

## **EXCLUSION AND BEHAVIOUR MANAGEMENT POLICY**

### **Rationale**

The governing body wish to have an atmosphere that combines well ordered routines of work and movement with friendly and sympathetic attitudes. They believe that such routines require a consistent approach by staff, reasonable rules and codes of behaviour which are supported by reasonable and effective sanctions combined with the use of praise.

### **Policy**

The aims of the school's behaviour management policy are to:

- contribute to the positive ethos of the school;
- foster self-discipline within students;
- ensure that behaviour in class and around the school is such that all students can work and contribute to the school effectively;
- set out clear guidelines for standards of discipline expected both in the workplace and in society in general.

### **Guidelines**

#### **I Creating a Positive Environment**

The aim for each teacher should be to build up a working relationship with students to enable constructive learning to take place.

##### **(a) Classroom Organisation**

Teaching staff should consider the way the classroom is organised and its general appearance including:

- the layout of the furniture
- well-organised beginnings and ends of lessons
- the way they move about the room
- the provision of attractive displays of students' work
- the speedy removal of graffiti and broken furniture

##### **(b) Relationships**

Students respond better to teachers who:

- are fair and humane (treat students as individuals)
- avoid embarrassment in front of peers
- have a sense of humour
- offer and provide constructive help
- provide a sense of belonging
- mix informally with students during extra-curricular activities and make learning tasks stimulating

(c) Lesson Planning

Lessons should be carefully planned to:

- have order, purpose and structure
- ensure sufficient and suitable materials are available
- enable flexibility
- prepare students properly for examinations
- show relevance of the work to the students
- use a variety of appropriate teaching methods
- ensure equipment, books etc are to hand to allow for individual needs

(d) Lesson Procedures

Teaching staff should follow procedures such as the:

- prompt arrival and start of lessons
- setting of standards of behaviour eg when teacher speaks, students listen
- setting and collecting of homework regularly
- marking work promptly, monitoring students' progress and provide useful feedback
- having high expectations of students
- encouraging students to do well and recognise achievement

(e) Leading by Example

Staff should set the tone by their own behaviour. This includes:

- high standards of speech, manner and dress
- avoiding open criticism of colleagues and the school
- showing respect to others
- being positive

(f) Intervention Discipline

Should interventionist discipline be required it is essential that misdemeanours are dealt with properly and in a fair way. Staff are recommended to use the following procedures:

- try to avoid losing your temper or making idle threats
- wherever possible avoid exchanges developing into open confrontation
- avoid being over familiar with students
- do not punish whole groups for the misbehaviour of a few individuals
- if excuses are made that cannot be checked give students the benefit of the doubt
- most misbehaviour should be dealt with immediately, although there is a case sometimes for tactically ignoring some misbehaviour
- use punishments sparingly, avoid over-punishing for minor offences
- use the system and criteria of sanctions laid down by the school

- keep relevant staff aware of discipline problems
- in the event of regular misbehaviour call on a subject leader or head of faculty or in the case of serious misbehaviour call a senior member of staff for assistance
- do not swear and never hit a student

## 2 **Praise and Reward**

### Recognising Achievement

Success in academic work is obviously highly important for ALL our students across the ability range. We will continue to identify, recognise and praise the achievement of:

- the student of very limited ability who acquires certain basic skills;
- the student of average ability who reaches a level above that expected;
- the student of very high ability who achieves 9 or more top grades.

In addition, there are a great variety of other areas of achievement, which demonstrate a range of skills, qualities and attitudes which should be recognised, encouraged and praised as important accomplishments.

### Praise

Research evidence indicates that although teachers think they praise students as a natural part of their teaching they do not praise enough. Research also indicates a clear link between the use of praise and improvements in student behaviour, work, self-esteem and school ethos.

The school promotes the use of praise and reward as the most important factor in:

- Developing a culture of achievement
- Cultivating an ethos of success
- Developing self-esteem
- Managing and guiding student behaviour, motivation and performance

Praise and reward should be used more extensively than reprimand and sanctions. The criteria for using praise and reward are broadly based to include:

- work including homework
- effort
- behaviour
- improvement
- achieving targets
- maintaining consistent standards
- contribution to school life
- voluntary work in the community

Please praise, in public or privately, as appropriate, when achievement, academic or otherwise, is shown.

