



*respect    resilience    responsibility*

## Behaviour for Learning Policy

Date:                      September 2018

Review Date:            September 2019

There are three core values at the heart of Woodlands' positive behaviour for learning policy. These are respect, resilience and responsibility.

The aims of this Behaviour for Learning Policy are:

- To reinforce positive behaviour
- To centralise discipline procedures in order to create consistency across the school amongst staff and students
- To promote the values of respect, resilience and responsibility (in line with the core British Values)

This is so that all areas of the school environment are safe and happy and progress and attainment is improved across the school.

All stakeholders are expected to demonstrate the 3 Rs within the school community by following the 3 R statements (appendix 1). Staff are expected to follow the "positive behaviour for learning" expectations and must refer to the Consequence System when students do not positively show respect, resilience and responsibility within lessons and around school.

## **Rewards**

At Woodlands we place great emphasis on rewarding students for demonstrating 'respect', 'resilience' and 'responsibility'. Students will be able to do this through positive behaviour for learning, exemplary attendance, commitment to extra-curricular activities and being a good citizen in our school community.

We will reward you in the following way:

- Stamps
- Verbal praise and encouragement
- Displaying of students' work and extra-curricular achievements
- Post cards and telephone calls to parents
- Weekly text to parents whose child collects all stamps in the previous week
- Awards and awards certificates linked to reward stamps and attendance
- Celebration and recognition through rewards assemblies
- Rewards visits

Students will also be rewarded with extra respect, resilience and responsibility stamps for going above and beyond in these areas. These stamps will be collated and contribute to tutor group rewards.

### **Rewards Stamps: Guidance for Staff**

The issuing of stamps is the central mechanism for recognising positive behaviour for learning. It is essential that planners are on the desk at the start of every lesson and that teachers stamp planners each session.

#### **Class teachers**

Staff responsible for students during a lesson will be expected to stamp their planners every lesson if they meet the minimum behaviour for learning expectations. (Students have shown respect, resilience and responsibility).

Students will NOT receive a stamp but will receive a code in their planners for the following reasons:

- B = behaviour which has meant that students have not shown respect, resilience or responsibility e.g distracting learning of others, lack of work, uniform or punctuality
- H = homework not completed to a satisfactory standard (although this is linked to a lack of responsibility, the H codes are tracked by parents, Tutors and Year Leaders)
- If a member of staff decides that a student does not deserve a stamp then they must **not** leave the space blank. It must be filled in with the appropriate code (e.g. "B" for behaviour) to indicate why the stamp was not given. It is the equivalent of a C2.
- The member of staff must then record this on SIMS as a C2 or C3 clearly outlining the reason for the code. If the student receives a C3, the member of staff must add the student into the detention for the same day and text or call home. Repeated C3s should result in a meeting with the teacher, student, parent and where appropriate the subject leader.
- Students must place their planners on the desks upon arriving in a lesson to facilitate efficient stamping.
- If students do not have their planners, students should be sent to the IE room to collect a day sheet. Students who have received a day sheet once before will receive a 60 minute detention daily until the planner has been replaced or brought into school.
- If a member of staff does not have their stamp, they should write their initials in the space instead to indicate that a stamp has been given. They should immediately seek a replacement for the day from the finance officer.

- Should staff lose their stamps, the cost of replacement stamps will be deducted from departmental capitation.

### **Tutors**

- Tutors should stamp the planners of students who meet minimum behaviour for learning expectations. (Students have shown respect, resilience and responsibility)
- During assemblies tutors should stamp the planners before, after or on the following day.
- By the Thursday of the following week – all data in relation to the stamps must be entered on the SIMS marksheet for the tutor group by the tutor. The tutor should aim to review the previous week with each student and discuss/praise as is appropriate.

