



## **Behaviour Policy (Behaviour for Learning) September 2021 – September 2022**

### **Principles:**

- To improve targeted intervention to reduce incidents of serious behaviour
- To facilitate a more rapid return to lessons for less serious incidents
- To reduce fixed term exclusions
- To improve tracking and monitoring of groups over represented in exclusion/behaviour figures
- Professional judgement underpins the application of this policy

### **Practice:**

#### **Managing Classroom Incidents:**

Class teachers are responsible for managing behaviour in lessons and the majority of incidents will be managed in this way.

See Appendix 1      For behaviours, consequences and tariffs

See Appendix 2 (a), (b) For the management procedures for behaviour incidents which have escalated beyond this level.

See Appendix 3      For the reporting system procedures.

#### **The Reporting System:**

Reports are used to monitor attainment and progress, behaviour, attendance and punctuality. They are also to be used as a motivational tool. Reports operate at a range of levels from Form Tutor to Senior Leadership Team (SLT). All targets are to be smart and linked to progress/attainment, or to specific behaviour. One consistent target on all reports to be: To follow the student code of conduct

See Appendix 3

#### **Rewards:**

The foundations of our rewards system reflect the outcomes of wide student consultation. The school planner and a regular cycle of rewards will capture consistently good work and high standards of behaviour as well as single events which warrant extra recognition. Rewards will also be used to recognise and motivate good attendance and punctuality. The most effective rewards will be those that are used frequently but only when genuinely earned.

Rewards will be issued by all staff and they will take a range of formats including; stickers, text messages, letters home, phone calls home, lunch queue passes, the exchange of merits for prizes.



### **Managing Incidents Beyond Classroom Level:**

Serious incidents are rare. There is not a single procedure which outlines how incidents beyond classroom level are managed since every serious incident must be managed according to the specifics of the incident.

Under normal circumstances, following a serious incident a student will be referred to their Year Office. This will be for a short period of time whilst the facts pertaining to the incident are accurately collected, and whilst the student is managed. Following the collection of the facts a decision on the next action will be made. This will range from returning the student to lessons, referral to a sanction such as a detention, or community service, referral to Internal Exclusion, time spent in a neighbouring school's Internal Exclusions facility or an external exclusion.

See Appendix 2



#### Internal Exclusion:

This is a proactive strategy for incidents that meet the DfE criteria for a fixed term exclusion. Referral will be via Middle Leaders and SLT, and approved by the Headteacher or IE Leads. Parents will always be informed in advance of a student being placed into Internal Exclusion for a fixed number of days.

#### Time in a neighbouring school's Internal Exclusion facility

This is a proactive strategy for incidents that meet the DfE criteria for a fixed term exclusion. Referral will be via Heads of Year or SLT, and approved by the Headteacher. Parents will always be informed in advance of a student being placed into Internal Exclusion for a fixed number of days. These are likely to be used when a student has previously spent time in the school's Internal Exclusion facility.

#### Exclusions:

These are used for incidents where placing a student into Internal Exclusion would impact on the good order of the school, or where it would have the potential to place another member of the school community at risk. Exclusions will only be approved by the Headteacher or a Deputy Headteacher in his absence.

#### Managed Move/Alternative provision:

This will be considered on an individual case basis following repeated referrals to Internal Exclusion, or for a serious one off incident.

#### Permanent Exclusion:

This will be considered for a one off serious incident or for cases where there have been ongoing serious breaches of school rules that have continued despite appropriate interventions.

#### **Recording of Information:**

All incidents and interventions, at all levels, are recorded in Class charts/ Schools Information Management System (SIMS). Further minutes or meetings and notes will be kept in student files.

#### Further guidance:

Appendix 4    Guidance for staff

Appendix 5    Further guidance for C4 incidents and above



## Appendix 1:

### The Consequences:

<b>C1</b>	First misbehaviour – Verbal warning Name goes on the board
<b>C2</b>	Second misbehaviour – Verbal warning Name goes on the consequences board
<b>C3</b>	Third misbehaviour – Final warning Name goes on the consequences board Class teacher 20 minute detention Class teacher communication home
<b>C4</b>	Fourth misbehaviour – Removal to another classroom. 1 hour teacher detention Communication home by class teacher
<b>C5</b>	Fifth misbehaviour – Internal Exclusion Student incident- statements taken, communication home by Pastoral team Safeguarding concern- investigated by and communication home done by Pastoral team Refusal to go to C4 room or removal from C4 room- communication with home done by Leadership on Walkabout or PA. Non- attendance at Leadership detention- Communication with home done by Leadership on duty
<b>C6</b>	Sixth misbehaviour- Internal Exclusion in a neighbouring school Communication home by a member of the SLT

