be pointed out to students and this should normally be picked up by tutors at the start of the day. Teaching staff should ask students to correct uniform. Tutors should record a note on SIMS if they are dealing with a uniform issue.
- Students wearing inappropriate uniform or footwear, such as trainers, will be isolated with their tutor for the school day. Tutors **MUST** inform the school office when they are isolating a student in order to ensure that the register is accurate. Parents will be contacted by the school receptionist to see if they can help rectify the situation.
- Teaching staff should also, as part of the start of the lesson procedure, ensure that uniform is correct.

Jewelry:

- Students are permitted to wear a single small stud type earring in each earlobe and a single ring on one hand. Eyebrow, nose, lip or tongue piercings are not permitted. Students should be told to remove jewelry and told that a second offence will result in confiscation. A note should be made on SIMS.
- If a teacher, other than the tutor, asks a student to remove jewelry they should confiscate it.
- When jewelry is confiscated it should be taken to reception where it will be returned at 3pm the following day with the production of a note from a parent.

Hair colour and style:

- Hair colour, style and make-up must be appropriate for school. Coloured hair, such as red, blue etc. is unacceptable.
- Coloured nail varnish is not allowed.
- It is important that all staff 'pick up' any incorrect uniform as they walk around the site.
- Ignoring incorrect uniform sends the wrong message to students.

Behaviour around School:

All staff should take responsibility for behaviour around the school.

Inappropriate behaviour should be checked by the member of staff at the time the incident is observed and dealt with appropriately.

More serious behaviour should be reported to DoLS or the Student Support Team (e.g. aggressive behaviour, verbal or physical bullying). An Incident Report should be completed for serious incidents. DoLS or SST will decide an appropriate consequence based on knowledge of the student and the nature of the incident.

N.B. To ignore poor behaviour is to condone it.

Additional sanctions:

In addition to the classroom sanctions outlined on page 14, the following sanctions can be imposed by all staff, although they are more likely to be used by middle and senior leaders:

- Loss of privileges – e.g. the loss of a prized responsibility, not being allowed to participate in non-uniform days or school trips, withdrawal from sports teams.
- School based community service – such as picking up litter, weeding the school grounds, tidying a classroom, helping to clear up the dining hall after meal times, or removing graffiti.
- Various reports – lunch monitoring; tutor; departmental; DoLS; Assistant Headteacher.
- Lunchtime and lesson time isolation.
- Restorative practice – where perpetrators are confronted with the consequences and effects of their actions upon their victim(s). This can be a very useful approach when dealing with bullying and other forms of threatening or violent behaviour.
- Fixed-term or permanent exclusion in more extreme cases.

To be fair and lawful sanctions must satisfy the following conditions:

1. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorized by the headteacher (this may include volunteers carrying out regulated activity).
2. The decision to sanction and the punishment itself must occur on the school premises, although the misbehaviour itself may occur outside of school. However, sanctions may be issued by staff in charge of students during school trips or other events outside of school.

3. It must not discriminate against the student with regard to any other legislation such as disability, special educational needs, race and other equalities and human rights. It must be reasonable and proportionate in all circumstances.

NB: the behaviour policy should adhere to the legal duties under the Equality Act 2010, in respect of safeguarding and SEND.

However, the safety and security of students and staff as a whole takes priority over all other considerations.

Teachers have the power to discipline pupils for offences committed outside of school. Examples of when this may occur are:

- When students are taking part in any school organized activity, such as trips, sports fixtures etc.
- When students are travelling to and from school.
- When students are wearing school uniform.
- When students behaviour could affect the orderly running of the school.
- When students behaviour poses a threat to another student or member of the public.
- When students behaviour could damage the reputation of the school.

Classroom Procedures

All staff should follow the agreed policy, e.g. rules, rewards and consequences.

A consistent approach from all staff makes discipline problems less likely to occur and makes the classroom a better place for both students and staff.

Staff should go through the Classroom Code of Conduct, which are in every teaching area, at the start of each term.

Classroom Code of Conduct:

- Do as you are told the first time you are asked
- Be correctly equipped for the lesson
- Allow others to speak without interruption

- Do not shout out, tease, or use bad language
- Take care of classroom, equipment, and materials
- Staff must be addressed courteously by their names (Mr/Mrs/Miss) or by Sir/Miss.

