

Nunthorpe School Behaviour & Rewards Policy & Procedures

Nunthorpe School is a successful, vibrant, high achieving school with, in the words of OFSTED, 'many exceptional qualities'. The vast majority of our learners are well behaved and well motivated most of the time. They treat each other with respect and readily co-operate with other members of the school community to create a positive, learning environment. Our parents are equally supportive of all that we do.

Moral Purpose

The Governing Body and the whole school community believe that Nunthorpe School should provide:

- A safe, warm, caring and pleasant environment for all learners in the school community, irrespective of gender, race, social or economic background or age.
- An environment that maximises learning opportunities for the benefit of all learners.

Core Principles

The Governing Body believes that in order to enable effective learning to take place, good behaviour in all aspects of school life is necessary. Therefore it seeks to create a caring, respectful learning environment at Nunthorpe School by:

- Promoting good behaviour and discipline.
- Promoting self-esteem, self discipline, and proper regard for authority and positive relationships based on mutual respect.
- Ensuring fairness of treatment for all.
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Encouraging a positive relationship with parents, carers and the wider community to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

Roles and Responsibilities

The Governing Body will establish, in consultation with the Senior Leadership Team (SLT), all staff, students, parents, carers and the wider community the policy for the promotion of good behaviour and review such policies and procedures annually. It will ensure that it is communicated to students, parents, all staff and the wider community. It will also ensure that policy and practice is non-discriminatory and that expectations are clear. Governors will support the school in maintaining excellent standards of behaviour.

SLT will be responsible for the day to day management of the policy and procedures. Support for staff faced with behaviour deemed to be challenging will always be an important responsibility of the SLT.

SLT, teaching staff, support staff and volunteers will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual **support amongst all staff in the implementation of our policy is essential.**

All staff have a key role in advising the SLT on the effectiveness of the policy and procedures. They also have responsibility, with the support of the SLT, for creating a high

quality learning environment, teaching/modelling high standards of behaviour and implementing the agreed policy and procedures consistently.

The Governing Body, SLT and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have ample opportunity to raise with the school any issues arising from the operation of the policy.

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Procedures

The procedures arising from this policy will be periodically developed by the SLT in consultation with all staff; students; parents and carers; governors and representatives of the wider community.

The procedures will make clear to both staff and students how acceptable standards of behaviour can be achieved and will have a clear rationale which will be made explicit to all stakeholders. The procedures will be consistently applied and promote the idea of personal responsibility and the core principle that every member of the school community has a responsibility towards the whole community.

Behaviour in Lessons

Without good behaviour learning becomes increasingly more difficult. Good behaviour in lessons is therefore essential if we are to create learning environments where everybody can thrive. Good behaviour does not happen by accident and SLT will ensure that all teachers are pro-active in teaching/modelling good behaviour within tutorial, guidance, mentoring and teaching time.

The Governing Body believes that good relationships underpin good behaviour and expect SLT to ensure that all staff establish, maintain and develop positive relationships with their students. They expect all staff to be both firm and fair with all students and urge them to resist the temptation to be too friendly, whilst taking a genuine interest in them personally as well as in their progress and their learning. SLT should ensure that teachers always give students who may have misbehaved the opportunity of a 'fresh start' and a return to their learning.

The Governing Body expect SLT to ensure that there is consistency in promoting good behaviour and in dealing with incidents of unacceptable behaviour. However, they recognise that individual circumstances sometimes require individualised responses and support staff in this respect.

The Governing Body expect SLT to ensure that all staff demand good behaviour in all learning environments from all students. They believe this to be non-negotiable.

To achieve this the following will be observed by all staff and all students:

- Teachers and students will arrive punctually to their classrooms prior to the start of the lesson.
- Students will enter their classrooms in an orderly manner with all of the correct equipment for that lesson.
- Equipment should be provided for students arriving without the necessary resources, wherever this is practicable. This will help students not to fall behind in their learning.
- Students will have their Planners open on the correct diary page, every lesson – including all tutorial, guidance, mentoring and Opt4 sessions.
- Students will sit or be grouped according to a staff-determined seating plan. Students will move to an alternative seat or grouping without fuss if the member of staff determines that this is appropriate.
- Students will immediately begin their 'Bell-Work' upon entering their classrooms. (The Governing Body requires SLT to ensure that a collective (staff and student) understanding of the purposes and nature of 'Bell Work' is clear and unambiguous through focused continuing professional development).
- Staff will ensure that students have access to appropriate 'Bell-Work'.
- Staff will take a register at the beginning of every lesson.
- Staff will identify the Learning Objectives of the lesson and these will be displayed via a poster, whiteboard, chalkboard or interactive whiteboard as appropriate. The objectives of the individual lesson will be linked to the 'bigger picture' of the scheme of work or course under study.
- Staff will plan their lessons thoroughly and deliver vibrant, engaging lessons that take into account the preferred learning styles of the students in their groups. During a course of lessons students may expect to develop a range of their multiple intelligences and to be given opportunities to think at all levels as codified in Bloom's Taxonomy of thinking skills.
- Staff will operate a 'no-hands up' policy where this is appropriate and practicable. The Governing Body believes that this strategy, a central thrust of the highly successful 'Accelerated Learning' movement, to be good practice because it allows the staff member to be in absolute control of the learning in their classrooms. The teacher can choose who and when to ask questions of particular students, and both draw into lessons students who may be disengaged and allow keen and highly motivated students to demonstrate and celebrate their understanding. The Governing Body believes that other strategies have their place and should be used appropriately but requires all staff to ensure that all students are engaged in the learning process. They view 'no hands up' as a natural development of the school's highly effective 'Big Idea' initiative.
- Students will speak to each other and to the staff member respectfully. The conventions of 'Sir', 'Mr', 'Mrs', 'Miss', 'Ms' will be observed by all students to all staff, both teaching and those in supporting roles. Students will continue to use the target language equivalents of the above when in Modern Foreign Language lessons.
- Staff will use students' forenames at all times.
- Staff will take every opportunity to praise good behaviour and organisation. Staff will also issue Red Reward Cards or Merits where students exceed, or greatly exceed basic expectations.
- Staff will use the 'language of choice' to deal with incidents of poor behaviour, organisation or uniform breaches, using the 'Low-Level Disruption' log sheet where appropriate.
- Students who display serious unacceptable behaviour will be subject to the appropriate procedures, including referrals, Contracts, Curriculum Support Booklets or DANS. In all cases there will be immediate parental contact.
- Staff will conduct a plenary session at the end of every lesson where students will reflect upon whether they have met the Learning Objectives made explicit earlier in the lesson.

- Staff will end the lesson on time, with students standing, where appropriate, behind their desks, prior to an orderly, staggered dismissal by the member of staff. The Governing Body expect SLT to ensure that clear statements of expectations regarding good behaviour are displayed in all tutorial and teaching rooms and staff will regularly refer to these when praising good behaviour and when challenging unacceptable conduct.

Behaviour Outside of the Classroom

The Governing Body expect the high expectations of good behaviour displayed in lessons to be reflected in the behaviour of students during the change of lessons, at morning break and at lunchtime. They recognise that these breaks from formal lessons are an important and vital element of the learning experience for all staff and students and a necessary time for rest, relaxation and preparation for further learning.

Behaviour During the Change of Lessons

The Governing Body recognises that the present accommodation restricts the effective circulation of a school population of almost 1400 students during the change of lessons. The Governing Body also recognises the excellent efforts made by the vast majority of the school community, staff and students alike, in maintaining good order during what could be a difficult time.

All staff and students will ensure that good behaviour is maintained by adhering to the following procedures at the change of lessons:

- Students will walk out of their previous lesson having been dismissed in an orderly, staggered manner by the member of staff.
- Running will not be permitted anywhere in the school buildings.
- Staff will position themselves close to the doorway of their rooms, ensuring good behaviour is evident in the corridor, ready to greet their students as they arrive.*
- Students will keep to the left hand side of the corridors and stairs.
- Students are not permitted to visit their lockers during the change of lessons.
- Students are not permitted to use the vending machines during the change of lessons.
- Students will move smartly and directly to their next lesson.
- Staff will greet students at the door to their rooms.*
- Where staff are moving from one room to another they will make their presence felt in the corridors.
- Students will enter the room and immediately begin their 'Bell Work', whether the member of staff has greeted them or their member of staff is in transit from elsewhere in the school.
- Staff will ensure that the following lesson is started as promptly as is practicable.

