

# Woodchurch High School

*A Church of England Academy*



## **BEHAVIOUR POLICY DOCUMENT**

**Recommended by the Curriculum Committee: Spring 2017**  
**Approved by the Full Governing Body: Spring 2017**

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## Behaviour Policy

This policy forms an integral part of our school curriculum as, at Woodchurch High School, the governing body believes that in order to enable effective teaching and learning to take place, good behaviour and Behaviour for Learning in all aspects of school life is necessary.

These clear values are reflected in the school's curriculum, its social, moral and Religious Education programme and in all policies pertaining to pupils' character, development and welfare.

Our school's Christian Values are also part of all aspects of life at Woodchurch High School. We seek to promote them to encourage positive development of pupils and staff. We expect staff to embody them, setting a positive example to pupils.

We therefore expect the highest standards of behaviour and conduct, support and encouragement from all members of our school community. We seek to create this caring, learning environment by:

- Adults and pupils acting with integrity, showing respect for each other.
- Promoting good behaviour. The school will not allow pupils to prevent effective teaching and learning to take place. Good behaviour and service should be rewarded and sanctions applied consistently for inappropriate behaviour.
- Ensuring fairness of treatment for all. All members of the school community will be listened to, responded to and trusted until that trust is broken.
- Ensuring that all members of the school community can work in a safe and secure environment free from disruption, bullying or any forms of harassment.
- Ensuring pupils whose behaviour and attendance may deteriorate through genuinely difficult circumstances or for genuine reasons are identified, supported and treated compassionately.
- Encouraging a positive, trusting relationship with parents/carers to ensure a shared approach.
- Expecting adults and pupils to act with integrity and as appropriate ambassadors for the school at all times, inside and outside of school.
- Encouraging all school adults to model positive behaviour and to promote it through development of pupils' knowledge and understanding of Christian Values.

This policy seeks to put into practise the shared values of the Woodchurch community: its students, staff, parents/carers and the wider community.

## TEACHING AND LEARNING: the development of social, emotional aspects of learning

For Woodchurch High School to be proactive in promoting behaviour it is important that we provide opportunities within the curriculum in which good character and Christian Values can be modelled, taught and practised. We expect all adults to support our pupils in learning how to act in keeping with the school's values and beliefs. These opportunities exist not only within the curriculum but also through:

- PSHCEE drop-down days
- Celebration assemblies
- School Council
- Peer Mentoring
- Sex & Relationship Education
- Positive Behaviour systems
- Attendance Policy
- Pastoral assemblies
- Form time
- Extra-curricular activities
- Collective Act of Worship
- Careers Education & Guidance
- Drug Education

Pupils with more challenging behaviour have the opportunity to benefit from periods of targeted support and intervention in a number of ways:

- Mentoring schemes
- Support from school counsellor & welfare officers
- Placement in the Learning Support Unit (LSU)
- Individual Educational Programme/Pastoral Support Programme/Pupil Profiles/ASPs (IEPs/PSPs)
- Involvement of outside agencies (ESW, CAMHS, AST, Response)
- Involvement of external professional/specialists e.g. Ed Psych, School Nurse, Family support.
- Alternative Educational Provision in line with the Wirral Guild of Alternative Education Providers.

The school's learning and teaching policy will support staff in promoting positive behaviour and attendance.

We hope in this way to prepare our students for the opportunities, responsibilities and experiences of adult life. Pupils and parents/carers will be kept firmly up to date with all relevant policies and will be included in this regular evaluation via our website, PTA, questionnaires etc.

## The Rights and Responsibilities of school, governors, pupils and parents/carers

At Woodchurch High School we recognise that promoting positive behaviour is the responsibility of the school community as a whole. However, the Headteacher and Senior Leadership Team, are responsible for the school's policy and procedures. Mr A Smith, Assistant Headteacher, and Mr M Canham, Assistant Headteacher, will oversee the day to day implementation and management of the policy.

### SCHOOL/GOVERNORS

RIGHTS	RESPONSIBILITIES
To make clear the schools statutory powers to discipline pupils and that pupils and parents/carers respect this.	To ensure that the whole school is consulted about the principles of the behaviour policy.
To enforce the school behaviour policy including rules and sanctions.	To ensure that the measures used to ensure good order, respect and discipline are communicated clearly.
To expect pupils and parents/carers cooperation in maintaining an orderly climate for learning.	To ensure that the school behaviour policy does not discriminate against any pupil on groups of e.g. race, religion, gender, disability or sexual orientation in line with the Equality Act 2010.
To expect pupils to respect the rights of other pupils and adults in the school.	To ensure staff are clear about the extent of this disciplinary authority and receive the necessary professional development where appropriate.
To expect parents and carers to take responsibility for the behaviour of their child both inside and outside of school.	To apply sanctions fairly, consistently, proportionately and with integrity, reasonably taking into account SEN, disabilities, domestic circumstances and the needs of vulnerable children and offering support as appropriate.
Not to tolerate violence or threatening behaviour by pupils or parents/carers.	To take all reasonable measures to protect the safety and wellbeing of staff and pupils.
To take firm action against pupils who harass or denigrate teachers or other school staff on or off premises.	To ensure staff model good behaviour.
To behave with good character, embodying our Christian Values at all times, setting an example to others.	To promote positive behaviour through active development of pupils' character. To keep parents/carers informed of their child's progress, good and bad, use appropriate methods to engage them and where necessary support them in meeting their parental responsibilities.
	To work with other agencies to promote community cohesion and safety.

## PARENTS/CARERS

<b>RIGHTS</b>	<b>RESPONSIBILITIES</b>
To contribute to the development of the school behaviour policy.	To respect the school's behaviour policy and the disciplinary authority of school staff.
To be kept informed about their child's progress including issues relating to their behaviour.	To help ensure that their child follows reasonable instructions and adheres to school rules, successful learning criteria and the Christian Values.
To expect their child to be safe and secure in school.	To send their child to school each day on time, in correct uniform, rested and equipped to learn.
To have any complaint they make about their child being bullied taken seriously and investigated/resolved as necessary.	To ensure staff are aware of any Additional Needs related or other personal factors which may result in their child displaying behaviours outside the normal.
To appeal to the Headteacher/Governors if they believe the school has exercised its behaviour policy unreasonably.	To be prepared to work with the school to support their child's positive behaviour.
To appeal against a decision to exclude their child, first to the governors and then in cases of permanent exclusion to an independent panel.	To attend meetings with the Headteacher or other school staff if asked to discuss their child's behaviour.
	If their child is excluded from school to ensure that the child is not found in a public place during school hours in the first 5 days of exclusion and to attend a reintegration interview with the school at the end of the fixed period of exclusion.