### **AYLs**

- On the Friday the AYL will then text home a congratulatory message to the parents of any students who have achieved at least 30 stamps.
- At the end of every day, AYLs will send the daily behaviour log to SLT and Subject Leaders
- AYLs will text home to inform parents that their child has a detention or IE the next day

### **Year Leader**

- The YL will review, at least fortnightly; the codes received by students and put an action in place for those students who are continuing to receive B and H codes. There are clear step up sanctions.
- During line management, the YL and member of the Leadership team with responsibility for behaviour will discuss the behaviour for learning, homework and missed stamp totals. Where appropriate they will intervene and create support plans for students based on areas of need.
- In addition, stamp totals will be celebrated at award assemblies at the end of each half term
- Prizes will also be issued for the tutor group with the most stamps each half term

### **Behaviour Team**

- Every Friday, a member of the behaviour team will provide SLT and Subject Leaders with a list of C3 (ECOs) for individual subjects

### **Subject Leader**

- Subject Leaders are expected to use the weekly ECO list to identify repeat C3s within their department so that they can support class teachers. This could be a phone call home, supporting with a student and parent meeting or positive behaviour for learning CPD.

## **Positive behaviour for learning at Woodlands means that we show 'respect', 'resilience' and 'responsibility' at all times.**

### **To show 'respect' we...**

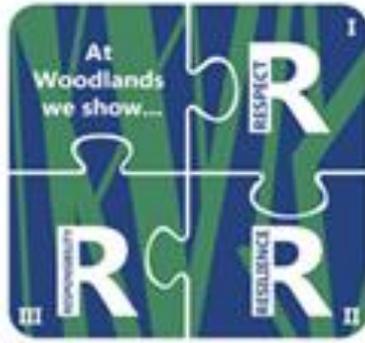
- listen actively and follow instructions first time
- respect other peoples' right to learn in a safe environment
- switch off all electronic devices including mobile phones whilst on school site

### **To show 'resilience' we...**

- participate actively in all class tasks, offering ideas and answers
- persevere and have high expectations of our progress
- embrace challenges positively

### **To show 'responsibility' we...**

- arrive on time
- start the lesson quickly with our planner on the desk
- come equipped including planner, homework and DEAR book



## **POSITIVE BEHAVIOUR FOR LEARNING – The Woodlands Way**

### **The 3 Rs**

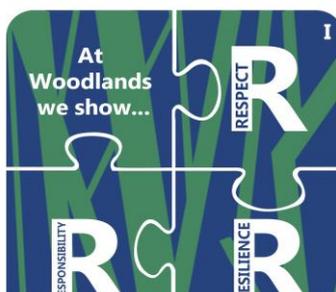
Respect

Resilience

Responsibility

To maintain 'visible consistency' across the school, we expect the following:

- A. Teachers to **meet and greet** students at the door EVERY lesson with a smile
- B. Students to **enter in a calm and consistent way,** ensuring planners are out and they are stood behind their chairs in silence. Students should only sit down when directed by the teacher
- C. An **engaging start to the lesson** that should include a prepared settling activity
- D. **Register taken within first 10 minutes** (in silence) and expect the response to be YES SIR/ YES Miss



- E. Teachers to **accentuate the 3 R positive** by focussing on students showing the 3Rs  
– use them as role models
  
- F. **Use of 3 R language** and link to language of choice so students own their behaviour.  
Take time to repair and build positive relationships and focus on keeping students in the lesson learning
  
- G. Teachers to **follow behaviour for learning system** consistently and fairly
  
- H. A **calm and consistent exit** – students pack away in an orderly fashion with planners on the table ready to stamp. Students stand behind chairs in silence before being dismissed in a calm and staggered manner

