

POLICY FOR THE MANAGEMENT OF STUDENT BEHAVIOUR

The school aims to be a learning community where all members work together to achieve their personal best and where individuals value and respect each other in a safe and welcoming environment.

The school code, which is written in the student journal, is very much at the heart of this policy and is designed to help students understand that they are part of a learning community based on respect:

- respect yourself
- respect others
- respect the environment
- respect learning

General Behaviour Management

- The **classroom expectations** are positively worded and designed to be easily understood and remembered. They clearly state **what constitutes acceptable behaviour for learning**:
In our lessons we:
 - Arrive on time
 - Settle quickly to tasks
 - Bring all the right equipment and books
 - Remain focused when working on your own or in groups
 - Keep our work tidy and show pride in its presentation
 - Complete all homework tasks well and on time
 - Never prevent the teacher from teaching or the class from learning
 - Do our personal best
- Similar expectations, where appropriate, are expected in lessons such as **practical PE** where learning take place outside of the classroom environment.
- The school's **Learning Policy** provides a framework for teachers to help ensure that all students are engaged in lessons.
- **Out of lessons**, in the corridors, in the playground and in the LRC, students are expected to behave well by respecting other people, looking after all property and having a regard for the safety of others. Staff on duty normally deal with inappropriate behaviour at break or lunch time and inform the form tutor as necessary. More serious behaviour is referred to the Head of Achievement, followed by the appropriate member of senior staff if needed.
- The school expects students to behave well when **off the school site**. This includes behaviour on all activities organised by the school such as work experience, educational visits, college placements and sporting events, as well as behaviour to and from school and when wearing school uniform in a public place. When responding to misbehaviour off the school site, we will take into account the severity of the behaviour and the extent to which the reputation of the school is affected including, the extent to which the behaviour would have repercussions for the orderly running of the school or, pose a threat to the welfare of other students or staff and how it may affect the opportunities of other students in the future.
- A **display of the expectations** we have of students in our classrooms and what they should expect of themselves are displayed on classroom walls and are published in the student journal and in the staff handbook. These refer to behaviour that disrupts teaching and the learning of others and respect for other people and property.
- All members of staff, governors engaged in school activities, student teachers and supply teachers have been **authorised by the Headteacher** to discipline students in accordance with this policy. Invigilators, coaches and adult volunteers will be authorised specifically according to their role in the school and contact with students.

- Staff are provided with a clear **framework in the staff handbook for the management of student behaviour** which aims to ensure consistency of approach in responding to unwanted behaviour and the use of rewards and sanctions. This includes standard responses to students who do not conform to some rules and expectations.
- Staff are provided with guidance as to how to promote good relationships in the classroom, promote mutual respect and self-esteem and avoid confrontation.
- Staff are expected to feel responsible for behaviour and supervision of students outside their own classroom, in corridors and in general around the school. The **Senior Leadership Team** contributes to this by being a **regular presence** around the school site.
- Opportunities within **the curriculum** and particularly in tutor time and Learning for Life are used to promote a shared system of values.
- Tutors and Year Teams continue to develop a common understanding of **community values** that are passed to students in a consistent way.
- **Parents** are involved in the life of the school and are kept informed of achievements and concerns so forging a three way partnership between parents, the student and the school.
- To ensure a consistent approach to social issues the school has policies on **child protection** and **substance misuse**. The school has a separate policy to respond to bullying. The school defines **bullying** as “when someone deliberately and repeatedly makes another person unhappy.” This includes bullying on the grounds of race, religion, gender, disability, sexuality, special needs and appearance or family issues.
- When applying the behaviour policy staff take into account **individual student characteristics** such as age and special educational needs, disability and cultural and religious needs.
- The school makes use of many outside agencies to support **vulnerable students** such as counsellors, educational welfare officer, CAMHS, business mentors, educational psychologist and Social Services etc.

