

# **BEHAVIOUR MANAGEMENT**

## **POLICY**

LSA High School is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. Our behaviour policy is underpinned by a commitment to our four core values of aspiration, endeavour, integrity, and respect. They support our aim of creating a learning environment in pursuit of excellence.

Key People:

Headteacher: Ray Baker

Deputy Headteacher (Standards): Sara Cardno

Assistant Headteacher (Pastoral): Rebecca Johnson

Leaders and Heads of Year

Chair of Governors: Beverley Harrison

Chair of Standards: Neil Harvey

SENDCO: Tonia Hallam Curriculum

### **1 PRINCIPLES**

- 1.1 Good order and discipline are essential to the provision of high standards of education because effective teaching and learning will flourish in a well – ordered environment where all students can succeed
- 1.2 Students and staff are entitled to a safe and orderly learning environment. This will assist students in achieving their full academic potential. Students are expected to play a key role in establishing this environment through learning to manage and regulate their own behaviour.
- 1.3 Staff are entitled to work in an environment that is respectful, safe and happy.
- 1.4 Parents have an essential role to play in assisting the school in maintaining high standards of behaviour. They have a duty to take responsibility for the behaviour of their child. Consistency between school and parent expectations of behaviour is essential.
- 1.5 The Home School Agreement (Appendix A) describes in detail the responsibilities of students, parents and staff in delivering good discipline in school.
- 1.6 Agreed standards of behaviour should be consistently applied across the school. Violent and aggressive behaviour; swearing; homophobic, sexist and racist attitudes and remarks and all forms of harassment, including bullying, peer on peer abuse and sexual harassment are unacceptable and will not be tolerated. Excellent behaviour is expected of all students at all times and any behaviour that interrupts the learning of others is not acceptable.
- 1.7 Rewards and recognition, as well as sanctions, are used to ensure excellent standards of behaviour and create pride in our school community.

## **2. ETHOS**

- 2.1 The Governing Body and staff of the school believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. Staff and Governors together seek to create a caring and respectful learning environment in the school by:
- ❑ Promoting good behaviour, discipline and the ability to self-regulate;
  - ❑ Promoting self – esteem, self – discipline, proper regard for authority and positive relationships based on mutual respect;
  - ❑ Ensuring fairness of treatment for all;
  - ❑ Encouraging consistency of response to both positive and negative behaviour;
  - ❑ Promoting early intervention;
  - ❑ Providing a safe environment free from disruption, violence, bullying and any form of harassment;
  - ❑ Encouraging positive relationships at all levels within school through Positive Framing;
  - ❑ Working with parents to develop a shared approach to involve them in the implementation of the school’s policy and to ensure shared expectations.

## **3. ROLES AND RESPONSIBILITIES**

- 3.1 The Governing Body will establish, in consultation with the Headteacher, staff and parents, the policy for the promotion of good behaviour and keep it under review. It will ensure that the policy is communicated to staff, students and parents; that it sets high expectations and is non – discriminatory. Governors will support the school in maintaining high standards of behaviour.
- 3.2 The Headteacher will be responsible for the implementation and day – to – day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher.
- 3.3 All staff will be responsible for ensuring that the policy and procedures are followed and are applied consistently and fairly. Mutual support amongst all staff in the implementation of the policy and procedures is essential. Staff have responsibility for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently. LSA believes impeccable behaviour is at the heart of a happy and successful school and is an excellent way to prepare students for life beyond LSA.
- 3.4 The Governing Body, Headteacher and staff will ensure that the policy and procedures are applied fairly and equitably.
- 3.5 Parents will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school in the interests of maintaining high standards of behaviour. Parental concerns about the application of the policy will be listened to and investigated.
- 3.6 Students will be expected to support the schools aim for excellent behaviour. Students share a responsibility for creating a calm, safe and pleasant environment by ensuring that incidents of disruption, violence, bullying and any form of harassment are reported appropriately.
- 3.7 Anti Bullying: As a school we are opposed to all forms of bullying and will work rigorously to ensure that all incidents of bullying reported to us are fully recorded and investigated. Appropriate sanctions and education will be given to students who are found to have bullied other students. This process is detailed in the LSA Anti- Bullying Policy.

Moreover, as a school we believe passionately that we have a responsibility to build a climate and ethos that encourages respect for all. This includes understanding and celebrating diversity and differences and leads the way in developing positive relationships and support for each other. We are fully committed to the principles of the Equalities Act 2010 and seek to ensure that no student is

discriminated against on the grounds of sex, race, disability, sexual orientation, religious belief or pregnancy.

#### **4. PROCEDURES**

4.1 The procedures arising from this policy have been developed by the Headteacher in consultation with the staff, governors and students. These procedures make it clear to students how acceptable standards of behaviour can be achieved and have a clear rationale which will be made explicit to staff, students and parents where appropriate. The procedures will be consistently applied and promote the ethos and principles set out in this policy. They will particularly emphasise the personal responsibility that every member of the school has towards the whole community. Procedures which support this policy include:

- ❑ The LSA Home School Agreement (Appendix A)
- ❑ Structured Consequences: Detentions (Appendix B)
- ❑ Structured Consequence: Withdrawal, Removal and Internal Exclusions (Appendix C)
- ❑ Code of Respect (Appendix D)
- ❑ Rights to search and confiscate (Appendix E)
- ❑ Acknowledged School Rules/Examples (Appendix F)
- ❑ Withdrawal, Managed Transfers and Exclusions (Appendix G)
- ❑ The use of reasonable force to control or restrain (Appendix H)
- ❑ Behaviour Management Roles & Responsibilities (Appendix I)
- ❑ Roles and Responsibilities (Appendix J)
- ❑ Classroom Management & Recognition and Rewards (Appendix K)
- ❑ Inclusion Graduated Response (Appendix L)

#### **5. TRAINING**

5.1 The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

#### **6. INVOLVEMENT OF OUTSIDE AGENCIES**

6.1 The school works positively with external agencies seeking appropriate support from them to ensure that the needs of students are met.

#### **7. REVIEW**

7.1 The Head, in consultation with staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Head will keep the Governing Body informed through regular reporting of key behaviour indicators in the Headteacher Report.

7.2 The Governing Body will review this policy at least every three years to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and representatives of the student body, and its outcome communicated to all those involved.

7.3 Policy will be updated, as appropriate, following review.

Policy Approved: July 2014

Policy Amended: July 2019, November 2020

Review Due: November 2021

Behaviour Management Policy  
Version 6 – September 2021 – (Under full review 2021/2022)  
Author: RBA/SCA

## HOME-SCHOOL AGREEMENT

### Our School Mission Statement is:

**“A learning community in pursuit of excellence”**

Governors adopted this simple statement of the mission of our school because it reflects three key areas of school life:

- **Learning is the main purpose of our school.** Our students will be educated to be independent learners who take responsibility for their own learning.
- **People in our school community are to be treated equally and with fairness and respect.** Students will have respect for themselves, for others and for their environment.
- **Excellence is something all students and adults working in the school should aim for in every aspect of school life.** Everyone is capable of excellence and can show it through how they communicate with and care for each other, through their extra – curricular achievements and through standards of teaching and of learning.

The school is driven by a set of core values that underpin everything we do. Our homeschool agreement expects that all members of our community will support these values in order to create a “learning community in pursuit of excellence.” LSA will work with sets of regularly reviewed, agreed and published rules and guidelines. All members of our school community will be expected to follow, support and uphold these rules.