## PUPILS

<b>RIGHTS</b>	<b>RESPONSIBILITIES</b>
To contribute to the development of the school behaviour policy.	To follow reasonable instructions by staff, follow the code of conduct and Successful Learning criteria and accept sanctions appropriately.
To be taught in environments that are safe, conducive to learning and free from disruption.	To be trusted as ambassadors for the school when off school premises.
To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.	Not to bring inappropriate or unlawful items to school.
To appeal to the appropriate authority if they believe the school has exercised its disciplinary authority unreasonably.	To act with integrity, showing respect to school staff, fellow pupils, school property and the school environment.
	Never to denigrate, harm or bully other pupils or staff.
	To cooperate with and abide by any arrangements put in place to support their behaviour.
	To behave with good character, acting with humility by respecting the rights of others and embodying our Christian Values.

## Code of Conduct

The school's Code of Conduct promotes positive behaviour and sets explicit standards for all pupils. It was drawn up in consultation with pupils and staff. It covers expectations of attendance, punctuality and behaviour around the school and in the community before, during and after school.

### IN THE CLASSROOM

At all times pupils will:

- Be respectful and polite: swearing, bullying, rudeness, discrimination of any kind (homophobic, transgender, racist, sexist) is not acceptable and **will not** be tolerated.
- Be considerate and compassionate.
- Be trustworthy and take responsibility for their own actions.
- Be punctual for school and lessons.
- Be prepared to learn and arrive for lessons with the correct equipment and homework.
- Be smart and wear the correct school uniform at all times.  
***Follow the school dress code e.g. 10 stripes on tie, no bracelets, no nail varnish, to have a school bag, no more than one small stud earring in each ear, no extreme hairstyles and no number one haircuts anywhere on their head.***
- Do the best they can to try and achieve their maximum potential in school.
- Consider with compassion and respect, other people's views and opinions.
- Allow others to learn in peace.
- To follow our 10 Successful Learning Criteria.
- **ENSURE MOBILE PHONES ARE NOT ON AT ANYTIME IN SCHOOL OR WITHIN THE SCHOOL ENVIRONMENT.**
- **Pupils are not permitted to have fizzy drinks on school premises.**

## **AROUND THE BUILDING:**

### **Pupils will:**

- Show integrity by treating the building and its grounds with respect at all times.
- Put all litter in the correct bins.
- Walk quietly and sensibly around the building and respect that others may be working.
- Eat and drink only in permitted areas, e.g. the Learning Café, dining hall or on allocated tables.
- **NOT SMOKE CIGARETTES OR E-CIGARETTES ANYWHERE ON THE SCHOOL PREMISES OR AT ANYTIME IN SCHOOL UNIFORM – THIS IS AN EXCLUDABLE OFFENCE.**
- Not ride a bike on the school premises: dismount at the school gates.

## **IN THE NEIGHBOURHOOD:**

### **Pupils will:**

- Be a good and just citizen and behave with good character.
- Respect and serve the community we are part of, at all times.
- Ensure the School Code of Conduct applies when out in the community.

## **ON THE BUSES:**

- The school Code of Conduct applies at all times.
- Mobile phones are permitted on the buses (pupils are not permitted to take photos or videos without permission).
- To ensure high standards are maintained the following positive behaviour system may operate:
  - Anti-social behaviour will result in firstly, a verbal warning to the pupil and a letter being sent home informing parents/carers of the unacceptable conduct. Second offence will result in a letter being sent

home to invite parents/carers in to discuss their child's behaviour. A third offence will result in permission to travel on the school's bus being rescinded for a period of time and parents/carers being invited to a meeting with the Headteacher.

## **Education & Inspections Act 2006 – Key Points**

Following the enactment of the Education and Inspections Act 2006 and the Education Bill currently being ratified by Parliament there are some significant changes to the power of schools to discipline pupils:

### **KEY POINTS**

#### **Power to discipline**

- Schools have a statutory power to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction as long as it does not breach any other legislation and is reasonable in the circumstances.
- All teachers and other staff in charge of pupils are trusted and have the power to discipline.
- The Headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers.

#### **Outside school premises**

- Schools have a statutory power to discipline pupils for misbehaving outside school premises and not supervised by school staff if such behaviour poses a threat to another pupil or member of the school or could adversely affect the reputation of the school or could have repercussions for the orderly running of the school.

#### **Detentions**

- Teachers have a legal power to put pupils aged under 18 in detention after school session and on weekends and non teaching days.
- Where detentions occur outside school hours school will endeavour to give parents/carers 24 hours' notice in consideration of health and safety issues.

#### **Confiscation**

- Schools can include confiscation of pupils' property as a disciplinary sanction in their behaviour policy.
- To be lawful confiscation must be a reasonable sanction in the circumstances of the particular case.
- The current legislation protects school staff from liability for damage to, or loss of, any confiscated items.

- Schools have the power to search without consent for weapons, knives, alcohol, pornography, fireworks, cigarettes, e-cigarettes and other tobacco products, illegal drugs and stolen items (this list is not exhaustive). Prohibited drinks such as Lucozade will be confiscated, as will items which have been brought in to sell.
- Weapons and knives must always be handed over to the police; otherwise it is for the teacher to decide when and if to return a confiscated item.
- Pupils are not permitted to sell items, prohibited or otherwise, on the school premises.

### **Use of Reasonable Force**

- Staff also have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

At Woodchurch High School we expect every adult to have familiarised themselves with the Department of Education guidance outlined (see Appendix 3). In applying the policy there is an expectation that staff adopt an approach that is both reasonable and appropriate to the circumstances.

## Expectations for positive behaviour off site

At Woodchurch High School we have high expectations of the behaviour and integrity of our pupils when off school premises. This includes behaviour on activities arranged by the school such as work experience, educational visits, alternative provision, behaviour on the way to and from school, behaviour when in a public place.

As such this policy has the following objectives:

- To act with respect and integrity on transport, educational visits or other placements.
- To secure behaviour which does not threaten the Health and Safety of pupils, staff or members of the public.
- To provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school.
- To protect individual staff from harmful conduct by pupils of the school when not on site.

To that extent the school will:

- Work with transport providers to agree how behaviour on contract transport should be addressed.
- Make our expectations clear about the consequences of poor behaviour on transport (including loss of access to transport) to all pupils (see previous).
- Work with work experience/alternative education providers to ensure the school/provider contract makes clear our expectations of behaviour and procedures to use in the case of poor conduct.
- Liaise with the local community, retail staff and police to establish clear communication in managing complaints by individuals in the community.
- Work with parents/carers to show how they can report poor out of school behaviour by pupils.
- Ensure that all applications for educational visits include clear statements to pupils and parents/carers about behavioural expectations.

### **Social Media (such as mobile phones, internet sites and chats rooms)**

Technology can be exploited by pupils in order to bully or embarrass fellow pupils or staff. The use of defamatory or intimidating messages/images inside or outside school will not be tolerated and confiscation, disciplinary sanction (up to and including exclusion and police involvement)/ restorative justice procedures will be applied as appropriate.

The use of mobile telephones on residential trips is at the Headteacher's discretion, as ratified by the Governing Body.

### **Abuse or intimidation of staff outside school**

At Woodchurch High School we will not tolerate abuse or intimidation of staff by pupils when not on the school site and when not under the lawful charge of a member of staff.

Staff who feel they have been subject to abuse or intimidation by pupils outside school should refer to the issue in the first instance to Ms R Phillips or a senior member of staff.