Rewards:

Verbal praise and behavioural praise (use as often as possible):

- Vivo Points.
- Positive note in planner.
- Postcards home.
- Sent to DoL, SST or SLT (for additional praise).
- Subject awards such as Star of the Week/Month/Term.

Sanctions:

1. Warning/verbal reprimand
2. Isolated in lesson for short period
3. Kept back after class*
4. Negative comment in planner
5. Detention – lunch/break/after school
6. Extra work or repeating unsatisfactory work until it meets required standards.
7. Confiscation of students property e.g. jewelry/mobile phone etc.
8. Referral to HoD/Subject Leader
9. Removed from lessons for a fixed period

Continued misbehaviour in a particular lesson will result in the student being placed on departmental report.

Decision to place a student on departmental report will be made by HoD/Subject Leader after consultation with subject teachers.

Where students would normally go straight to another lesson, they should be isolated for the remainder of the lesson rather than being kept back at the end.

***NB Remember at the end of the day, some students may have to be released in time to catch a bus.**

Punctuality:

- Tutors should be in their rooms at 8.45 am.
- Students should move to their tutor rooms at the bell at 8.45 am.
- As far as possible, teachers should be in their classrooms to meet students as they arrive.
- Students are expected to be at all lessons on time. Lateness should be treated as a misdemeanour and students warned as to future punctuality. 'Lates' must be recorded on SIMS. As part of effective classroom management teachers should impose appropriate consequences for lack of punctuality.
- Tutors will monitor punctuality. Weekly 'late lists' will be produced via SIMS by the attendance officer and sent to tutors and the relevant DoLS. A stepped approach exists for sanctioning morning 'lates' beginning with a verbal warning from the tutor and resulting in a full school detention for students who have 4 or more 'lates' within a half-term. Parent/carers will also receive a letter informing them of the detention and asking for their support. This is in addition to (and does not replace) any consequences from individual teachers.

Truancy:

- All staff must keep an attendance record for all lessons on SIMS. SIMS registers must be saved at the beginning of the lesson.
- If staff suspect a student may be truanting from their lesson, they should inform the receptionist as soon as possible. The receptionist will inform the On-Call member of staff. If the student has left the site then parents will be informed firstly but if the student cannot be located the police will be contacted.
- Where a DoLS becomes aware that a student has truanted, then the student will be placed 'on report' to monitor attendance. Parents will also be informed.
- The Assistant Headteacher and the DoLS will meet on a regular basis to discuss any problems with attendance and enlist support with persistent non-attenders.
- All tutors should inform their DoLS if they have any concerns about a student's attendance.

- The school operates a 'First Day Response' system with absentees' parents being contacted on the first day of absence. Absences are listed on the SIMS Home page.

Expectations of Students:

In addition to the classroom code of conduct, it is reasonable to have the following expectations of students: -

- Students must realise that staff are in the position of parents/guardians whilst they are in school and this means that there is no excuse for disrespect or insolence towards teachers or other staff.
- Students should always be respectful to fellow students and visitors to the school.
- Students should behave sensibly and calmly in and around the school buildings.
- Students are not permitted to smoke at school or on any journey to or from school (this includes the smoking of e-cigarettes). Students caught smoking or associating with students smoking will be **excluded for one day** in the first instance. Repeat offenders will serve escalating periods of exclusion.

Expectations of Staff:

In the same way that we have expectations of our students, students are right to have expectations of their teachers. Staff also have expectations of their colleagues.

1. Staff must be consistent in their approach and adhere to school policy.
2. Staff should dress appropriately for school in a professional manner.
3. It is essential that staff appear undivided, even though there may be differences between individuals.
4. All staff should feel valued and trusted by one another.
5. All staff should feel supported by colleagues.
6. Staff must provide a safe environment for students. Any instance, however small, of bullying, assault, or dangerous behaviour witnessed by a member of staff should be dealt with immediately by that member of staff and not overlooked. A written referral should be passed to the relevant member of staff so that any necessary further action can be taken. This should be by logging the incident on SIMS under the category of bullying. However, the member of staff should also inform the relevant DoLS of the incident if it serious enough to warrant a significant sanction.