Value	What it means	How we show this at LSA	This is what we do....
<b>Aspiration</b>	<b>noun</b> An ambition of achieving success through time, effort and skill.	<i>Wanting to improve; impeccable behaviour; high standards; pursuing excellence.</i>	<ul style="list-style-type: none"> <li>• We want to do well and be successful</li> <li>• We celebrate each others' achievements</li> <li>• We celebrate ourselves, our ambitions and our goals</li> <li>• We do the best we can at all times</li> </ul>
<b>Endeavour</b>	<b>verb</b> Try hard to do or achieve something, showing resilience and effort. <b>noun</b> An attempt to achieve a challenging goal.	<i>Working hard in lessons; responding to DIRT; seeking out feedback; Growth Mindset; giving it a go.</i>	<ul style="list-style-type: none"> <li>• We always arrive to lessons on time</li> <li>• We are equipped to learn</li> <li>• We work hard to reach our goals</li> <li>• We appreciate the hard work of others</li> </ul>
<b>Integrity</b>	<b>noun</b> The quality of being honest and having strong moral principles	<i>Being honest; following rules; respecting ourselves and others; caring about the school; acting with kindness and compassion.</i>	<ul style="list-style-type: none"> <li>• We are honest</li> <li>• We are kind</li> <li>• We make the right choices</li> <li>• We learn from our mistakes</li> </ul>
<b>Respect</b>	<b>noun</b> A feeling of admiration and understanding for someone or something <b>verb</b> Due regard for the feelings, wishes, or rights of others.	<i>Excellent manners; good relationships; a clean environment; being self-aware; awareness of others; commitment to community and equality.</i>	<ul style="list-style-type: none"> <li>• We use manners</li> <li>• We care for ourselves</li> <li>• We care for others</li> <li>• We care for our community</li> </ul>

## Structured Consequences: Detentions

### B.1 Principles:

The school will consistently challenge behaviour that is less than excellent. The school does not operate a tariff system and responds to each situation and student on a case by case basis. As per DfE guidelines (January 2016) the school uses detentions as a consequence for poor behaviour.

#### **Informing Parents:**

The school will endeavour to ensure parents will be given sufficient notice of a detention. Parents will be informed of the details of the behaviour resulting in the detention through on line access to the information held on their child. We will aim to send a text informing parents of the date of detention and expected duration. Where possible, the reason for the detention will also be communicated.

Where the use of the current detention system is not improving behaviour, a student may be given a no notice detention, to be carried out on that evening. This may also apply to students who are removed from lessons and placed in Reflection.

#### **Right to Detain:**

Whilst parents must be informed about detentions at the end of the session the law is quite clear that by informing parents the school is not seeking the permission of parents to impose the detention. Detentions can be imposed without parental permission, though teachers should always be prepared to justify the reason for the imposition of the detention should the need arise. Parents who object to the reason for the imposition of a detention should initially contact the appropriate Head of Subject or Head of Year. If parents are still not satisfied, they should contact a Senior member of staff. It would be entirely reasonable for parents to ask for the detention to be moved to another time if they have genuine practical difficulties with the particular timing of a detention. This does not imply that parents can insist that detention is completed at the end of morning school rather than afternoon school.

### B.2 Type of Detentions

#### B.2.1 **20 Minute Detentions:**

Who can impose? All teachers have the authority to impose detentions of up to 20 minutes.

For what reasons? For in – class misbehaviour (i.e. consequence 2) or for failure to complete work. This can be seen as making up for time lost learning. 20 minute detention can also be issued for out of class misbehaviour.

When? A centralised year group detention after school. More than one can be issued within a week and will therefore accumulate up to 60 minutes in one detention period

Supervised by? A member of the Senior Leadership Team and Head of Year

#### B.2.2 **Lunchtime detentions**

Who can impose? SLT, Heads of Year, and all lunch staff.

For what reasons? For misbehaviour at lunchtime, persistent refusal to follow instructions, immediate sanctions for poor reports, punctuality to lessons.

When? Up to 20 minutes. Any student detained at break or lunchtime must have time and access to enable him/her to use toilet facilities and to eat a prepared, pre-ordered, packed lunch.

Supervised by? Staff on rota

#### B.2.3 **60 Minute Detentions**

Who can impose? Head of Department, Head of Year or Senior Leadership Team.

For what reasons?

- Repeated insolence and/or confrontational behaviour, clearly directed at the teacher outside of lesson times
- Defiance or refusal to follow instructions/reasonable requests out of lesson times after a warning
- Wilful damage to property outside of lesson times
- Threatening/aggressive behaviour towards other students
- Smoking/Vaping
- Failure to attend a previously imposed detention
- Off site without permission.

This list gives an example of some of the reasons for the detentions. It is not exhaustive and Heads of Year, Senior and Middle Leaders have the right to issue where they feel appropriate.

When? A centralised year group detention after school.

Supervised by? A member of the Senior Leadership Team and Head of Year

Detentions are a significant consequence and are not optional. Where a detention has been imposed, students will be expected to attend promptly and behave to the highest possible standards. Where this is not the case, the right to attend the detention may be removed, home informed and the consequence will be escalated to the next stage.

### **B.3 Detention process:**

- B.3.1 When entering the details of the misbehaviour leading to the punishment on Classcharts the teacher creates the detention and then confirms the arrangements for the detention.
- B.3.2 Clerical staff will produce a list of who is in detention (via Classcharts) and send home a text the day before the detention. Where the situation warrants immediate consequence, parents will be contacted directly. This will apply to all detentions except lunchtime ones when no prior notice is given unless the student goes home for lunch.
- B.3.3 Students with a detention will show a clock on their student card and therefore teaching staff seating plans. The class teacher should remind the student, escorting him/her to the detention room for 20/40 or 60 minute detentions.
- B.3.4 Students that accumulate over 60 minutes detentions or fail to attend will be issued a day in reflection
- B.3.5 Students found truanting will receive a period of time in Reflection 12.30-4.15pm

## Consequences for Unacceptable Behaviour at LSA

### REMOVAL/ REFLECTION

Removal is normally the result of a student being involved in either a serious incident during the school day or a persistent failure to follow school rules. The student may be sent directly to Reflection via the HoY or SLT. Students will remain in Reflection for the remainder of the day and must complete an after school detention until 4.15pm as part of the removal on the SAME day. Students will eat their lunch in Reflection 12.30pm. We expect excellent standards of behaviour in Reflection, to enable students to reflect on what has gone wrong and work on ways to put it right. Where behaviour is not excellent, or if a student receives three periods of removal within a half term, they will be placed on internal exclusion for a fixed number of days.

### INTERNAL EXCLUSION/ REFLECTION

Internal exclusion is a significant consequence at LSA. It runs from 8.40am until 4.15pm Monday to Friday. Parents/carers will be informed of the period of exclusion and the reason why the decision has been made. The exclusion will be supervised by the behaviour mentors in Reflection and the focus of the work will be aimed at improving literacy, numeracy and restorative work appropriate to the nature of their exclusion. At the end of the exclusion, there may be a formal reintegration meeting with the Head of Year to ensure the student and parents are aware of the severity of the situation. As with Reflection, excellent behaviour is expected. Where this is not the case the exclusion may be extended. Persistent refusal to cooperate may lead to a formal Fixed Term Exclusion. If a student receives three periods of internal exclusions within a half term, they will receive a Fixed Term Exclusion.