The school will apply disciplinary sanctions and restorative justice procedures as appropriate at a suitable time when the pupil is in school (such sanctions are likely to include referral to the police).

## Rewards and Sanctions

Our Code of Conduct is supported by a coherent system of rewards and sanctions that are based on the idea of 'choice and consequence' with the ownership of the behaviour placed firmly with the pupil.

- Should pupils choose to follow school expectations and Successful Learning Criteria and behave with integrity then they will be rewarded.
- Should pupils choose not to follow school expectations and Successful Learning Criteria and behave inappropriately then a system of sanctions will be applied where appropriate.

Underpinning the application of rewards and sanctions is an expectation that all adults in the school will intervene with pupils in a manner that:

- Encourages and promotes good behaviour
- Looks to defuse and positively manage confrontation should it arise.

## **REWARDS**

At Woodchurch High School we believe that the Christian Values and beliefs that underpin the positive climate for learning are best promoted when pupils feel secure and are appropriately rewarded for all aspects of their school life, including behaving as expected. To secure the positive climate for learning, we seek to create an atmosphere where the emphasis is on praise and encouragement whilst accepting there will be a need to support those pupils who find it difficult to maintain acceptable behaviour.

At Woodchurch High School a wide range of rewards are available and all adults are encouraged to reward positive behaviour through:

- Oral praise (public and private)
- Written praise in the marking of work
- Special responsibilities
- Referral to FT/Curriculum Leaders/Pupil Progress Leaders/SLT
- Contact with parent/carers
- IRIS rewards
- Class treats/visits
- Displays of pupils' work

In addition to the above strategies the school has a formal reward system which is used to recognise and congratulate all pupils when they set good examples or show

improvement in their own behaviour or attendance or effort and display our Christian Values. This system includes:

- Prizes
- Certificates/postcards home
- Commendation letters
- IRIS prizes
- Headteacher awards
- Presentation assemblies

## **SANCTIONS**

Where pupils choose, after appropriate help and intervention, NOT to respond to the school's expectations for misbehaviour and follow our Successful Learning Criteria, then sanctions will be necessary. We want available sanctions to be used to promote and develop positive behaviour and we expect all adults and pupils to use the opportunities provided within the sanctions system to look to resolve the issues that have led to the inappropriate behaviour.

We expect pupils to take ownership of their behaviour, their learning and our Christian Values, however there is also an expectation that all adults will maintain a professional approach in managing their own behaviour and in modelling expected behaviours when intervening and interacting with pupils. Sanctions are more likely to promote positive behaviour and regular attendance if pupils see them being applied fairly and consistently.

Adults are further expected to:

- Make clear they are dealing with the behaviour, not the person.
- Avoid early escalation to secure sanctions.
- Avoid whole group sanctions that punish the innocent as well as the guilty.
- Use sanctions to help the pupil and others learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome).
- Never issue a sanction that is humiliating or degrading.
- Use sanctions in a calm and controlled manner.
- Ensure that sanctions are seen as a consistent and inevitable (i.e. when a sanction is mentioned, it is used).
- Take account of individual circumstances.
- Attempt to link concept of sanctions to concept of choice i.e. 'choices lead to consequences.'
- Encourage pupils to reflect on the effects of their misbehaviour/absence on others.
- Encourage pupils to demonstrate, through acts, our Christian Values.
- Apply the behaviour system fairly and consistently.

The maintenance of the positive climate for learning in and around the school is the responsibility of all members of the school community. In the classroom however the primary responsibility for creating a learning climate lies with the adults in the classroom.

## **Taking account of individual pupils needs (Additional Needs, disability, vulnerability, race, religion, culture, sexuality)**

At Woodchurch High School we endeavour not to discriminate – through application of the behaviour policy – against pupils whose apparent inappropriate behaviour may be a function of their Additional Needs, disability, gender, sexuality, gender orientation racial and/or religious/cultural background.

Adults should be aware that blanket policies might put the school at risk of discriminating against some pupils. In other words we need to make reasonable adjustments for some pupils in our care.

Therefore when intervening with apparent inappropriate behaviour all adults must accept that there will be circumstances in which some pupils may be treated differently from others and are expected to take account of those individual pupil needs when applying sanctions (see Appendix 3).

## **Harassment and bullying**

At Woodchurch High School we seek to promote racial equality and eradicate all forms of bullying based on gender, sexuality etc. Bullying will not be tolerated. All adults and pupils are advised to follow reporting procedures as outlined in the Anti-Bullying Policy as soon as they can.

## **Procedures for dealing with unacceptable behaviour**

It is the responsibility of subject teachers to deal with minor incidents which occur in the classroom (for examples see table 1). They should fill an incident report on IRIS. More serious incidents can be dealt with by the teacher but they should also inform their Subject Leader/Curriculum Leader. After the Head of Department has dealt with the incident, in line with departmental policy, the follow up should be recorded by the Subject Leader/Curriculum Leader on IRIS.

The Pupil Progress Leader will monitor pupils' behaviour across the curriculum. They will become involved usually when a pupil's behaviour is causing concern in a number of subject areas. They will then take appropriate action and again record the follow up on the pupil's IRIS log. They are also responsible for dealing with serious incidents which are likely to result in exclusion.

Members of the SLT are available throughout the day to remove pupils from lessons where there is serious disruption.

Subject teachers should send a sensible pupil to Mrs Bennett, Headteacher's PA, who will contact the member of the SLT available. However these incidents still need to be recorded by the member of staff to enable Pupil Progress Leader/SLT to deal with the matter.

The Headteacher (or a member of the SLT deputising for the Head) is the only member of staff who can sanction a fixed term or permanent exclusion.

In dealing with the incidents of unacceptable behaviour it is expected that all staff will follow the school's positive behaviour system.

### **Sanctions**

Outlined below are examples of unacceptable behaviour and sanctions which are available; this list is not exhaustive. This is not a tariff and each case must be dealt with according to its merits. Sanctions should be applied in accordance with DfE guidelines.

