

Purbrook Park School

ENJOY ENRICH EXCEL



Behaviour Policy

Co-ordinator: Luke Atiyah

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Review date: December 2021

1. Values and Principles

Purbrook Park School is a community in which outstanding behaviour is nurtured in order to create a whole school environment conducive to maximising an individual's learning potential and achievement.

It is the responsibility of all staff to ensure that all pupils of the school maintain excellent behaviour at all times.

Pupils play a key role in the promotion of acceptable behaviour.

Parental support is essential in promoting positive behaviour in pupils.

Our Four Key Rules: -

- **Arrive On Time and Be Ready to Learn**
- **Follow Instructions First Time**
- **Be Polite and Show Care and Respect**
- **Focus On Achieving your Personal Best**

2. Aims

To be a school that does not tolerate persecution or bullying of others on any grounds, including ability, additional educational needs or disability, age, culture, faith, gender, ethnicity or sexual orientation.

To ensure that praise, encouragement and rewards are used effectively to promote achievement and to secure good teacher-pupil relationships.

To develop self-discipline, self-control and a sense of responsibility for the school and its environment.

To encourage members of the school to demonstrate respect and courtesy to one another and to visitors to the school and our community neighbours.

To provide a clear and precise framework which all colleagues, parents and pupils view as being fundamental to enhance learning and achievement.

To promote ground rules of behaviour through the school's Four Key Rules.

To ensure that pupils understand the consequences of disruption to learning and breach of the Four Key Rules and that these are applied in a fair and consistent manner.

To provide challenge and support for pupils who deliberately and persistently ignore or breach the Four Key Rules or disrupt learning.

To provide appropriate support for colleagues and parents in managing behaviour effectively.

To ensure effective management of teaching and learning with well organised classes and lessons that are stimulating, appropriate, challenging and meet the needs of all pupils.

3. Roles and Responsibilities

It is the role of all colleagues, parents and pupils to promote excellent behaviour.

Our Four Key Rules provide a clear summary of our expectations for pupils and posters are on display in every classroom, and are promoted to all colleagues, parents and pupils.

Senior Leadership Team (SLT)

SLT will oversee a programme of lesson observations and work scrutiny to ensure effective use of the whole school Behaviour Policy.

SLT will oversee and undertake quality control and assurance monitoring of departmental policies to ensure rigour and uniformity of sanctions and rewards.

SLT will monitor behaviour during the school day, as part of our behaviour for learning procedures.

SLT will ensure that the Raising Standards Leaders (RSL), Lead Teachers, Teachers and Tutors carry out their responsibilities to monitor pupils through regular discussion to provide praise and support, with appropriate interventions and sanctions when required.

If, following action by teachers, tutors and Lead Teachers, further misdemeanours occur, the Raising Standards Leader will discuss further targets with parents. The situation will be outlined and targets will be set with the view to achieve improvement. This may include -

- Intervention support
- Removal of privileges at lunch or break time
- Pupil is placed on a behaviour contract to the Tutor, Raising Standards Leader and SLT, including the Deputy Head Teacher and the Head Teacher.

It is sometimes appropriate to complete a behaviour report in conjunction with the SENCo, and a copy should be circulated to all relevant colleagues for information.

Guidance about the investigation of a serious misbehaviour is given below.

Any internal and/or external support mechanisms will be identified to meet individual pupil needs.

Any further breaches of the Behaviour for learning Policy will be referred to SLT, who will write to parents and/or invite them for an interview. The situation will be outlined and targets will be set using a Behaviour Contract. Sanctions may involve a referral for isolation or exclusion.

Serious offences, for example abuse of staff or drug related incidents, will be directly referred to SLT or to the Head Teacher.

Lead Teachers

Lead Teachers will ensure that all department colleagues carry out their responsibilities with regard to the whole school Behaviour Policy. There should be regular monitoring and appropriate follow up of the use of rewards and sanctions within the Department.

During Department meetings, regular discussions of rewards and sanctions in relation to the development of teaching and learning should take place.

Lead Teachers will ensure that all department policies related to behaviour management are written in line with the whole school Behaviour Policy.

In planning Schemes of Work and individual lessons, it is essential to remember that the most positive impact on behaviour is where learning is most effective, when pupils are given: -

- Clear objectives and success criteria
- Short term, varied tasks
- Frequent changes of activity and
- Differentiated learning activities which offer challenge and meet the needs of all pupils
- Work that encourages a thirst for learning and deepens knowledge and understanding.