Rewards

- Behaviour management is based on a philosophy of positive reinforcement and celebration of success and achievement. Teachers are encouraged to reinforce wanted behaviour with **approval and praise**.
- Rewards are used to encourage an ethos where all types of achievement, whether they be academic, sporting, creative or social are openly recognised and valued by the school community.
- Rewards are used to encourage self-esteem, motivate and to raise the aspirations of students. They are also used to recognise effort as well as achievement, to help students accept praise in an acceptable manner and to provide evidence of success for documents such as reports and the Record of Achievement.
- Rewards are given to students who maintain consistently good behaviour or work and those achieving improvement in behaviour or work.
- **Non verbal signals** such as smiles and nods are used by staff to show approval.
- Staff reward wanted behaviour with **verbal praise**. Teachers are encouraged to use specific praise so that students are clear about behaviour and actions that are praise worthy. It is suggested that teachers try to praise at least three times to every negative comment made.
- Staff are encouraged to use **positive written comments** to motivate students.
- All school staff are authorised by the Headteacher to issue **commendations**.
- Commendations are used in all years to reward excellent work or work that is above the standard normally achieved by that student and for activities, behaviour or effort with which a teacher is especially pleased. Teachers are encouraged to issue commendations everyday.
- Staff are encouraged to monitor to whom commendations are given so that quiet, conscientious students are not overlooked.
- All students who are following the classroom expectations are in a “**green**” situation and commendations will be available to them. Students who do not meet expectations can be moved to “yellow”. [See sanctions]
- Tutors co-ordinate the commendations and follow them up with the student involved. Heads of Achievement, Heads of Department and the Senior Leadership team monitor commendations.
- When a student has been awarded 25, 50, 75, 100 or more commendations the achievement is marked by a **letter home** and/or a **certificate of achievement** or other appropriate reward.

- Staff can arrange for a student to **show work** to a Head of Department or Head of Achievement for praise. There is a special “**Headteacher’s commendation**” that informs the Headteacher of excellent work who then arranges to see the student with their work and may provide a personal reward e.g. a special Glebelands pen/pencil.
- Departments use rewards such as “**Star of the Week**”, the awarding of “**Colours**” or a “**Congratulations**” **post card** home in line with departmental policy.
- Groups of students are congratulated for specific activities in **Year assemblies**.
- Heads of Achievement have a budget to provide other appropriate rewards.
- Students who have achieved well in sport are rewarded in the “**Cups and Colours**” **assemblies**.
- A “**Celebration Evening**” to which parents are invited is held each year when achievements are celebrated by the awarding of certificates.

Sanctions

- Responsibility for the behaviour of students in the classroom lies with the classroom teacher in the first instance and with the Head of Department if the teacher needs support.
- Normally staff will respond to unwanted behaviour with a **reminder of expectations** followed, if necessary, by a **clear instruction** and then by giving the student a **choice** between behaving as expected or the use of a sanction which makes clear that individuals are responsible for their own behaviour. Students who meet expectations are in a “**green**” situation and commendations are available to them. Staff tell students who choose to continue with unacceptable behaviour that they are on an “**yellow**” warning – choose to behave or a sanction will be imposed. In some circumstances students on a yellow warning can be put back to green if the change in behaviour warrants. If the behaviour continues, the student is in an “**orange**” situation. This means that an appropriate sanction will be used. If the student chooses to continue to behave in an extremely inappropriate way they will be given a “**red**” warning and the student is referred to the Head of Department or other appropriate teacher to help deal with the situation. Should the situation continue to escalate a member of SLT is called by the Head of Department. This will normally be due to a situation where the safety and well being of members of the school community are at risk. This extreme behaviour will result in the student being isolated and a further sanction which will normally be in the Inclusion Room or an exclusion.
- Staff who are concerned about a student pass their concern to the Form Tutor using the SIMS database. **Concerns** may include behaviour or lack of work but may be a social concern. Where appropriate an email may also be used to confirm the concern.
- Tutors co-ordinate the concerns and follow them up with the student involved. Heads of Achievement, Heads of Department and the Senior Leadership team monitor concerns and become involved as necessary.
- **Heads of Achievement** become involved when they review SIMS entries on a regular basis. If concerns are being expressed in **more than one subject** or for **significant incidents** outside the classroom, then parents are normally informed at this stage.
- Staff have a number of sanctions available to them that include **reprimands, moving seats, extra work, community service**, break time, lunchtime and after school **detentions**.
- Staff are expected to use sanctions in proportion to the misdemeanour in order to avoid early escalation to severe sanctions reserving them for the most serious or persistent behaviour. Contacting parents to discuss an issue often helps to resolve a problem.
- All school staff are authorised by the Headteacher to issue **detentions**. To promote consistency staff are provided with a framework which gives advice about the use of detentions which can be found in the staff handbook.
- Normally, detentions are only given when students have continued to behave in breach of our expected standards following a warning to change their behaviour. Detentions may also be given for homework not handed in or classwork that is below the expected standard.
- **All detentions** should be issued verbally to a student and **must be noted in the student’s journal**.
- Parents are given at least twenty-four hours written notice of an **after school detention**.
- Students who do not attend a break or lunchtime detention are referred to the Head of Department or Head of Achievement who will support the member of staff concerned in