## Reward

### Achievement Points

Achievement points are awarded when a student has made a special effort or produced an excellent piece of work. Achievement points are recorded in SIMS by staff and these can then be celebrated with the student concerned.

Effort grades from progress checks are converted to achievement points to recognise the hard work of all students.

### Praise Postcards

Praise Postcards are used by some departments. They are posted home when a student has produced an outstanding piece of work or done something quite exceptional. Teaching staff pass completed postcards on to support staff who will add the student's address and arrange posting.

### Praise Stickers

Praise stickers are used by some teachers. They are either issued to students, stuck on a piece of work or in the student's planner.

### Attendance Certificates

These may be awarded annually to students who have achieved 100% attendance.

### Subject Prizes

Prizes are awarded by subject staff. Each faculty will recommend students for a prize using the following criteria:

- sustained effort
- outstanding progress
- application
- enthusiasm
- perseverance where appropriate

Subject prizes should not be awarded automatically every year for each subject. There will be some years when students do not meet the criteria.

### Year Prizes

Year staff, together with form tutors of the year group, will recommend the allocation of year prizes using the following criteria:

- Contribution to the activities of the form or year
- Community service
- Charity fund raising
- Contribution to whole school activities
- Leadership
- Overcoming adversity
- Other categories as appropriate

### 3 Sanctions/Consequences

With an emphasis on positive discipline sanctions should be reduced to a minimum.

(a) Reprimand

The reprimand used will vary according to the student and the offence. It may be used immediately, during the lesson or at the end of the lesson. (Staff should not detain students for more than a minute or two at the end of Periods 1, 3 and 5). They may arrange to see a student during break or lunch and reprimand then.

(b) Removal from the room

- Used occasionally by staff. Staff should check regularly that the student is still there and see that student has a book to read or work to complete.
- Sending a student outside is not enough in itself, it must be followed by further punishment. At the end of the lesson, staff should deal with offender alone in the classroom. If staff feel that sanctions staff have available are not being effective, they should arrange for student to see the Head of Faculty/Subject Leader either immediately if this is essential or preferably at a particular time.
- Where staff allow a student back into the room before the end of the lesson they might sit the student separately from class, at the front - if necessary by sending somebody else to take their place.

(c) Imposition (Extra Work)

- A student may be told to repeat work that is late or unsatisfactory.
- As constructive as possible in character. Staff should relate the work to be done to the ability of the student.
- May be used for misbehaviour both in and out of the classroom.
- When given in class, may be handed in at the start of next lesson or by arrangement.
- When given out of class staff will arrange for the student to see them the following day, at a particular time and place.
- It is obviously important that ALL impositions given are done. Staff must follow up any students who fail to hand in impositions at the appointed time.

(d) Temporary or permanent removal from the teaching group

- Student may be made to work outside the room of a Subject Leader or Faculty or a member of the Senior Leadership Team (SLT) for a number of lessons.

- Student may temporarily attend lessons of another member of staff in the same subject.
- Student may be permanently put in a different teaching group.
- These moves must be arranged with the knowledge and agreement of the Head of Faculty. The Head of Year should be informed and a member of the SLT should be involved if a permanent move is being considered.
- Relevant staff should be informed of any permanent changes by email or SIMS InTouch.
- Parents must be informed if their son/daughter has been removed from a class even if only on a temporary basis.

(e) Withdrawal of Privileges

eg taking part in an activity involving going out of school.

Used carefully. This may be an appropriate and effective sanction, but might lead to alienation.

(f) The Detention System

Staff should not keep a student after school without first informing a parent, ie detention set on SIMS, letter or telephone call. Legally staff are only required to inform parents. Parents are not required to give permission for their child to attend a detention.

Types of Detentions

A Subject Teacher/Form Tutor Detention – eg. 30 minutes held during lunchtime

Individual members of staff may keep a student in during part of the lunch period. Detentions would be given for failing to complete homework, lateness to class or minor disruptive behaviour.

