

**WATH COMPREHENSIVE
SCHOOL**



**BEHAVIOUR FOR LEARNING
POLICY**

SEPTEMBER 2018

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1) Introduction

AIM OF THE POLICY

Wath Comprehensive School aims to provide an opportunity for students to be taught within an ethos conducive to learning, enabling all students to become 'able, active and qualified'.

Students will be encouraged to uphold high standards and help create a sense of community throughout the school. Staff will consistently seek to adopt a positive approach to student discipline in ensuring a safe and secure environment in which learning can flourish and prosper. Parental involvement and interest in their children's education will be actively encouraged through the use of Student Planners, SIMS, Parent gateway, Student and Parent Consultation Evenings with subject teachers and the range of events for the community which take place at the school.

We are committed to using other practical measures to promote good behaviour from students. The Rewards system is used to encourage: punctuality; attendance; high quality classwork and homework; and participation in the wider aspects of school life. The school recognises that some students experience difficulties in maintaining good standards of behaviour, therefore a support system is in place for these students.

THE 'NON-NEGOTIABLE' EXPECTATIONS OF ALL STUDENTS

In the Classroom:

- **Arrive** to lessons **on time**
- **Speak respectfully** to staff and other students at all times
- **Take responsibility** for your own behaviour and attitude to learning
- **Be ready to learn** with all required equipment
- Take pride and care to complete all tasks to the **best of your ability** (including homework).

Around the School:

- **Follow instructions** from **all staff** – first time and every time
- Wear **full school uniform** smartly at all times
- Show **respect** for other **people** and school **property**
- Always **place litter in bins**
- **Keep to the left** on corridors and stairs **and follow the one way system** in school.

Please note that the Wath Comprehensive School Behaviour Policy makes reference throughout to the following DfE documents:

- Exclusion from maintained schools, academies and pupil referral units in England 2012;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies;
- DfE and ACPO Drug Advice for Schools;
- Use of Reasonable Force;

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- Behaviour and Discipline in Schools;
- Screening, Searching and Confiscation;
- Ensuring Good Behaviour in Schools; and Dealing with allegations of abuse against teachers and other staff.

All documents should be read in conjunction with this policy. Wath Comprehensive School reserves the right to apply the above DfE guidance and any future changes to statutory regulations in full.

2) Behaviour Management System (In Class – Consequences)

The Consequence system is designed to give students choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour i.e. behaviour that undermines the student's own learning or that of others. 'Consequences' is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons. The Consequences pathway is as follows:

Warning – Rule Reminder. A warning can be given for e.g:

- Talking
- Poor work rate
- Not following instructions
- General low level disruption

C1 – First negative choice

- Recorded on the consequences board

C2 – Second negative choice – Final warning

- Recorded on the consequences board

C3 – Third negative choice - Removal to another classroom

- Recorded on the consequences board
- 30 minute detention the next day
- Failure to satisfactorily complete a C3 detention will result in a C4 being issued

C4 – Fourth negative choice - Removal to Consequences Room

- 60 minute detention the next day

C5 – Fifth negative choice

- 1 day in Consequences Room followed by the 60-minute detention

Immediate referral to the Consequences room can be given for:

- Health or Safety concerns
- Violence or threatening behaviour towards others
- Walking away from a member of staff
- Swearing
- Smoking
- Refusing to hand over items which are not allowed in the school.

The above could equally be internal exclusion/ fixed term exclusion, dependent on circumstances.

C6 – Continued defiance / disruption - Referral to Assistant Headteacher, Deputy Headteacher, Headteacher

- Internal Exclusion or Fixed term Exclusion followed by a day in Consequences and the 60 minute detention.

C3 (30min) and C4 1 (hour) detentions will be issued for the next day in every instance and will be led by Year Leaders and / or members of the Senior Leadership team.

It is the student's responsibility to attend the detention. Failure to attend the detention with no valid reason will result in the sanction being escalated.

3) Behaviour Management System (Outside the classroom)

All students are expected to be polite, courteous and respectful to everyone on the school site and to comply with reasonable requests or instructions made by staff at the first time of asking. Students are expected to have regard for their own safety and that of others.

Wath Comprehensive School operates a Conduct Card System to encourage positive behaviour around the school. Students acquire negative signatures for not meeting expectations and positive signatures for going above and beyond normal expectations.

If a student receives 5 positive signatures on their conduct card they will receive 10 E-praise points.

Students who receive 5 negative signatures will receive a 30 minute whole school detention.