ensuring that the detention is repeated. When departmental procedures have proved ineffective staff are authorised to place students in an after school detention. Currently, this is also used for students in KS4 to support completion of their coursework or controlled assessments. Students can also be required to attend school on an **INSET day**.

- Students who fail to attend an after school detention or who walk out or behave inappropriately will be sanctioned as follows:
 - First missed detention – half day inclusion room, reset detention, letter home to parents
 - Second missed detention – full day inclusion room and reset detention
 - Third missed detention – one day fixed term exclusion and detention
- If a student leaves **a classroom without permission** the member of staff informs reception who then informs the appropriate member of the call-out team and informs parents. Senior staff and parents are again informed if the student does not attend their next lesson. The class teacher or Head of Department give a detention for the appropriate length of time for the time missed from the lesson. The truancy from the lesson should be logged on SIMS. Heads of Achievement are informed of persistent concerns.
- All school staff are authorised by the Headteacher to **confiscate** items that should not be in school in order to maintain an environment conducive to learning.
- Staff are authorised to confiscate items that are not allowed in school [e.g. MP3 players, ipods, jewellery] or items being used against school guidelines [e.g. mobile phones]. Items such as paper, chewing gum, cigarettes and sweets or drinks [other than water] may be disposed of.
- Staff have the following guidelines about the return of confiscated items. Confiscated items will be placed in a named envelope and taken to reception where they will be returned no earlier than the end of the following school day.
- Students who have their mobile phone confiscated may use the phone in reception if they need to contact their parents regarding safe journey home.
- If a mobile phone has been confiscated on the day the school breaks up before a school holiday, the phone must be collected by a parent/guardian before 4:30pm.
- Parents and students should be aware that the school accepts no responsibility for any personal belongings brought onto the site.
- Staff may **search students** for any items banned under the school rules if the student agrees. Staff can request that a student turns out their blazer pockets, look in their bag or locker. If the student refuses the member of staff can apply an appropriate sanction.
- The Headteacher and staff authorised by them can search students or their possessions, **without consent**, where they have reasonable grounds to suspect the student has the following prohibited items. For example if staff hear students talking about the item or noticing a student behaving in a way that causes them to be suspicious. Staff can view CCTV footage in order to make a decision as to whether to conduct a search for an item.
- Items that can be **searched without consent** are knives or weapons, alcohol, illegal drugs, tobacco and cigarette papers, fireworks, pornographic images, stolen items, mobile phones and any article that has been or is likely to be used to commit an offence or **to cause personal injury or damage to property**.
- Searches are carried out by a member of staff of the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched. There is a limited exception to this rule. Staff can carry out a search of a pupil of the opposite sex and without a witness when there is reasonable grounds to believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.
- Searches **without consent** can only be carried out on the **school premises** or, if elsewhere, where the member of staff has **lawful control** or charge of the students, for example on **school trips**.
- When staff conducting a search if the member of staff finds an electronic device they may examine any data or files if they think there is good reason to do so. For example the data or file on the device has been, or could be, used to cause harm, to disrupt teaching or break the school rules. If inappropriate material is found on the device it is up to the school to decide whether they should delete the material, retain it as evidence or whether the material is of such seriousness that it requires the involvement of the police.