<b>Behaviour</b>	<b>To be resolved by</b>	<b>Possible sanctions/strategies</b>
<p>Low level disruption</p> <ul style="list-style-type: none"> <li>• Lack of concentration</li> <li>• Calling out</li> <li>• Telling lies</li> <li>• Chewing</li> <li>• Not following instructions</li> <li>• Minor bad language</li> <li>• Use of mobile phone</li> <li>• Lack of homework</li> <li>• Lack of equipment</li> <li>• Late to lesson</li> <li>• Littering</li> <li>• Off-task disruption</li> <li>• Answering back</li> <li>• Having possession of low level prohibited items such as chewing gum, fizzy drinks, isotonic drinks</li> <li>• Talking without permission</li> <li>• Moving seats without permission</li> <li>• Rudeness</li> <li>• Defiance</li> <li>• Lack of effort</li> <li>• Whispering when should be silent</li> <li>• Shouting across classroom</li> </ul>	<p>Low level intervention by adults within the classroom</p>	<ul style="list-style-type: none"> <li>• Non verbal signals</li> <li>• Behaviour for learning strategies (see Appendix 4)</li> <li>• Verbal reprimand</li> <li>• Cooling off period outside (max 5 mins)</li> <li>• Move seats</li> <li>• Positive Behaviour System</li> <li>• Workroom</li> <li>• Detention</li> <li>• Phone call home</li> <li>• Provision of equipment with deferred sanction</li> <li>• Recognition of lateness with deferred sanction/discussion</li> <li>• Confiscation</li> <li>• Community Service</li> </ul>
<ul style="list-style-type: none"> <li>• Persistent repeated minor incidents as above</li> <li>• Verbal abuse</li> <li>• Bullying – name calling</li> <li>• Truancy</li> <li>• Continually off task</li> <li>• Minor vandalism</li> </ul>	<p>Medium level intervention by adults within the classroom with HOD/Curriculum Leaders/PPL as appropriate</p>	<ul style="list-style-type: none"> <li>• CAL/PPL meeting with pupils</li> <li>• Contact with parent/carer via letter or interview</li> <li>• Faculty detention</li> <li>• PPL detention</li> <li>• Rehab</li> </ul>

<ul style="list-style-type: none"> <li>• Abuse/violence isolated acts</li> <li>• Intimidating behaviour such as walking the building or grouping in gangs</li> <li>• Intransigence</li> <li>• Selling prohibited items such as chewing gum, cans of fizzy drinks</li> <li>• Inappropriate use of social media</li> </ul>		<ul style="list-style-type: none"> <li>• Behavioural report</li> <li>• Multi agency support</li> <li>• Amended timetable</li> <li>• Fixed term exclusion</li> <li>• Counselling/mentoring</li> <li>• Restorative justice</li> <li>• Time-out card</li> <li>• Removal of status</li> <li>• Removal of privileges</li> <li>• PSP</li> </ul>
<p>High Level Incidents:</p> <ul style="list-style-type: none"> <li>• Possession of knives, drugs, cigarettes, stolen property, electronic cigarettes*</li> <li>• The attempt to deal/sell any of the above items*</li> <li>• Any threatening behaviour relating to the possession of the above items, such as threatening a member of staff or pupil*</li> <li>• Setting off the fire alarm inappropriately</li> <li>• Truancy</li> <li>• Graffiti</li> <li>• Fighting</li> <li>• Open defiance</li> <li>• Sexual harassment</li> <li>• Physically threatening behaviour towards staff or pupils</li> <li>• Homophobic/transphobic/racial bullying towards staff/pupils</li> <li>• Bullying related to SEND</li> <li>• Cyber bullying</li> <li>• Assault*</li> </ul>	<p>High level intervention by Headteacher/ Member of the Senior Leadership Team</p>	<ul style="list-style-type: none"> <li>• Internal Exclusion</li> <li>• External Exclusion</li> <li>• Alternative Exclusion</li> <li>• Permanent Exclusion</li> <li>• Negotiated Transfer</li> <li>• Managed Move</li> </ul> <p>(incidents marked with * may lead to permanent exclusion)</p>

### **Workroom**

Should a pupil repeatedly disrupt the learning within a classroom, he/she may be sent to the workroom. The pupil is provided with work by the class teacher and completes it for the duration of the lesson. Following this sanction, a letter is sent home and the pupil is issued with a Faculty Detention and four Pastoral Detentions. A pupil may also be sent to the workroom for an extreme act in the lesson such as abusive language or arguing with the teacher.

## **Confiscation**

The aim of confiscating property is to maintain an environment conducive to learning one which safeguards the rights of other pupils to be educated with regard to Health and Safety, threats to good order, uniform violation, the ethos of the school.

At Woodchurch High School all adults have the authority to seize, retain or dispose of the following items if reasonably applied: sweets, chewing gum, cans of drink, paper balls etc.

Adults will also confiscate but not dispose of the following items: mobile phones, media players, jewellery deemed inappropriate. Such items will be placed in the school safe and must be collected at 3.15 pm of the same day for a first offence. Repeated offending will result in parents/carers being invited in to discuss and collect the offending items.

Exceptions to the above include material that is inappropriate, may be regarded as inappropriate or is illegal for a child to have such as cigarettes, e-cigarettes, lighter, pornographic material. This material should be referred to Mr Smith or Mr Canham in the first instance.

A pupil may reasonably be asked to turn out their pockets or to hand over an item that is against school rules.

It should be noted that while it is legal to confiscate a mobile phone searching through the phone or accessing text messages without the pupil's permission is not. If investigating any issue of cyber bullying the pupil's permission to look at their text messages should be sought.

Should there be a suspicion of inappropriate images on the mobile phone, staff will not try to access the images, but are to contact the police.

For further information, please see Safeguarding/Peer on peer abuse/Sexting policies.

## **Weapons, Drug, Stolen Property**

A separate legal provision makes it lawful for authorised school staff to search suspect pupils for knives, weapons, drugs, cigarettes, e-cigarettes, fireworks or stolen property without consent. At Woodchurch High School the following adults are authorised to search for weapons without consent using the agreed DfE guidance (Screening, Searching and Confiscation).

- Ms R Phillips, Headteacher
- Mr A Crick, Deputy Headteacher
- Mr Smith, Assistant Headteacher
- Mr Canham, Assistant Headteacher
- Mr Emmitt, Assistant Pupil Progress Leader

On no account should any other adult attempt to carry out a search of a pupil's property or clothing for any reason. Suspected pupils should be referred to the named staff who will decide on the appropriate action to take.

When the search takes place, a member of staff the same sex as the pupil should be present. With reference to searching, the school complies with Government guidance around screening, searching and confiscation.

## **Detentions**

At Woodchurch High School any detentions organised for a weekend or training day should be authorised by the Headteacher. Lunchtime and after school detentions can be set by any adult.

Detention time should be used purposefully to either:

- Allow pupils to catch up on learning they missed due to inappropriate behaviour; or
- Resolve more serious behaviour related issues through discussion.

Detentions should not be used to humiliate pupils and the use of lines and copying out should be avoided.

School will give 24 hours' notice for detentions that exceed 10 minutes – notification can take place by:

- A signed and dated note in the pupil's planner
- A detention slip issued to the child
- A phone call, email or text as appropriate

Alternative arrangements may be made between the PPL and parent/carer regarding notice for detentions.

### **Lunchtime detentions**

- Lunchtime detentions must not be of such duration that a pupil or supervising adult misses the opportunity to eat, drink and use the toilet or for the pupil to go home for lunch. They should normally not exceed 30 minutes. Pupils may need to be kept with Pupil Progress Leader all the time therefore supervised.

### **After school detentions**

- After school detentions must not exceed 45 minutes.
- Staff should inform a member of the administration team when they have kept a pupil behind after school.

### **Considerations in carrying out a detention**

If there is a doubt about the parents/carers receiving or responding to a detention notification then staff should try and confirm by phone. Staff should note all phone calls made in case of any subsequent challenge.

Staff should be mindful of safeguarding policy when supervising pupils in detention and ensure the reception has a list of pupils being kept on detention.