Subject Teachers

Subject teachers make explicit clear and specific lesson objectives, known as a WALT (What we are Learning Today) at the start of each lesson.

All class work and homework is appropriately differentiated, challenging and allows for progression of learning.

Subject Teachers carefully plan all lessons, meeting the needs of all pupils.

Subject Teachers set homework in line with the Homework Policy.

Subject Teachers mark and provide feedback for all pupils in line with the Marking and Feedback policy.

Subject teachers use praise and rewards whenever there is an opportunity to do this.

Tutors

Tutors should monitor attendance, punctuality, uniform and homework and take appropriate action if concerns arise.

Tutors should respond to any communications from home within 24 hours wherever possible.

Tutors should be aware of all sanctions and rewards issued to members of their tutor group, highlight early intervention strategies or support, and praise at the earliest convenience.

Appropriate targets should be set and reviewed on a regular basis as part of the mentoring process.

4. How to Promote Positive Attitudes to Learning

Lessons should be well organised and as far as possible: -

- Colleagues must arrive on time at their teaching area before the pupils.
- Smile, know, and use pupils' names.
- Pupils must be lined up quietly outside the teaching area.
- Promote good habits – pupils must enter the classroom, sit according to the seating plan or working groups, take out equipment and exercise books and follow the teacher's instructions.
- An attendance register must be taken
- The lesson must then start promptly, with all pupils attentive.
- If a pupil arrives late to school in the morning at the start of the school day, the pupil will receive and be expected to attend the Late Detention; this takes place every break time, for every pupil who is late to school.
- Appropriate resources should be available at the start and throughout the lesson.
- The lesson should always be concluded in an orderly manner. The teacher should ensure that the classroom and surrounding area is free from litter and then dismiss the class accordingly.

5. How to Respond to Disruptive Behaviour

If a pupil misbehaves in class, the teacher should use teaching strategies that they would normally use to encourage good behaviour and learning, these may include -

- Make eye contact, if this is suitable for the pupil.

- Give a verbal warning.
- Change of seat within the classroom.
- Speak quietly and calmly on a one to one basis.
- Remain focused on the poor behaviour, not the pupil.

E.g. “it is not acceptable for you to behave in this manner, focus on your work”

- Refocus the pupil on their work and learning.
- Praise where possible
- Speak to the pupil at the end of the lesson.
- Have a restorative meeting to promote a positive relationship between the pupil and the teacher.
- Use a seating plan
- Repetition of work
- Parental contact by telephone.
- If a pupil is sent out of the classroom, this must be for no longer than five minutes. Make sure that the pupil is away from others and not the centre of attention.
- If a pupil needs to be removed from the lesson, this must be with the Department’s Lead Teacher.
- If the pupil continues to misbehave, the Raising Standards Leader or a member of SLT will be called to remove the pupil.

If a pupil continues to misbehave despite strategies implemented the pupil receives a TIME OUT (sent for no more than 5mins to stand outside, teacher then goes to talk to the pupil with the sole intention of them returning to the lesson and learning).

The teacher is to log this on SIMS – by right clicking in the register.

If a pupil continues to misbehave following the TIME OUT/Talking, the pupil is then PARKED with the Lead Teacher. At the end of the lesson, the Lead Teacher returns the pupil to class teacher and talks through behaviour and expectations for next lesson.

The teacher is to log this on SIMS – by right clicking in the register.

Parents will be sent an automatic text to say that their child has received a TIME OUT and PARKING.

Pupil behaviour contracts

Pupils may be placed on behaviour contracts; these may be escalated as follows: -

Level 1 – Subject Specific

Level 2 - Tutor – Issues in 2 or more subjects

Level 3 – House Leader – Failure of Level 2

Level 4 - RSL – Failure of Level 3

Level 5 - Directors of Learning – Failure of level 4

Failure of Level 5 could lead to Managed Move or admission into the Isolation Room

Level 6 - Deputy Head Teacher (years 10 and 11 only)

Level 7 – Head Teacher (years 10 and 11 only)

Pupils going onto a contract will involve a meeting with parents where the following is discussed:

- What the problems are
- What the pupil is going to do differently (Targets)
- What the school will do to help
- What parents will do to help

An end date is set depending on the type of contract. Parents, pupils and the member of staff completing the contract are to sign the contract.

A meeting is then organised for the end date and pupils will have passed or failed the contract.