Subject Teacher/Form Tutor Detention – 30 minutes – 1 hour after school

Individual members of staff may keep a student in detention after school for persistently failing to complete homework, persistent disruptive behaviour, etc. Detentions are given in consultation with a Subject Leader and the student's Head of Year.

Head of Year/Head of Department/Area Detention – 30 minutes – 1 hour after school

A Faculty/Head of Year/Subject Leader detention is given for failing to attend a detention, continually failing to complete homework, or more serious disruptive behaviour.

Senior Leadership Team/ Head of School Detention - 1 hour -2 hours after school

Detentions are given for failure to turn up to a Year/Department/Faculty detention or continually failing to complete homework, or frequently disruptive behaviour despite Head of Year/Subject Leader/Faculty detention, or very serious misbehaviour.

## Issue of Detentions

All detentions are recorded in SIMS and relevant parties are informed through InTouch. Students and parents are asked to check emails to keep track of detentions.

### The Nature of the Detention

Work should be constructive and worthwhile. Either given directly to the student or provided for the staff supervising to give out.

Usually detention will take the form of sitting down at a desk and doing written work, but for some students and for some offences the time might be spent cleaning walls, picking up litter, sweeping pavements, etc.

Always give, at least, 24 hours notice of a detention. If possible, try to give parents two days notice. This is to allow, where necessary, parents sufficient time to arrange transport for their child. If staff feel a more immediate detention is called for, a member of SLT, Head of Faculty or Head of Year may be able to contact parents during the day.

Where a student who uses school transport is issued with an after school detention it is the parent's responsibility to arrange alternative transport. This applies to all students regardless of where the student lives.

Detentions should not be awarded for trivialities, nor given indiscriminately. Generally, do not place students in a detention before other sanctions have been used. Detention should always be regarded as a serious punishment and the atmosphere of a detention class should be kept very strict. It should be regarded as a very serious offence if a student misses a detention without good reason.

### Head of School/Principal's Detention

Members of the SLT, Head of Faculty or Head of Year would recommend which students should be placed in a Head of School/Principal's Detention.

## (g) The Report System

### Faculty Report

Students may be placed on a Faculty Report for misbehaviour in a specific area.

Students are on report for two weeks. If there is no significant improvement in a student's behaviour they are referred to their Head of Year.

### 'On Report'

The school's 'On Report' sanction is used for persistent misbehaviour, truancy, lateness or poor work. The Report Cards are colour coded: green, amber, red, to indicate the seriousness of the sanction. A student on a red Report Card would report to a member of the SLT. When a student is given a Report Card each member of staff is required to comment on the student using the appropriate space on the Report Card. In addition, students are required to show their Report Card to their parents to obtain their signature for each day they are 'On Report'. Students 'On Report', are expected to achieve set targets to be taken off Report.

### Green Report Card

Used for first misdemeanour such as truancy, poor behaviour. Issued by Head of Year. Students report daily to the year team.

### Amber Report Card

Used for persistent poor behaviour or for repeating a misdemeanour for which they have already been on Green Report. Issued by Head of Year. Students report daily to the year team.

### Red Report Card

Used for students who persistently misbehave or for a very serious misdemeanour. Issued by Head of Year in consultation with a member of the SLT. Students report daily to a member of the SLT.

Students may volunteer to go 'On Report' to help them achieve specific targets. Form tutors or the Head of Year may also issue a student with a white report to monitor work and/or effort or to help them achieve specific targets. In this case the report card is white.

#### (h) **Pastoral Support Programme (PSP)**

Can be activated when a student has been on Red Report or placed in isolation for two or more occasions and is at serious risk of disaffection, permanent exclusion or criminal activity. PSP is a short term agreement that lasts no more than 6 weeks. All students returning from a fixed term exclusion are placed on a PSP.

#### (i) **Isolation**

Where appropriate a student may be withdrawn from lessons and registration periods, and will be supervised by a member of staff. Work is provided for students to complete whilst in isolation. Completed work is sent to the student's subject teacher for marking. Teaching staff may provide work for students to complete whilst in isolation. Parents are informed when a student is placed in isolation. Where a student has been in isolation for two or more occasions a PSP is set up.