### FIXED TERM EXCLUSION

Fixed Term Exclusions are recognised as a serious consequence for unacceptable behaviour. The guidelines governing Fixed Term Exclusions are taken from the Department for Education. Parents/carers will be informed in writing of the period of exclusion and the reason the decision has been made as well as details of how to contest the decision. Exclusions for more than 5 days will mean that the student will be directed to attend the Sixth Day Provision to continue their education whilst excluded from LSA. A reintegration meeting will be held with a member of the Senior Leadership Team prior to the student returning to school, to ensure that the appropriate strategies are considered to avoid permanent exclusion. This may include the possibility of a managed move to another school. Where necessary, reintegration will be supported by the school's Impact and/or Thrive provision, so that the student can be monitored for supported to successfully return to school. If a pupil receives more than one period of Fixed Term Exclusion, Permanent Exclusion from school will be discussed and considered. the exclusion may be extended. Persistent refusal to cooperate may lead to a formal Fixed Term Exclusion. If a student receives three periods of internal exclusions within a half term, they will receive a Fixed Term Exclusion.  
internal exclusion for a fixed number of days.

### PERMANENT EXCLUSION

For very serious cases of poor behaviour, the student can be permanently excluded. This is intended to be rare and normally only when misbehaviour is persistent and all other avenues of support have been exhausted, however, it may relate to one-off incident only, dependent on the serious nature of the behaviour. The decision to exclude permanently will be given verbally to parents in the first instance. The Headteacher will then write a detailed report explaining the behaviour and the reason for exclusion. Parents/carers and the Local Authority will also be informed in writing of the exclusion and the reason for the exclusion.

'A learning community in pursuit of excellence'

## Respect Charter

**At LSA we, as students and staff, are committed to our values.**

**We expect everyone to show and treat others with Respect.**

**We pledge to:**

- ✓ To respect each other's race, culture, gender, abilities and sexual orientation.
- ✓ To celebrate our diverse community and its successes.
- ✓ To respect each other no matter what your role or status.
- ✓ Use polite language at all times.
- ✓ To be friendly and kind to all.
- ✓ To consider each other's feelings and needs.
- ✓ Not to use aggression, threats or humiliation against a member of the school community.
- ✓ To be a positive role model and encourage caring behaviour.
- ✓ To work hard to maintain a safe, clean and healthy school environment.

Signed \_\_\_\_\_ (student)

Signed \_\_\_\_\_ (Head teacher)



**RIGHT TO SEARCH AND CONFISCATE****E Prohibited Items and searching students****E.1 Searching****E.1.1 What can we search for?**

- School staff can search a student for any item if the student agrees.
- The Headteacher and staff authorised by them, have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited or dangerous item. Prohibited items are:
  - knives or weapons
  - alcohol
  - illegal drugs
  - stolen items
  - smoking materials including tobacco, cigarette papers and e-cigarettes
  - fireworks
  - pornographic images
  - any article that the member of staff reasonably suspects has been, or is likely to be used:
    - i. to commit an offence
    - ii. to cause personal injury to, or damage to the property of, any person (including the student)
- Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. Such items are: smoking materials (including e-cigarettes), matches/lighters, solvents, laser pens, mobile devices, chewing gum, and any item which may be cause damage to property or any person.

**E.1.2 Who can search?**

- All members of staff are authorised to search for prohibited items and for items banned by school rules. Searches should be carried out by staff of the same sex as the student being searched, except in exceptional circumstances and;
  - be witnessed by another member of staff (which should be of the same sex as the student)
  - be carried out wherever school staff have responsibility for students (e.g. on a school trip)
  - be carried out in a way which guarantees the student a reasonable level of personal privacy.

**E.1.3 How should a search be carried out?**

- To facilitate the search students can be asked to remove outer clothing (including hats, gloves and shoes). Staff have a right to search bags and belongings.
- There is no requirement to inform parents in advance of a search but parents should be informed at the earliest opportunity afterwards.
- Staff can use such force as is reasonable to carry out searches for prohibited items but not for items banned by school rules where a student has not given consent for the search to take place. A student refusing to co-operate with a search raises the same kind of issues as where a student refuses to stay

in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty. In these circumstances it would be appropriate to send for parents and call the Police in addition to issuing a school punishment.

#### E.1.4 **Confiscation**

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it will be referred to the police.

#### E.1.5 **Items found as a result of a 'without consent' search**

What the law says:

- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the student.
- Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- Stolen items should be handed to the Police or returned to the owner
- Items linked to smoking and fireworks can be retained or destroyed and must not be returned to the student
- Pornographic images can be destroyed or, if a criminal offence may have been committed, handed to the Police
- Weapons should be handed to the Police

**Examples of Acknowledged School Rules**

Our school operates on a number of rules that are designed to ensure the best possible experience for all staff and students. The school does not have a tariff based system of consequence or punishment and looks to succeed through positive relationships and excellent decision making. The list below is an example of what we expect from students around the building

If in doubt, all behaviour should follow the school values of aspiration, endeavour, integrity and respect.

<b>Rule/Direction</b>	<b>What it means</b>	<b>Why we do it</b>
Food can only be consumed in the Dining Room, Hall or Outside	Sandwiches must not be eaten on corridors or in classrooms	Creates mess and waste, ruining our carpets and floor. When we have finished, we need to free our space for others to eat.
People need to be sat sensibly at lunch time	No big groups around a table. No running or playing inside	Create a pleasant and safe environment for everyone.
We have to tidy up after ourselves. Recycling is important to us all	We take responsibility for our own rubbish	Food waste and rubbish are dirty and unpleasant. We all need to respect our building/welfare team.
Atriums, doorways, corridors are NOT to be used to gather	We have to keep corridors moving. We cannot hide quietly in corners!	Circulation spaces need to remain free. Teachers spending time clearing these cannot be on duty.
Queuing for lunch must be sensible and ordered.	Line up sensibly with no pushing. We need to be quiet to hear instructions.	The Dining Room and Hall are for ALL students. We need to make it pleasant, orderly and safe for everyone.
The front Reception is not available during lunch.	Unless put there by a member of staff, students need to keep this areas clear for visitors.	Reception is where visitors and students mix. With the new Pastoral Hub, there should be no need for students in this area.
Dining Room: The only way in is through the corridor, next to the toilets. All other doors are for exit only.	Please queue sensibly and enter carefully. We cannot use short cuts through the Dining Room.	With large numbers, we need to ensure that everyone gets a fair chance of queuing for food.

<b>Rule/Direction</b>	<b>What it means</b>	<b>Why we do it</b>
The toilets available at lunch are at the Dining Room, S block (downstairs) and H block	Science toilets and N-Block are not to be used during lunch. Please do not ask!	Toilets need to be monitored to ensure they are safe and clean.
School Uniform needs to be worn during lunch time	School shoes need to be worn, even at lunch. Shoes can be changed when playing sports but need to be put away before the end of lunch.	Too much time is wasted asking students to “put shoes back on” at the end of lunch! Some also forget to put them on which wastes time in lessons.
The area outside the library is only for waiting for access to King Block	Students must not play or gather between the dining room and the Library.	This area is still used for deliveries so we must limit the amount of access to students.
The only inside spaces to gather are the Hall and the Dining Room	Students must not be inside the blocks at lunch time unless sensibly using the toilet.	With split lunches we need to allow other lessons to take place. We cannot keep everyone safe if they are spread in too many places.
Ball games can be played behind the sports hall, on the field and near the car park	Ball games cannot be played behind the S-Block or near the science block	Lessons need to be allowed to continue and we need to keep the ball games to areas that do not impact others.