Staff issuing detentions must make reasonable arrangements with parents/carers while ensuring the terms of the detentions are met if for example:-

- A pupil is required to use transport from a detention
- A pupil is a primary carer, a CLA or a vulnerable pupil
- Holiday or other commitments have already been made

### **What to do if a pupil walks out of detention**

- Point out that the pupil needs to return to the detention but make clear that the pupil will be accountable for the choice they make.
- Make this point clear to the other pupils who may also be on detention.
- Do not ensure the requirement to remain by use of force.
- Inform your line manager (and office staff if appropriate to allow them to contact home) that the pupil has left the detention without permission. A further higher level sanction may be imposed on the pupil subsequently.

## **Procedures for Fixed and Permanent Exclusions**

The school has a strong disciplinary code which is welcomed and understood by pupils and parents/carers.

Our intention is to allow our pupils to be able to learn in a quiet, calm atmosphere. Poor behaviour lowers standards.

As already stated, when pupils misbehave a wide variety of sanctions are available including: Rehabilitation Room, alternative exclusion, short term exclusions and ultimately permanent exclusions.

### **Use of our rehabilitation room**

We have developed the use of a rehabilitation room. The room will only be used for pupils who have committed offences that would normally lead to exclusion. Before any pupil is placed into the room the case must be discussed with a member of the Senior Leadership Team. The parents/carers will be fully apprised of our reasons for using this form of correction in that the use of the room is an alternative to exclusion and appropriate work will be provided for the pupil. The work supplied will be taken from specifically designed work packs. These packs are fully differentiated

and relevant to the work being carried out at the time the pupil is in the rehabilitation room. The success of this form of correction will be assessed by the positive response of the pupil whilst in the room and on re-integration into mainstream education. If it is felt that the pupil has responded negatively or indifferently to the experience then the normal period of exclusion will subsequently occur.

The rehabilitation room is an effective sanction in that it:

- a) reduces the number of days the pupils spend out of school;
- b) punishes the pupil whilst enabling them to continue their studies under supervision;
- c) continues to send out the appropriate message to our other pupils that certain forms of behaviour will not be tolerated in school.

### **Fixed Term Exclusion**

Pupils are given work to take home whilst on exclusion; differentiated work packs will be provided which are fully relevant to the work being carried out in the lessons whilst the pupil is on exclusion. If possible, subject class teachers will provide relevant and appropriate work to ensure minimal disruption to progress. Pupils who are excluded will be sent home with this work. The completion of this work pack will be a condition of re-entry into school following the exclusion. This will prevent pupils from having their educational progress hindered by the exclusion. This strategy should emphasise to pupils that we will not tolerate certain forms of anti-social behaviour but at the same time their education must continue.

Short term exclusions are used when it is felt that all other avenues have been exhausted and / or the actions are serious enough to warrant exclusion.

Short term (or fixed term) exclusions are used in response to verbal or physical abuse of staff, racist comments, bullying and acts of violence. As far as possible parents/carers will be contacted prior to the exclusion and informed as to the reason for this action.

There is also an exclusion package of work which is provided for pupils. Parents/carers understand that this work must be done during the exclusion.

If any incidents occur at or near the time of examinations the exclusion will be postponed whilst pupils are allowed to remain in school for revision and the exams. They may be placed in our Learning Support Unit for a short term in lieu of exclusion if circumstances warrant.

School has also introduced an alternative to a fixed term exclusion in the form of extended night school detentions. These are designed and set up to be supportive of parents/carers who work or who prefer their child to serve these detentions in order to avoid them missing school work. Should parents/carers select this option then attendance at the detentions is mandatory. Every one day exclusion will equate to two three-hour detentions served after school, at mutually agreeable dates, from

3.30 pm until 6.30 pm. Parents/carers will be invited to attend a return to school meeting with the Pupil Progress Leader as with normal Fixed Term Exclusions.

Saturday detentions will also be available as an alternative to a fixed term exclusion and will be organised on a Saturday monthly under the supervision of the Headteacher (see Appendix 6).

Following a fixed term exclusion parents/carers of the pupils will be interviewed in school along with the pupil. This interview allows the Senior Leadership Team and Pupil Progress Leaders to talk to parents/carers and continue the partnership which is essential to ensuring good behaviour. It also allows school to reach those parents/carers who are less inclined to engage with school as well as to ensure parents/carers are aware of the escalating nature of their child's sanctions and the potential for more serious sanctions to follow.

If a pupil's conduct continues to be so unacceptable that it is adversely affecting the education of other pupils, and when all other avenues once again have been used, i.e. involvement of Education Social Worker and/or Educational Psychologist and/or Youth Liaison Officer and/or Social Services etc, then pupils are permanently excluded.

Running through our behaviour and disciplinary procedures are the principles outlined in the Circular 10/94:

- pupils should be in school and learning
- exclusions should be used sparingly in response to serious or repeated breaches of school policy or law
- permanent exclusion is used as a last resort when all other reasonable steps have been taken and (very importantly), when allowing the child to remain in school would be seriously detrimental to the education, welfare or health & safety of the pupil or of others
- extent of violation of the school's Behaviour Policy whether the offence occurred off school site (bringing the name of school into disrepute)

### **Managed Move**

Should a pupil's behaviour have deteriorated to the point where he/she is at risk of permanent exclusion and the pupil has failed to respond to support and intervention put in place, a Managed Move will be sought.

The Managed Move process is facilitated by the Local Authority.

This process is designed to avoid the pupils being Permanently Excluded and offers the pupil an opportunity to continue their education in another mainstream school.

Should the Managed Move be successful, the pupil will continue his/her education full time at the other school.

Should it not be successful, then the Headteacher will consider Permanent Exclusion.

### **Negotiated Transfer**

Should a pupil's behaviour have deteriorated and it is considered that they require a fresh start, the pupil may be considered for a Negotiated Transfer. The school will then support the parents/carers in applying for a transfer to another school.

This process is facilitated by the Local Authority.

The Negotiated Transfer will involve a trial period at another school. Should this be successful, the pupil will continue his/her education full time at the other school.

Should the Negotiated Transfer fail, then the pupil will return to Woodchurch High School and a meeting will be held with the Head teacher and Mr Smith to discuss the pupil's academic future.

### **Permanent Exclusion**

When deciding to permanently exclude the Headteacher takes into account:

- age and health of pupils (including mental health)
- previous record
- domestic situation
- parental and peer pressure
- severity and frequency of behaviour
- the likelihood of recurrence
- extent of violation of the school's Behaviour Policy whether the offence occurred off school site (bringing the name of school into disrepute)
- whether the behaviour was committed alone or as part of a group
- whether the pupil is looked after
- additional educational needs.

The decision to permanently exclude a pupil is a very difficult decision to make and one which is only taken when the Headteacher believes to allow the pupil to continue in the school would have a detrimental effect on standards by the disruption caused, or by causing harm to the welfare of other pupils.

All parents/carers are made fully aware of their right to appeal to the Governing Body.

Parents/carers and Governors are provided with detailed 'logs' outlining the pupil's behaviour which has culminated in the exclusion either short or long term.