7. Students should be addressed by their first name.
8. Praise should be used often in the classroom and as soon as it is earned.
9. Staff should arrive to lessons promptly. Lessons should only start when students are quiet and ready to commence the lesson. Similarly, lessons must end in an orderly fashion with students being dismissed in a controlled manner.
10. Lessons must be planned and be appropriate for the particular class. The lessons should challenge and stimulate students and not simply occupy them. Students should understand clearly what is expected of them and what they should achieve in the lesson. Work should be marked promptly and positively to encourage better work. Students should be clear on what they need to do to improve.
11. The classroom environment should be as pleasant as possible. Display should be used to inform, stimulate and encourage students. It should also be used to recognise and reward good work.
12. The key to our approach to students is **CONSISTENCY**. Lack of consistency only confuses students (and staff!) and leads to ill feeling and discipline problems. Consistency leads to security and a clear understanding that any breaches of discipline will be dealt with.
13. Teaching a class must always be a priority. Staff should not usually be interrupted whilst teaching a class unless it is necessary.

Behavioural Support

The school believes firmly that students who are experiencing difficulties with their behaviour should be supported in learning how to improve their behaviour so that they are able to make the most of the opportunities offered by the school.

The school wants all students to feel happy and secure in school. Students with behaviour problems rarely experience this feeling. In addition, their behaviour can have an impact on the education of other students and, on occasions, how happy and secure they feel in school.

It is essential that the impact of any poor behaviour on other students is not forgotten and, therefore, needs to be considered when deciding on the most appropriate ways to support students with behaviour problems.

The ways students are supported will always be decided on an individual basis. Students will be involved fully in the decisions being taken to provide them with support. This does not mean that students will have the right to refuse to comply with a particular course of action. They must, however, have the reasons for the course of action clearly explained to them.

Parents should be involved at all stages. When parents work in partnership with the school, the chances of a successful outcome are increased considerably.

The school works closely with Educational Psychologists, Local Authority Inclusion Officers, Hospital and Home Tuition, Police Community Support Officers, Social Services, LAC Team, the Safeguarding Hub, plus any other agencies we feel may be able to offer support e.g. YOS (Youth Offending Service).

Agreed staged approach to classroom low level disruption

1st warning

This will be a verbal warning mentioning the behaviour that is not acceptable and emphasising to the student your expectations for their behaviour.

2nd warning

This will be a written warning and the student's initials should be written on the red section of the 'Behaviour for Learning Poster'. Again remind the student that their behaviour is not acceptable and that if they choose to break the rules again that they leave you no choice but to issue a sanction/detention. Tell them to think carefully about their next move and that the choice is theirs.

During warning 2 you may decide to move the student within your classroom to a place that might help them continue.

3rd Sanction

I saw/heard you choose to*behaviour*.... You have chosen to receive a sanction/detention where we will discuss this calmly later.

This is non-negotiable and students must understand and believe that there will be inevitable consequences if they make the wrong choices.

If you choose to break the code of conduct again you leave me no choice but to remove you from the classroom and refer you to the HoD. Tell them to think carefully about their next move and that the choice is theirs.

You may decide to tell the student that the length of the sanction/detention will be determined by the level of work they do from that point.

Put a mark by the student's initials indicating that they have received a sanction/detention.

4th Sanction

The student receives an after school detention with the HoD of no longer than 60 minutes.

Guidelines on the Use of Detention

The law gives teachers the power to issue detention to students under 18 as a sanction during the school day and outside of school hours. This is clearly communicated to parents in the Home/School Agreement printed in the Students Planner. If the parents/carers have signed the agreement they are consenting to staff exercising this power when necessary.

The times outside normal school hours when detention can be given are:

- After school on any day when the student is not authorized to be absent
- Weekends (except the weekend preceding or following the half-term break)
- Non-teaching days (INSET days)

After school detention is an available strategy but should always be considered in relation to the safety of the student and travel arrangements. It does not matter if making travel arrangements are inconvenient for the parent/carer. However, in the event of safety issues arising, staff must be prepared to find alternative strategies to after school detentions. Also, if a student has known responsibilities as a carer, an after school detention may be unreasonable.

Staff are advised to make use of breaks or lunchtime detentions as a first recourse. However, for lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.

