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Behaviour for Learning and Rewards Policy



CONTENTS

1. The Aims of the Behaviour For Learning and Rewards

Policy 3

2. The General Aims of the Trust 4

2.1 Our Aims For Ourselves4

2.2 Our Aims For Our Students 4

3. Rights and Responsibilities 5

4. Behaviour and Expectations 8

4.1 The Code of Conduct 8

4.2 Basic Expectations 9

4.3 Promoting Good Behaviour 9

4.4 Rewards10

4.5 Behaviour and Consequences11

4.6 Internal Isolation Room 14

4.7 Student Support Centre use of the 24 hour notice period for detention beyond
3.00pm 14

4.8 SMART system for Uniform 15

4.9 SMART system for Litter 15

4.10 Common After School Detention System 16

5. Restorative Approaches 18

6. Student Support Services 20

6.1 Identifying Students with Behaviour Difficulties 20

6.2 Supporting Students Whose Behaviour is Inappropriate 21

6.3 Inappropriate Behaviour21

7. Managing Inappropriate Behaviour 23

7.1 Discipline of Students beyond the school grounds24

7.2 Use of Reasonable Force 24

7.3 Searching and Confiscation 24

8. Sanctions Policy – Disciplinary Procedures 27

9. Links to Other Policies and Areas of Special Concern..28

Appendix 1 – Fixed term external exclusions and permanent exclusions.

..... 31

1. The Aims of the Behaviour For Learning and Rewards Policy

“If you treat people as they are you will be instrumental in keeping them as they are. If you treat them as they could be, you will help them become what they ought to be”.

Goethe

We believe that schools are places of learning and it is important that some behaviours are modified so that the aim can be achieved.

The aim of this behaviour policy is to support the process through:

- The creation of a positive, orderly and inclusive environment where teaching and learning can take place
- The creation of a safe environment for students and staff through the clarification of expectations, roles, rights and responsibilities
- The reduction of teacher stress through the identification of effective systems and practices which aid teaching and learning in the classroom

Good behaviour and discipline are key foundations of good education. Without an orderly atmosphere effective teaching and learning cannot take place. If students are permitted to present inappropriate behaviours at school they prejudice their own education and that of the students around them.

“Students behave well in lessons, have positive attitudes to learning and strive to do well”.

OFSTED January 2014

2. The General Aims of the Trust

These are based around the outcomes framework for “Every Child Matters”.

2.1 Our Aims For Ourselves:

1. To promote a caring environment in which young people can grow towards healthy adulthood whilst staying safe
2. To develop positive teaching strategies geared towards maximising the learning potential of our students, so that they can enjoy and achieve
3. Actively to promote the principle of equality for all people whatever their abilities, background, race or gender, religion or beliefs
4. To promote and maintain a positive relationship with parents and the local community based upon mutual respect and understanding
5. To foster a climate of awareness in which personal and professional development is seen as a fundamental need for all teachers
6. To promote constructive evaluation of what we do at all levels
7. To strive towards excellence in everything we do
8. To aim for year on year improvements in student attainment

2.2 Our Aims For Our Students:

1. To develop in each child a positive self image and to feel enabled to make a positive contribution
2. To develop a sensitivity to the needs of both self and others and the ability to balance the two when necessary
3. To promote and provide opportunities within and beyond the curriculum which encourage and enable our students to develop a sense of meaning and purpose in their own life and in life as a whole
4. To ‘enlarge knowledge, experience and imaginative understanding and so develop awareness of moral values and the capacity for enjoyment’.
(Warnock)
5. To develop skills relevant to employment and to survival in a changing world, therefore achieving economic well being
6. To develop an enquiring mind with the ability to question and to argue rationally
7. To develop the ability to work positively with and amongst other people and as part of a group
8. To promote high attainment and the pursuit of excellence
9. To educate for responsible adulthood where challenging inappropriate behaviour is the norm
10. To develop a positive ethos based on mutual respect

3. Rights and Responsibilities

This policy is based upon the principles that

Teachers have a right to teach and students have a right to learn

Any behaviour in the classroom which prevents learning needs to be challenged, managed and monitored. Clear sanctions exist to protect staff and students.

All staff and students need to be safe from physical and verbal abuse.

In order to achieve this we operate the following classroom rules:

Students are expected to:

- Arrive at each lesson on time, ready to work and with the correct equipment
- Always do their best and be responsible for their own learning
- Have respect for themselves, each other and for property
- Accept classroom discipline.
- Always listen; don't interrupt or argue back.
- Never use bad language
- Always have their student planners
- Have respect for all adults

Staff are expected to:

- Treat students as individuals.
- Have regard for students' educational needs.
- Take responsibility for the teaching and learning in their classroom – contacting home where appropriate.
- Deal in the first instance with any behaviour issues which may arise.
- Seek help from their Subject Leader or Director wherever necessary or appropriate.

In addition, staff should:

1. Set homework and mark work according to the whole school policy
 - Provide constructive and helpful feedback.
 - Use the opportunity to raise students' self esteem.
 - Record marks and levels as appropriate in their staff planner.
 - Set homework to challenge and extend in line with published homework Timetable.
 - Monitor standards of presentation in line with marking policy.
2. Create a positive teaching environment
 - Meet, Greet, SMART and Seat.
 - Ensure that the room is well organised.
 - Celebrate students' work through display.
 - Take an electronic register for each lesson.
 - Maintain a professional conduct, appearance and attitude.

3. Liaise with Progress Leader if parents are to be contacted
 - Communicate concerns to Tutor and/or Progress Leader.
 - Copies of all letters to parents to go to the Progress Leader.
 - Be thoroughly prepared for meetings with parents.

4. Promote your subject
 - Ensure lessons are very well planned and structured.
 - Be willing to “keep an open door” approach to colleagues.
 - Create a positive ethos and consider successes and potential improvements.
 - Liaise with subject leader regarding issues for development.
 - Show passion for your subject and a love of learning.

5. Issue department/pastoral detentions, department rewards
 - Reward success with public and private praise.
 - Send letters home informing parents of successes.
 - Follow the Rewards Policy.
 - Follow the school policy for department responsibility for sanctions.

6. Maintain high standards
 - Always question lateness or poor presentation.
 - Never accept work of a poor standard.
 - “Meet, Great, Smart and Seat” students at the start of every lesson.
 - Check equipment at the start of every lesson, inform the Tutor of problems. When a student has no pen, they are sent to SCC to receive one.
 - Take a register for each lesson and check student absences are legitimate.
 - Seek advice and assistance to support improvements both academically and Pastorally.
 - Maintain consistency with school policy.

