



## **Behaviour Policy (Behaviour for Learning) September 2020 – September 2021**

### **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      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 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.

#### 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 (SIM). 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 detention Class teacher communication home
<b>C4</b>	Fourth misbehaviour – Removal to another classroom. 1 hour department detention Communication home by subject leader
<b>C5</b>	Fifth misbehaviour – Removal to Year Office for next steps following incident reports being taken. Likely outcome is Internal Exclusion Communication home by pastoral team
<b>C6</b>	Sixth misbehaviour- Internal Exclusion in our school or a neighbouring school Communication home by a member of the SLT

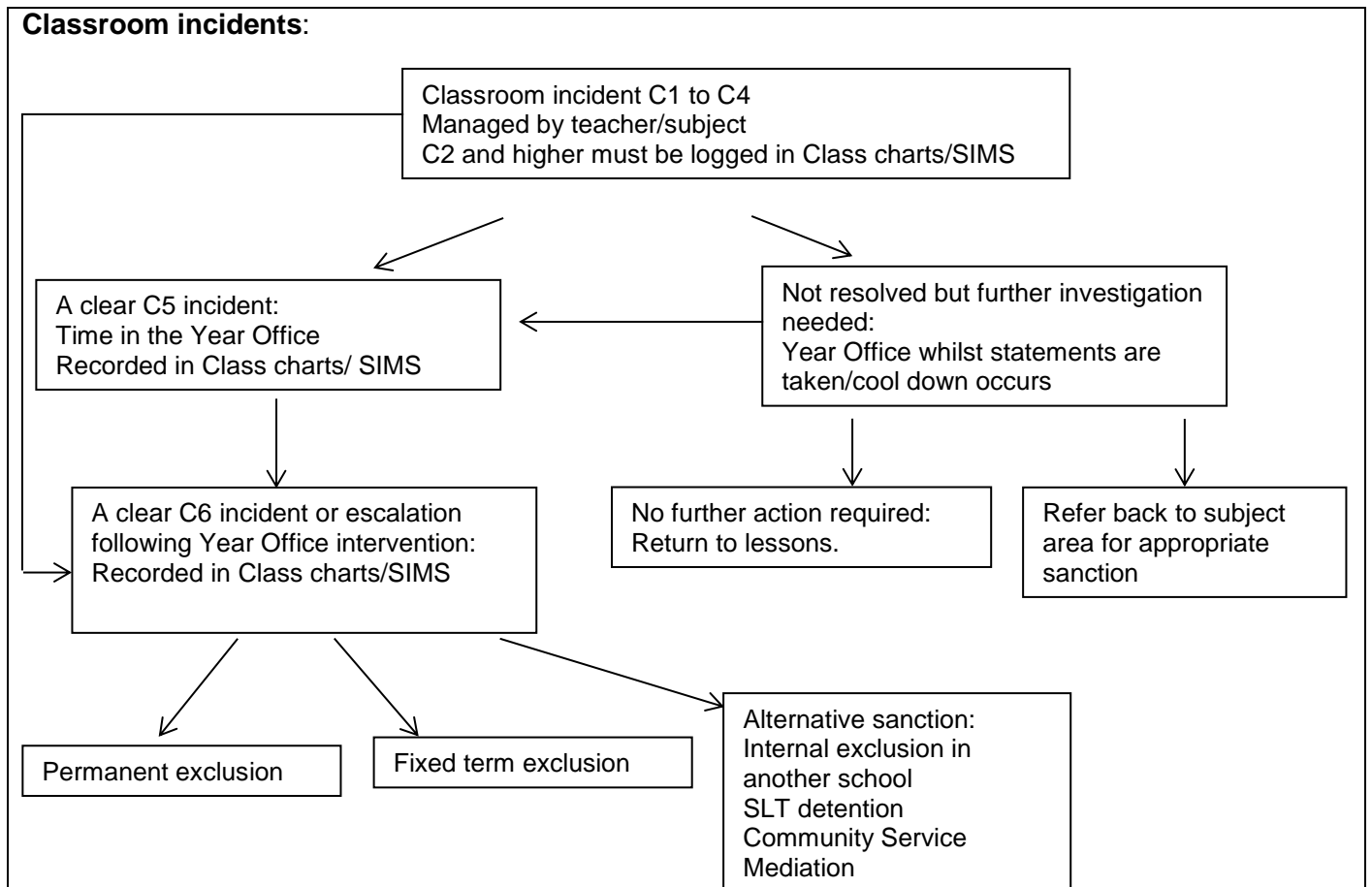
### Consequences Tariff:

<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
<b>C4</b>	Verbally abusive to another student Inappropriate comments including sexual or racial comments Hitting/poking/prodding/pushing another student Taking others' equipment Argumentative Vandalism Not respecting others' space Significant disruption of others' learning
<b>C5</b>	Repeat of C4 Fighting Illegal activities
<b>C6</b>	Swearing at a member of staff Serious Health & Safety risk



**Appendix 2:**

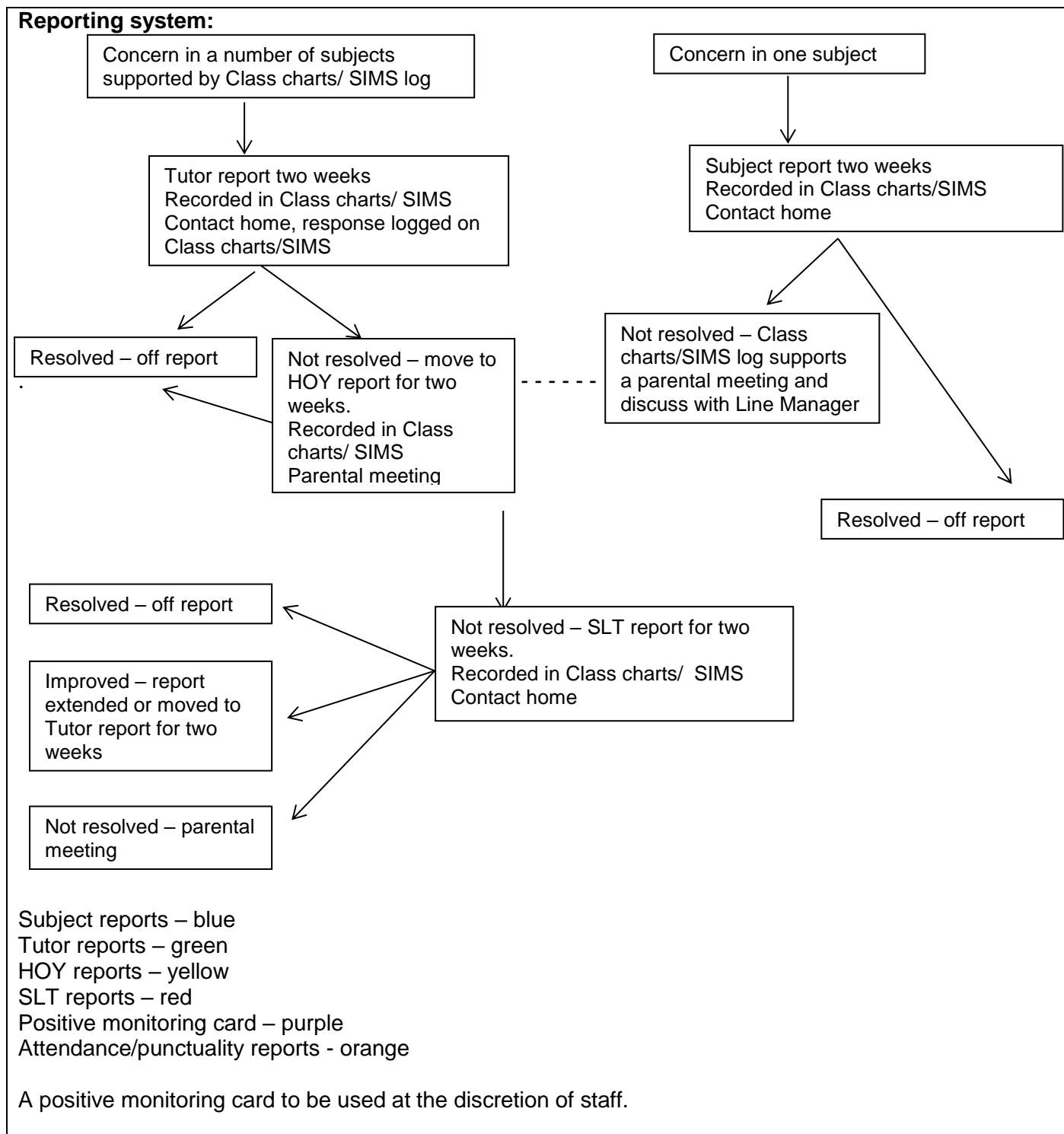
**Managing Procedures for Behaviours, Consequences and Tariffs:**