Pupils that fail to hand in homework

Staff are to use teaching strategies to encourage pupils to hand in homework. Missed homework on the 1st and 2nd occasion can be recorded on SIMS by right clicking in the register. This will automatically notify parents, allowing parents to have the opportunity to discuss this with their child at home.

If a pupil fails to hand in Homework on a 3rd occasion they will receive an hours Homework Intervention after school. Pupils will attend an hours Homework Intervention with MBA/LWI in the cover rooms; these will run Monday – Friday.

Pupils who are in the Homework Intervention will be escorted by their lesson 5 teacher, to the cover rooms at the end of the school day.

Non-Learning Misbehaviours

Examples of non-learning misbehaviours include -

Incorrect uniform

Chewing gum

Littering

Silly break and lunch behaviour

Pupils will receive a COMMUNITY SERVICE at Break, Lunch or After School for 15minutes (these will be recorded in SIMS and tracked), this could involve:

Litter picking

Tidying

Cleaning

Friday Detentions

These are to be issued by Lead Teachers, RSLs and SLT only after a full investigation has been carried out. These are preferential to Isolation as the pupil remains in lessons. They are for serious misbehaviours ONLY that do not warrant Isolation and/or exclusion. Pupils who fail to attend a Friday DT, are given Isolation until 5pm the following Friday, to make up the time.

Isolation

RSLs & SLT ONLY to issue an isolation.

Isolation can be used when an incident is being investigated and statements are being written. If it is deemed appropriate to isolate rather than issue a Friday Detention pupils will be placed in the Isolation Room for a set period of time. Pupils waiting a Managed Move may be isolated if their behaviour is hindering other pupils' learning and progress.

Pupils may be given extended time in the Isolation Room as a means of rehabilitation. Pupils will be taught learning behaviours, readying them for a return to mainstream classrooms.

Exclusions

Only the Head Teacher may exclude a pupil and this should only be used as a last resort.

- **Fixed Term Exclusions**

- The Head Teacher may issue fixed term exclusion for up to 45 days in one school year and work must be set for the period of exclusion.
- Parents will be requested to attend an interview on the pupil's return from a fixed term exclusion.

- **Permanent Exclusion**

The following list, which is non-exhaustive, outlines the misdemeanours, which the Head Teacher feels could lead to permanent exclusion from the school:

- a) Racial harassment
- b) Sexual harassment
- c) Bullying and intimidation
- d) Possession and selling of illegal substances
- e) Possession of articles which could be used as offensive weapons
- f) Theft
- g) Malicious damage to school property
- h) Conduct which brings the good name of the school into disrepute when travelling to and from school in uniform, or whilst representing the school in sporting events or as a member of a school party

- i) Persistent misbehaviour which over a period of time is disruptive to good order in the school and has a detrimental effect on the learning of other pupils
- j) Violent behaviour towards any member of the school.

6. Investigation of Serious Misbehaviour

The following guidelines should be adhered to:

1. Isolate individual(s) using an office, empty classroom or with SLT. All individuals involved should be isolated and supervised in separate rooms as soon as possible, to prevent any collusion among pupils when written reports of the incident are produced. Any reports from witnesses must be objective and reliable.
2. Avoid pre-judging the outcome
3. Any comments/questions should be focused on what has been reported
4. As far as possible have a second colleague present as a witness to proceedings.
5. Incidents such as fighting, bullying, theft, smoking and vandalism should be investigated and dealt with by the Raising Standards Leader with support from the SLT. Incidents of racism must be dealt with in the same manner and logged in the racist incidents file.
6. Searches must only be undertaken by a senior member of staff and always with a second person present.
7. A written report should be completed by the pupil, or where assistance is needed, colleagues may write the report, which should then be read back to the pupil and written confirmation of the accuracy of the content signed and dated by the pupil.
8. For very serious incidents such as drug use, theft, possessing of offensive weapons or assault, a second person should be present from the start of the investigation, whose role could be to scribe comments and/or ask additional questions. Drug related incidents should be reported directly to the Head Teacher. Serious accusations against colleagues should be reported immediately to the Head Teacher.
9. Any Child Protection issues should be reported to the member of staff responsible for Safeguarding and in his/her absence, to the Head Teacher.
10. It should be a priority to conclude questioning and have written reports on the day of the incident prior to the pupil(s) being sent home.
11. As appropriate, parents should be contacted.
12. By the end of the following day, the outcome and action should be agreed and carried out. However, if additional information and evidence is required, then interim measures may be set in place e.g. Isolation, fixed period of exclusion, while further investigation occurs.