7. Inform Tutors of concerns and successes both academically and socially
 - Ensure you record evidence of achievement.
 - Know the progress, attitude and academic background of each student in your Classes.
 - Provide your Director with accurate assessments as to ability.
 - Use the appropriate computer systems to record achievement.
 - Identify underachievers and high attainers and develop appropriate teaching Strategies.
 - Communicate concerns to both Subject Directors and Progress Leaders.
 - Read thoroughly the IEPs and build appropriate strategies into teaching
 - Adhere to the school’s target-setting policy for students.

Subject Directors are expected to:

- Have a set agenda item in departmental meetings that discusses behaviour.
- Develop support systems in their department that will reinforce the Code of Conduct and try to reduce the frequency of disruption in classrooms.
- Have a recording system that supports their case for referral of an individual that includes the strategies already employed within the department to overcome the problem.
- Discuss students with Tutors and Progress Leader so that a clear picture of the student is gained.

- Discuss informing parents of behaviour concerns with Progress Leader

The role of Progress Leader and the Leadership Group:

One of the functions of the Progress Leader is to deal with the more persistent offenders in the school. It is crucial that evidence is gathered of work done at previous levels if Progress Leaders are to then be able to assess which steps need to be taken next, according to the school's Sanctions Policy.

The Leadership Group members will be responsible for dealing with serious breaches of the Code of Conduct, including incidents which may require the student to be excluded.

It is very important that we work with students and parents in trying to bring about a modification to their behaviour. These students' behaviour will not be changed by punishment alone.

4. Behaviour and Expectations

We place considerable importance on high standards of personal behaviour. We have written guidelines for our students outlining what we expect in positive terms. These are made clear to all students when they start with us and are continuously reinforced through our whole practice as a trust. Our guidelines are called **The Code of Conduct** and are as follows:

4.1 The Code of Conduct

What we expect from you as a student of the trust and as a member of the community.

1. You need to organise yourself to arrive at school, at registration and at all lessons on time. Your late arrival will cause a disturbance and hold up others.
2. Come to lessons with **all books and equipment** you will need. This must include a pen, a pencil, a ruler and your Student Planner. If this ever causes problems, see your teacher before the lesson concerned.
3. Concentrate, think about what you are meant to do, and ask sensibly if you are not sure about it. Do not distract other people from their work.
4. Talking about the right things at the right time can be a very good way of learning. Idle chatter certainly is not. We expect you to know the difference.
5. You must behave with respect to fellow students, teachers and other adults. Avoid rudeness, shouting, swearing and interrupting people who are already talking.
6. Act with self-control. Never use physical violence.
7. Always try to produce work which is the best you can do, and to present it well. Respond to teachers' comments about your work. You may be able to do better than you think.
8. Know the rules of movement about the school buildings and the surrounding areas. Do not run or make a lot of noise. Open doors for others.
9. What you look like says something about you. You must ensure that you are dressed properly according to the school code of dress at all times.
10. Looking after the building, its furniture and equipment costs a great deal of money raised by the taxes your parents pay. Think about how you treat school property and that of others: if you damage something it has to be paid for.
11. Litter is unpleasant, always put litter in the bins. If you see litter around the school pick it up and put it in the bin.
12. You should eat at lunchtimes and in appropriate places, not in lesson time. Chewing gum is not allowed anywhere on site.

Observing these twelve basic guidelines at all times will make our school community a pleasant place for everyone.

4.2 Basic Expectations

Some basic expectations about behaviour are also necessary:

1. Keep to the left when moving about the buildings.
2. Cycling is not allowed on the school premises.
3. No student can leave the premises without permission.
4. MP3 players, mobile phones or other items which can cause nuisance or danger to others should be switched off and never seen and left in the bottom of a bag, not in pockets.
5. Smoking is not allowed anywhere on site or whilst travelling to or from school
6. Illegal substances are not allowed in school.

We do insist our students meet our high expectations of behaviour and appearance.

In addition, it is expected that students will play their part in welcoming new students to the schools.

Ten ways to help new students settle in and feel comfortable:

- Smile!
- Give them a welcome pack including Student Planner.
- Ask a member of the tutor group to show them around school, pointing out the toilets, the Medical Room and the Pastoral Office.
- Ask them about themselves.
- Introduce them to friends and their teachers.
- Sit next to them during lessons.
- Include them in social time activities.
- Talk to them; help them to feel part of the group.
- Tell them about extra-curricular activities.
- Find out where they live; if possible, walk with them to and from school.

4.3 Promoting Good Behaviour

- Staff will praise students when they see good behaviour.
- Staff will tell students clearly what is expected of them.
- Students will remember what is asked of them.
- Rules are both consistent, fair and will be kept.
- Responsibilities and expectations will be matched to the individual student's age and development
- Staff will regularly inform a student's parents of exemplary conduct as well as achievement (via letter, a telephone call, at parents' evening or informally after school)

- When students have worked hard to support others in school they will be commended through the Headteacher's postcards and/or stickers; or through the award of a success badge and certificate. Exemplary acts will be commended in assemblies.

4.4 Rewards

Rewards are vital in maintaining good behaviour and motivation in school. A reward can be as simple as telling a child he or she has done well – in words or in writing. Other rewards include:

“Points” for a range of reason; these include

- Effort in a task
- Outstanding achievement
- Contribution to activities in school
- Attendance
- Consideration to others

Points are awarded electronically into the school management's information system. Points can be awarded by all staff.

Assembly and tutor time is used to promote high expectations and the rewards system.

Awarding Points on SIMS

Using the register list, right click on the student's name and follow the pop-up menu.

Using the student home page – use the Behaviour Management selection in the right hand side bar and select NEW in the achievements section. Remember to SAVE your addition before closing.