4) Fixed Term Exclusion/ Internal Exclusion

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers/Principals in using exclusion as a sanction where it is warranted.' [DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012']

All decisions to exclude are serious and only taken as a last resort at the discretion of the Headteacher. The school may wish to sanction an Internal exclusion as an alternative to a Fixed term Exclusion. This will include either supervised provision within the school's internal exclusion provision or alternatively at a partnership school. Please find a list of examples below whereby fixed term exclusions may be appropriate, however, it is important to note that this list is not exhaustive:

- Failure to comply with instructions of a senior member of staff.
- Physical or emotional abuse of staff or students.
- Sexual misconduct.
- False allegations made against staff.
- Breach of Health and Safety rules and regulations.

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- Serious breach of School rules.

The School recognises the need to keep fixed term exclusions short wherever possible. It is therefore anticipated that exclusions would not exceed 5 days.

5) Permanent Exclusion

A decision to exclude a pupil permanently should only be taken:

‘in response to serious or persistent breaches of the school’s behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school’ [DfE ‘*Exclusion from maintained schools, Academies and pupil referral units in England 2012*’]

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or ‘one-off’ offence.

The Governing Body’s Guidance on Offensive Weapons

The school has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought onto the school site. In addition to knives; axes, BB guns, air guns, GATT guns, catapults and slings will all be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Headteacher or the Governing Body to be carried with the intention to inflict injury on another individual, for instance blades removed from pencil sharpeners.

In addition, the governing body also considers the following to be serious incidents resulting in the permanent exclusion of a student:

- Repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network
- Repeated verbal abuse of staff
- Persistent disruption and defiance that may or may not be directly linked to the Consequences system.

6) Partial Timetable

In exceptional circumstances, there may be a need for a student's timetable to be temporarily modified or reduced in order for it to better meet the individual needs of a particular student, at that point in time. A modified or reduced timetable may be appropriate where students demonstrate challenging behaviour or where students find it hard to meet the behavioural expectations of the school. In these circumstances the modified/reduced timetable is put in place in order to try to avoid exclusion.

When a student returns to the school following a Managed Move to another school, or when a student is awaiting a Managed Move from Wath Comprehensive School to another school, they will be placed on a modified/reduced timetable.

Modified or reduced timetables will be reviewed on a weekly basis, with the aim of incrementally increasing the timetable to full time as quickly as possible. The speed at which a modified timetable is increased/decreased is determined by how well the student's behaviour improves whilst on the modified timetable.

7) Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for Principals, staff and governing bodies'.

In addition to the practice identified in the DfE guidance, Wath Comprehensive School also bans the following items and as a result is able to search students for them:

- Any item brought into the school that could be sold or passed on to other students which, in the Headteacher's opinion will cause disruption to the school or be detrimental to school practice. This includes searches for stolen goods, drugs, alcohol, tobacco and any item that could be used as an offensive weapon.
- 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.
- Items confiscated by the School can be collected by parent/carer except where the school has chosen to dispose of the confiscated items, for example, cigarettes, alcohol, lighters.
- Where the school finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Principal thinks there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the school can dispose of tobacco or cigarette papers as they think appropriate but this does not include returning them to the student.

8) Mobile Phones and Electronic Devices

No student is permitted to use their mobile phone or any electronic device including headphones whilst on the premises. If they bring their mobile phone/electronic device with them to school, it must be switched off before they enter the school gates. They will not be able to switch them on again until they have left the school site. Failure to adhere to this policy will mean that the item (including earphones) will be confiscated and a C3 consequence will be issued. The first instance of confiscation will mean students will be able to

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collect their device at the end of the day. On the second instance, it can be collected by parents at their convenience or by students after 5 days.

Incidents have occurred out of school where postings have been put on social networking sites - parents are reminded of the importance of helping young people to understand how to use this technology responsibly and the very serious consequences that can result in failing to do so.

9) Use of Reasonable Force

Please refer to the DfE guidance 'Use of reasonable force. Advice for principals, staff and governing bodies'.

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on a school organised visit.

10) Discipline beyond the school gate

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the school premises which pose a threat to a member of the public or a student to the police as soon as possible.

If a member of the public, school staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to a school member of staff the Headteacher or Assistant Headteacher with responsibility for Behaviour must be informed. In the vast majority of cases they will involve the school's Police Liaison Officer, who will then follow agreed police and school procedures. (See Police/SSP section.) In addition, if the Headteacher/Assistant Headteacher considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the school's Safeguarding Policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on school residential, day trips and at school sports fixtures. The school will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the school site (refer to the consequences/exclusions section of this document).

Where bad behaviour occurs when a student is travelling to and from the school, the school reserves the right to issue a consequence, or a fixed term or permanent exclusion, particularly in relation to violent conduct, for example a physical assault or bullying incidents. The full Consequences System will apply.