* Clearly, this will not be possible where staff are in transit from room to room, between lessons. They should simply make their presence felt as they make their way to their new classroom and arrive as promptly as is practicable.

Behaviour During Break

The Governing Body believes that the school belongs to the whole community and recognises that both students and staff need to enjoy a break from formal learning. To this end, staff are provided with social and rest areas, and students enjoy open access to the school building and grounds, including the playing fields when the weather is clement. The Governing Body also recognises that there is a need for students to be adequately supervised. All teachers are therefore required to undertake a minimum of a weekly 'break duty' as determined by the procedures elsewhere in this document. The Governing Body expects SLT to ensure that the rota for this is fair and equitable and that all staff are given both generic and specific guidelines, dependent upon their duty area, as to how they may be pro-active in maintaining good behaviour at morning break.

To ensure that good behaviour is maintained at break, staff and students will adhere to the following:

- Students will walk out of their previous lesson having been dismissed in an orderly, staggered manner by the member of staff.
- **Running will not be permitted anywhere in the school buildings.**
- As staff move towards the staff social and rest areas, they should make their presence felt in the corridors to ensure that good behaviour is evident.
- Staff on 'duty' should make their way without delay to their duty area.
- Staff should not dismiss their classes until the end of the lesson.
- Prefects will be available to duty staff as extra 'eyes and ears'.
- Students will keep to the left hand side of the corridors and stairs as they make their way to their tutorial rooms or outside.
- Students may either sit quietly and socialise in their tutor rooms or go outside. They may not congregate in the corridors.
- Students may use the toilets freely at break.
- Students should queue in an orderly manner at all food outlets and vending machines.
- If students choose to eat snacks or drinks at morning break then they must ensure that all litter is placed in the many litter bins provided. ALL areas of the school must be left clean, tidy and ready for the next lesson.
- Teachers, as part of their break duty responsibilities, should ensure that students place litter in the bins provided.
- Students who display unacceptable behaviour will be subject to the appropriate procedures as detailed elsewhere in this document.

The Governing Body expect SLT to ensure that clear statements of expectations regarding good behaviour are displayed in all corridors and circulation areas and that teachers will regularly refer to these when praising good behaviour and when challenging unacceptable conduct. These statements will also be reproduced in students' planners.

Behaviour at Lunchtime

The Governing Body recognises that lunchtime presents problems for all schools and acknowledges the efforts of the school community, students, teachers and support staff alike, in promoting good behaviour at lunchtime. The Governing Body also wishes to applaud the excellent opportunities for extra-curricular activity and for monitoring and mentoring provided by staff, voluntarily, during the lunch break.

Students are not permitted to use tutorial rooms during lunchtimes, but are permitted to use the ground floor corridors of the building. The Governing Body recognise that this is not yet fully satisfactory, and hope that the planned new school developments will resolve this issue in time. Indeed, many of the problems encountered with the organisation of lunchtime would become more manageable in a more modern environment, fit for its purpose. In the interim, the Governing Body expect SLT to use the established rota of faculty teaching rooms to be used as extended dining facilities, during poor weather. This will ensure that classrooms are, for the vast majority of the academic year, not used as 'makeshift dining areas'.

The Governing Body applauds the work of our Lunchtime Supervisors, but recognises that supervising almost 1400 students can be challenging. It is committed to providing training and support for these invaluable members of staff, supported by a duty rota of other staff.

The Governing Body expects SLT to ensure that Lunchtime Supervisors and other duty staff maintain good order at all times during the lunch period.

The Governing Body expect SLT to ensure that Lunchtime Supervisory staff enjoy:

- The provision of appropriate clothing.
- A photo-identification badge.
- A board displaying the photographs of the lunchtime supervisors.
- A formal introduction to all students, via year assemblies, at the beginning of each academic year.
- An invitation to act as visiting speakers during PSYCCE lessons.
- High quality training and support at least once per term.
- SLT will ensure that Lunchtime Supervisors are given both generic and specific guidelines, dependent upon their duty area, as to how they may be pro-active in maintaining good behaviour at lunchtime.
- Access to designated staff on duty on a particular day.
- Access to designated SLT and NLG colleagues on duty on a particular day.
- Access to a dedicated prefect on duty on a particular day.
- The support of all relevant staff in dealing with incidents of unacceptable behaviour.