- A search without consent enables a personal search, involving the removal of outer clothing and searching of pockets. The school can confiscate, deliver to the police, retain and/or destroy any item found as a result of a search or which they consider harmful or detrimental to school discipline.
- The school should inform the student's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found.
- The Governors have adopted the County Guidelines regarding **physical contact and intervention** with students by staff. Staff responsibilities and powers are clearly outlined in these guidelines that are summarised in the staff handbook.
- Reasonable force can be used for two main purposes; to control students or to restrain them. The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Reasonable force can be used to:

- Remove a disruptive student from the classroom where they have refused to follow an instruction to do so
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a student from attacking a member of staff or another student, or to stop a fight
- Restrain a student at risk of harming themselves through physical outburst.
- Physical intervention should be in proportion to the consequences it is intended to prevent and the minimum needed to achieve the desired result. The types of intervention may include: standing between students or blocking a student's path, or active physical contact such as leading a student by the arm or shepherding them away by placing a hand on the back to a place where the student is less likely to cause harm.
- Staff may not reprimand or punish a student by physical contact of any kind.
- A Tutor or Head of Achievement may put students "**On Report**". A number of different types of report card are used to monitor students in a number of ways. The Tutor or Head of Achievement supervises the report daily. A student may go "On Report" voluntarily if they or their parents feel they need the support of regular checking. To promote consistency staff are provided with a framework which gives advice about the use of the different reports which can be found in the staff handbook.
- Students who persistently misbehave or are involved in more serious incidents may be placed in the **Inclusion Room**. Students in this room have restricted break and lunchtime. Students who disrupt the normal working of the Inclusion Room are given a Fixed Term Exclusion.
- Students who persistently fail to meet **uniform expectations**, which are made clear in the school journal, will be given detentions and/or time in the Inclusion Room until the issue is rectified.
- Students whose behaviour causes sufficient concern and who are at risk of permanent exclusion may be placed on a Pastoral Support Plan where targets are set and reviewed.
- Serious breaches of discipline or persistent misbehaviour may result in a **fixed term exclusion** of between one and five days by the Headteacher or their Deputy acting on their behalf. The Chair of Governors is notified. Parents are informed by letter. Exclusion from school is a serious step and is used only when support and sanctions have failed or for serious indiscipline. Examples of behaviour that are likely to result in exclusion are:
 - Persistent or malicious poor behaviour that disrupts the learning of others
 - Serious defiance of a member of staff
 - Serious and repeated bullying
 - Swearing at a member of staff
 - Smoking on or near the school site
 - Aggressive behaviour including fighting
 - Defacing and damaging school property
 - Bringing dangerous items such as a knife, other weapon or fireworks into school
 - Being in possession of or using alcohol or illegal drugs
 - Other behaviour that is similar in seriousness to the above

Parents have a responsibility to supervise the excluded student. Fines can be imposed if the student is found out of the home during school hours.

- Return from exclusion is conditional on the school being satisfied that the behaviour will not be repeated. Parents attend the **reintegration interview**.

- **Permanent exclusion** is used only when all other support and sanctions have not been effective or for the very serious breaches of discipline which put the health and safety of students or staff at risk. Permanent exclusion will always be considered for:
 - Serious actual or threatened violence against another student or member of staff
 - Sexual abuse of another student
 - Presenting a significant risk to the health and safety of other students by the possession or supply of illegal drugs or carrying an offensive weapon
 - Persistent or malicious disruptive behaviour including open defiance or refusal to conform with agreed school policies on, for example, behaviour or uniform

Monitoring

Commendations and concerns are monitored by the Senior Leadership Team termly. The SLT also monitors students placed in the Inclusion Room, as well as bullying and racist incidents. The Governors receive reports via the Staffing and Student sub-committee.

Communication

In order that our goal of achieving good behaviour is shared by students, parents and staff, the content of this policy is on the Glebelands School website and referred to in assemblies. Relevant aspects of the policy are also stated in the student journal, staff handbook and the home-school agreement which parents will be asked to sign following their child's admission to the school.

Review

The policy is reviewed every three years or sooner should the monitoring of its application and effectiveness suggest that an improvement is needed, or in response to legislation.

Review Date:

October 2017 (or sooner if required).