# **Sanctions**

Student sanction	Issued for	Staff actions
<b>C1</b> Verbal warning	<ul style="list-style-type: none"> <li>• Low-level disruption</li> <li>• Failure to follow basic school rules/instructions, as stated in positive behaviour for learning code</li> </ul>	<ul style="list-style-type: none"> <li>• Give a warning and state it is a C1</li> <li>• Be clear why given and give students a clear choice</li> <li>• Praise student when desired behaviour adopted</li> </ul>
<b>C2</b> Verbal warning and code in planner issued at this point	<ul style="list-style-type: none"> <li>• A second warning due to a continuation of failure to follow Positive behaviour for learning code.</li> </ul>	<ul style="list-style-type: none"> <li>• Give a warning and state it is a C2 and B code in planner</li> <li>• Be clear why given and give students a clear choice</li> <li>• Praise student when desired behaviour adopted</li> <li>• C2 logged electronically by the member of staff on Sims at end of lesson if no further warnings given</li> </ul>
<b>C3 – Restorative conversation</b> On call called and if deemed appropriate, teacher engages in restorative conversation with student. Student returns to lesson	<ul style="list-style-type: none"> <li>• Further failure to follow Positive behaviour for learning code despite two warnings</li> </ul>	<ul style="list-style-type: none"> <li>• State reason why C3 restorative conversation has been issued. Record electronically on SIMS</li> <li>• B code to be written in the planner</li> <li>• When appropriate, class teacher to call home and/or arrange a meeting with parents for repeated C3s. Subject leader to monitor that this takes place.</li> </ul>
<b>C3 – On-call (Immediate or for failed restorative conversation)</b> 40 Minute detention given Removed to behaviour room by on call	<ul style="list-style-type: none"> <li>• Failure to engage in restorative conversation</li> <li>• Any kind of bullying behaviour towards another person</li> <li>• Verbal abuse towards a member of staff</li> <li>• Causing physical damage to school property</li> <li>• Stealing school equipment</li> <li>• Smoking on site</li> <li>• Late to school, truanting or leaving a classroom without permission</li> <li>• Use of mobile phones or electronic devices</li> <li>• Failure to attend homework detention, Monday mentoring or catch up room</li> </ul>	<ul style="list-style-type: none"> <li>• State reason why C3 has been issued. Record C3 electronically on SIMS. Issue B code</li> <li>• Class teacher to call home and/or arrange a meeting with parents for repeated C3s. Subject leader to monitor that this takes place</li> <li>• Behaviour discussion between student and class teacher (facilitated by subject leader if necessary)</li> <li>• If two C3s in one day then student will sit a 60 minute detention at the end of the day.</li> <li>• AYL/behaviour team texts notification home</li> </ul>
<b>Senior detention:</b> students work with a member of Senior Leadership team or Year Leader <b>70 minute detention (2.50pm – 4.00pm)</b>	<ul style="list-style-type: none"> <li>• failure to complete 40 minute or 60 minute detention the previous day</li> <li>• significant incident of poor behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Parents informed by phone by AYL or YL</li> </ul>
<b>Internal Exclusion</b> - Students work in isolation from their classes for the entire school day and serve a 40 minute detention at the end of the day	<ul style="list-style-type: none"> <li>• Failure to attend senior detention</li> <li>• Instances of extremely poor, dangerous or disruptive behaviour</li> </ul> <p>Failure to complete IE/more serious behaviour will lead to afternoon education or a fixed term exclusion. More than 2 consecutive days in IE will mean a parental meeting with SLT or Year Leader</p>	<ul style="list-style-type: none"> <li>• Parents informed by phone by AYL or Year Leader</li> </ul>
<b>Homework detention - 30 minutes</b>	<ul style="list-style-type: none"> <li>• Homework detentions for missed homeworks to be completed in ICT with teacher support. Failure to attend this will lead to C3 40 minute whole school detention</li> </ul>	<ul style="list-style-type: none"> <li>• Parents informed by class teacher and recorded as a homework detention on SIMS</li> <li>• AYL texts notification home</li> </ul>

## Detention arrangements:

### **Behaviour detentions**

A 40, 60 or 70 minute behaviour detention will be issued for reasons stated above. These will be issued via the school's Management Information System (SIMS). Parents and carers will be informed by a text indicating a 40 minute detention will need to be served by their child on the same day. Detentions are carried out by all teaching staff on a rota in the designated area. Detentions cannot be served in a different area of the school unless authorised by the member of SLT with responsibility for behaviour. Students with whole school detention that day will appear as red on the class registers for the day. Staff should remind them of detentions in every lesson. Staff teaching students on detention period 5 should aim to escort these students to the detention room at 2.50pm.

Once a 40, 60, 70 minute detention has been served all minutes owing will revert back to 0.

A SIMS register will be completed in the detention.