It is also possible to enter multiple students' points simultaneously from the register page

Each week tutors add points to the system:

5 points for a clean SMART log

5 points for no detentions in the week

5 points for Reading Book

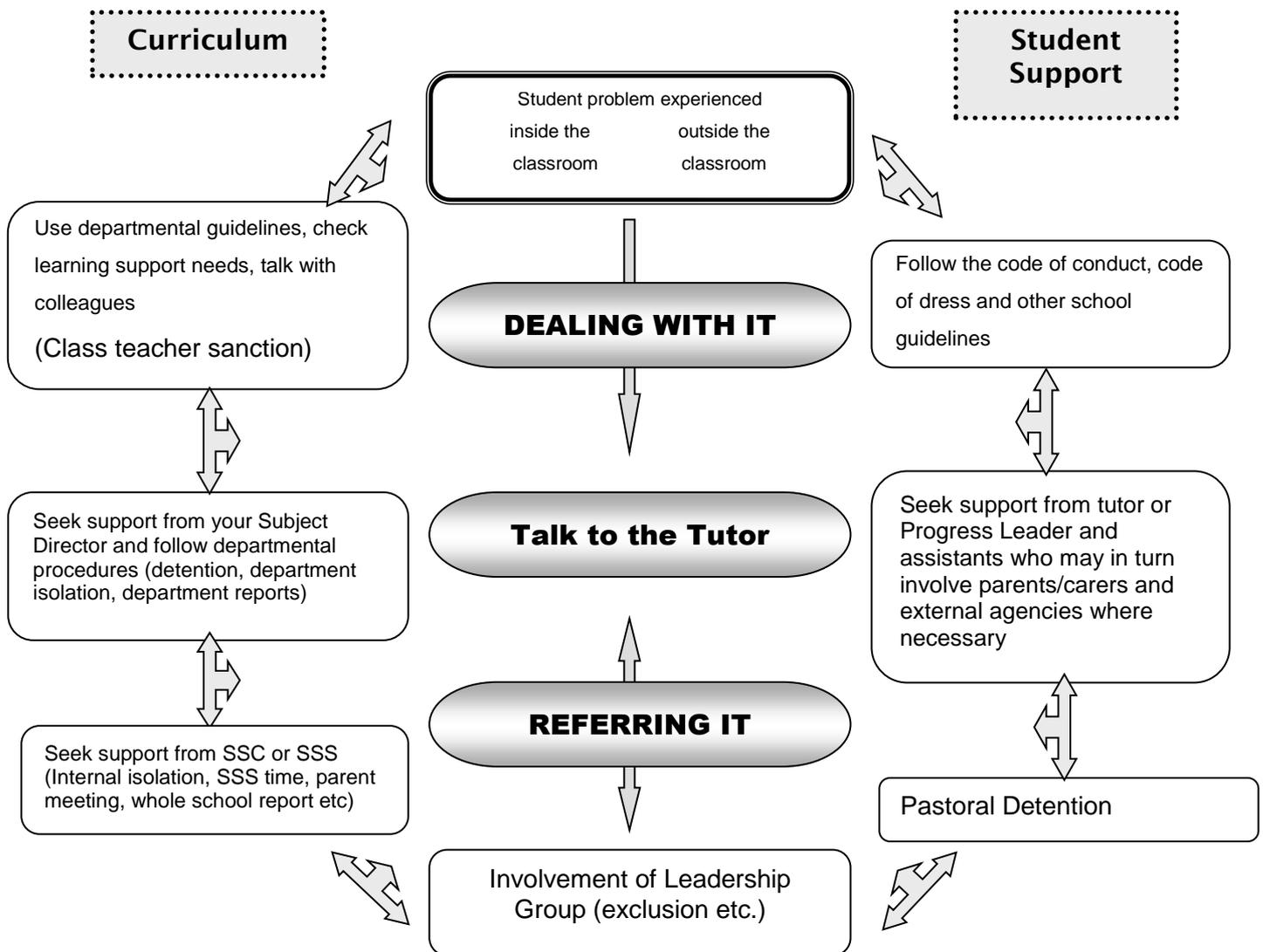
10 points for no late marks/full attendance in the week

Each week tutors will receive the totals for all students in their group to allow them to talk to their students and to run an inter form competition.

4.5 Behaviour And Consequences

PUTTING IT INTO PRACTICE

How you can play your part in making the system work..... and what to do when it does not
The Referral Model - Dealing with it!



Running an effective school is the responsibility of all of us. Help needs to be available for individual staff, but each one of us needs to respond positively when faced with a problem. The key question is:

Can I Deal With The Problem Myself?

If the answer is **YES** you should deal with it, following the proper school guidelines.

If the answer is **NO**, or if you have tried the procedures indicated above and still not succeeded, you need to seek assistance to help you to deal with it.

Most of all never ignore a problem. Always do something. Getting help when you need it - through the right channels - is your professional responsibility.

C System Tariff

Please note that the sanctions in the C system are a guide only.

C1- Verbal warning

Lateness to lessons 1-5/registration - one off
Poor equipment in class/Tutor Time (record on SIMS)
Disruption in class/ Tutor Time
Infringement of Code of Conduct
Items, such as belts and jewellery should be confiscated and sent to Pastoral. To be collected from there.

C2- Subject teacher/tutor sanction at staff discretion

Persistent lack of equipment for class/Tutor Time
Home learning/coursework failed to be handed in
Failure to comply with instructions
Repeated infringement of the Code of Conduct in lessons/Tutor Time
Chewing gum in lessons/session 6
Late to lessons 1-5/ Tutor Time

C3- After school detention (most pastoral after school detentions last for one hour)

Persistent lateness
Failed teacher lunch detention
Persistent lack of home learning/coursework
Continuing poor behaviour in lessons
Failure to complete department or SSC "On Report" sheet in an acceptable manner
Use of mobile phone/MP3 players (item confiscated and parental letter required from home for release)
Confiscated item to go to SSC to be collected from there, with ID sticker
Bad language. (Not directed at staff)
Bullying
Truancy – one hour for each hour of lessons missed
Failure to attend SSC lunch detention

C4- Pastoral or subject isolation (Subject/Pastoral Report card as follow up)

Deception/lying
Contravening Internet Use Policy in planner
Repeated mobile phone use (mobile confiscated and parental letter required for release)
Gross disobedience in lesson or social time
Infringement of the Code of Dress which cannot be addressed instantly or student sent home

C5- Internal Exclusion Room (through referral to Progress Leaders)

Swearing aggressively
Offensive/insolent behaviour to staff
Theft
Persistent refusal to comply with school Code of Dress / Behaviour
Vandalism
Fighting
Smoking
Persistent Bullying
Any Refusal e.g. to attend detentions, hand in phones
Breach of the ICT policy
Failure to be in school's control

C6 / C7- Headteacher Involvement (Fixed Term or Permanent Exclusion)

Bringing illegal items into school
Physical aggression or threats towards staff
Unprovoked physical violence causing actual bodily harm
Supplying drugs
Setting off the fire alarm
Inappropriate items in school
Under the influence of banned substances
Persistent refusal to follow instructions
Critical Incidents e.g. Significant Cyber bullying
Serious breach of the ICT policy – e.g. taking video or photos in a lesson
Failure to be in school's control

Social time

Any issues should be dealt with by staff and referral to Student Support for sanctions as needed. The Assistant Progress Leaders staff social isolation each break and lunch. A member of the Leadership Group will be on overall duty each day.