USE OF DETENTION:

1. The time, place and reason for the detention must be recorded in the student's planner.
2. If the detention is after school then it is advisable that the student's parent/carers are given 24 hours' notice, even though this is no longer statutory. If you think that the student will not show their parents their planner then you should follow up with a telephone call home. If you wish to put a student in a detention that is within 24 hours you should contact the parent/carers to request permission to keep their child after school and to check if they are able to collect or organize provision for him/her to be collected after the detention.
3. Students who fail to attend the class teacher's detention should then receive a further detention from the HoD/Subject Leader.
4. Students who do not attend this second detention will be placed in School Detention with the Student Support Team.
5. Students who fail to attend School Detention without a valid reason will be placed in full isolation for the following day of school (or as near to the following day as possible).

On-Call Support timetable

The idea of a support timetable is to provide additional help for staff when an emergency occurs in the classroom. An emergency could be a violent incident, a student out of control, a serious and persistent refusal to comply with school rules or a serious medical problem.

Staff must not use the support timetable for minor incidents or work-related problems. These should be dealt with by following the school's normal disciplinary procedures.

If a serious incident happens, the HoD (in the majority of cases) should telephone reception or ask a reliable student to go to Reception. The Receptionist will alert the member of staff 'on-call', who would then come immediately to the classroom, where he/she would either remove the offending student or supervise the class to allow the teacher to deal with the incident.

The teacher 'on call' will not be responsible for dealing with the incident but can advise on a possible course of action. The student concerned will be dealt with by the appropriate person under the normal disciplinary procedures of the school.

An On-Call form with full written details must be given to the member of staff on-call who will return the completed form to reception once the matter has been dealt with. Reception will pass this form on to the appropriate HoD in order for any recommended actions to be carried out. All relevant staff will be informed of the incident via e-mail.

An On-Call Support Timetable will be drawn up each year along with guidance for on-call staff.

Referral Route for class teachers:

For the minority of students who are rejecting the positive support and encouragement provided by the class teacher a stepped and structured referral process will occur:

1. Teacher applies the agreed staged approach to lesson disruption.
2. At the class teacher's discretion students who persistently reach stage 3 and 4 can be referred to HoD/Subject Leader. On the first referral, HoD/Subject Leader counsels the student, places their name on a register within the Departmental Discipline records and explains what will happen if the student is referred on a second occasion.
3. Students return to the class teacher for their next lesson or following a single period of lesson isolation.
4. If students are referred to the HoD/Subject Leader on a second occasion then:
 - a. All relevant information is recorded on SIMS and the HoD informs the relevant DoLS.

- b. The HoD/Subject Leader informs the team secretary from the Admin Team and a standard letter is sent home to parents outlining the concerns and informing them of the action to be taken.
 - c. The student should be placed on Departmental Report and a further departmental detention or isolation may be operated at the discretion of the relevant department.
5. Students return to the class teacher and the (1-5) cycle recommences if necessary.

Directors of Learning and Standards (supported by the Student Support Team) will monitor the overall progress in lessons of students, and take action if necessary by informing parents of situations by letter, meeting with students, placing students on report and meeting with parents.

Information about students overall progress will be triangulated between the tutor, learning Mentors and the Directors of Learning and Standards.

In serious situations DoLS and the Student Support Team have the power to recommend a student to the Assistant Headteacher for an internal exclusion.

Referral Route for non-classroom based incidents:

1. Member of staff deals with incident and takes action if necessary.
2. If action is taken, the member of staff should inform the tutor(s) of the student(s) involved.
3. Tutor discusses any issues with their tutee.
4. Tutor monitors the overall picture of their tutees and takes action when necessary by contacting parents, placing the student on report or referring to DoLS.

The effective operation of this referral system is dependent on student and teacher awareness of its operation. We strive towards consistency of practice through the school meetings structure, INSET, assemblies, parental information and tutorial work.

Subject Report and Guidelines:

Suggested Procedures

- 1) HoDs/SLs will decide whether students should be put on Subject Report.
- 2) Subject report to operate for a designated period of lessons.
- 3) Each Subject Report should have specific targets.
- 4) After the period of lessons either:
 - a) Problem solved
 - b) Extension of subject report for further period of lessons
 - c) Escalation of consequences which would be:
 - i) Contact DoL and parents.
 - ii) Isolation from lesson in another classroom / with a senior member of staff

In all cases a copy of the Subject Report should be sent to the DoLS at the end of the designated period of lessons.