Behaviour detentions take precedence over all extra-curricular activity, including sports fixtures, clubs, and productions and over homework detentions.

### **Non-attendance at whole school detention**

- Students who fail to attend their whole school detention without suitable reason from parent/carer will be placed in a senior leader detention from 2.50pm until 4pm. Parents will be informed by text or phone.
- If a student fails to complete the Senior Leader detention, they will then be placed in IE for the next day.
- If the student does not complete IE, a meeting will be held between the student, parents and member of SLT or year team in which agreements about expectations will be discussed.
- If a student regularly fails to attend detentions and is placed in IE, a meeting will be held between the student, parent and Year Leader and they will be placed on a prevention plan in order to ensure sufficient support is in place.
- Students who fail to improve their behaviour whilst on a prevention plan will move onto one of three options:
  - A change to their provision
  - A managed move or respite to a different school
  - Permanent Exclusion

Upon failing the prevention plan, students are either permanently excluded or alternative internal or external provision is sourced. It is expected that Safeguarding Panel will have been given advance notice of a likely failure, and that the LA's Behaviour Support Team will have been notified.

### **Homework detention**

If a student has failed to complete a homework they will be placed in a homework detention on the same day. This is logged through SIMS in the normal way. The class teacher will notify parents of this with a text home. Homework detentions are served in the ICT rooms for 30 minutes. During this time staff on rotation will help support the completion of work owing. Teachers should aid this completion by ensuring students have the homework task clearly recorded in their planner and have resources necessary. More than one homework can be completed on one evening. If a student is present in school but fails to attend this detention they will then be placed in the whole school detention system for the next day. If a student has a whole school detention on the evening of the homework detention – the whole school detention will take priority.

## Routines and Rituals

Please refer to the Teaching and Learning Policy for guidance on the precise routines and rituals that should be followed by all staff, but it is important to note that students' behaviour is usually affected by the behaviour of the teacher and by the quality of the lesson.

## ECO Procedures

In the case of an emergency such as:

- A student at risk of injuring him/herself or another student
- Significant verbal abuse to a teacher
- A student's behaviour disrupting the work of a whole class
- A student leaving the classroom without permission

The ECO teacher must ensure they walk round the college and help defuse problems before they start.

Action	Action by:
Assuming that your attempts to calm the situation using C1, C2 and a C3 restorative conversation have not worked, issue a C3 and call ECO by ringing the mobile	Class Teacher/Subject Leader
Investigate the problem and decide upon the appropriate course of action. Record details on the ECO sheet. (I=on call room; S=sent home; X=ECO cancelled, no further action). Either take student to on call room or send home with an exclusion in extreme circumstances. This can only be agreed by the Head Teacher or Deputy Head Teacher  If a student has had 2x ECO in one day they are expected to complete a 60 minute detention on the same day and text must be sent home by behaviour team	ECO Teacher
A phone call or text must be made <b>the same day</b> to notify parents of the 1 hour C3 detention details. A C3 should be issued and a corresponding Behaviour Incident log on Sims must also be completed	Class Teacher

## Truancy Procedures

Internal truants are identified by ECO<sub>2</sub> through the registers, and sanctions are issued by the behaviour team and AYLs.

Action	Person Responsible
<p>Take register at the start of the lesson and update it for late arrivals using preserve button.</p> <p>When possible, alert ECO to students that have been registered prior to your lesson but have not arrived.</p>	Class Teacher
<p>If the student has not been signed out legitimately, and cannot be found:</p> <ul style="list-style-type: none"> <li>• Record details on the ECO sheet</li> <li>• Contact home</li> </ul>	ECO / AYL
<p>If a student truants, a C3 40 minute detention should be issued and the parent informed.</p>	ECO / AYL
<p>If their truancy persists, the YL should meet with students and parents to outline expectations and ensure support is in place.</p>	YL
<p>If the truancy persists after this point, the student should be placed on a prevention plan.</p>	YL