*This is not an exhaustive list, but a collection of rules that are shared with students. It is expected that these will be updated regularly and will reflect new practices within school. We also aim to ensure that rules and expectations are matched with a rationale.*

**G WITHDRAWAL, MANAGED TRANSFERS & EXCLUSIONS (Please also reference Appendix C)****G.1 REFLECTION**

Students who seriously disrupt learning or whose behaviour compromises good order and discipline may be withdrawn from normal lessons to work under supervision in Reflection. This strategy may be used:

- As part of a strategy for a child with significant behaviour concerns. In this case the decision to withdraw is made by the AHT/DHT. Parents are notified, normally in advance, when Reflection is used in this way.
- As a reaction to an incident or to give time for an incident to be investigated. The decision would be taken by a member of the Leadership Team and parents notified as soon as possible.
- At the discretion of Pastoral Leader or Members of the Leadership Team as part of our ongoing attempts to improve standards of behaviour. Parents will be informed as soon as possible.
- As a means to reduce the likelihood of exclusion. The Headteacher will inform parents in advance of how long a withdrawal for this purpose will last.
- On arrival in Reflection students must hand in anything that is not required for learning (mobile phones, headphones etc) and non-uniform items (hoodies/fleeces etc). These will be returned when the student leaves Reflection.
- Students are expected to maintain the highest standards of uniform and follow the expectations set. Failure to do so may lead to increased time in the Reflection or a fixed term exclusion.
- Student details are logged in the daily record and the Attendance Officer informed if a student is to be in Reflection for more than the single lesson. Clear instructions to the students should be given about lunch arrangements.

Reflection can also be used a part of a prepared plan to manage behaviour. This may include being part of reintegration work following a period of absence.

**G.2 MANAGED TRANSFERS**

G.2.1 Schools in Wyre and Fylde have collaborated to develop a policy on the managed transfers of students between schools. Managed transfers will be used in conjunction with the jointly agreed policy “Supporting Vulnerable Students”, a copy of which is available from the Headteacher. This policy allows for vulnerable students, or those in danger of eventual permanent exclusion to move to another school if such a move is in the best interest of the child. Transfers will take place with the agreement of the participating school, the LA and parents. Transfers may be proposed following a CAF assessment but will be early enough to have a chance of success. They should not be used as a “last chance” before permanent exclusion.

G.2.2 Reciprocal Agreements/ Extended Placements: In order to support student needs and avoid exclusion, a period of time may be arranged in an alternative provision (i.e Carr Hill High School, The McKee Centre) This will be completed in cooperation with parents so that maximum impact is achieved.

**G.3 THE USE OF EXCLUSION**

G.3.1 The Headteacher and Governing Body have regard to relevant DFE guidance when taking decisions concerning exclusion.

G.3.2 The Headteacher and Governing Body are responsible for promoting good behaviour on behalf of students and for securing a safe and orderly environment for students and staff.

G.3.3 The school's response to challenging and disruptive behaviour will be made in the context of the school's behaviour policy and will encompass a range of strategies, of which exclusion is only one.

G.3.4 Only the Headteacher or, in their absence, a deputy acting with their authority, can exclude a student from school. A decision to exclude will only be taken:

- ❑ In response to serious breaches of the school's discipline policy; and
- ❑ If allowing the student to remain in school would seriously harm the education or welfare of the student or others in school.

G.3.5 The decision to exclude a student is a matter of judgement for the Headteacher (or DHT in the absence of the HT), who will take into account the likely impact of the misconduct on the life of the school. This may include behaviour on or off school premises which is a breach of the standards of behaviour expected by the school or which may bring the good name of the school into disrepute.

G.3.6 Before reaching a decision to exclude either permanently or for a fixed term, the Headteacher will consider student safety first. They will then:

- ❑ Consider all the relevant facts and such evidence as may be available concerning the allegations made, taking into account the school's behaviour and equal opportunities policies;
- ❑ Allow the student to give his or her version of events;
- ❑ Check whether the incident may have been provoked, for example by racial or sexual harassment;
- ❑ (if necessary) consult others, being careful not to involve anyone who may have a role in any statutory review of his decision

### G.3.7 Fixed Term Exclusion

G.3.7.1 Likely causes of fixed term exclusion may include:

- ❑ Violence or the threat of it
- ❑ Abusive language
- ❑ Possession or use of an illegal substance
- ❑ Repetition of high level disruption of learning/defiance or failure to follow the reasonable instruction of a member of staff
- ❑ Behaviour that can be ascribed as Bullying

G.3.7.2 In the case of fixed-term exclusions, the Headteacher may exclude a student for up to 45 days in any one school year. Students must not enter the school grounds when they have been excluded from school. Failure to comply with this may lead to permanent exclusion.

### G 3.8 Lunchtime Exclusion

G.3.8.1 Students whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime. A lunchtime exclusion is treated in the same way as any other fixed-term period of exclusion.

### G.3.9 Internal Exclusion (Please see Appendix C)

G.3.9.1 As a result of unacceptable behaviour, the school may “internally exclude” a student. This will result in the student being placed in the withdrawal/eviction unit (Reflection) for a period of time decided by the Headteacher or senior member of staff. In coming to a decision on the length of internal exclusion the school will consider the nature of the incident or misbehaviour. A period of internal exclusion will be the minimum possible to achieve the desired improvement in behaviour. “Internal exclusions” will result in a student working on a day of revised times in the withdrawal/eviction unit. Students will be supervised at all times and have to complete work. Students misbehaving during “internal” exclusion will have the period of exclusion increased and may be escalated to a fixed term exclusion.

G. 3.9.1a The working day in Reflection continues for all students until 4:15pm. Any student being removed from lessons or internally excluded will be required to remain in school for this time. Parents will be informed.

G.3.9.2 “Internal” exclusions will normally be imposed as an alternative to, or as step prior to, fixed term exclusions. They are still recorded and will be analysed regularly to identify areas of support that may be required.

- ❑ Violence or the threat of it
- ❑ Abusive language
- ❑ Possession or use of an illegal substance
- ❑ Repetition of high level disruption of learning/defiance or failure to follow the reasonable instruction of a member of staff

G.3.9.3 In coming to a decision on whether to “internally exclude” a student, the Head teacher will consider all the factors relevant to fixed term exclusions but also consider whether the day spent working in school, rather than at home, would be more beneficial and still have the desired effect on good order and discipline in school.

G.3.9.4 Parents will be informed in advance of “internal exclusions”. Internal exclusions will be recorded in school but not to the LA and will not appear on exclusion statistics.

G.3.9.5 The school may also work with other local schools to place students in alternative locations. This will be considered where there behaviour is deemed to be a threat to a student’s safety or where internal exclusion is not working. This will be considered on a case by case basis.

G.3.9.6 Where a student is at risk of permanent exclusion, the school will consider the short term use of a Part Time/Flexi Timetable. This is because the school deems the risk of exclusion as an exceptional circumstance. These will meet the criteria stipulated in DfE guidance on School Attendance (Sept. 2018)

### **G.3.10 Reintegration**

G.3.10.1 A reintegration meeting following the expiry of a fixed-term or “internal” exclusion will be arranged by the school prior to the student returning to school/normal classes. The meeting will establish the strategies needed and resources available to provide the necessary support for a student and make clear the school’s expectations for future behaviour. Students who have been rude or abusive to staff will be expected to engage with a Restorative Process. All returning students will be asked to reflect on the behaviour which leads to the punishment and will be considered for a Common Assessment Framework or additional support or will have an existing plan reviewed.