When parents/carers appeal, Governors listen to the case put forward by the parents/carers who also have the opportunity to question the Headteacher.

Governors then question the parents/carers, pupil (if present) and the Headteacher regarding the offences.

The Governors' decision to overturn or uphold the exclusion is taken in private and the parents/carers notified in writing.

If a permanent exclusion is upheld parents/carers have the right to appeal to the Local Authority and ultimately an Independent Appeal Panel.

### **Electronic Tagging**

Electronic Tagging of pupils in school raises serious concerns for the health and safety, and harmony of our community.

#### **Effects on our community:**

During or following a court procedure, a pupil may be subject to the wearing of an electronic tag. This would indicate an involvement in criminal behaviour, potentially, placing the welfare and safety of other pupils and staff in the school community at risk.

The wearing of a tag may also have a disruptive impact/effect on individuals within the community who may seek to negatively associate themselves with the wearer.

Should the tag be in place prior to the case being resolved in court, then there could be an issue in school should other pupils be aware of the case in question. This could affect evidence, statements and possible testimonies made in court.

#### **Effects on the wearer:**

The wearer themselves is at risk through pressure from peers which may ultimately impact on behaviour and jeopardise the outcome of the trial. The wearer may also attract a reaction from outside influences which could place them and others at risk

Such a pupil who is subject to an electronic tag may present and a Health & Safety risk to other pupils in our community.

It is therefore school policy to ensure an Alternative Provision for any pupil who has an electronic tag. At such time as the tag is removed, the Head teacher retains the right to request that the pupil does not return to the school community following their prior involvement in criminal activities to ensure the Health & Safety of the rest of the school is not at risk.

## Support for Staff

Woodchurch High School recognises that continued professional development on behaviour is essential in developing the positive climate for learning, we expect and we strive to ensure that all adults have access to CPD that is identified through appraisal review or self evaluation (Mentoring, Hotspots for SLT, NQT support, PJO/subject mentors, Behaviour for Learning Development Programme).

However we understand that from time to time and for a variety of reasons adults may feel unable to cope.

We provide the following additional support:

- Staff who are having difficulty with a class or group should in the first instance seek help from their Curriculum Leader or other relevant middle manager.
- Staff who need advice on managing the behaviour and attitude of individual pupils should speak to their Curriculum Leader and the pupil's Pupil Progress Leader.
- Staff who feel they have been subject to abuse or intimidation by pupils should refer the issue in the first instance to the pupil's Pupil Progress Leader.
- If appropriate the above issues can be further referred to Mr Smith (Assistant Headteacher) from which strategies to address the issues arising can be developed and supported. This may subsequently involve the support of SLT and outside agencies if appropriate.
- Access to the School Chaplaincy Team.

Further information and support may be provided by professional organisation.

## Support System for Parents/Carers

In addition to involving our parents/carers at all stages in their child's education we also want to gain their support for effective positive behaviour. To this end we offer parents/carers support from

- The Home School Liaison Officers
- Parenting courses arranged in school
- Family Matters
- Educational Social Worker
- Opportunities for further training
- Multi agency support targeted as appropriate
- Opportunities to discuss their problems with appropriate staff in confidence

- PP Counsellor and Welfare Officers

## Support System for Pupils

In addition to regular teaching and learning about positive behaviour and regular attendance and the support of a well organised and caring community some pupils will need extra support to help manage their behaviour and attendance. Many of our pupils who are referred to external agencies will be vulnerable and have Additional Needs.

School will look to identify early those pupils most at risk in order to draw up a support plan to address issues through for example:

- Liaison with parents/carers, previous schools and LA services (School Nurse, ESW)
- Liaison with outside agencies such as Police, CAMHS, AST, Response, Brook etc.
- Referral to appropriate alternative education providers.
- Referral to pastoral leaders through data analysis.
- Regular pastoral reviews to identify pupils most at risk.
- Courses to help develop good character.
- Referral for specialist advice from agencies linked to school.
- Referral to the LSU for a period of additional support outside the classroom environment.
- Mentoring (Adult and Peer).
- Multi agency (TAF) meeting.
- One to one counselling with a trained specialist (e.g. Response, Brook, Health Service in school) or support from Learning Mentors.
- Contact with parents/carers on first day of absence.
- Early contact with parents/carers following bereavement or other family upheaval.
- Chaplaincy Team.
- PP Counsellor and Welfare Officers.

### Learning Mentors/Counsellor & Welfare Officers

Should a pupil require a period of sustained support, he/she may be assigned a Learning Mentor or a series of sessions with a Counsellor & Welfare Officer.

This six week process is a bespoke support and guidance programme where individual pupil needs are addressed.

Through weekly meetings (sometimes more frequent meetings are necessary) the pupil will receive support to address any number of issues, and academic support.

Meetings are minuted and pupils are set pastoral and academic targets that are reviewed at the next meeting.

At the end of the process, an evaluation process is completed to evidence social and academic impact.

## **Consultation**

To be fully effective, this policy needs support from the whole community so consultation is essential. The law now requires a governing body to consult the stakeholders before making or revising its policy.

School adults, including governors, will be consulted through our website, questionnaires, working parties, PTA and informed via email and governors' meetings.

Pupils will be consulted through our website, questionnaires, school forum, working parties and informed through newsletters, school forum feedback and VLE.

Parents/carers will be consulted through our website, questionnaires, parents' events and informed via newsletters and VLE

## **Monitoring and Evaluation**

Evaluation of data takes place regularly every half term. Pupil Progress Leaders and Assistant Pupil Progress Leaders are expected to provide analysis of the data to Headteacher and Assistant Headteacher both at pastoral reviews and at regular meetings.

An audit of behaviour in conjunction with the consultative process should be carried out on a two year cycle to inform the effectiveness of the policy. The next audit is due to be carried out in summer 2017. The audit outcomes, like the data analysis, will inform our SDP and look to address any priorities arising.

At school we wish to know if this policy is working fairly. Data is therefore gathered consistently and analysed. This analysis informs the School Development Plan and also helps to identify patterns of poor behaviour and the steps necessary to tackle it. We therefore monitor the distribution of rewards and sanctions on IRIS using various criteria and also exclusion data from SIMS using criteria based on e.g. age, gender, SEND/PP, year group etc.

## Appendix 1

### THE POWER TO DISCIPLINE, BEHAVIOUR OUTSIDE SCHOOL PREMISES, CONFISCATION,

***Extracts from DfE's "Behaviour and Discipline in Schools – advice for headteachers and school staff" January 2016***

A. *Extract regarding the power to discipline in law*

#### **Discipline in schools – teachers' powers**

##### **Key Points**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

#### **Punishing poor behaviour**

##### **What the law allows:**

13. Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

14. To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

15. A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

16. The headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

17. Corporal punishment is illegal in all circumstances.

18. Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary

*B. Extract regarding behaviour and sanctions*

## **Behaviour and sanctions**

19. A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy should be supported and backed-up by senior staff and the head teacher.

20. Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

21. Schools should have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the school's behaviour policy. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.