(See appendix 2 for IE entry referral and exit procedure proformas)

**All issues at C2 and above must be recorded on the students log in SIMS.
Clarification for use of the C system – Behaviour in the Classroom**

- For any issues - a **single** warning with a clear potential consequence is enough.
- The system does not work up from the bottom; the C ranking is only to illustrate a flow of severity.

- It is the teacher's choice to use the terms C1 or C2 in their conversation; they do not have to be used for a sanction to "count".
- At the C2/C3 level the teacher will ensure that the consequence is appropriate to the issue using their professional judgement. One does not have to follow the other.
- Rebuilding relationships with students – "allowing them to come back", "drawing a line in the sand" is a key element of our behaviour management.

In responding to an inappropriate behaviour, staff must take into account a range of circumstance relating to the student. These might include the student's previous behaviour, factors affecting the incident, home circumstances, peer pressure, the acceptance of responsibility and the exhibition of remorse. Repeated incidents of inappropriate behaviour can be cumulative and may be addressed in more severe terms. Emphasis will be placed on consistency and fairness in applying sanctions.

Integral to the policy is the aim to bring about in students an acceptance of their responsibility for their own behaviour. Sanctions will be certain, predictable, and allow the opportunity to repair and rebuild the relationship whilst creating learning opportunities for both students and staff.

4.6 Internal Exclusion Room

The Internal Exclusion room (IE) allows us to remove students from mainstream school whilst allowing them to be safely supervised and able to continue with their studies. Students have access to lesson materials through schemes of work and access to VLE resources.

It is the responsibility of the student's class teachers to provide appropriate work, relating to the lesson for each student in the IE room. An email is sent in advance, where possible to inform staff of a need to prepare suitable material.

IE sessions can be for part or whole days. Where a student has been placed into IE for a full day, this will end at 4.00pm, with the final hour being served in the full pastoral detention.

On occasions, the IE room or detentions will continue until 5.00p.m or be part of an "afternoon" school from 12.00p.m to 5.00p.m.

Where a fixed term exclusion has been issued beyond five days, the first five days will be spent away from school, with all remaining days organised flexibly with the school giving at least 48 hours notice of the times and locations or supervised provision.

4.7 SSC use of the 24 hour Notice Period for Detention Beyond 3.00pm

When an incident occurs in school that warrants a student spending time in SSC or the IE room, staff will endeavour to contact parents. Where it has been decided that a day or longer in the IE room is to be served, this will begin as soon as possible, usually immediately.

Staff in SSC will contact parents with a view to keeping the student on the day to 4.00 p.m. Where this is not possible, the 3.00p.m -4.00pm element of the day in IE room will be served on the following day, using the usual school contact of writing the detention in the school planner.

Detaining of a student on the day of issue only occurs in agreement with parents, contact being made to ensure that arrangements are in place for the student to get home safely. Contact is not made to gain permission for the 3.00p.m - 4.00pm sanction

4.8 SMART System for Uniform

We believe that students who are dressed smartly and take a pride in their uniform are ready for learning.

Our SMART card system supports our aims in ensuring that all students are dressed correctly and always wear their uniform in the correct way. The system also allows us to reward students who follow the system correctly through our SIMS points system.

SMART logs are found in the student's planner.

A clean log (no signatures) at the end of the week earns 5 rewards points for the student.

At any point during the week where any member of staff finds a student not following the dress code they will request the SMART log and sign it once.

There are two spaces on the card for staff signatures.

At the end of the week, students with one signature fail to receive their 5 reward points.

Where a student gains a second signature within a week, they are responsible for handing this into SSC to gain a new log. This will also result in a lunch detention.

Where a student fails to hand their full weekly log into SSC, when the tutor checks the log at the end of the week, an after school detention will be applied.

Where a student is unable to produce a log when asked, this will result in an after school detention. If this is a result of the planner being at home, the student may bring the planner on the next day to reduce their detention to a lunch detention.

Where a student refuses to produce a SMART log, the normal school policy for refusal will take effect.

Students are reminded of the SMART log system at the start of each year in assembly. The SMART system is clearly displayed in student planners.

4.9 SMART System for Litter

Students have worked with staff to design a system to ensure that students who do not respect the school environment can face consequences

Students seen dropping litter, leaving litter behind them or kicking or throwing litter around will have their SMART log signed along with the word "litter". Squirted water or liquids also counts as littering.

A student with one litter signature will lose their 5 rewards points for that week.

A student receiving two signatures in a week will serve a lunch litter detention to allow them to pick litter with a senior member of staff.

4.10 Common After School Detention System

The school uses a managed detention system common to all, giving Progress Leaders a clear picture of the detentions that are being set across the school and allowing for fast intervention and compliance in the system.

This is run through an Excel spreadsheet at M: Detentions: ASD bookings.

No after school detentions may be set outside of this system.

Teacher Role

- Use the common spreadsheet to book students.
- Detention discussed with student.
- Detention written into planner. (**date, time, length & reason must be given**)
- **Where a student does not have their planner**
 - **A detention proforma letter should be completed and given to the student**
 - **Place a "1" in the "letter" column on the excel spreadsheet**
 - **Send the student for a temporary planner**
- **24 hours** notice minimum to be given.
- Booking made on Excel sheet on M drive - **Latest booking for the next day is 3.10p.m.**
- Call home/message left is best practice
- Collect the student on the day from the restaurant
- Record the reason for detention on the students SIMS log.
- Where a detention is cancelled **BEFORE the day** it is due – delete this on the Excel spreadsheet
- Where a detention is cancelled **ON the day** it is due – the teacher must go to the restaurant in the usual way to inform the SSC staff with the register – NO emails or phone calls can be taken to cancel a detention
- Use some of the detention session to rebuild with the student

- If a detention is cancelled but the steps above have not been taken, the student will automatically enter a 3-5 detention as they will not have attended as expected – any consequences as a result of this will be directed to the teacher making the booking to resolve

Tutor Role

- Check daily notices and double check notes in planners to help students to remember to attend detentions.
- Bring students to the restaurant, if this is helpful where they are logged by the SSC team.
- **Come to the restaurant to give absences or inform that students have refused to attend – where a student is in school all day but chooses to miss Tutor Time, this will not be acceptable as a reason for them not to complete their detention that night.**

SSC Role

- Names posted on daily notices.
- Names posted on door in the library
- Missed detentions for D and P codes – teachers will receive an email from the pastoral team, it will allow for 3 courses of action:
 - 1 – The teacher indicates no action required
 - 2 – The detention had been completed (the student did not sign in)
 - 3 – The student failed to attend with no explanation and needs a 3.00p.m -5.00p.m detention issuing
- Refusal to attend – 12.00p.m - 5.00p.m IE room session (Afternoon School arranged).