### **G.3.11 Permanent Exclusion**

G.3.11.1 Permanent exclusions will normally be used as a last resort when a range of other strategies has been exhausted.

G.3.11.2 In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a child for a first or one-off offence. Such circumstances might include:

- ❑ where there has been serious actual or threatened violence against another student or member of staff;
- ❑ sexual misconduct;
- ❑ supplying an illegal drug;
- ❑ carrying an offensive weapon.

G.3.11.3 The Headteacher may issue an exclusion (internal or permanent) for misbehaviour taking place outside the school or after school hours if that behaviour is serious enough to have a significantly detrimental effect on the good name of the school in the community or if the incident will have significant repercussions on good order and discipline in school.

### **G.3.12 Setting Work**

G.3.12.1 Work for internally excluded students will be provided in Reflection. This will be targeted to the needs of the student. Work for fixed term excluded students will be available on Teams or in paper form if requested. Where this does not match the work missed from lessons, the responsibility will be with the student to catch up. Work for permanently excluded students will be set for the first 5 school days of the exclusion. From day 6, suitable full time education will be provided by the Local Authority.

### **G.3.13 Informing Parents**

G.3.13.1 The Headteacher will inform parents by letter in all cases of exclusion, following initial contact from the school (i.e. Phone). Parents will be informed of the length of the exclusion and the reasons for it. Parents will be informed of their right to make representations to the Discipline Committee of the Governing Body.

G.3.13.2 If a student refuses to comply with an “internal” exclusion the Headteacher will have to consider fixed term exclusion from school. If a parent refuses to comply with the terms of an exclusion the school



may notify Social Services and the police, if, in the Headteacher's view, the child or any other person may be at risk as a result of failure to comply with the terms of the exclusion.

#### G.3.14 **Governor Panels**

G.3.14.1 As part of a strategy to avoid formal exclusion, the governors may convene a working party to meet with students and families who are identified as being at risk. This will involve at least two governors and families will be informed of the time they are required to attend. Both the school and the student/family will get a chance to present their case. The Governors will ensure that strategies are put in place to support the school and the student. These panels will only operate where the school feel there is a chance of avoiding permanent exclusion.

**H. THE USE OF REASONABLE FORCE**

The school's policy on the use of reasonable force is based on DFE guidelines of July 2013 which make it clear that:

“ • All members of school staff have a legal power to use reasonable force.”

**H1 What is reasonable force?**

(i) According to DFE Guidance “The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.” However, there is no legal definition of reasonable force. Two things are relevant considerations:

- ❖ Force can only ever be reasonable if the circumstances of the situation warrant it. Force must not be used to prevent a student committing a trivial misdemeanour nor when a situation could be resolved without force. STAFF SHOULD TRY TO STOP MISBEHAVIOUR BY USING NORMAL CLASSROOM MANAGEMENT STRATEGIES FIRST.
- ❖ The degree of force must be in proportion to the circumstances of the incident and the age, sex and understanding of the child involved. Any force used must be the minimum needed to achieve the desired result. ‘Reasonable in the circumstances’ means using no more force than is needed.

(ii) Force is usually used either to control, ensure safety or restrain.

(iii) Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

(v) Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

(vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

**H2. Who can use reasonable force?**

(i) All members of school staff have a legal power to use reasonable force.

(ii) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

**H3. When can reasonable force be used?**

(i) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- ❖ remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- ❖ prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- ❖ prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- ❖ prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- ❖ restrain a student at risk of harming themselves through physical outbursts.
- ❖ to remove or redirect a student who is putting themselves and others at risk

Schools cannot:

- ❖ use force as a punishment – it is always unlawful to use force as a punishment.

#### **H4. What types of force are not allowed to be used?**

Certain restraint techniques present an unacceptable risk when used on children and young people and must not be used in any circumstances. The techniques in question are:

- ❖ the ‘seated double embrace’ which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- ❖ the ‘double basket-hold’ which involves holding a person’s arms across their chest; and
- ❖ the ‘nose distraction technique’ which involves a sharp upward jab under the nose.

#### **H5. What other physical contact with students is allowed?**

(i) It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.

(ii) Examples of where touching a student might be proper or necessary:

- a) When comforting a distressed student;
- b) When a student is being congratulated or praised;
- c) To demonstrate how to use a musical instrument;
- d) To demonstrate exercises or techniques during PE lessons or sports coaching; and
- e) To give first aid.

#### **H6. What happens if a student complains when force is used on them?**

(i) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

(ii) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

(iii) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

(iv) Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought. Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate

(v) The school will follow the agreed Disciplinary Policy in dealing with serious allegations against staff.

(vi) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

(vii) Students who falsely and maliciously accuse staff of using force against them can expect to be punished according to school policy.

## **H7 PRACTICAL CONSIDERATIONS**

Staff should work within the following guidelines if needing to use force:

- Wherever practicable staff must tell the student to stop and what will happen if (s)he does not. Staff must attempt to diffuse the situation orally and prevent it from escalating.
- Communicate with the student throughout the incident, making it clear that the physical restraint being used will stop as soon as it ceases to be necessary.
- DO NOT USE FORCE when angry or frustrated or to punish the child. Do not use force, unless it is absolutely necessary, when your judgement is that this may escalate the situation and put both yourself and the student at risk of injury.
- Summon assistance prior to using force if at all possible.
- Avoid any physical contact which can lead to injury: tripping, slapping, punching, twisting arms, pulling ears or hair, holding round the neck, holding a student face down to the ground would not be acceptable. Blocking a student's path, holding, pushing, leading by the arm, placing a hand in the centre of the back would all be acceptable.
- Avoid holding or touching a student in a way in which could be considered indecent.
- Record in detail any incidents where reasonable force has been used to control or restrain.
- Report all incidents to the Headteacher in writing keeping a copy for yourself. You are recommended to provide a copy for the representative of your professional association. Following any report of the use of force the Headteacher will fully investigate the circumstances in which force was used. The findings will be available on request.
- All incidents in which reasonable force has been used to control or restrain will be reported to parents of the student involved.
- On those occasions when a member of staff has to use force due to the misbehaviour of a student, the student will receive a punishment in line with school policy.

## **SUMMARY**

- Staff have a legal right to use force whilst carrying out their duties as employees of the school
- Staff should work within the guidelines described above if the use of physical force is necessary.
- Physical force must be considered a last resort for dealing with poor discipline.
- Any force used must be reasonable for the circumstances and must be aimed at control and restraint not at punishment.