22. When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. Good schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents. These can include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as 'mufti' days).
- Missing break time.
- Detention including during lunch-time, after school and at weekends.

- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- In more extreme cases schools may use temporary or permanent exclusion.

*C. Extract regarding conduct outside school*

## **Pupils’ conduct outside the school gates – teachers’ powers**

### **What the law allows:**

23. Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”<sup>7</sup> – see paragraph 21.

24. Maintained schools and Academies’ behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

25. Subject to the behaviour policy, teachers may discipline pupils for:

- misbehaviour when the pupil is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

26. In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## Appendix 2

### DETENTION – THE LAW

#### ***Extracts from DfE’s “Behaviour and Discipline in Schools – advice for headteachers and school staff” January 2016***

D. *Extract regarding detention*

### **Detention**

#### **What the law allows:**

27. Teachers have a power to issue detention to pupils (aged under 18).

28. Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.

29. The times outside normal school hours when detention can be given (the ‘permitted day of detention’) include:

- a) any school day where the pupil does not have permission to be absent;
- b) weekends - except the weekend preceding or following the half term break; and
- c) non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘non-contact days’.

30. The headteacher can decide which members of staff can put pupils in detention. For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions.

#### **Matters schools should consider when imposing detentions**

31. Parental consent is not required for detentions.

32. As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, as described in paragraph 15 above, when imposing a detention.

33. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

#### **Detentions outside school hours**

34. School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.

- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

E. *Extract regarding confiscation*

## **Confiscation of inappropriate items**

### **What the law allows:**

35. There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The **general power to discipline** (as described in the bullets under the heading “Discipline in Schools – Teachers’ Powers” on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully<sup>8</sup>. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

2) **Power to search without consent** for “prohibited items”. including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

36. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

37. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in ‘Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies’. See Associated Resources section below for a link to this document.

*F. Extract regarding use of reasonable force*

## **Power to use reasonable force**

38. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

39. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

40. Schools can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

41. Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'. See Associated Resources section below for a link to this document.

*G. Extract regarding seclusion/isolation rooms*

## **Seclusion / isolation rooms**

42. Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. If a school uses seclusion or isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy. As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms (see paragraphs 14 and 15). Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

43. It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat or use the toilet.

H. *Associated Resources*

5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

6. The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.  
<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>

## Appendix 3

### SUPPORT TO ADULTS IN DEVELOPING THE POSITIVE CLIMATE FOR LEARNING AND IN POSITIVELY MANAGING INAPPROPRIATE BEHAVIOUR

To create a culture where praise and reward are the norm and sanctions the exception, it is helpful if all staff develop the skills and strategies needed for them to be effective in encouraging behaviours for learning, for example:

- a conscious competence in giving praise;
- including behaviour and attendance objectives alongside lesson objectives;
- developing a presence in the classroom;
- using congruence of tone and gesture and tactically ignoring;
- offering assertive statements or directions;
- making use of good question technique;
- using the language of correction;
- offering partial agreements;
- using the language of choice;
- fair and appropriate use of the positive behaviour system.

Avoiding challenging behaviour:

- Be organised and on time.
- Try to have a positive or upbeat start to the lesson.
- Be aware of your tone of voice – calm and persuasive, not arrogant or condescending.
- Use your initiative, tailoring your actions to individual situations.
- Use pupils' names rather than referring to them in impersonal terms.
- Try to have a sense of humour; be relaxed.
- Give pupils a choice or a way out of situations.
- Deal with secondary issues at a later date. Loan a pen to those without, but follow this up after the lesson or as a reminder before the next lesson.
- Use strategies as listed in the school's BfL Toolkit document.

Diverting challenging behaviour:

- Give pupils responsibility.
- Change the subject or the conversation if possible.
- Acknowledge the reason for the conflict but say you will help or sort it out later.
- If appropriate, accept some responsibility for the situation and offer a new start.
- Be aware of the needs of the individuals and, where appropriate, modify tasks or offer support.
- Bring humour to the situation.
- Talk about pupils who have successfully dealt with other similar situations.
- Use the positive behaviour system fairly and appropriately.

### Defusing challenging behaviour:

- Use a personal touch – use of name or reference to former achievements.
- Offer a dignified way out of conflict.
- Avoid personal comments.
- Remain calm.
- Praise previous good behaviour.
- Remove for a short period of time or offer time-out. Discuss the incident before re-admission.
- Smile.
- Divert by changing the topic of conflict.

### Managing challenging behaviour:

- Allow the pupil space – a way out, time-out, etc.
- Keep conversation impersonal.
- Don't make impossible demands.
- Avoid making threats – state facts and make statements.
- Follow up what you say you will do.
- Avoid physical contact.
- Use the agreed system – CAL, PPL, APPL, SLT.
- Use the positive behaviour system consistently and fairly, removing pupils from the lesson for either a “time out” to work with the CAL/PPL, or removed to the workroom.
- Try to ensure the safety of others within the group.
- Be aware of individual education plan targets and the needs of individuals in the group.
- Avoid confining a pupil who is determined to leave – let him or her go and follow it up later.
- Restraint should only be used in proportion to the nature of the incident and only if there is threat to health and safety and property, and must be carried out using agreed restraint techniques. Authorisation for levels of restraint needs to be clear within the school and is detailed in safeguarding policy.