Student's Role

- Provide a planner for staff to write in detentions.
- Where you do not have your planner – collect an emergency planner and keep safe a letter given to you by your teacher to show your parents.
- Know what day your detention is set for and attend it.
- Watch daily notices to remind you of your detention date.
- Check the wall in the restaurant if your tutor is away or has not shown the daily notices.
- Ensure you arrive in the restaurant on time on the correct day.
- Be collected by the teacher who has set your detention and go with them.
- Stay for the full detention, working quietly and purposefully.
- If your parent or carer needs a detention rearranged they will contact the member of staff in good time.
- If you fail to attend your detention you will automatically be booked for a 3.00p.m -5.00 p.m detention on the next Thursday – this will be recorded in the same way as all detentions.
- Failure to attend this detention will result in Afternoon School 12.00p.m -5.00p.m sanctions or further steps through the schools behaviour C system.

Codes for use on the Common Excel Spreadsheet:

D – Subject detention

P – Pastoral detention

D20/D60 etc – Detention for 20/60 minutes etc

- Where a student fails to attend a P detention, this will be acted on by the pastoral system set out above.
- Where a D code is used and a student fails to attend this will be acted on by the subject team in the first instance.

Students should be allowed to make choices about which revision sessions they attend with bookings not being appropriate unless a student is proving elusive and a booking would support their attendance.

5. Restorative Approaches

What are Restorative Approaches?

Restorative approaches are a range of practices that help young people to develop the skills and attitudes necessary to build, maintain and repair community relationships. They offer an alternative to punitive systems and sanctions.

Restorative approaches are not a 'soft' option as young people are obliged to be accountable and responsible for their actions and, likewise, to learn from their behaviour and to change. Consequences still form part of the process in line with our C system.

The Trust has been developing restorative practice since 2012 and we believe in its power to create a more harmonious learning environment with improved behaviour and learning outcomes for students in all Key Stages; as part of this commitment, Pastoral staff and selected students have received training provided by **Restorative Justice 4 Schools** – one of the leading organisations promoting/supporting restorative practices in British educational settings – and the use of restorative language and practices is being embedded across the school. In addition, staff are trained as conference facilitators and are trained to train others so that our experiences, expertise and best practice can be shared by others.

What we do

- Regular check-ins and check-outs to develop social and communication skills
- Student-generated classroom norms
- Formal and informal conferences to repair harm when there has been conflict
- Restorative reintegration meetings after a fixed-term exclusion
- A trained team of peer mediators to support fellow students
- A dedicated restorative inclusion room
- Ongoing training and development for staff and students

Positive outcomes

- Improved learning environment
- Reduced fixed-term exclusions
- Less conflict between students and between students and staff
- Reduced reliance on detentions and other more punitive sanctions
- Reduced incidences that require positive handling

Restorative practice allows for ownership of behaviour and conflict resting with those directly involved, who also retain responsibility for resolution of the problem.

Using different ways of initiating difficult conversations with children (from 'I am not happy with you' to 'Let's go and talk about this.')

 (Restorative Language)

Restorative approaches help consolidate the school's existing commitment to personal responsibility, encouraging and empowering children to address issues for themselves. Consequently, many conflicts and difficult conversations are managed successfully.

In structural and cultural terms, Restorative Approaches will help strengthen the school's commitment to a range of peer support (not only peer mediation, but mentoring and befriending.)

Restorative Approaches at The Marches has interest in improving relationships (among students and between staff and students),

The implementation of the 5 important questions which are used on our Witness Statement and when dealing with students in SSC:

- What happened?
- What were you thinking at the time?
- How were you feeling at the time?
- What are you going to do to put things right?
- What are you going to do differently next time?

The questions are neutral and non-judgemental, they are about the wrongdoer's behaviour and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected.

We will use restorative approaches as an educative way, to help those involved to learn how to change. Restorative Approaches will underpin our Behaviour For Learning and Rewards Policy and offer an alternative to the traditional responses to challenging behaviours.

The principles of Restorative Approaches in The Trust are:

- They focus on harm caused by the wrongdoer and actively seek ways of repairing that harm.
- They help create dialogue and communication.
- They are fair, open, and honest; treating all participants with respect.
- Within a safe environment they will allow all participants to engage, learn and gain a shared understanding.
- This should lead to accepting responsibility, reparation, reintegration, restoration, and behavioural (and cultural) change.
- Participants are given the opportunity to openly state their views, listen to others and acknowledge their views.

The Restorative Approach is applied in a number of ways, ranging from informal work in corridors and classes to formal conferences with the wrongdoer and the harmed, including working with whole classes.

6. Student Support Services (SSS)

In accordance with DfE recommendations, SSS has become an integral part of the whole school behaviour and inclusion policy, designed to meet the needs of selected students who may have any number of disadvantages or barriers to learning.

These student issues may vary, but include general behaviour, school refusal, disaffection, subject specific problems, personal problems, attendance or post exclusion settling in.

SSS offers a quiet, calm and positive environment for students who are experiencing such problems – and find for whatever reason a divide between what is required or acceptable in the school setting, and that which is not.

Staff in the SSS work with the children either within the SSS classrooms, or in outreach work in subject areas, with the challenge to:

- Reduce incidents of disruption in lessons and social times
- Improve student behaviour and relationships
- Reduce the number of fixed term exclusions
- Improve transition and re-integration processes
- Assist staff in relation to behaviour management
- Improve educational achievement of targeted students
- Enhance home-school partnership and liaison with external agencies

All referrals of targeted students are through the Associate / Assistant Headteacher and the Progress Leaders to whom staff can speak if concerned about individual students.

SSS helps to set good behaviour habits, remove barriers to learning and offer identified students a better chance for change in the future.

6.1 Identifying Students with Behaviour Difficulties

Students with behaviour difficulties may be identified in one or more ways:

- Previous school records, primary or secondary
- Referral by subject staff and/or Subject Leader
- Progress Leaders concerns because of mounting number of detentions, parental contact, absence/truancy
- Classroom incidents
- Social time problems
- Concerns expressed by non-teaching staff
- Outside agencies e.g. Social Services, Police
- Sibling or peer group concerns
- Assessments made by the SEN team

6.2 Supporting Students Whose Behaviour is Inappropriate

The Trust schools have a range of support strategies for students whose behaviour is at times inappropriate.