**THE USE OF REASONABLE FORCE TO CONTROL OR RESTRAIN STUDENTS**

**REPORT SHEET**

**This sheet must be presented to the Headteacher immediately after any use of force**

Member of Staff: \_\_\_\_\_

Name of Student: \_\_\_\_\_

Student's Head of Year: \_\_\_\_\_ Student's Form: \_\_\_\_\_

Date of Incident: \_\_\_\_\_ Time of Incident: \_\_\_\_\_

Location of Incident: \_\_\_\_\_

**Circumstance in which force was used:**

STUDENT ATTACK ON A MEMBER OF STAFF

STUDENTS INVOLVED IN A FIGHT

STUDENT IS DAMAGING PROPERTY

STUDENT IS CAUSING A RISK OF INJURY

STUDENT IS PUTTING HIS/HER SELF AT RISK

STUDENT BEHAVIOUR IS SERIOUSLY COMPROMISING DISCIPLINE

OTHER

**Describe the behaviour of the student resulting in the need for the use of reasonable force:**

**Describe the steps taken to diffuse the situation and resolve it without force:**

**Describe the nature of the force used:**

**Describe the outcome of the incident:**

**Describe any injuries suffered by the student or others and/or any property damaged during the incident:**

**Names of all witnesses to the incident:**

Signed \_\_\_\_\_ Date \_\_\_\_\_

**ROLES AND RESPONSIBILITIES****J.1 RESPONSIBILITY/ROLE OF HEAD OF SUBJECT/DEPARTMENT**

- J.1.1 To help classroom teachers manage poor behaviour that is subject related.
- J.1.2 To work with their Line Manager to ensure that all teaching staff are given the support they need to enforce good discipline in the classroom by:
- Making available background information on the student especially academic performance/target data
  - Discussing planning for difficult classes with all teachers at the start of the year.
  - Ensuring all teachers regularly update their behaviour management strategies through sharing good practice, lesson observations and regular training.
  - Monitoring the effectiveness of behaviour strategies via lesson observations.
  - Organise sets with a view to avoiding creating classes with large groupings or a combination of students presenting behavioural difficulties. Take account of any advice from Heads of Year on the grouping/combination of students.
- J.1.3 To organise the regular departmental/subject detention scheme, meeting all the requirements of the school policy set out under 'sanctions', monitor its effectiveness and suggest alternative strategies to avoid over use.
- J.1.4 To ensure pro-active monitoring of evictions by:
- Ensuring the school policy for consequences is being followed.
  - Ensuring incident are reported to you within 24 hours.
  - Take further appropriate action as necessary with an evicted student (e.g. suggest new in-class strategies; curriculum change; set change).
  - Report any further action to appropriate Head of Year and parents.
  - Dealing with any parental queries regarding eviction/detention.
- J.1.5 To ensure there is a department 'report' system (Head of Year/parents must be informed if a student is on report).
- J.1.6 Promote the positive use of rewards and recognition by colleagues in the department/subject.
- J.1.7 Promote contact with parents as an effective way of ensuring good discipline and rewarding performance.
- J.1.8 Refer students who are a regular/significant cause of concern to Head of Year
- J.1.9 Monitor and evaluate the use of consequences and rewards as a routine part of your quality assurance work

**J.2 ROLE/RESPONSIBILITY OF A HEAD OF YEAR**

- J.2.1 To ensure that all teaching staff are given the support they need to ensure good discipline in school by:
- identifying students whose behaviour is a concern across the school for support via a strategic plan
  - being responsible for managing and monitoring the behaviour of those students on strategic plans (see appropriate section)
  - Supporting the On Call/ Patrol process
  - making available across the school, data on the background of students.

- ❑ offering advice and support to allow colleagues who teach students with discipline problems to manage their classes effectively.
- ❑ devising, implementing, monitoring and evaluating the use of whole-school reward/sanction systems.
- ❑ ensuring any welfare/social issues that may affect behaviour and learning are addressed/shared as appropriate.
- ❑ contacting parents over behavioural issues of students as appropriate.
- ❑ liaising with outside agencies as appropriate.
- ❑ making recommendations on groupings/setting combinations to support Heads of Subject.
- ❑ advising the Assistant Headteacher using agreed systems if band changes are necessary for individual students.
- ❑ taking a leading role in managing poor behaviour that is not subject related.
- ❑ being responsible for ensuring a coherent, holistic approach to supporting every student.
- ❑ identifying students for managed transfers and for education in Thrive and Nurture
- ❑ advising the Headteacher, DHT and AHT on the appropriateness of exclusion with any specific individual.
- ❑ contributing to the development of whole-school behaviour and anti-bullying policies.
- ❑ discussing the behaviour of individual students at the regular meetings if this is appropriate to the wider interests/ needs of the student.

### **J.2.2 THE ROLE OF PASTORAL MANAGER/ ASSISTANT HEADTEACHER**

- ❑ To support the effective implementation of the School Behaviour Management Policy and for monitoring its impact across the school with the aim of reducing incidents of misbehaviour by students.
- ❑ To ensure that the values of the school are embedded throughout the behaviour of our students.
- ❑ Take the lead in planning and delivering effective behaviour improvement plans for individuals, cohorts and groups of students in support of the previous work of Heads of Year.

### **J.2.3 PUPIL PASSPORTS**

Students who need additional support to ensure they meet our expectations for behaviour and attendance or who have additional pastoral needs, will have the strategic actions recorded onto Classcharts via a pupil passport and for some on CPOMS. Teachers will be advised of strategies they should aim to follow with the child.

J.2.4 Where a student's behaviour is hindering the progress of themselves or others, then a pupil passport will be created that includes:

- ❖ Clear targets for improvement and an appropriate review timescale and process.
- ❖ Identified actions to be taken by the school, parents and students to ensure targets are met.
- ❖ The support provided by school.
- ❖ The expectations of support from home.

J.2.5 The Pastoral Manager/Assistant Headteacher is responsible for managing the transfer process and the process of integration of any student moving into this school, through administrative support.

### **J.3 ROLE / RESPONSIBILITY OF HEAD / DEPUTY HEAD / ASSISTANT HEADS**

- ❑ To ensure that the school's Behaviour Management Policy is fairly and consistently applied by all staff across the school.
- ❑ To update the policy in the light of feedback/new developments.



- ❑ To share policy/good practice with all in school
- ❑ To ensure that the ethos and principles set out in the policy are prevalent and that actions that run counter to this ethos/principles are challenged.
- ❑ To be accountable for the behaviour of the students to Governors, parents and outside agencies.
- ❑ To promote effective links with parents, outside agencies, other schools and with the LA.
- ❑ To exclude students, following school policy (see attached).
- ❑ To consider the appropriateness of managed transfers to other schools/providers.
- ❑ To directly manage incidents where physical restraint has been used by staff according to school policy (attached).
- ❑ To sit on the Student Support Group where appropriate.
- ❑ To ensure that the Anti-Bullying Policy is fairly and rigorously implemented.
- ❑ To organise reviews of the schools Behaviour Policy with staff, parents and students.
- ❑ To identify and provide training opportunities for staff.
- ❑ To ensure adequate resourcing to ensure effective behaviour management across the school.
- ❑ To ensure the Code of Respect and Home-School Agreement are in place, relevant and used.

#### **J.4 ON CALL/PATROL**

LSA will endeavour to provide a support service to all staff and all classrooms throughout the day. The school's consequence system makes reference to an On Call/Patrol system to support C3 incidents. However, where On Call/Patrol is not available then professional judgement will ensure members of staff are able to use alternative methods to get support.

**K. CLASSROOM MANAGEMENT****K.1 Roles/responsibilities**

Creating a positive ethos and maintaining good discipline in the classroom is the responsibility of every teacher in this school. Misbehaviour outside the classroom should be initially dealt with by the member of staff who notices it. All members of staff have a duty to deal with poor discipline when they see it happen.