The Governing Body expect SLT to ensure that good behaviour prevails at lunchtime and that the following are adhered to:

- Students will walk out of their previous lesson having been dismissed in an orderly, staggered manner by the member of staff.
- **Running will not be permitted anywhere in the school buildings.**
- As staff move towards the staff social and rest areas they should make their presence felt in the corridors to ensure that good behaviour is evident.
- Staff on lunchtime duty should make their way without delay to their duty area.
- Lunchtime Supervisors should be at their designated duty post immediately before lunchtime begins.
- Students will queue in an orderly fashion at all food outlets.
- Students will place litter in the many bins provided.
- After eating lunch, students may either sit quietly in the communal spaces on the ground floor, or go outside, to allow other students a place to eat their lunches. At the designated time, students will return to their tutorial rooms, via their lockers if necessary, and be in their designated seats before the start of afternoon registration.
- Students displaying unacceptable behaviour will be subject to the procedures detailed elsewhere in this document.

Behaviour to and from School

The Governing Body recognises its responsibility to ensure that our young people are responsible, good citizens with an understanding of and empathy for other members of the local community. SLT will ensure that the high standards of behaviour in school are mirrored when students make their way to and from school.

To achieve this the following will be adhered to:

- Students will be dismissed in an orderly, staggered fashion by the member of staff leading their final lesson of the day.
- Students will walk to their lockers and collect whatever they need before leaving the building.
- **Running will not be permitted anywhere in the school buildings.**
- Students involved in extra-curricular activities will go to their locker prior to engaging in activities. Students will not be permitted to attend their lockers after their activities. This will allow our cleaning staff to undertake their duties.
- All students will ensure that their locker is locked at the end of the day.
- Staff will make their presence felt as they move around the the school and when leaving the buildings. The Governing Body expect all staff to challenge inappropriate behaviour at all times, including at the end of the day.
- Students will exit the site via one of the two footpaths at the front of the school. Students are not permitted to leave the site via the primary school 'short-cut', nor across the field or the Car Parks.
- Students needing to cross Guisborough Road may only do so at the pedestrian crossing.
- Students will keep to the footpaths at all times and must not walk in the roadway.
- Students will make their way home in a courteous and orderly manner without causing disturbance to other members of the community. They should remember at all times that they are ambassadors for our school.
- All students using bicycles/motorcycles must be in possession of a permit allowing them to bring their bicycle/motorcycle to school. Students will ride safely at all times and observe the Highway Code. Permits will be issued at the discretion of the school (as detailed in our Cycling Policy) and will be withdrawn if students and/or their parents fail to comply with the terms of the agreement.
- Students using public transport will behave in an exemplary fashion at all times.
- Students who display anti-social behaviour whilst making their way to and from the school can expect to be subject to the procedures detailed elsewhere in this document.

The Governing Body requires SLT to ensure that all students are taught how to behave whilst in the wider community. This will be delivered formally through the PSYCCHÉ programme, tutorial, guidance and mentoring time, assemblies and through the numerous informal opportunities to reinforce good behaviour that will always present themselves from time to time.

The Governing Body acknowledges that there are very many ways in which our students are excellent citizens who contribute greatly to the local community. They believe that this good foundation should be built upon and celebrated.

Whilst applauding the vast majority of the school community for their excellent behaviour in the community the Governing Body recognises that some students will, from time to time, behave in ways that are unacceptable and that the school will receive complaints from members of the public. The SIG Officer and/or SLT will deal with such complaints fairly and

thoroughly and ensure that after suitable investigation, appropriate action is taken and that the complainant is informed of the status of the investigation and of any action taken. SLT will also ensure that pertinent details are passed to the appropriate pastoral staff and logged in student files.

School Prefects

The Governing Body recognises that properly trained and rewarded prefects will have a major impact on maintaining good behaviour in the school.

The Governing Body requires SLT to ensure that a nominated member of staff takes responsibility for the training, development and supervision of prefects.

Prefect duties, both generic and specific to particular tasks, will be drafted and agreed with both SLT and the school council. In addition, detailed post profiles for Head Boy and Head Girl and Deputy Head Boy and Girl will be crafted.