7. Part-Time Timetables

These are to be considered alongside an Alternative Provision Proposal rather than the behaviour Policies.

Part-time timetables will be discussed with SLT and all evidence will be considered.

8. Mobile Phones

The use of mobile phones and other similar electronic devices including the use of headphones are not acceptable in school, unless a teacher has agreed the use of these devices within their lesson to aid and support learning only.

Devices and headphones are not to be used during the school day, including break and lunchtimes, without permission from the teacher.

If pupils bring these items into school, they must be switched off and placed in the bottom of the pupil's school bag during the school day.

If pupils are found to be using a device during the school day, without the permission of the teacher to aid learning, the items will be confiscated until the end of the school day, when they can collect the device and take it home. If a pupil is found to be using their device for a second subsequent time, then the device will be confiscated and locked away until a parent is able to come into the school to collect it.

9. Quality Assurance

It is the responsibility of all colleagues to ensure that rewards and sanctions are consistently applied to all pupils. All colleagues should ensure that rewards and sanctions issued are logged.

All SLT and Lead Teachers undertake lesson observations to ensure effective lesson structuring and excellent behaviour management is in place.

Lead Teachers ensure that rewards and sanctions are effectively and consistently used by colleagues.

Lead Teachers ensure that effective records are maintained relating to department reports and parent contact.

Lead Teachers and Raising Standards Leaders will ensure that pupils are receiving rewards and sanctions in a consistent and fair manner across all year groups. All Leaders use SIMS data to monitor and evaluate pupil behaviour, identify where and when support is needed and to implement and evaluate the impact of support put in place.

10. Managed Move Transfers

The Director of Inclusion has responsibility for managed move transfers and may meet with parents of pupils whose behaviour is causing a concern despite support and intervention. The possibility of a managed move transfer to an alternative secondary school will be discussed and the appropriate referral will be made to the County's Education Inclusion Service in liaison with the Head Teacher.

11. Power to Search

In accordance with the Violent Crime Reduction Act 2006, which came into force on 31 May 2007, the Head Teacher can authorise a member of staff to search pupils for knives and offensive weapons without consent. The guidance highlights the fact that no member of staff, unless authorised by the Head Teacher, can undertake a search. Where there is felt to be any risk to safety, the police should be called by SLT. The guidance also states that:

- Two members of staff must always be present at a search, and recommends that both should have received appropriate training.
- Where possible, the search should be undertaken by a staff member who is the same sex as the pupil, and the search should take place out of public view.

12. The Use of Force to Control or Restrain Pupils

The law forbids the use of corporal punishment in maintained schools. The Education Act 1996 states that,

“The law forbids teachers to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain or injury or humiliation.”

The Education Act allows teachers and other persons who are authorised by the Head Teacher to have control or charge of pupils, to use such force as is reasonable in all circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- a) Committing a criminal offence
- b) Injuring themselves or others
- c) Causing damage to property (including the pupil's own property)
- d) Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

This applies when teachers and other authorised people are on school premises and, where they have lawful control or charge of the pupil concerned elsewhere, for example, on a field trip or other authorised out of school activity.

Definition of Reasonable Force

There is no legal definition of 'reasonable force' as it will always depend on the circumstances of the case.

- The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force.
- Physical force cannot be justified in a situation, which could clearly be resolved without force.
- Physical force cannot be justified to prevent a pupil from committing a trivial misdemeanour.
- Any force used must always be the minimum needed to achieve the desired result.
- Whether to use force and what degree of force used might be influenced by the age, understanding and gender of the pupil.

Self-defence

Everyone has the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so.

Emergency situations

If a pupil is at immediate risk of injury or on the point of inflicting injury on someone else, any member of staff would be entitled and expected to intervene.

The application of physical force

Physical intervention will be the last resort, only used to prevent situations as described above. Every member of staff must be extremely cautious about using force to restrain a pupil. Physical intervention can take several forms. At no time should staff touch or hold a pupil in a way that might be considered indecent. It is advised to avoid the use of physical force except for in the most extreme circumstances, and staff must refer to risk assessments on pupils' individual files as appropriate.