- Tutors are central to the process of identifying such students as they have regular day-to-day contact and the opportunity to develop strong relationships with students in their tutor group.
- The Student Support Services team can offer time to mentor students and address difficulties that they may have, academically or pastorally.
- The Progress Leaders are experienced and adept at counselling such students and/or accessing other sources of support.
- Student Support Services has enormous expertise in helping students overcome learning difficulties. Staff between them offer additional support for both students and their families and can offer access to health professionals and other agencies skilled in supporting young people.
- In addition, there is the Educational Welfare Officer and the Educational Psychologist.

6.3 Inappropriate Behaviour

This is characterised by the infringement of any of these three important rights:

- All students have the right to be taught in a positive learning environment where effort and achievement are recognised and rewarded
- All staff have the right to teach in an environment where students behave
- Both staff and students have a right to feel safe and secure

Any behaviour that affects these rights will be challenged, managed and monitored. The Marches School wants students to become good citizens.

Inappropriate behaviours that will never be tolerated in school

- Violence to others
- Rudeness to staff
- Bullying (verbal, physical or cyber)
- Swearing
- Deliberate or repeated disruption to lessons
- Damage to, or theft of, school property
- Smoking or any substance misuse
- Endangering the health and safety of a student or member of staff.
- Deliberate flouting of school rules.
- Setting off of Fire Alarms

Serious inappropriate behaviour includes repeated instances of minor inappropriate behaviour.

Students will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other students and to staff they may have offended; show they can keep the school rules, by being put on report; or any other suitable reparation.

The Trust will not tolerate the posting of harmful comments on social networking sites and via electronic communication devices. This particular form of unpleasant bullying is discussed in different forums in school and will be dealt with severely with police involvement where necessary.

Further details and sanctions can be found in our ICT policy and can include permanent exclusion.

7. Managing Inappropriate Behaviour

We attempt to make all our dealings with students positive, constructive and consistent. We will be very firm in dealing with unacceptable behaviour of any kind. When necessary we will use punishments because maintaining an ordered working environment for all students must be our first concern. Formal sanctions are as follows:

- **Detentions:** We shall always give a minimum of 24 hours notice of after school detentions to parents when communication is through the planner. Where a detention is felt to be needed on the day, this will be done in agreement with parents and carers via a personal call.

We also hold lunchtime detentions for up to 20 minutes.

The school has a specific legal power to impose detentions outside of school hours – including after school, on PD days and on Saturday. Parents are informed as one of our duties to allow home arrangements to be put into place to ensure a student can reach home safely. It is not shared to gain permission for a detention, and this is not required by law.

- **Report:** Students whose behaviour is poor over a period of time will be placed on report. This involves having behaviour in lessons commented on by teachers at the end of each lesson. The Tutor and Progress Leader will see this regularly. Usually parents will be informed and involved in this.
- **Internal Exclusion Process – One Hour to Three days:** A student will be removed from some or all normal lessons and social times for a short period. This is a serious step and parents will be informed and, when the internal exclusion is for more than one day, be expected to attend a meeting with the Assistant Headteacher prior to returning to mainstream classes.
- **Exclusion:** This means a student is not allowed to attend school. Usually exclusions are for a fixed term. Excluded students can be re-admitted only following an interview between parents and the Associate Headteacher for periods up to 2 days, or the Headteacher for periods beyond 2 days. Where the Headteacher or Assistant is unable to be present for a re-admittance meeting, a member of the Leadership Group will deputise. Guarantees about future behaviour will form part of this meeting. Sometimes we ask for these guarantees in the form of a written contract. Systems to manage a student on their return to school may also be put into place at these meetings. These could include social isolation, risk assessments highlighting the need for a student to be out of school at lunch, or personalised timetables. Exclusions can also lead to a meeting with senior officers from the Local Authority to discuss the student's future. The governing body will be informed. Such exclusions can become permanent. Exclusion is the most serious punishment a school can take and happens rarely. Students will spend some time in Student Support Services after internal or external exclusion prior to a return to mainstream classes.

Fixed term external exclusions and permanent exclusions: (see Appendix 1)

Progress Leaders will provide appropriate work for excluded students to complete at home during the period of their exclusion. Excluded students are expected to remain in

their home completing work and not roaming the streets, which includes coming near or onto the school site.

7.1 Discipline of Students beyond the School Grounds

The school has a statutory power to discipline students for misbehaving outside of the school's premises where the behaviour could have repercussions for the orderly running of the school, or poses a threat to another student or member of the public, or could adversely affect the reputation of the school.

7.2 Use of Reasonable Force

Reasonable force means using no more force than is needed.

Reasonable force should be used to prevent students from hurting themselves or others, from damaging property or from causing disorder.

The decision on whether or not to intervene in a situation is down to the professional judgement of the member of staff and should always reflect the individual circumstances and any adjustments for SEN students.

Situations where reasonable force could be used may be:

- Removal of a disruptive student from a room
- Preventing a student from leaving a room, only where allowing them to leave would lead to risk to their or others safety.
- Stopping a fight

Where reasonable force has been used on a student, the parents will be contacted and the incident recorded on the student's SIMS log.

Where a student complains about the use of reasonable force, this will be investigated speedily and appropriately.

Where a complaint is made, the onus is on the person making a complaint to show their view is the true one; it is not for the member of staff to show that they have acted reasonably.

7.3 Searching and Confiscation

Searching with consent – staff may search with student consent for any item if the student agrees. It is enough for a member of staff to ask the student to, for example, turn out their pockets, or ask to look in a bag.

If a student refuses to allow a search, their parent/guardian will be contacted and they will be removed from the school for the day. On their return the following day, the student will spend a day in the IE room until 4.00p.m.

Searching without consent – staff, authorised by the Executive / Associate Headteacher, have a statutory power to search students or their possessions without consent where they have a reasonable grounds for suspecting that student may have a prohibited item. Prohibited items are:

- knives, items that could be used as a weapon
- alcohol
- tobacco products and cigarette papers
- illegal drugs
- stolen items
- fireworks
- pornographic images
- any article a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified as an item which may be searched for. This includes phones that are not turned off in the bottom of a bag. It is sufficient to have reasonable grounds for conducting such a search, for example, where a conversation has been overheard.

The member of staff searching the student must be of the same gender as the student and a witness must also be present, where possible, also of the same gender.

An exception to this rule can allow for a member of the opposite gender to search alone, but only when there is a responsible belief that there is a risk that serious harm will be caused by a student if a search is not conducted immediately and it is not reasonably practicable to summon another member of staff.