The Pastoral Directors will make recommendations to SLT regarding the selection of prefects for the following year. The Governing Body requires the Pastoral Directors to consult widely with staff when making these recommendations. After consideration, the names of selected 'prefects designate' will be posted to all staff for ratification. Students selected as prefects, along with their parents, will attend a meeting where the purpose, role and function of School Prefects will be described. Both students and their parents will be asked to sign a contract with the school with respect to prefect responsibilities and rights.

Funding will be made available for the training of selected prefects.

The positions of Head Boy, Head Girl, Deputy Head Boy and Deputy Head Girl will be made after an application and interview procedure. Only Senior Prefects will be eligible to apply for these positions.

Communication with Parents

The Governing Body recognises that maintaining effective lines of communication with parents and carers is essential. The measures described in the rewards and sanctions structure are only part of this mechanism and they do not replace measures such as:

- Annual Reports.
- Interim Reports
- Letters home following a good attendance record.
- Special occasion letters to be sent by any staff, in consultation with Directors of Learning, whenever a student has done something exceptionally praiseworthy.
- Special occasion phone calls.
- Head Teacher Surgeries.
- Parents' Evenings.
- Open Forums.

The Governing Body also recognises that electronic communications will increasingly become normal practice in all aspects of life in the 21st century.

Dealing with Incidents of Unacceptable Behaviour

The Governing Body recognise that from time to time some students' behaviour will fall short of what is acceptable.

Disruptive behaviour will not be tolerated from any student. Behaviour of this kind impedes the learning of the disruptive student and most importantly, it damages the learning of other students in the class.

Disruptive behaviour is defined as any behaviour that disturbs the learning of others.

The Governing Body requires all staff to behave in ways that will de-escalate potential problems. This does not mean that staff will accept disruptive behaviour but does mean giving every opportunity to students to curb their unacceptable behaviour and return to normal learning without moving to the next level of confrontation and challenge.

Disruptive Behaviour in the Classroom

As with rewards, the Governing Body believes that a graduated system of challenging disruptive behaviour is most effective.

Disruptive Behaviour Outside of the Classroom

The Governing Body believes that good behaviour outside of the formal learning setting is as important as good behaviour in the classroom.

Behaviour that disturbs and disrupts the social and leisure time of the school community will not be tolerated.

As with rewards, the Governing Body believes that a graduated system of challenging disruptive behaviour is most effective.

Level 1 – Verbal Challenge

In the event of a student displaying low level disruptive behaviour he/she will immediately be challenged by the member of staff. As with rewards, the forename of the student should be used and the offending behaviour identified. The challenge to the behaviour should also give direction to the student as to how he/she may return to acceptable behaviour. The staff member may say for example, 'Ann, what is our rule about dropping litter, respect it please, thank you.' or, 'James, running is for outside not indoors, please go outside, thanks.' Members of staff will make eye contact and use appropriate body language and tone of voice when challenging disruptive behaviour and allow time for the student to change their behaviour.

Level 2 – Referral to Pastoral Director

When a Level 1 strategy has failed to modify offending behaviour, members of staff will choose to refer the student to the relevant Pastoral Director. For incidents at lunchtime, this referral would involve the Staff on duty rather than the Pastoral Director. The member of staff will complete a Lunchtime Behaviour Card, which is then shared with the appropriate Assistant Headteacher. The Pastoral Director, or where appropriate, the member of staff on lunchtime duty may choose to:

Counsel the offending student and allow him/her to return to their break.

Counsel the offending student and keep him/her with them for the remainder of the break or lunchtime.

Isolate the student for the remainder of break or lunchtime.

Place the student in the 'Isolation Room' for a number of lunchtimes, in negotiation with our SIG Officer.

Refer the offending student to an SLT member.

Level 3 – Referral to SLT

Directors of Learning and/or lunchtime duty staff may choose to refer disruptive students to SLT. The relevant SLT member will investigate the circumstances leading to the referral and take appropriate action. They may choose to:

Counsel the offending student and release him for the remainder of the break.

Counsel the offending student and return him/her to the Director of Learning or lunchtime duty staff.

Isolate the offending student.

Place the student in the DANS for a number of lunchtimes, in negotiation with our DANS Manager.

Recommend to the Headteacher that the offending student receive a formal fixed term exclusion.