**Behaviour for Learning techniques and language scripts**

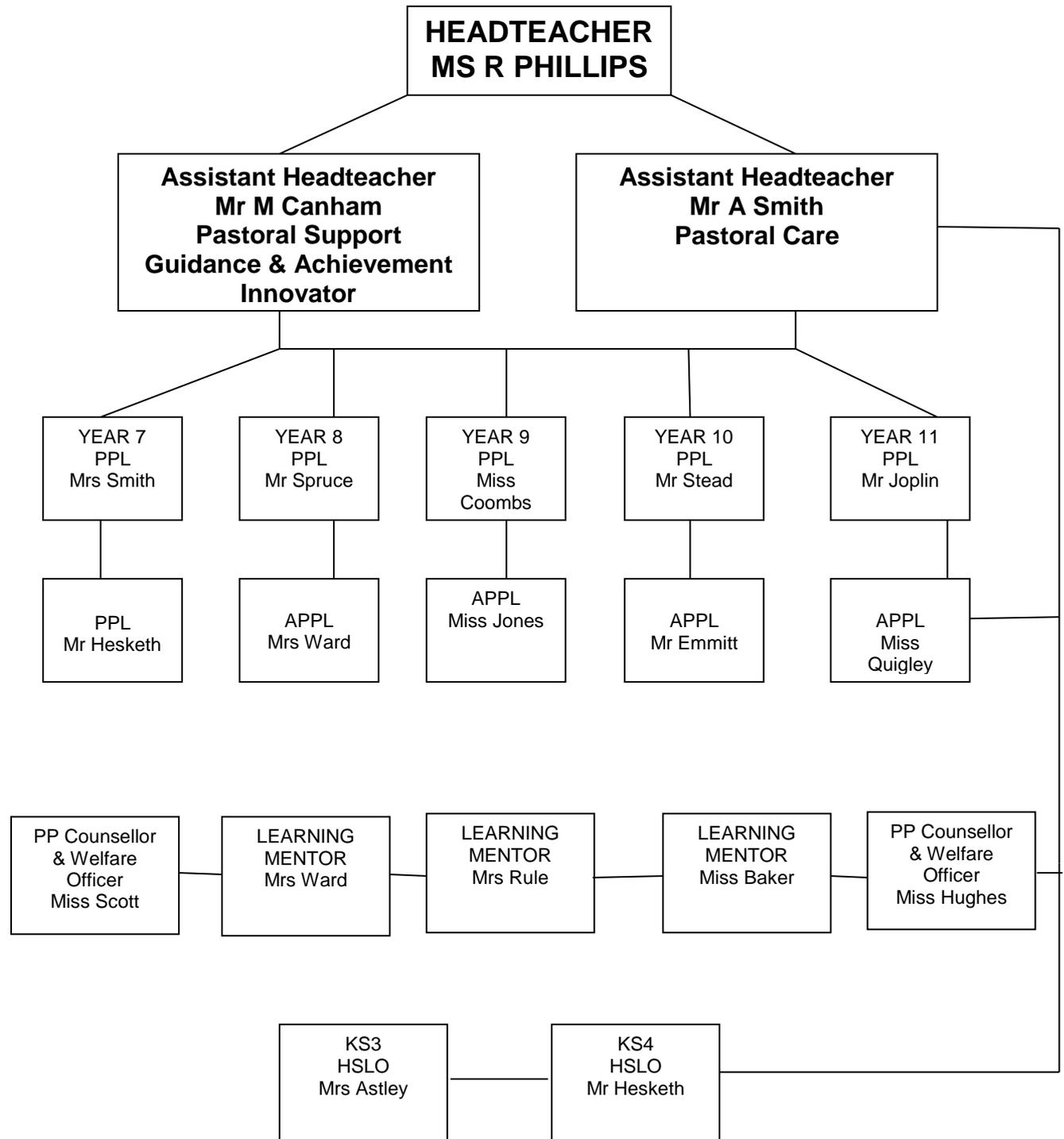
TECHNIQUES	DETAILS
Pause-direction	Use a pause after calling a name to establish and sustain attention. <i>“Sharon (pause)... - back to work, thanks. “Michael..facing this way and listening, ta”.</i>
Privately understood / non-verbal signals	Draws the class together and builds in sharing times. Examples include: ‘Clapping your hands three times; or standing next to a ‘learning zone’ poster in the room. <i>“Four on the Floor”</i> – for chair-leaners. Pointing to Code of Conduct / visual behaviour reminder. An individual pupil may recognise a gesture from the teacher as a reminder to concentrate on work.’
Tactical ignoring	May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the pupil and not the behaviour. Ignore the ‘target’ pupil but praise the nearby pupil. If target pupils change their behaviour, praise them. Example includes: The teacher may say to a nearby pupil. <i>‘Well done Phil – you remembered to put your hand up to answer a question.’</i>
Partial agreement	Deflects confrontation with pupils by acknowledging concerns, feelings and actions. Examples include: <i>‘Yes, you may have been talking about your work but I would like you to...’</i> <i>‘Yes, it may not seem fair but ...’</i>
When-then direction	Avoids the negative by expressing the situation positively. Examples include: It is better to say, <i>‘When you have finished your work, then you can go out’</i> than, <i>‘No, you cannot go out because you have not finished your work.’</i>
Take up time	Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follows an instruction with a pause to allow pupils time to comply. Example includes: <i>‘I need you to open your book and start work now Jane. I’m going to see Bill who needs some help but I’ll come back in a minute if you need any.’</i>
Choice direction	Gives pupils some control over a situation which is less likely to initiate point-blank refusal. Examples include: <i>‘I need you to get on with your work or (consequences) – it’s your choice.’</i> <i>‘Are you choosing not to follow our rules on _____?’</i> or <i>‘Sit over here or next to Peter (implicit choice).’</i>
Deferred consequences	Deals with a pupil who is misbehaving later and therefore removes the ‘audience’ the rest i.e. of the class who are watching the drama unfold and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome. Example includes: <i>‘I’d like to sort this out Amy but we can’t do it now. I’ll talk with you later / at the end of the lesson.’</i>

Consequences and sanctions, rule reminders	Needs to be in line with school policy and be implemented clearly and consistently. Example includes: <i>'Annette – you KNOW that if you're late to lessons without a pink slip you make up the time at lunchtime – full stop.'</i> <i>'What does the Code of Conduct say about how you are expected to enter the room?'</i> <i>'What's our rule for working noise?'</i>
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Other strategies are written in detail in the school's BFL Toolkit document.

Appendix 5

THE PASTORAL SYSTEM (2016/17)



## Appendix 6

### SATURDAY DETENTIONS PROTOCOL

#### **AIM**

The purpose of Saturday Detention is to provide a positive educational experience and a meaningful deterrent for students who have violated school rules/policies

Saturday Detention will be used as a sanction in lieu of external exclusion. This option keeps students from losing valuable learning time.

It will be used only when other sanctions, presently available, have failed or when the Headteacher considers it to be the only relevant sanction available.

The decision to place a student in Saturday Detention will lie with the Headteacher only.

Students who attend will have the opportunity to do homework, catch-up or remedial work under the supervision of the Headteacher.

Refusal to attend or lateness without an acceptable excuse may result in an additional Saturday Detention or exclusion from school.

The Detention will be held from 8.30 am to 11.30 am.

Saturday Detention will be held in the Headteacher's Office. Students will be expected to arrive with relevant work provided by staff. Computers will not be available and this should be borne in mind when setting work.

#### **Operational Procedure/Rules**

- Saturday Detention will be assigned by the Headteacher following a proper investigation of all circumstances.
- Ms Phillips/Mr Smith/Mr Canham or PPL will inform parents via phone call of the decision.
- Following phone call, a letter will be sent confirming details of the reasons and giving the time and date of the detention.
- Pupils assigned to Saturday Detention will be expected to bring enough material to the detention to full 3 hours of study.
- Staff will be expected to provide suitable material, remembering that computers will not be available.
- Pupils should report to the Headteacher's office for 8.30 am in full school uniform.
- Lateness should be recorded as it may result in further action.
- If an emergency arises and the pupil cannot attend, the parents should ring the Headteacher's office. If the reason is acceptable, the detention will be re-scheduled.

- If a pupil fails to attend with no explanations, further sanctions will be considered.
- If a student finishes all of his/her work, then additional work will be given.
- If a pupil is unable to attend Saturday Detention due to illness, he/she will be expected to bring verifiable proof to school. Saturday Detention will be re-scheduled. Failure to comply may result in exclusion.
- Students are not permitted to talk during Saturday Detention
- Eating, chewing gum or drinking beverages IS NOT allowed.
- Students cannot leave room without permission
- No electronic devices are allowed in Saturday Detention
- All school rules, outlined in School Policies apply to Saturday Detention. Any violation of these rules may result in the student being sent home and further disciplinary action.