**Appendix 3:**

**Reporting System Procedure:**





## 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 Subject Leader or, if not available, Pastoral Assistant
  - Student removed to their Year Office – C5
  - Pastoral Assistant calls for Year Leader or Leadership Team
  
- 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
  
- 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

**Further Guidance for C4:**

More than 1 C4 in different Subjects:

- Student placed on Tutor Report
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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.





### 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.



### **Portchester Community School- Behaviour Annex September 2020**

This behaviour annex has been put together in response to the following government's guidance on the re-opening of schools and the school's internal risk assessment in response to them.

- [www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools](http://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools)
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/899384/Checklist\\_for\\_school\\_leaders\\_on\\_behaviour\\_and\\_attendance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/899384/Checklist_for_school_leaders_on_behaviour_and_attendance.pdf)

Portchester Community School recognises the importance of all students returning to school and the vital role behaviour policies and practices play in supporting this. The school's behaviour policy has been reviewed. It is deemed to be appropriate-apart from actions required specifically relating to COVID19 incidents, (see below) -as it is clear, robust and already consistently applied by staff in the school.

Actions being taken to support the positive, responsible and respectful conduct of students during the autumn term

1. All staff and students will receive information via in person briefings, on-line teams meetings and use of the website about changes and expectations this term **prior to their return**, in addition to daily reminders. This will include information about
  - expectations for arriving and leaving school (including behaviour on public transport)
  - hygiene practices and rules
  - lunch and break time routines
  - transitions around the site
  - staff supervision of movement during social times
  - safe use of school spaces and equipment
2. Positive examples of such behaviours being demonstrated by students will be regularly rewarded and recognised via on line messages, the use of rewards, communication with parents and shared in assemblies by the Year team
3. Pastoral teams will continue with their work supporting individuals and their families where concerns for their wellbeing may affect their ability to comply with the additional behavioural expectations. This may include discussions with the Learning Support team, referrals to outside agencies and the use of Coping and Resilience plans.
4. Members of the pastoral teams will be located within the year group learning bubbles to enable the swift support of students where required. Students requiring C4 removal will be reallocated to another room within the year group bubble. Incidents requiring further intervention will be dealt with by the Year team following discussion with a member of the Senior Leadership team. C3 detentions will occur when the teacher setting it is due to teach the year group bubble again.
5. COVID-19 related incidents will be recorded on Class charts, using a specific code and linked intelligence aspects, to enable the regular monitoring and reviewing of such behaviour by the pastoral teams and SLT during their fortnightly student support meetings.

#### **COVID-19 behaviour related incidents (This list is not definitive)**

- Refusal to follow staff instructions-e.g. seating, moving around the school
- Deliberate use of school equipment and resources outside of those deemed necessary for the child's learning that day
- Deliberate invasion of another person's personal space (social distancing)
- Deliberate invasion of another year group bubble
- Deliberate coughing, sneezing in another person's personal space
- Refusal to comply with the wearing of face protection if deemed necessary

As with all other behaviour incidents, they will be investigated prior to appropriate consequences being allocated using the existing school sanction system which includes the use of exclusions. It is recognised that this will include some time being spent with the individual regards to the seriousness of such behaviour to avoid repetition.