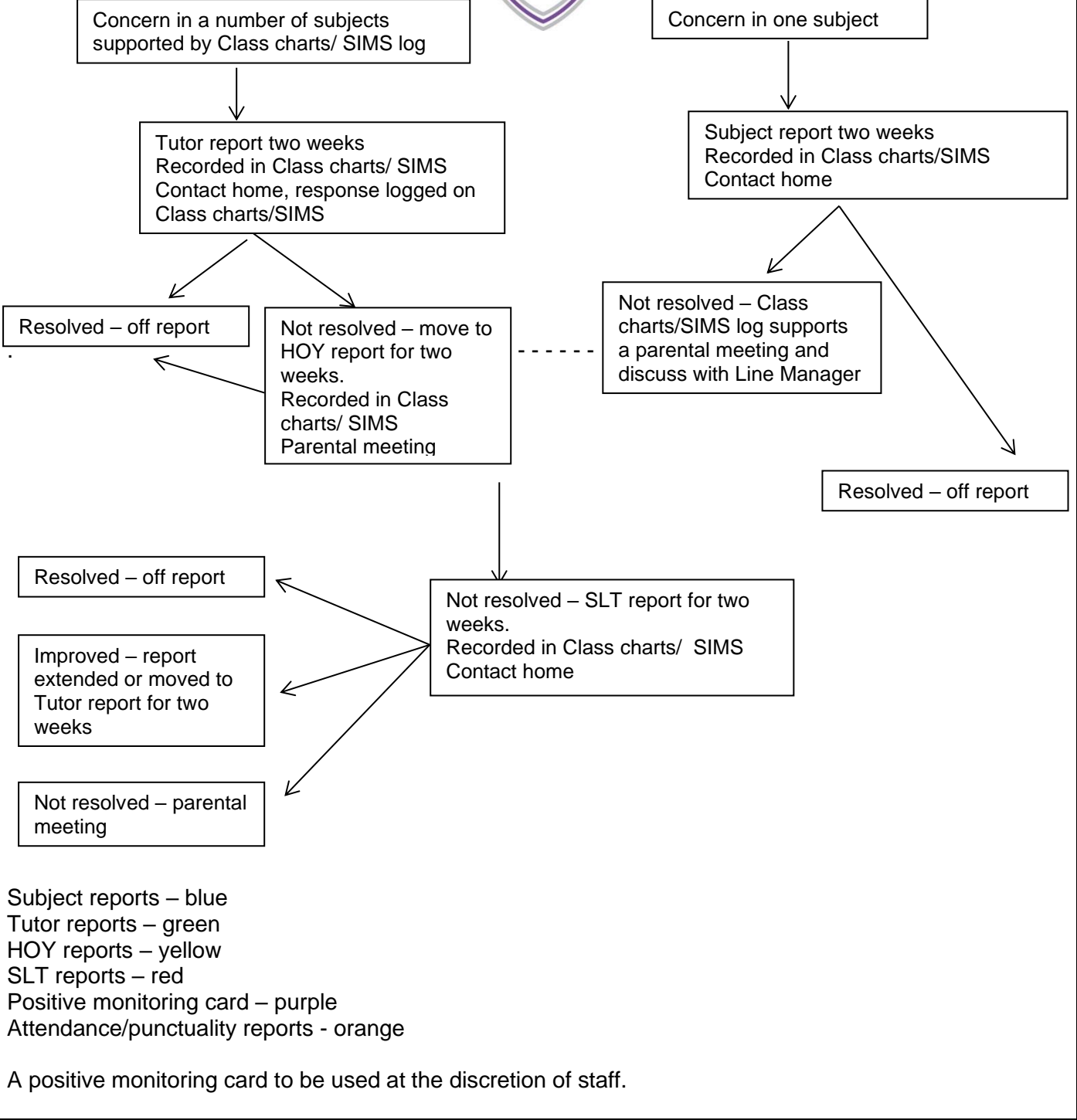
### Consequences Tariff:

<b>C1</b>	Talking out of turn Holding up the start of lesson Calling out Not starting the task set
<b>C2</b>	Repeat of C1 Argumentative with other students and staff Off task behaviour
<b>C3</b>	Repeat of C2 behaviour Persistent disruption of the learning Swearing at another student. 3 late in one week/ 3 litter drops/ 3 uniform infringements
<b>C4</b>	Verbally abusive to another student Inappropriate comments including reference to protected characteristics Disrespecting another student's space and property Vandalism Significant/ Persistent disruption of others' learning Health and safety concern
<b>C5</b>	Swearing at a member of staff Refusal to go to C4 room, being sent out of a C4 room Fighting Illegal activities Health and safety risk. Refusal to hand over phone-defiance
<b>C6</b>	Serious Health & Safety risk Repeat C5