Students are required to wear their school uniform correctly when travelling to and from the school and must not be involved in behaviour that could adversely affect the reputation of the school.

11) Smoking off-site/general behaviour off-site

Smoking on site is a serious breach of school rules and will be dealt with as such.

Smoking off-site is also seen as a serious breach of school rules, as students represent the school at all times whilst wearing the uniform.

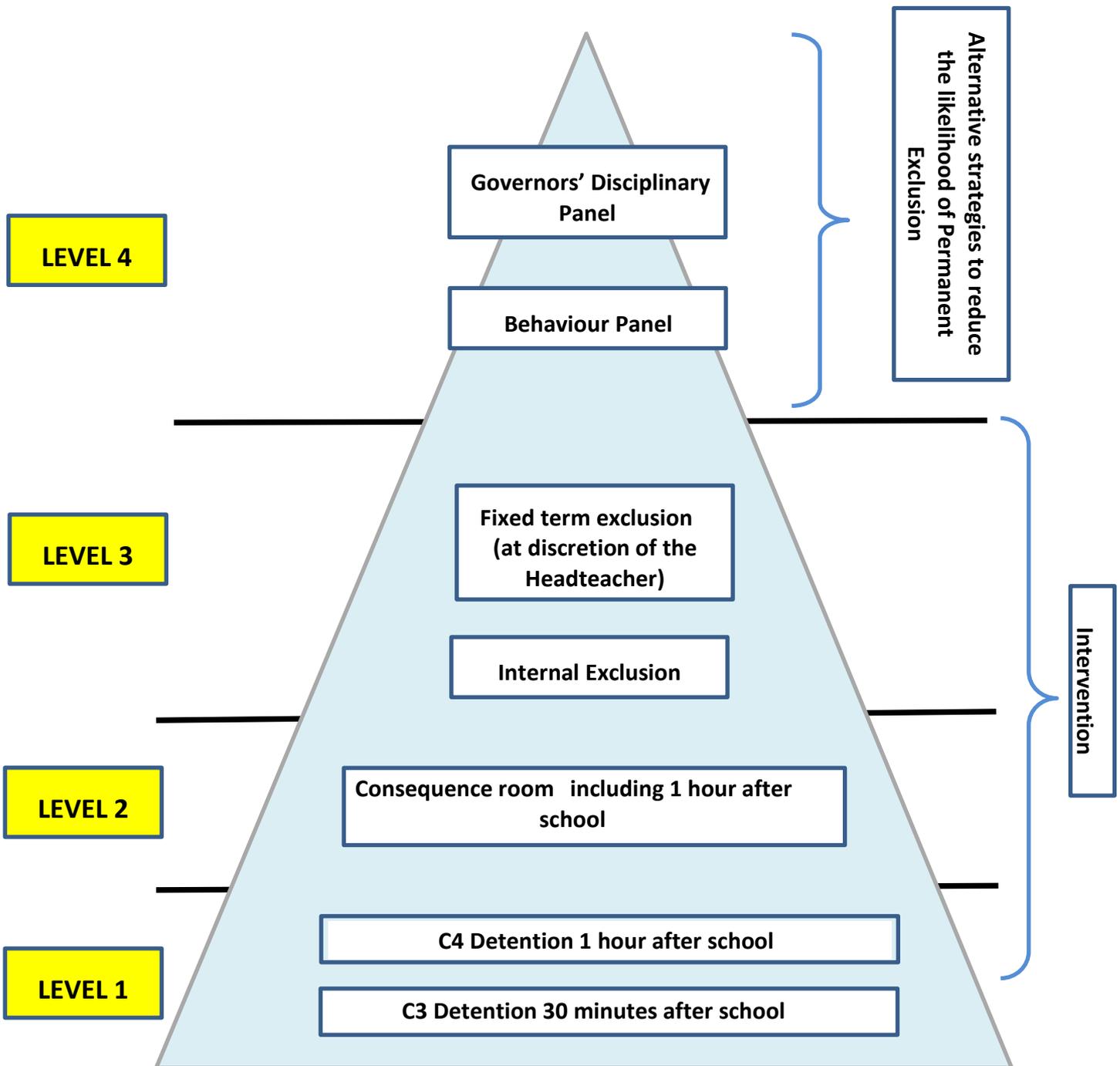
Poor general behaviour off site whilst in the school uniform will also be dealt with as deemed fit. It is our belief that students should positively represent the school at all times.

12) Police

Wath Comprehensive School will involve the Police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, Wath Comprehensive School will inform the police of any intelligence which may support them in preventing or tackling criminal activity.

A student and his or her family have the right to contact the police if they feel that a criminal offence has been committed.