It might involve staff in:

- a) Physically interposing between pupils
- b) Blocking a pupil's path
- c) Holding onto a pupil
- d) Leading a pupil by the hand or arm
- e) Shepherding a pupil away by placing a hand in the centre of the back
- f) Removing an article from a child

Staff must not act in way which might reasonably be expected to cause injury. For example by:

- g) Holding a pupil around the neck or in any other way which might restrict breathing
- h) Slapping, punching or kicking a pupil
- i) Forcing limbs against joints (e.g. arm lock)
- j) Tripping up or holding a pupil by the hair or ear
- k) Holding a pupil face down on the ground

Recording Incidents

Where force has been used, it is essential that a colleague tell the Head Teacher. A dated, detailed written report should be provided as soon as possible afterwards. Reports may help to prevent misunderstanding or misrepresentation should there be a complaint. The report should include:

- The name(s) of the pupil(s) involved, and when and where the incident occurred.
- The names of any other staff or pupils who witnessed the incident.
- The reason why force was necessary
- How the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long
- The pupil's response, and the outcome of the incident
- Details of any injury suffered by the pupil, another pupil or member of staff, and of any damage to property.

The Head Teacher, or a member of the Senior Leadership Team will inform parents straight away and an opportunity for parents to discuss the issue will be made available.

C.f. Section 550A of the Education Act 1996

REWARDS

Rationale

Pupils respond positively to praise and rewards. An outstanding teacher will use a variety of praise and rewards to motivate and encourage pupils of all abilities. At Purbrook Park School, the rewards policy is an integral part of the school's strategy to encourage and reward higher standards of achievement and effort, and to discourage anti-social and disruptive behaviour. This policy document offers a structured approach to rewards. There are two main pre-requisites to ensure its success.

Consistency with other areas of School Policy, particularly

- Behaviour
- Learning and Teaching
- Marking and Feedback
- Equality

All colleagues should apply the policy consistently, and senior and middle leaders should monitor its use.

Aims

- To provide a structured system in which different levels of attainment and achievement can be recognised and rewarded.
- To foster a culture in which colleagues regularly use praise and rewards, and higher-level rewards become accessible to a larger group of pupils. In this way, pupils will improve standards of work and behaviour. Colleagues and pupils will raise expectations.
- To provide a system that is clearly understood and valued by pupils and consistently applied by staff.

13. To inform and involve parents more fully in the rewards procedures.

- To draw parents into school life to celebrate the achievements of our young people.
- To encourage a more consistent and wider use of rewards by all staff.
- To provide a greater variety of rewards to recognize different levels of attainment and achievement.
- To give a higher profile to rewards using assemblies, notice boards and the school website.
- To provide pupils with valued documents and prizes as evidence of attainment and achievement.
- To involve tutors and Lead Teachers fully in celebrating the achievements of pupils in their care.

Procedures

Praise

- Smile: pupils expect their teachers to demonstrate a real passion for their subject.
- Use pupils' names: pupils need to know that they are acknowledged and liked by their teachers.
- Verbal praise and feedback during and at the end of a lesson can have a very positive impact on pupils' self-esteem and sense of control over their own learning. Recognising achievement and explaining the next steps to improve learning is effective formative assessment or 'assessment for learning'.
- Encourage a dialogue between pupils and the teacher during the lesson with the focus on strategies to improve learning.
- Written praise in pupil exercise books.
- Post card home
- E-Praise points

Celebration Assemblies

Raising Standards Leaders reward E-Praise points each week to those pupils whom have 100% attendance, behaviour and punctuality. Raising Standards Leaders will reward pupils who have maintained 95%+ and 100% attendance at the end of every half term with a certificate and E-Praise points. The tutor group with the highest attendance and punctuality will receive a larger number of E-Praise points and a group prize.

Pupils are rewarded for other academic achievement through our annual Prize Giving Ceremony and other special rewards ceremonies as appropriate.

Additional Rewards

- Prefects wear a special tie as a reward for their contribution to the life of the school.
- There are a range of other celebrations of achievement by different departments around the school. These include notice boards and screens to display pupils' work, high achievers, gifted and talented, photographs, certificates, and press coverage.
- In liaison with the Head Teacher, the senior leadership team may organise a lunchtime celebration or special school trip to reward pupils for a specific achievement.

Quality Assurance

- All Leaders will monitor and analyse the frequency and distribution of rewards each half term.
- This information is collated and published to staff on a regular basis.

- The Senior Leadership Team supported by the teacher responsible for rewards monitor carefully the consistency with which staff reward pupils. Departments may also have their own certificates and rewards to help develop a positive classroom climate.
- Assemblies play an important role in publicising the rewards systems, and reflect the positive ethos of the school.