Where a member of the police conducts a search, it must be done in the presence of senior or Student Support staff.

Extent of the search - no clothing, other than outer clothing may be removed. Outer clothing is all clothing not next to the skin, or next to underwear. Pockets may be searched. Where an intimate search is needed, a police officer will need to be called.

Possessions include bags, desks and lockers. A student's possessions may only be searched in the presence of the student and a member of staff as a witness.

Confiscation - The school may confiscate, retain or dispose of anything they reasonably suspect to be a prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

The law protects staff from liability for any loss or damage to items confiscated, provided they have acted lawfully.

What the law says:

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.

Where a person conducting a search finds **alcohol**, they may retain or dispose of it as they think appropriate but this does not include returning it to the student.

Where they find **controlled drugs**, these must be delivered to the police as soon as possible unless there is a good reason not to do so – in which case the drugs must be disposed of.

Where they find **other substances** which are not believed to be controlled drugs, these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline and would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

Where they find **stolen items**, these must be delivered to the police unless there is a good reason not to do so – in which case the stolen item should be returned to the owner. These stolen items may be retained or disposed of if returning them to their owner is not practicable. Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug, they should treat it as such.

Where pornographic images are found, these may be disposed of unless it is possible to constitute a specific offence, in which case it must be delivered to the police as soon as practical.

Images found on mobile phones or other electronic devices can be deleted unless necessary to pass them to the police.

Where a person conducting the search finds an electronic device, they may examine any data or files on the device if they think there is good reason to do so. Following and examination, if the person has decided to return the device to the owner, or to retain or dispose of or, they may erase any data or files, if they think there is a good reason to do so.

In deciding this, the question is, has it or could it be used to cause harm, disrupt teaching or breach the school rules.

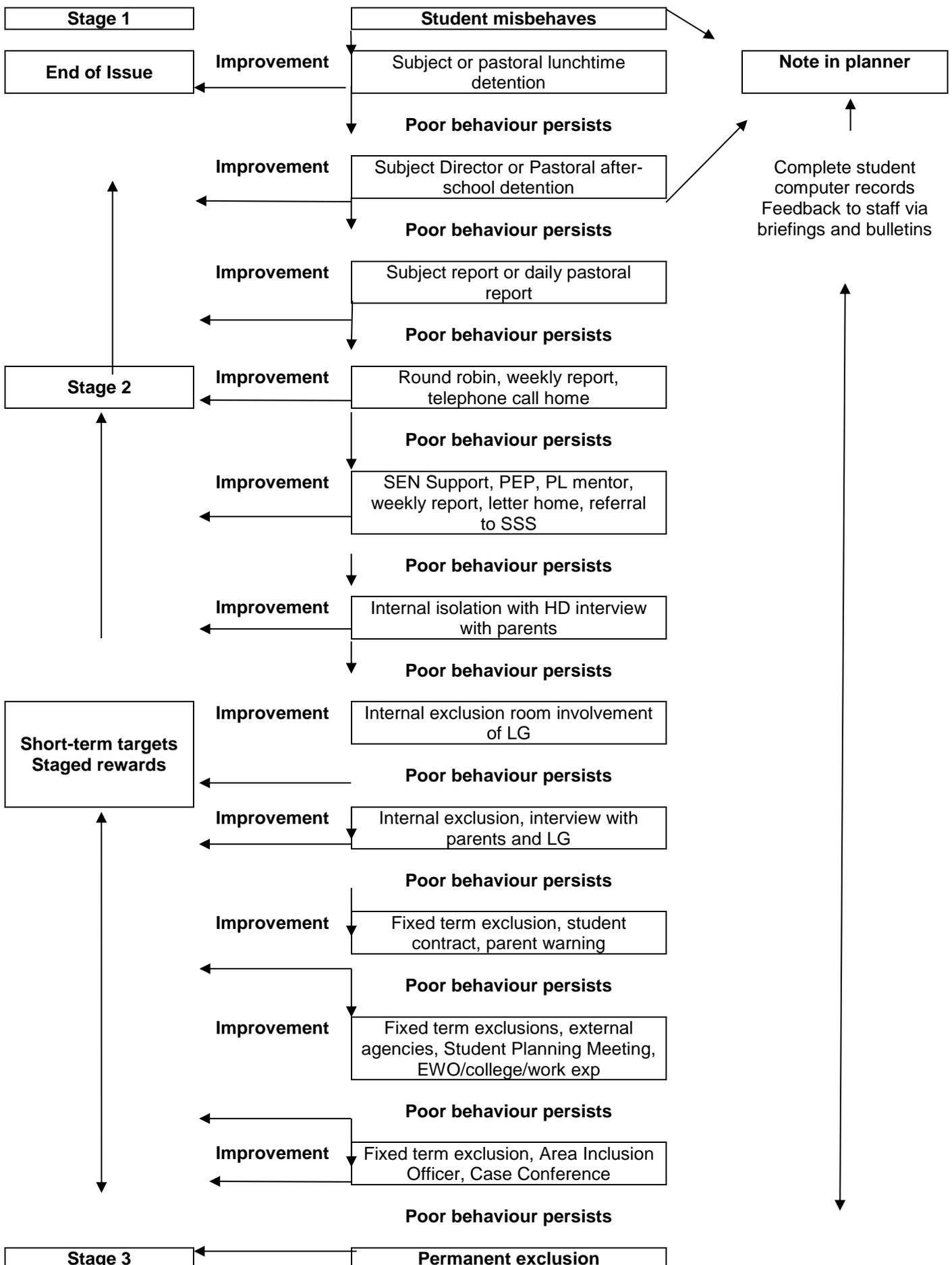
If inappropriate material is found on the device it is up to the member of staff to decide whether to delete it, retain it as evidence (if a criminal offence or breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

The school is not required to inform parents and carers before a search takes place or to seek consent for a search.

The school will inform parents and carers where alcohol, illegal drugs or potentially harmful substances are found, though this is not a legal requirement.

Complaints about searching will be dealt with through the normal school Complaints Procedure.

8. Sanctions Policy - Disciplinary Procedures



9. Links to Other Policies and Areas of Special Concern

SEN Policy

It should be recognised that repeated unacceptable behaviour can

- be indicative of a learning difficulty
- be indicative of a lack of appropriate social skills
- be indicative of emotional upset related to in-school circumstances e.g. bullying
- be indicative of emotional upset e.g. bereavement, abuse, anxiety or depression

Therefore subject staff and tutors, together with the Student Support Services team, should review a student's progress and achievement in the light of this and consider the following:

Could the inappropriate behaviour be triggered by:

- A lack of understanding of expectations?
- Inappropriate knowledge or experience?
- Fear of failure?
- Overwhelmed or confused by the work?
- Peer pressure?
- Anxiety?