- 5) Other circumstances when students might be removed from classroom:-*
 - a) to defuse a crisis;
 - b) to omit subject report stage and give class a chance to settle without the disruptive or uncooperative student;
- 6) Key Stage DoLS can put individual on Whole School Report at any stage upon recognising difficulties in more than one area as a result of weekly analysis of SIMS behavior logs.

***Please remember students must not be left in an unsupervised area**

Tutor/DoLS Report and Guidelines:

Suggested Procedures

- 1) Tutors/DoLS will decide whether students should be put on Tutor/DoLS.
- 2) Tutor/DoLS report to operate for a designated period (a minimum of two weeks).
- 3) Each Tutor Report should have specific targets.
- 4) After the two-week period either:
 - a) Problem solved
 - b) Extension of tutor report for further two week period
 - c) Escalation of consequences which would be:
 - i) Contact DoLS and parents.
 - ii) Move up to DoLS Report

- 5) Key Stage DoLS can put individual on Whole School Report at any stage upon recognising difficulties in more than one area as a result of weekly analysis of SIMS behavior logs.

Rewards and commendations (Vivo Edge):

“Vivo Edge” is an online rewards system, where teachers award students Vivos (with real monetary value, 1 vivo = 1p) for such things as good work, effort and attendance. Students then accumulate and spend their Vivos on the items they want from an online catalogue.

Every student gets a personalized account, which acts very much like a bank account providing each student with a real time statement of how many Vivos they have been awarded and any transactions they have made.

Students can check their Vivo balance by logging on to their account through the school website where they can access the Vivo Edge webpage (www.vivoedge.com) and can cash in their Vivo points at any time. Staff access their Vivo Classic account via www.vivoclass.com.

Summary

The school recognises that where there are behaviour problems, a single ‘fix’ is rarely the solution and that a range of support strategies need to be investigated so that the student concerned receives the most appropriate support to help resolve the situation.

Policy approved
2015

APPENDICES

APPENDIX 1 – Good practice

The following pages outline GOOD PRACTICE and suggest ways of maintaining GOOD ORDER

'Problems' are normal where children are learning and testing the boundaries of acceptable behavior.

Our success is tested, not by the absence of problems, but by the way we deal with them.

Don't React:

Address the problem:

- Avoid confrontation
- Listen
- Establish the facts
- Judge only when certain
- Use punishments sparingly.

Removal of privilege is the most effective strategy.

Out and About the School:

All informal contact contributes to standards of behaviour. Control that behaviour by taking the initiative at every opportunity, when walking the corridors, on break duty, at lunchtime. Expect to:

- Start a positive dialogue with the student
- Greet students with a smile
- Deal with all misbehaviour – to ignore it is to condone it!
- Enjoy relating to students.
- Use humour – it builds bridges
- Be positive and build relationships
- Know your students as individuals.

In the Classroom

Create and sustain a positive, supportive, and secure environment. Well prepared, stimulating lessons generate good behaviour and earn respect. Expect to:

- Arrive before the class and begin on time
- Be prepared for the lesson
- Keep everyone occupied and interested
- Extend and motivate all students
- Mark all work promptly and constructively

- Set homework regularly to schedule
- Encourage creative dialogue – confidence in discussion is important
- Keep an attractive, clean and tidy room
- Maintain interesting wall displays
- Use first names.

Do All You Can to Avoid

- Humiliating.....breeds resentment
- Constant shoutingit diminishes you
- Over reactingthe problems will grow
- Blanket punishmentthe innocent will resent them
- Over punishmentnever punish what you can't prove
- Sarcasmit damages you!

Please never leave students outside rooms. The problem needs a solution not complicating. Seek help if you need it. And do all you can to:

- Use humourit builds bridges.
- Keep calm.....it reduces tensions.
- Listenit earns respect.
- Be positive and build relationships.
- Know your students as individuals.
- Carry out any threats you have to make.
- Be consistent.

Always apply school rules positively.

Maintaining Discipline

Insist on acceptable standards of behaviour, work and respect. Expect to:

- Apply school rules uniformly.
- Work to agreed procedures.
- Insist on conformity and school uniform.
- Be noticed and discussed, in school and at home.
- Follow up problems to their conclusion.

The majority of students conform and are co-operative. Deal immediately with the few who present problems.

- Establish your authority firmly and calmly.
- Separate the problem from the person.

Only if you cannot resolve a problem, refer it on to one person. Make sure it is pursued to a satisfactory conclusion.