13) Appendix 1 - Behaviour Flow chart to be used by Pastoral Team



Level 1 – KS Managers to monitor and oversee C3 detentions. AYL, PYL teams to meet Parents/Carers at this stage.

Level 2 – Consequence room

The Behaviour Support Unit (BSU) Manager to lead on the day-to-day running of the Consequence Room, to ensure there is appropriate work provided for students and that there's a consistent approach to the

consequence system. Failure to comply in the Consequence Room to result in internal exclusion / fixed term exclusion.

The BSU Manager becomes involved with any student who is booked into the Consequence Room. A first visit to the Consequence Room initiates an Intervention Tracker for the individual and a parental meeting takes place with the BSU Manager and PYL present. The Intervention Tracker is a mechanism by which students can be supported through interventions, restorative work and behaviour profiling in order to improve their behaviour and reduce C3s, visits to the Consequence Room and Exclusions.

Intervention

The BSU Manager will monitor behaviour points and number of visits to the Consequence Room and/or the number of internal exclusions / fixed term exclusions to decide on the type and frequency of intervention required.

Level 3 – Internal exclusion, which may also make use of Swinton Academy, St Pius or other Central Partnership schools.

Level 3 – Fixed term exclusions

The BSU Manager to lead on fixed term exclusions resulting from failure to comply in the Consequence Room. These may be 0.5 day exclusions where the student attends the Consequence Room and has an AM mark but fails the Consequence Room before the PM mark has been registered. The student to be excluded for the remainder of the day. If the student fails the Consequence Room after PM registration, they will be excluded for at least the following morning. The BSU Manager to lead on re-integration meetings for students failing the Consequence Room. SLT link to lead on all other internal exclusions, fixed term exclusions and re-integration meetings with Parents/Carers.

Level 4

Behaviour Panel – Any student who accrues 10 days in fixed term exclusions will be expected to attend a behaviour panel to meet with the Headteacher, Deputy Headteacher, AYL/KS manager and PYL.

The SLT link will monitor when a student requires a behaviour panel and the SLT link/ Deputy Headteacher will arrange the panel. Both student and parents will be expected to attend on the specified date and time.

Governors' Disciplinary Panel – any student who accrues 15 days in fixed term exclusions will be expected to attend a Governors' panel to meet with the Chair of Governors, the Headteacher and the Deputy Headteacher.

The SLT link will monitor when a student requires a Governors' Disciplinary panel. Both student and parents will be expected to attend on the specified date and time.

Alternative strategies to prevent Permanent Exclusion – to include:

1. Behaviour Phase Threshold (Level 1, 2 and 3)

PYL will begin the Behaviour Phase Threshold document as soon as a student receives a second fixed term exclusion in an academic year. HP and BSU Manager will receive copies of the document – to allow discussion at fortnightly Pupil Management Group meetings.

SLT link to keep an oversight of students with a Behaviour Phase Threshold.

Deputy Headteacher to lead on fixed term exclusions and reintegration meetings for students who have reached their fifth fixed term exclusion in an academic year.

2. Managed Moves

HP to lead on Managed Moves with schools in the Central Partnership.

KSMs to attend the initial meeting with Student and Parent present.

AYL and PYL to attend the weekly meeting to discuss the progress of the student (over the course of a 10 week period).

3. Alternative Provision

HP to discuss students of concern (Level 2 or 3 in terms of Behaviour Phase Threshold document) at Pupil Management Group meetings. Any Student that continues to behave poorly is at risk of being placed in an alternative provision programme.

Number of FTE	Possible number of Days	Staff member to lead	Intervention
1st	1	SLT Link	<ul style="list-style-type: none"> • Monitoring by Behaviour Support Unit • Behaviour Phase threshold • Managed Moves • Alternative provision • Discussion at Pupil Management Group meetings
2nd	1	SLT Link	
3rd	1	SLT Link	
4th	1	SLT Link	
5th	1	Deputy Headteacher	
6th	1	Deputy Headteacher	
7th	1	Deputy Headteacher	
8th	2	Deputy Headteacher	
9th	2	Deputy Headteacher	
10 th	2	Deputy Headteacher	
11 th	2	Deputy Headteacher	
12 th	3	Deputy Headteacher	
13 th	3	Deputy Headteacher	
14 th	3	Deputy Headteacher	
15 th	3	Deputy Headteacher	
16 th	4	Deputy Headteacher	
17th	4	Deputy Headteacher	
18 th	5	Deputy Headteacher	
19th	5	Deputy Headteacher	

Please note: The above table is for guidance only and the number of days for each consecutive exclusion may vary. Any student who reaches a total of 45 excluded days in one academic year, or 15 days in one school term, will be permanently excluded from school. The Headteacher has the authority to permanently exclude a student even if they haven't reached 45 days.