Students on Report

The Governing Body recognises that some students learn more effectively when more closely monitored than normal.

Recommendation may be made to Directors of Learning (Pastoral), by tutors and class teachers, for particular students to be placed upon 'Behaviour Report'. The decision to place a student 'on report' lies with the Director of Learning (Pastoral). When on report, the students shall have specific behaviour targets and his/her teachers will initial the student's daily report card, indicating on a scale of 1-5, whether the student has achieved his/her targets. Students 'on report' will always have a nominated member of staff to whom they will report on a daily basis.

Failure to make satisfactory behavioural improvement whilst on report will initiate an urgent meeting between the Director of Learning (Pastoral) and the parents/ carers of the student, and the introduction of an informal Pastoral Support Programme (PSP).

Continued failure to make satisfactory behavioural improvement will result in a further meetings between the student, his or her parents, the Pastoral Director and the nominated member of SLT, together with a member of the Local Authority Inclusion team, to negotiate a formal Pastoral Support Programme (PSP).

Persistent disruptive behaviour that shows no sign of modification will, inevitably, lead to a Governors' Disciplinary Hearing, and following no further sign of modification, a 'managed move' to another school, respite and support at EOTAS for a fixed length of time, or permanent exclusion from our school.

Period 6 (Pastoral or Curriculum) Notifications

The Governing Body believes that all parents/carers wish to be informed when their children are doing well and equally when their child may be experiencing some difficulties. Parents should be informed through the school's Period 6 Notification Slips.

Period 6

The Governing Body understands that from time to time some students will fail to complete classwork or home learning tasks satisfactorily and that this has a detrimental effect on learning.

Students with work outstanding will be required to spend up to 60 minutes completing their work. This will not always be seen as a punishment but as an opportunity to catch-up on missed learning.

Therefore, students who fail to complete classwork or home learning tasks satisfactorily may, at the discretion of the class teacher, be required to attend for 'Period 6'.

The Organisation of Period 6

The Governing Body requires Directors of Learning, both Pastoral and Curriculum, to draw up a fair and equitable rota for the staff supervision of 'Period 6'.

A room will be allocated for each year group, and each Faculty, and supervised by members of staff.

Individual staff requiring students to remain for Period 6 will ensure that the retained students have the necessary materials to complete their outstanding classwork or home learning tasks.

Current legislation requires that we give 24 hours written notice to parents/carers if we intend to detain, or in this case, retain students after the normal finishing time. The parents/carers of students required to attend a 'Curriculum or Pastoral Period 6' will be notified via a 'Period 6 Notification' or where appropriate, an electronic version of the same.

Pastoral Period 6

The Governing Body is determined to ensure that students' learning is maximised through the effective use of 'Period 6' but recognises that, from time to time, some students will fail to attend for this catch-up session. Where a student fails to attend a 'Curriculum Period 6', he/she will automatically be placed in a 'Pastoral Period 6' for the Thursday of the same week. The student will receive a 'Pastoral Period 6' slip via the register on a Wednesday, and may also receive a personalised note from the relevant SLT.

The Governing Body has determined that acceptance of our full behaviour policy and practices, including attendance at 'Period 6' and SLT Detention', will be a condition of entry to our school. Parents who refuse to allow their children to attend 'Period 6' and 'SLT Detention' will, ultimately, be asked by the Governing Body to remove their children from the school. In signing our Learners' Charter upon admission to our school, parents indicate their agreement with this policy.

It may be, from time to time, that parents/carers may, in unusual or exceptional circumstances, ask for 'Period 6' or SLT Detention' to be deferred. The 'Period 6' supervisors or Headteacher may choose to agree to their request. This will however, be at the discretion of the school.

Sanction 5 – SLT Detention

A student who fails to attend for this second Period 6 will be required to attend SLT Detention the next day (Friday). Parents will be notified of the seriousness of this situation through by a telephone call from the relevant SLT.

SLT Detention may, on occasion, be used as a punishment for other behavioural problems, at the discretion of either SLT or our SIG Officer. Serious behavioural issues will be dealt with through the procedures documented elsewhere in this document.