### **Internal Exclusion (IE)**

- Students who have failed to attend a Senior Leader detention will automatically be placed in IE the next day. This IE will last from 8.30am – 3.30pm. Whilst in IE students will be expected to complete work in silence.
- SLT, YL and AYL can decide who should be placed in IE. Decisions about placing a student in the IE as a consequence of a behaviour incident unrelated to the detention system must be made by the YL or SLT.
- Students with acute SEMH and SEND needs may well require an alternative sanction - this can only be agreed by the YL in conjunction with the member of SLT who is responsible for behaviour and SENCO.
- The Senior AYL will email all staff with a list of who will be in IE on the following day.
- Parents must be contacted by the AYL or YL, the situation explained and students told to report to reception at 8.30 am.
- If students break the rules of the IE room, they receive two warnings only and then they fail. This will result in the students being placed with a member of the Leadership Team, a Year Leader or Senior Colleagues
- If a student fails IE they will be placed in IE the next day and will remain in there until a parental meeting has taken place.
- Staff supervising IE should call ECO when a student fails to behave appropriately. ECO will then contact a member of the Leadership Team, a Year Leader or Senior Colleagues for support and phone home if the child needs to be sent home excluded and thus for the remainder of the day.
- At break times students do not have to work but are not allowed to talk nor have their mobile phones.
- Completed work issued by teachers should be returned to the teacher's tray at the end of the day.

## **Mobile Phones within school**

Like many schools, we battle against the negative impact of social media on the lives of our young people. School should be a safe place where young people are able to concentrate on learning without the constant pressure of social media. For this reason we will not be allowing mobile phones or electronic devices on view on the school site. Students who need mobile phones for safety reasons may be do so but it must be switched off at the bottom of their bag. If a student has a mobile phone or electronic device out at any time in the school day then a 40 minute detention will be issued. If there are repeated instances of phone use in school, parents will be asked to keep their child's phone at home, or hand it in at the start of each day.

## **Banned items**

Students are banned from bringing the following items into school. Please note this is not an exhaustive list:

- Illegal drugs
- Alcohol
- Tobacco, electronic cigarettes, matches and lighters
- Weapons
- Pornography

## **Confiscation**

Members of staff can temporarily confiscate items belonging to a student if they feel that they are causing a distraction or are inappropriate in a school, in addition to the banned items listed above.

## **Searching Students**

We can search a student if we have reasonable grounds for suspecting that a student is in possession of a prohibited item.

A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

Searches can be conducted by the Head Teacher or a member of school staff and authorised by the Head Teacher: Deputy Head Teacher, Assistant Head Teachers and Year Leaders.

The member of staff must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched.

There is a limited exception to this rule. We can carry out a search of a student of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

For further details and information about searching, please see the substance misuse policy.

## **Malicious Allegations**

Students who are found to have made malicious allegations against school staff will be dealt with according to the seriousness of the situation. This may involve exclusion from school or a transfer to another school.

## **Restraint**

Staff may occasionally need to restrain students from hurting themselves or others, or if they are seriously disrupting the education of others through their actions. It is expected that such instances will be very rare, will be used as a last resort and should be avoided wherever possible. Restrictive physical intervention is never a substitute for good behaviour management. Any physical intervention should only be used when there is no reasonably available, less intrusive alternative that will achieve the desired goal. A report on the incident will need to be written up afterwards.

## **Students' conduct outside the school gates**

Any non-criminal bad behaviour or bullying by a student which occurs off the school premises and which is witnessed by a staff member or reported to the school will be investigated and appropriate punishments and restorative work will be put in place. Furthermore, any poor behaviour directed at a member of staff or their family outside of school, which is related to their role in school, will also be investigated and appropriate punishments and restorative work put in place.

## **Bullying**

Please see the 'positive relationships policy' (anti-bullying policy) which is a separate policy to this.

## Exclusions

The strategies listed above will usually be effective in managing and improving students' behaviour. There will, however, be exceptional circumstances where, in the Head Teacher's judgement it is appropriate to exclude a student from school either for a fixed term or permanently (e.g. for persistent disruptive behaviour, failure to comply with school rules, verbal/physical aggression or abuse to staff/students etc). After an exclusion, there will always be a reintegration meeting and the student will be allocated a mentor who will meet regularly with the student and parent to review progress.