Staff should also consider whether there are particular contexts when a student exhibits inappropriate behaviour:

- Particular subjects or staff
- Physical activities
- New/written/physical/individual/group/creative work
- When examples of expectations are not shown or made clear

In such cases the Student Support Services team will circulate a "round robin" to all staff in order to assess the problem, perhaps also making use of the Educational Psychologist and other support staff both in and out of school.

Reference should be made to the criteria for inclusion on the SEN register in assessing these students

- What is the nature of the behaviour?
- What is the severity of the behaviour?
- How frequently does the behaviour occur?
- What is the duration of the behaviour?
- How general is the behaviour?

Staff will discuss these areas and agree on the degree of seriousness of behaviour before further action is taken which may involve investigation into possible underlying SEN needs and referral to the staff in Student Support Services.

Behaviour in Exams

Internal

Examinations are an important tool in assessing progress. All years will have school examinations during the year. Year 7 and Year 8 will be both class and whole year based. Years 9 – 11 will be whole year based in the Sports Hall or Gym.

Students will be advised of the timings of the examination and issued with an examination timetable.

Students must:

- Arrive at the correct location at the published time
- Enter the examination room in silence
- Remain in silence throughout the examination and until all papers are collected
- Wait to be dismissed by the invigilators in silence
- Students must bring the correct equipment to the examination
- No mobile telephones may be taken in to the examination room

The same rules apply for external examinations. The rules for public examinations are set out by the JCQ. The consequences of examination infringement can be found in the JCQ.

The rules for conduct of examinations are available from the Data Officer.

Equal Opportunities and Race Relations Policies

The Trust schools are inclusive schools. The needs of all students, including the most challenging and least able, are considered to be of equal importance. We are committed to promoting racial equality and good race relations, and to challenge racial discrimination whenever it occurs. Equally, the promotion of Equal Opportunities is concerned to do everything possible to maximise the potential of every student in all the various curricular and extra-curricular opportunities the school offers.

It is the place of the Behaviour for Learning and Rewards Policy to support the aims of Race Relations and Equal Opportunities at The Marches School by dealing quickly, firmly and sensitively with all incidents including those of bullying.

Bullying Policy

We have a clear policy to deal firmly with bullying so that Trust schools are a safe and welcoming place for everyone.

ICT Policy

Cyber bullying is not tolerated and this is reflected in the ICT policy.

Behaviour Management in Departments – Strategies that Work

- A warning and the removal from room for supervised work with Subject Director, followed by after school detention

- Careful consideration of group make up
- Very well planned lessons with differentiation
- A starter which involves everyone and often gives them something to do with their hands
- Varied learning styles in the lesson
- Books marked regularly with diagnostic feedback
- Praise wherever possible
- Department report
- Speak to student away from the group
- Names on board
- Seating plan
- Patrol classroom – do not run the lesson from the front
- Students' work on walls
- Isolation from normal lesson – send to another group. This requires prior organisation
- Letters home
- Be consistent/fair
- Repeat instructions
- Reinforce expectations
 - verbally
 - on the wall
 - by example
- Tactically 'ignore' some behaviours initially
- Send to Subject Director
- Reseat student
- Orderly beginning and end
- Use of stickers/rewards/certificates
- Use 'time out' card
- Use clear and simple language
- Keep a low calm tone

Fixed Term External Exclusions and Permanent Exclusions:

- Permanent exclusions, and any fixed term exclusions which result in the student being excluded for more than five school days (singly or cumulatively) in a term must immediately be reported to the governors and the LA
- Any exclusion that would mean the student missing a public examination must immediately be reported to the governors and the LA
- There is a limit of 45 school days in a school year for fixed term exclusions
- The number of days of a fixed term external exclusion is at the Headteacher's discretion

The Role of the School Governors

- 1) All Governors' Disciplinary Committee meetings must be minuted by a clerk. These minutes may be used in evidence in an independent appeal.
- 2) All disciplinary matters must be promptly logged in writing and must be signed and dated.
- 3) All correspondence must be replied to in writing in a timely fashion, even if only to say that it has been passed on to the relevant person. Copies of all correspondence must be kept on file.
- 4) Students must always be allowed to give their version of events. These must be logged in writing.
- 5) Informal exclusion is unlawful. The correct procedures for fixed term and permanent exclusions must be followed without exception. Adequate time should be given to investigate any incident and action should not be taken by the school until what has happened is clear. Thought should be given to using the school's facilities before deciding to send the student home.
- 6) The school must keep a log of the number of days any particular student is excluded in each term and the total number of days per year. This log should be consulted prior to any decision concerning exclusion being made.
- 7) The Headteacher must promptly convene a meeting of the Governor's Disciplinary Committee when a child has been excluded for more than 15 days in one term.
- 8) The Headteacher must report on all fixed term exclusions to Governors and the LA once a term.
- 9) A planned pastoral support programme should be drawn up for any student causing concern because of poor attendance, disaffection or disruptive behaviour, in consultation with external agencies and the student and parent.
- 10) The school must be especially sensitive in issues where children in public care are concerned and should try every practicable means to maintain the student in school, seeking LA and other professional advice and support as appropriate. Permanent exclusion should only be seen as a last possible resort when all other measures have been exhausted.

- 11) The designated teacher for Looked After Children must involve the LA's support services early in any disciplinary matters involving Looked After Children and is responsible for keeping the support services informed of any fixed term exclusions.
- 12) If the behaviour of any student is an ongoing concern, the school should refer to the behaviour support services team for an SEN assessment.
- 13) The Leadership Group should review the suggested sanctions for inappropriate behaviour listed in the school's Behaviour for Learning and Rewards Policy on an annual basis. The Headteacher must publicise these at least once a year to students, parents / carers and staff, in relevant languages where applicable.

IE Room Entrance Referral

Staff statement outlining incident: _____ (Staff Name)

Subject Director action taken:

Progress Leader action taken:

Have all necessary statements been collected?

Comments / decision:

If IE not agreed – refer back to Subject Director

Parent / Carer contacted
IE manager informed
Work request sent

Student spoken to
Recorded on spread sheet and SIMS
Student reflection sheet completed

Signed _____ **Date** _____

IE Room Exit Procedure

Has time been completed satisfactorily? YES / NO

If NO – What has happened next?

Student on report to:

Tutor

Subject Director

Progress Leader

Social isolation

Has restorative meeting taken place?

Signed _____ Date _____