#### (j) **Contacting Parents**

If a student persistently misbehaves or works below the standard possible, parents should be informed and asked to come into school to meet with the Head of Year and/or a member of the SLT. It would usually be desirable for the Form Tutor to be present.

Prior to such an interview a proforma is circulated to staff who teach the student, so that up-to-date information is available.

#### (k) **Involving Senior Staff in an emergency**

If a member of staff is faced with a very difficult situation - considerable disorder or outright disobedience – staff should not hesitate to bring in a senior member of staff to help. This might be a Subject Leader or Faculty, Head of Year, and Assistant Headteacher, a Deputy Head or the Head of School. It would be best, unless staff know for certain where the colleague is, that they send a note by a reliable student to North or South School office asking for somebody to come immediately.

It may be appropriate to send a troublesome student immediately to one of the Senior Leadership Team. If this is done, it is essential that the member of SLT or the office is contacted immediately either by telephone or a note sent by a reliable student. Assuming the member of the SLT is available, they would come to your classroom as soon as possible to find out the details of the situation.

#### (l) **Exclusion**

A decision to exclude a student for a fixed period or permanently should be taken only when one or both of the following points apply

- when there has been serious breaches of the school's discipline policy

- if allowing the student to remain in school would seriously harm the education or welfare of the student or other students in the school.

Where a student has been identified as at risk of exclusion a range of strategies will be used to support the student and prevent an exclusion.

Exclusion is not an appropriate response to minor incidents, deviations from school uniform policy, lateness and truancy or poor academic performance.

There are precise regulations for dealing with exclusions. The Head of School/Principal must follow these procedures.

### **Fixed Period: Usually 1-3 days, sometimes longer.**

The Head of School/Principal may exclude a student for one or more fixed periods but the total should not exceed 45 days in any one school year. A fixed period exclusion should be as short as possible. During the first five days of the exclusion the school will make arrangements for work to be set and marked. Where the fixed period exclusion exceeds 5 days the school will arrange suitable full-time education from the sixth day of the exclusion. Students who return after a fixed term exclusion are placed on **'Blue Report'**. Students on Blue Report should report directly to the Head of School/Principal or a member of the SLT in their absence.

### **Lunchtime Exclusions**

Students whose behaviour at lunchtime is disruptive may be excluded from school premises for the duration of the lunchtime. A lunchtime exclusion is counted as one half of a school day. Taking into account the student's age and vulnerability, the Head, Deputy or student's Head of Year will ensure that the student's parent has been contacted and is available, if appropriate, to arrange collection and supervision of the student during the lunchtime exclusion.

Lunchtime exclusion will not normally exceed a week and if this is the case alternative strategies would be discussed with the parents.

Students on free school meals will be issued with a packed lunch.

### **Permanent Exclusions**

A student will only be permanently excluded following serious breaches of discipline or if the education or welfare of students and others at the school would be harmed by the continued presence of the student in the school. Permanently excluding a student is a very serious matter and will only be taken when all other strategies have been tried.

However, there are exceptional circumstances when it would be appropriate for the school to permanently exclude a student for a single offence. These might include:

- serious violence, threatened or actual, against another student or member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon

An offensive weapon is any article made or adapted for the purpose of causing injury to a person or an article which has a blade or a sharpened point.

When the decision has been made to permanently exclude a student, parents will be notified immediately, if possible by telephone. This will then be followed by a letter of confirmation. The governing body, LA and the EWO will also be informed.

### **Procedures following a Permanent Exclusion**

A student who has been permanently excluded remains on the school's roll until any appeal against the exclusion has been determined or it is confirmed that no appeal is to be lodged either because the time limit to do so has expired (15 days from the day of the permanent exclusion) or the parents have informed the LA that they do not intend to appeal.

The LA is responsible for the student's education from the sixth day of the exclusion. Following two permanent exclusions in the past two years admissions authorities are not obliged to admit a young person.

### **Monitoring, Evaluation and Review**

The school's behaviour management policy is monitored, evaluated and reviewed by the Pastoral Committee and the senior leadership team annually.

### **Dissemination of the Policy**

This policy is available on the school website, on request to parents and carers, the LA and Ofsted through the Head of School or Principal.

### **Other policies that are relevant:**

Date approved by governors	June 2017
Date for review	June 2020