Such exclusions from school will usually be fixed-term, but the Head Teacher can permanently exclude students from school.

This can be for sustained serious breaches of the behaviour policy and will be the final step in a process of dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement that all available strategies for dealing with the child have been exhausted and will normally be used as a last resort.

Alternatively a permanent exclusion may arise from a first or "one-off" offence. These might include:

- Serious actual or threatened violence against another student or member of staff
- Sexual abuse or assault
- Accessing pornography in school
- Accessing any radical propaganda material
- Bringing alcohol or drinking alcohol on or around school site
- Bringing an illegal substance or using an illegal substance on or around school site
- Supplying alcohol or an illegal substance on or around school site
- Being under the influence of alcohol or an illegal substance on or around the school site
- Carrying an offensive weapon

The school may also decide to inform the police or other agencies where a criminal offence may have taken place.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such offences can affect the discipline and well-being of the community.

Parents and students will be expected to attend a reintegration meeting after every exclusion.

### **Provision of education at other schools**

At times, as a result of failed prevention plan or serious incident of poor behaviour, the school will decide that a student should receive their education at a different school in the city for a period of time. A short term placement is known as respite and a longer term placement with a view to move schools is known as a managed move.

### **Pastoral Prevention Plans and Support Plans**

Pastoral Prevention Plans and Support Plans may be used at the discretion of the Year Leader in order to improve the poor behaviour of a student, who will usually have received a number of IEs and or fixed-term exclusions. If a student does not meet their targets then this may result ultimately in a change to provision, a managed move or a permanent exclusion. A named member of staff will become responsible for administering the prevention plan. This will involve identifying and agreeing targets for the student to work towards, weekly monitoring meetings with the student and conversations with a parent or carer, conducting review meetings and deciding on further causes of action. Targets, reviews and monitoring will be recorded on the appropriate paperwork. Targets and reviews should be shared with staff via SIMs and CPOMS.

# Appendices

1. 3 R statements
2. The Dreikurs model for dealing with poor behaviour
3. Strategies for reinforcing good behaviour
4. Guidance on reasonable force
5. Behaviour management on educational visits
6. Anti-bullying contract
7. Staff checklist for serious incidents

# Appendix I

## **At Woodlands we show respect by:**

- taking care of everyone and everything in our school building and school community
- being open minded and accepting of peoples' feelings, opinions and beliefs
- communicating, co-operating and listening politely and positively

## **At Woodlands we show resilience by:**

- accepting and learning from our mistakes and responding positively to feedback
- taking control of our learning
- embracing challenges with emotional strength

## **At Woodlands we show responsibility by:**

- contributing and engaging fully in all aspects of school life
- taking pride in our appearance, attitude and work ethic
- being honest and willing to be held accountable for our own actions



## Appendix 2

### Dreikurs: Summary of advice on how to deal with certain types of behaviour and the causes of that behaviour

Strategy	Immediate emotional response	Automatic action	Student response	Reinforces student's strategy because.....	Alternative
<b>Attention seeking</b>	Irritated, annoyed	Tell child to stop, give attention	Stops, but then starts again	Behaviour got attention	<ul style="list-style-type: none"> <li>✓ Use positive reinforcement strategies.</li> <li>✓ 'catch them being good'</li> <li>✓ specific praise</li> <li>✓ ignore-praise strategy</li> </ul>
<b>Power seeking</b>	Challenged, angry	Feel drawn in and the need to argue/take control back	Student confronts or ignores authority	Models feelings that 'might is right', ie, control is important	<ul style="list-style-type: none"> <li>✓ Refuse to fight</li> <li>✓ Avoid pointless exchanges</li> <li>✓ Refocus conversation to get student back to task</li> <li>✓ Broken record technique</li> </ul>
<b>Escape by withdrawal</b>	Helpless, frustrated	Frustration leads to doing it for them	Student loses interest, gives up	Suggests to students they are helpless	<ul style="list-style-type: none"> <li>✓ Don't accept no for an answer</li> <li>✓ Carefully match demands made on student with skill levels, (educationally and socially)</li> </ul>
<b>Revenge seeking</b>	Hurt, let down, disgusted	Feel drawn to punish student	Becomes devious, hostile or	Punishment can give student justification for further acts of	<ul style="list-style-type: none"> <li>✓ Make a distinction between the student and their behaviour (student accepted, behaviour not)</li> <li>✓ Listen and reflect feelings</li> </ul>

			violent	revenge	
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### Appendix 3