At SLT Detention, every opportunity will be given to counsel the student and help him/her return to acceptable levels of compliance. The following process will be observed during the SLT Detention:

- The student will be thanked for attending.
- Students will complete a written paper reflecting upon:
 - The reason they have been placed in SLT Detention.
 - The damage they are doing to their own learning in failing to complete work.
 - How they feel when behind in their work.
 - Relate their actions to mutual rights and agreed rules.
 - How they may make positive changes to help their learning.
 - What support from their teachers they would welcome to help them succeed.

On completion of the written exercise, the SLT Detention supervisor will:

- Emphasise the importance of personal responsibility.
- State expectations and confidence for the future.
- Part amicably.

Failure to Attend SLT Detention

A day of isolation in DANS will be imposed on a student who fails to attend an SLT Detention, without very good cause. Parents will be required to attend a meeting with the Headteacher or other member of SLT and assurances will be sought as to the future conduct of the student and to his/her attendance at the following week's SLT Detention.

Sanction 6 – Formal Fixed Term Exclusion

Serious breaches of behaviour, such as regular failing to attend SLT Detention; foul or abusive language towards staff; violence towards other members of the school or wider community for example, will result in formal fixed term exclusion.

The Governing Body recognises that every such incident must be judged on individual circumstances and requires SLT to make recommendations to the Headteacher that are consistent with this policy.

Students, who are formally excluded from school, and their parents/carers, will attend a compulsory meeting with a member of SLT prior to re-admittance to school.

The Governing Body requires SLT to ensure that all fixed term exclusions comply with the relevant legislation.

Sanction 8 – Governors’ Disciplinary Committee

Students receiving three or more formal fixed term exclusions will be required to appear before the ‘Governors’ Discipline Committee’. Parents/carers will also be required to attend. It is anticipated that a student in danger of permanent exclusion will have already been placed on a Pastoral Support Programme, with structures in place to help him/her learn from mistakes and develop strategies to prevent future occurrences. The Local Authority will be involved in each PSP meeting with parents, and internal and external support mechanisms considered, such as the requirement to attend regular SIG Mentor sessions in the ELC, or the involvement of a short-term EOTAS respite placement , for example.

The ‘Governors Discipline Committee’ may require students and their parents to attend in other circumstances.

Sanction 9 – Permanent Exclusion

Reluctantly, the Governing Body concede that in some rare and extreme circumstances it may be necessary to permanently exclude a student. Cases of repeated disruptive behaviour, serious violence and illegal substance related offences may all lead to a permanent exclusion.

The Governing Body requires SLT to ensure that all permanent exclusions comply with the relevant legislation.

Behaviour Support

The Governing Body requires SLT to ensure that full use is made of all and every support mechanism for students displaying unacceptable behaviour. This will include efforts of the form tutor, relevant PDL, the services of the Support, Inclusion and Guidance team, external agencies and Pastoral Support Programmes.



LESSON & TUTORIAL FULL VALUE CONTRACT

TEACHERS WILL.....

- Be punctual.
- Meet students at door.
- Greet students on entry to classroom.
- Have a good quality lesson prepared.
- Have lesson plans available.
- Share the objectives for the lesson with students
- Plan a variety of activities within lessons
- Use the REWARDS and SANCTIONS triangle fairly and follow the procedures correctly.
- Expect students to be in full uniform and check and enforce that they are
- Expect planners and full equipment every lesson
- Plan interesting and relevant homework regularly.
- End session standing behind desks.
- Manage dismissal from the front/doorway.

STUDENTS WILL.....

- Be on time.
- Stand quietly behind their chair while waiting for the teacher.
- Do bell work/starter activity.
- Sit down sensibly and quietly and get out all equipment especially the PLANNER.
- Speak to the teacher and other students appropriately.
- Have their iPods & phones off and not disturb the lesson in any way.
- Not chew.
- Wear full uniform correctly.
- Get involved in the lesson with a positive attitude to the work.
- Allow other students to work.
- Do homework and return it on time.
- Remind the teacher to use Red Cards and Merits.
- Stand behind desks at the end of the lesson and wait to be dismissed.



CLASSROOM ROUTINES

MORNING REGISTRATION

Start students sitting quietly.

Uniform & Equipment check. Note any 'wrong' item. Not remedied after 2 days, **ring home** & inform PDL.

Planners on desk open at the right week. No planner = incident slip.

Distribute day sheet as necessary.