**K.2 Principles and Ethos**

The principles and ethos of the Behaviour Management Policy are clearly stated at the start of this policy. It is the duty of everyone working in the school to work towards these.

**K.2.1 Adult Behaviours**

The school recognises the role that all adults play in setting the tone, ethos and expectations for excellent behaviour at LSA. We know that we cannot change the experiences that our students bring to each classroom, but we do recognise the importance of adult responses. LSA has the highest possible expectations of adult behaviour and responses to student behaviour in school.

**K.3 Effective Classroom Management**

Teachers are expected to prepare plans for dealing with discipline issues in the classroom. Part of preparing involves all teachers:

**K.3.1 Being aware of the background of the children we teach**

- Their academic performance and potential (CAT, prior attainment, targets, reading ages)
- Information provided by Learning Support
- Pupil Passports (teachers must use the strategies described in them).
- Talking to Pastoral Leader/Head of Years and Tutors

**K.3.2 Reflecting upon and updating their own skills in managing poor behaviour through:**

- Mutual lesson observation
- Sharing good practice
- Familiarisation with the school's Behaviour Management Policy
- Participation in INSET

**K.3.3 Planning for managing classes in advance. Teachers should:**

- Organise seating plans (utilising boy/girl arrangements for at least 1 term as per school policy) and giving particular consideration to the seating of potentially difficult students.
- Discuss strategies with the Head of Subject and previous teacher of the group.
- Consider a range of sanctions/rewards appropriate for the students.
- The school has set clear expectations for behaviour, consequences for failing to adhere to them and rewards for good work and behaviour. (Attached at the end of this section) Display them in your room. Go through them with students to clarify and establish common understanding. Stick to them.
- Teachers should not leave a class unattended.

**K.3.4 Establishing good teacher/student relationships**

This is essential to good discipline. We must constantly earn the respect of our students by setting the highest standards ourselves:

- punctuality to class
- well-prepared, stimulating lessons, which have both pace and challenge
- setting purposeful homework
- constructive regular marking, recording and feedback
- constructive use of Form Time
- calm, consistent enforcement of the expectations of behaviour
- punishment of transgressors, not whole classes
- application of a range of classroom methodologies
- consistency and fairness in dealing with students

Take responsibility: high disciplinary standards must be the concern of all of us, not left to someone else. Our students respond well to positive relationships, an encouraging word, a display of interest and commitment.

Our students have a right to be taught by staff that don't ridicule or humiliate students, even if they have been responsible for poor discipline.

Self-esteem is the single most important motivation for all our students and every effort must be made to enhance this and praise is an incentive to most young people, as it is to us all.

#### K.3.5 **Putting an Emphasis on the Positive (Positive Framing)**

Model and emphasise positively your expectations:

- Use positive rather than negative language e.g. "Remember to put your hand up before you speak in class" rather than "Don't shout out".
- Reward more than punish (3 rewards/words of praise to every punishment/negative comment).
- Catch students behaving well and tell them about it.
- Remind everyone about the importance of learning.
- Disruption to learning can often be prevented by a well-planned and resourced lesson.
- Don't over react to low level disruption. Misbehaviour should be met with a calm, reasoned response, using school systems, with the aim of minimising the impact of disruption to learning rather than escalating it. Our expectations/ consequence system is aimed at doing this.
- e.g. responding to a student who has talked whilst you are speaking by a reminder of your expectation and an explanation of why you are insisting on it (i.e consequence 1 "Reminder of Expectation") is more likely to be effective in minimizing disruption and modelling the behaviour you want than shouting "Be Quiet!".
- e.g. if a child enters the room late it is better to say, "Please see me at the end of the lesson." and carry on teaching rather than ask, "Where have you been?".

#### **K4 The Importance of a Good Start to the Day/Lessons:**

Teachers should greet students at the door of their room to ensure proper entry to the room and to check uniform. Teachers MUST set out their standards and expectations at the start of term with all classes they teach. Prompt start to lessons, with every student actively engaged, will promote the idea that the classroom is a place of learning.

Adults should monitor behaviour on corridors and around the school to ensure prompt and purposeful movement between classes. This applies between lessons and at the start and end of school sessions.

Effective use of tutor time is important to establishing the calm, structured, working environment we aim for each the day. Students MUST be seated and engaged in a worthwhile and constructive task as set out in the schedule. Tutors MUST check AAB and uniform and equipment as a matter of routine, this will help all colleagues during the day. Form tutor time should be planned and will be monitored and reviewed for its effectiveness.

## **K.5 Expectations and consequences**

All teachers must follow the agreed consequences, described on the following pages and displayed in the posters in your room, in the order in which they are laid down.

Only bypass these steps when behaviour is so poor it warrants immediate referral to the senior member of staff e.g. if a student swears at you.

EXPECTATION 1:	ARRIVE ON TIME, READY TO WORK
EXPECTATION 2:	LISTEN, CONCENTRATE
EXPECTATION 3:	FOLLOW INSTRUCTIONS
EXPECTATION 4:	BE POLITE AND SHOW RESPECT
EXPECTATION 5:	ALWAYS TRY MY HARDEST

If I don't follow our school expectations for behaviour I will receive:

CONSEQUENCE 1:	VERBAL INSTRUCTION
CONSEQUENCE 2:	CLASSROOM SANCTION - 20 minute centralised detention
CONSEQUENCE 3:	SENIOR MEMBER OF STAFF CALLED, EVICTION FROM CLASS INTO ANOTHER WORKING CLASSROOM

Students should note that very serious incidents of misbehaviour will lead to immediate contact with a senior member of staff.

The school will RECOGNISE excellent effort and achievement and this will be communicated to the student and home through a range of mediums (i.e. achievement points, text message & letters home)

## **K.6 Advice on the use of the consequences system in class**

- ❑ Please ensure you use the consequences very clearly and consistently with all students in your classes. Remember that students potentially experience very different expectations (in some classes students are allowed to move around, in others to stay seated, in some they can talk freely, in others not), so it is absolutely vital that both the school's expectations described above and any additional ones for your classroom, are fully explained and re-enforced regularly with all of your classes. Remind the student of the expectations in a positive way.

You must set out your expectations at the start of term and with some classes you will need to remind them at the start of each lesson. Remember that CONSISTENT APPLICATION of expectations is vital as is having CONSISTENT BOUNDARIES. If you allow one day something that you punish the next the students will never understand your expectations.

### **K.6.1 What to do if a student reaches consequence 1**

- ❑ Issue the student with a very clear instruction. Simply tell the student what he/she HAS to do in order to meet the expectations. Do not just say C1. Make it clear that further misbehaviour will lead to a 20 minute centralised detention.

### **K.6.2 What to do if the student reaches consequence 2**

- ❑ Issue a suitable consequence (i.e. 20 minute detention using the school's detention system) (Do not just say C2) ADDITIONALLY, you may want to re-seat the student in class.

DO NOT SEND students out of the class except where the presence of the student is so disruptive, or unsafe, that you need to make a professional judgement and require a senior member of staff immediately.

### K.6.3 **What to do if a student reaches consequence 3**

- ❑ Inform the student they have reached C3 and explain why. Make an effort to inform the member of staff on patrol (i.e through the two way radio). Most lessons are covered by someone on walk about/patrol. The senior member of staff will use this time to walk the school coming into class to check everything is alright and to offer support with discipline and praise. Any teacher will be able to ask for assistance and receive support by using your two-way radio to call the duty teacher and name the room. Your call will be acknowledged.
- ❑ If you do call for support, please then leave your radio on until support arrives. If for any reason you do not get a response for a call for help, please use professional judgement on how to get support (class next door, Head of Dept, student runner etc.)