#### **STRATEGIES FOR REINFORCING GOOD BEHAVIOUR**

1. We are in it together
2. We have positive relationships with our students
3. We all believe all students can do anything
4. We are good role models
5. We are consistent/relentless

Colleagues are reminded that it is best to use a range of strategies before moving straight through the consequences. We recommend the use of the following:

The 'look'

Whisper in the ear

Humour (if appropriate) - but NOT sarcasm

Ask questions to draw the student into the lesson and make them realise that you are aware of them

Praise others for doing the correct thing

Name on board/list (warning)

Draw attention to the Behaviour for Learning rules

Give the student a choice

Move the student, if they refuse, move other students away

Structured seating plan

Sit the student on his/her own

Stand student outside the door (only to be used very occasionally, and for 2 or 3 minutes only, so that they do not then wander off and cause problems elsewhere in the college. It must be remembered that a student standing outside the classroom is still the responsibility of the class teacher)

Stand next to the student to deliver the lesson

Ask the student to write an account of what went wrong and how it could have been avoided

Telephone call home

Letter home

Send the student to the Subject Leader

Department Report Card

Plan in advance for students to work with another member of the Department

When it is necessary to correct students' behaviour, please follow this script:

<p>C1 – verbal warning</p>	<p>I saw/heard you <b>chose</b> to_____ This does not show respect, resilience or responsibility</p> <p>This is a verbal warning</p> <p>You now have the chance to make intelligent choices</p> <p>Thank you for listening</p>
<p>C2 – B code</p>	<p>I saw/heard you <b>chose</b> to_____ This does not show respect, resilience or responsibility</p> <p>This is now a C2</p> <p>Think carefully about your next move, you are in charge of your behaviour and can make intelligent choices</p> <p>Thank you for listening</p>
<p>C3 – restorative and on call</p>	<p>I saw/heard you <b>chose</b> to_____ This does not show respect, resilience or responsibility</p> <p>This is the third time I have spoken to you. You have chosen to be removed from the lesson (student's name), do you remember when (model of previous good behaviour)? That is the standard of behaviour I expect from you.</p> <p>You have the chance to put this right now and show me that you can behave in line with my expectations. Do you think you can do this? Is there anything you would like to say to help us move forward?</p> <p>If successful – thank you for listening If unsuccessful:</p> <p>You are now on call with a 40 minute detention</p> <p>Think very carefully about how you will put this right next lesson, I know that you can make intelligent choices</p> <p>Thank you for listening</p>

## Appendix 4

### Reasonable force

It is our policy never to physically restrain students. However, it is acknowledged that in extreme circumstances, reasonable force should be used as a last resort. This may involve 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.

Alternatives to physical intervention should always be employed in the first instance.

- Staff should be skilled in defusing conflict using non-physical, calming methods.
- Physical restraint is defined as when a member of staff uses force with the intention of restricting a student's movement against their will
- Teachers have a duty of care to maintain good order and safeguard students' health and safety
- Teachers are not under a duty to run risk of personal injury by intervening when it is not safe to do so

The following situations may legitimately require reasonable force as a response:

- where there is risk of injury to other persons
- where there is risk of significant damage to property
- where a student is behaving in a way that is compromising good order and discipline
- where there is risk of a criminal offence being committed

Reasonable force should only be considered as an option if:

- calming and defusing strategies have failed to de-escalate the situation
- the response is in the paramount interests of the students
- not intervening is likely to result in more dangerous consequences than intervening

When reasonable force has been used, it should be reported to the Deputy Head or Head Teacher, the parents/carers and recorded on the Restraint – Incident Record Form (within 12 hours of the incident). These HS2 forms can be found with the Head Teacher's PA.