Mark the register in silence.

Undertake the **daily activity** with the same expectations as you would from a lesson

(Remind students of the **Thought for the Week**)

End session standing behind desks after tidying room. Manage dismissal from front/doorway.

CLASSROOM SESSION

Students stand behind chairs to wait for lesson to begin. (Starter activity/bell work used)

Meet students at the door and manage their entrance to the room, greeting them on entry.

Start students sitting quietly.

Planners open and the on desk.

Mark the register in silence.

Homework recorded in planner.

End session standing behind desks after tidying the room. Manage dismissal from front/doorway.

BETWEEN LESSONS

All available staff to sweep corridors and toilets.

MERITS & RED CARDS

Look to reward at all times with red cards where appropriate.

Stick 'merits' in the back of the planner. Student can write subject and date.

Tutor should award a merit for a 'clean week' (no incident slips or referral forms)

Tutor alert PDL to students who need certificates.

AWARD CERTIFICATES

Awarded at 20, 40, 80 etc merits.

Awarded in House Assemblies.

OUT OF LESSONS

Students should only be allowed out of lesson on urgent business with planner signed or Teacher **Toilet Pass**. This must be WRITTEN IN PLANNER or on DAILY PLANNER SHEET.

Do not allow students to visit lockers to fetch things – **ever**.

Avoid sending students who feel ill to the office unless they are distressed, move them to the window and allow them to remove ties if necessary.

If a student needs to be out of lesson, write a note in their planner or on their day sheet.

If they do not have a planner or day sheet they should not be allowed out.

MISSING FROM LESSONS

Notify office if student is missing when registered in previous session on PARS.

If **you** have a student out of a lesson **you** should notify the class teacher.

Students truanting will spend a day out of their normal peer group (including break and lunch-time)

Students truanting will have 1 hour detention after school & attendance offer calls home.

INCIDENT SLIPS

Used to record low-level behaviours that disrupt the lesson.

Use at **Stage 3** of the Behaviour Pyramid.

Keep tutor informed of general behaviour.

9 incident Slips in a half term leads to a PDL Detention and Tutor contacts Parents

REFERRAL FORM (BEHAVIOUR REFERRALS)

A5 forms used to record more serious behaviour and sanctions.

Use at **Stage 4** of the Behaviour Pyramid.

Keep tutor informed about behaviour and referrals.

3 referral forms in a half-term lead to PDL Detention and Tutor contacts Parents.

AROUND SCHOOL

Aim to be positive & value relationships and seek to build them.

Use red cards and merits wherever possible.

Sanction the students choosing to break school rules – use “language of choice”.

Challenge the behaviour and record on Incident Slip.

Send Slip to tutor.

Tutor to monitor behaviour around school and pick this up quickly during tutorial sessions.

CLASSROOM SANCTIONS – actions by classroom teacher (this is not an exhaustive list)

Extra work to be completed at home to a high standard

Move seat within the classroom

Set specific classroom targets – short term within one lesson to curriculum Support Booklet.

Time in at break

Time in at lunch-time

Contact parents.

10 minutes after school

5 minute ‘cool off’ outside the classroom

Moving to the back of someone else’s room – temporary measure.

DETENTIONS

10 minutes after school at teacher’s discretion.

Break and lunchtime detentions at teacher’s discretion (make sure they have time for lunch.)

After school detention (period 6), 24 hours written notice (if posted, usually need 48 hours.)

You can arrange them by phone but parents still have the right to 24 hours notice.

BEHAVIOUR FOR LEARNING MANAGER “On Call”

Called by sending Laminated Card to Student Reception to the office with another student.

Used at Stage 5 of the Behaviour Pyramid

Can also be called for serious incidents without working up the pyramid.

Callouts may include:

- Repeated confrontational refusal to follow basic instructions (e.g. moving seat)
- Swearing at teacher
- Bullying another student
- Fighting
- Dangerous behaviour
- Threatening behaviour

All staff requiring “BFL” support **MUST** contact parents within 48 hours.

DANS

will be used for:

- Temporary isolation – respite.
- Full day/multiple isolation days
- Reintegration after exclusion or extended absence
- Remove for some lessons where relationships need development with teachers
- Active strategies for behaviour modification
- Our own version of alternative curriculum.