**Reporting system:**



**Appendix 4:**

**Guidance:**



Professional judgement underpins the application of this policy and the examples below are illustrative rather than exhaustive:

### What to do if:

- Student refuses to leave room:
  - Calm, make the right choice ..... don't escalate the problem
  - Message to Pastoral Assistant (PA), or Walkabout if PA not available
  - Student removed to C4 room
  - Continued refusal to move, Walkabout called.
  - Student reminded next steps is IE the next day, take up time given
  - If student calm, student booked into IE for the next appropriate slot, if the present a risk or is persistently disruptive then call a member of SLT
  
- Student swears at another student:
  - Discrete overheard foul language. Point out calmly that staff member finds this offensive. Apology from that student - C3
  - Loss of control and very abusive leads to C4 to avoid escalation between students
  - Complete loss of control, abusive and threatening – C5 – Year Office/ Internal Exclusion
  
- Student swears at a member of staff:
  - Pastoral Assistant collects student and removes them to their Year Office
  - Statements taken from culprit and sensible witnesses and teacher
  - C5 – Internal Exclusion.
  
- Student disappears:
  - Pastoral Assistant looks for student
  - Notify parents or carer. Notify Police
  
- Student hits another student:
  - Stay calm, distract protagonist and re-direct; seek assistance – utilise sensible student if possible
  - Victim must be taken to medical
  - Statements taken from victim, protagonist and witnesses (students and staff)
  - Protagonist – avoid physical restraint or endangering self if at all possible
  - Try and separate, make eye contact with one, verbally request for them to accompany member of staff, distraction, remove audience
  - Remove student to their Year Office so they can be stabilised
  - Staff to seek a debrief with senior staff, or 'trusted' colleague, before going home
  
- Student use of mobile phone (without permission):
  - Phone is confiscated – child's name is taken
  - Phone and name are taken to Student Reception and stored



- In exceptional circumstances, the phone maybe returned to the student and the parent contacted regarding the confiscation – this will not be routine practice.
- Phone is returned to parent
- If student refuses to hand over phone, incident treated as defiance C5

#### **Further Guidance for C4:**

More than 1 C4 in different Subjects:

- Student placed on Tutor Report

Repeat offence:

- Tutor meets with parents
- Monitoring Report to be used, signed by parents

Further, repeat offence:

- Year Leader meeting

More than 1 C4 in same Subject:

- Student placed on Subject Report

Repeat offence:

- Subject teacher meets with parents
- Monitoring Report to be used, signed by parents

Further, repeat offence:

- Subject Leader meeting
- If reason for initiating C4 is due to safety concerns, dependent on severity, initiate risk assessment
- 3 or more C4 within the previous half term – removal from any trip list (trip leader's discretion).

If behaviour persists, Senior Leader/Line Manager to be in on meeting.

**Statements may be required for some C5 incidents and above**





### Further Guidance for C5:

No decision to be made until all statements/paperwork has been received. Incident may de-escalate to C4, escalate to C6, or an alternative sanction may be utilised rather than move to C6; detention following time in their Year Office, detention with a member of SLT, community service (litter picking, letter of apology etc), mediation. If it remains C5:

- 1xC5 Tutor or subject report for at least 2 weeks followed by phone call to report on progress
- 2xC5 Year or Subject Leader to invite parents in. Placement on Year or Subject Leader report at least 2 weeks  
  
Initiate pastoral monitoring/support
- 3xC5 Meeting with Year or Subject Leader/Tutor and placement on support programme

The Year Leader must explore all avenues of support mechanisms for any student who is repeatedly receiving C5 sanctions. The following list is not exhaustive:

- Change of class/tutor group/band
- Referral to support services via Early Help Hub if there are associated wellbeing concerns
- SEN consideration
- Alternative educational provision
- CAMHS referral
- EP referral
- Support via a PSP
- Managed Move

**Further Guidance for Internal Exclusion (C6):**

- 1-2 days                      Meet on return with Year Leader  
2 weeks Year Leader Report
- 3 days                        Meet with Year Leader on return  
Placed on Year Leader Report – 3 weeks  
Placed on Tutor Report – 2 weeks
- Up to 6 days                Meet with SLT
- 10 days                      Meet with Governor/Headteacher. PSP initiated (outside agencies)
- 16 days                      GDC hearing

Students accruing repeat Internal Exclusions – In addition to the guidance above, consideration must be given to all possible support mechanisms to modify behaviour; change of class, change of band, SEN needs, referral to the Early Help Hub if there are associated wellbeing concerns, EP referral, CAMHS, alternative education provision, Managed Move.

This list is not exhaustive.