The member of staff on duty will acknowledge and/or support the eviction from class. The class teacher will record the incident in Classcharts. Ensure 'share with parents' is ticked, as this will inform the parents and the behaviour team in school.

The following procedure must be adhered to:

- ❑ The Senior Member of Staff on walk about duty will escort the student to the allocated room in the department. Departments MUST publish in advance a timetable of lessons/rooms to be used for eviction. The student will be taken to the eviction room/ Reflection for supervision if that is more appropriate or if further misbehaviour follows.
- ❑ If a student is withdrawn to Reflection (removal) they will make up for lost learning and will stay in school that day until 4:15pm
- ❑ The class teacher will enter details onto Classcharts, giving brief details of the reason for eviction and the time it occurred.
- ❑ At the end of the lesson, the class teacher should inform his/her Head of Department to discuss strategies for the next lesson.
- ❑ Heads of Subject/Department should be pro-active in monitoring evictions and offering appropriate support to the class teacher. Before deciding upon support or further action, Heads of Subject/Department should consult with any existing strategic plans that suggest a range of approaches to be used with individual students.
- ❑ Details of any further action to be taken with an individual student as a result of repeated offences (e.g. set change/placed on subject report) should be passed to the Head of Year for information and parents informed.

Good behaviour is a non-negotiable expectation so:

- DO NOT “threaten” consequences for poor behaviour, IMPOSE THEM.
- DO NOT move a student down the consequences if the student promises to improve behaviour.
- DO NOT “re-start” consequences at the end of the first part of a double lesson

## **K7 Recording and Referral**

K.7.1 Staff should take responsibility for dealing with misbehaviour and sharing information. Parents will be contacted via Classcharts when a C2 is issued (providing it has been downloaded). A text or

telephone call may be made as an addition at the teachers discretion. Remember that parents can read the information you put on Classcharts.

K.7.2 It is the responsibility of the class teacher to enter poor behaviour onto Classcharts. Staff should record incidents and the consequence issued at consequence 2 (it is not expected that staff record earlier consequences though staff may do so if they wish to draw attention to a student who repeatedly and regularly displays the same very low level behaviour). Recording should be made directly into Classcharts, completing all the required details as this allows analysis by senior members of staff and for reporting to parents.

K.7.2 Making a referral to a colleague or recording an incident on Classcharts is not by itself sufficient response to poor behaviour in the classroom. Also, data entered onto SIMS is not automatically seen by Heads of Department or Heads of Year. If you need to communicate about the incident find another way of doing so in order to support, re-engage and follow up.

### K.8 Disciplinary Reporting System

Teacher may be asked to fill in a report about a student via a report card. Students on report will be identified and shared with teachers

K.8.1 The decision to place on student on report is made by the Pastoral Leader/Head of Year in liaison with subject staff and tutor.

K.8.2 A student is placed on report in order to monitor behaviour/attendance/punctuality and to remind the student to modify his/her own behaviour.

K.8.3 Students and parents must be informed of and involved in the targets/progress against them.

### K.9 Recognition and Rewards Available

These are advertised to students through staff. Classcharts is the main system for awarding recognition points. Text messages of praise can be sent by individual teachers or by the senior member of staff on walk about and the system is accessed via the Pastoral Office. Departments should ensure they have agreement on the types of rewards they will use e.g. departmental postcards. This will be measured through student and parent voice activities.

#### K9.1 Recognition Points

Points will be awarded by members of staff linked closely to the school values of aspiration, endeavour, integrity and respect. Thresholds for success will be agreed annually and shared with students. Where met, this will result in form based prizes/recognition (i.e. badge)



K.9.2 Postcards, emails, phone calls and texts home:

Any of the above can be done in addition to the recognition points and are encouraged. Postcards are available from Head of department. Texts can be sent via the pastoral admin team.

K.9.3 Attendance:

Certificates to be issued for Excellent attendance throughout the year. Competitions regarding attendance and improvement will take place during the year.

K.9.4 Behaviour:

At the end of each term students with excellent behaviour and attitude, as shown through Classcharts will be analysed and recorded.

K.9.5 Referral to the Headteacher:

Contact the Headteacher so he can meet a student who has done something exceptional in their school work, or made an exceptional contribution as part of the school community or outside school.

**Voice: Posture and Register**  
 Know and use the 6 main types of voice used in the classroom:

- **Instructional:** Simple instruction, fixed position, often repeated, quite monotone. Other requests are dealt with non-verbally.
- **Encouraging/praise:** Needs to be genuine! Higher tone of voice, more animated body language
- **Story-telling:** Needs to hook the class in, so again more variance in the tone and pitch. You may move around the class, or stay in the same place.
- **Discouraging/addressing poor behaviour:** Needs to be concise, never ranting. Give time to think through what is to be said. Should not be personal or embarrass the student. Make sure that there is personal space between staff and student.
- **Talk over:** Most of the class have understood and are ready to start work, but some need further instruction. Give those who understand work to do, then lower voice, and repeat instructions to those who don't. Take care not to spend too long using the talk over voice, as it can be distracting to those who do understand.
- **Chivvying:** Can be used as an alternative to the negative voice. "Come on! Let's get this work started!"

Adapted from "Teach Like a Champion" Lemov, D (2010)

**Narrate the Positive/Positive framing**

Positive framing corrects and guides behaviour following six rules:

- **Live in the now:** ...avoid harping on about what students can no longer fix. Talk about what they should be doing next
- **Assume the best:** Until you know an action is intentional, your public discussion of it should remain positive
- **Allow plausible anonymity:** Allow students the opportunity to strive to reach your best expectations
- **Build momentum, and narrate the positive**
- **Challenge**
- **Talk expectations and aspirations**

**Low level challenge. Redirect and presume compliance**

If a student is refusing to work you need to get the message across that there are always things that we don't enjoy doing but that are important to our learning

"Maybe you think that the work is a little boring now, but I'm sure you will find the next piece will be more interesting"

**A learning community in pursuit of excellence**

*Teachers can only teach when the behaviour of students is excellent. We expect students to work hard, behave well and be respectful.*

Policies will support staff (C1-4), but we recognise the need for all staff to be highly skilled in managing behaviour in and out of the classroom. We also know that although managing behaviour is context specific, our values must be upheld and supported at all times.

These techniques are NOT policy, but strategies to try with different groups.

**"EVERYTHING WORKS SOMEWHERE, NOTHING WORKS EVERYWHERE."**

**Aspiration – Endeavour – Integrity – Respect**

**Routines & Procedures:**

- **Revise and Perfect:** Write and revise any routine that needs more attention to detail, with particular emphasis on opening routines and transitions
- **Do it Again:** have students do it again if not done correctly. Know how you will do this.
- **Cut it Short:** know when to stop the Do it Again

**Consistency in our routines is absolutely critical!**

**Teacher Radar:**  
 Know when students are off task

Deliberately scan the room for compliance:

- o choose 3-4 "hot spots" (places where you have students who often get off task) to constantly scan
- o "Be Seen Looking": crane your neck to appear to be seeing all corners of the room

Circulate the perimeter of the room with purpose:

- o Move away from the student who's speaking
- o Identify 3 spots on the perimeter of the room where you can circulate to, stand, and monitor student work