- The effects of an incident of reasonable force should be monitored and support provided to students and/or staff where necessary
- It is the responsibility of the Head Teacher to ensure that incidents of reasonable force comply with the college's policy and the Local Authority guidelines

- In an emergency or a case of self-defence everyone has the right to defend themselves against attack provided they do not use a disproportionate degree of force to do so. The above guidelines relate to less extreme cases

## **Appendix 5**

### **Behaviour Management on Educational Visits**

Prior to finalising the names of students going on a college visit - either a day visit or a residential - the visit leader should consult the appropriate Year Leader(s) about the behaviour of students and carry out a Risk Assessment. The trip leader needs to reassure him/herself that students on the visit can be trusted to behave in a responsible and appropriate manner outside college.

Visit leaders are responsible for making students, parents and accompanying staff aware of their expectations regarding behaviour before the visit leaves. Student and parents should also be made aware of how poor behaviour will be dealt with.

The positive behaviour for learning policy applies equally to students whilst they are on college visit. Staff in charge of the visit should apply the positive behaviour for learning policy as they would in college – relating it as closely as possible to the systems used in college, given the scenario of the visit.

When running a residential visit the college's behaviour for learning policy should be adhered to. However, staff should be flexible in its implementation as not all sanctions and stages can be followed through. The visit leader should ensure that all students and parents sign a code of conduct. This will set out the expectations for running a successful visit.

An example of a code of conduct for a residential is listed on the next page.

### **Code of Conduct**

You will be guests in France and you will be representing your college. Please show respect, resilience and responsibility at all times, remember that others will be judged by your actions.

We will be living for four days in a close-knit community in Merville in Normandy. For the benefit of everyone, co-operate by being helpful and sensible, show consideration to others at all times.

### **Rules**

1. Instructions by teachers must be followed immediately.
2. Hotel bedrooms are out of bounds at all times to those of the opposite sex.
3. Students are not allowed to smoke, buy or possess cigarettes, electronic cigarettes, drugs, fireworks or flick knives.
4. Students are not allowed to drink or purchase alcohol.
5. The college will accept no responsibility for damage or loss to radios, CDs, mobile phones etc.
6. Punctuality is essential. Students must be ready and waiting for all programmed activities.
7. Bedtimes will be strictly observed.
8. Students are to be courteous, considerate and co-operative at all times.
9. Normal college rules apply – see Student Planner.

Student name: .....

Parent signature: ..... Date: .....

Student signature: ..... Date: .....

### **Staff Check List for Serious Incidents**

Please use this checklist when any of the following is witnessed or reported:

- Any member of our school community is physically assaulted/harmed
- A student is reported with a potential weapon or drugs paraphernalia
- Any other incident that is deemed serious and out of norm.

Member of staff: \_\_\_\_\_

1. Immediately inform on call.
2. Immediately record the incident on SIMS

On call:

1. Prioritise this incident over others and immediately locate the student and take them to on call room until it is convenient for the AYL to speak to them.
2. Inform the AYL of the incident and that the student is in isolation.

AYL:

1. Immediately inform the relevant Assistant Year Leaders, Year Leader(s), and Deputy Head Teacher face to face or through a high priority e-mail and the Head Teacher face to face. If the Head Teacher is unavailable, a message should be left with Nikki Purse.
2. If relevant, ask SLT to support you in carrying out a search of the student.
3. Gather any relevant statements as a matter of urgency and ensure that the Year Leader has this by the end of the day.
4. Make a courtesy phone call to the parent/carer to inform them that an incident is being investigated.
5. Ensure that the Year Leader knows a phone call needs to be made to all parents involved including victim, by the end of that working day.

Year Leader:

1. Make a phone call to all parents/carers that are involved by the end of the working day.
2. Pass the relevant information to Behaviour Assistant Head Teacher to take to SLT morning briefing the following day with a recommended sanction.

Deputy Head Teacher (Behaviour):

1. Formalise sanction with Head Teacher
2. Inform any necessary agencies
3. Ensure that Year Leader makes follow up phone call/meeting.