

BEHAVIOUR MANAGEMENT AND EXCLUSION 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, around the school and when representing the school in the community is such that all students can work and contribute to the school effectively;

Guidelines

1 Creating a Positive Environment

The aim for each teacher should be to build positive working relationships with students so that constructive learning can take place.

Classroom Organisation

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

- the most appropriate layout of furniture
- maintenance and provision of informative displays
- monitoring the general condition of their classroom and arranging for the removal of graffiti, broken furniture etc.

Relationships

Students respond better to teachers who:

- are consistently fair and treat students as individuals
- have a sense of humour
- provide a sense of belonging
- encourage students to do well and give regular praise

Lesson Planning

Lessons should be carefully planned so that all students are suitably engaged with relevant learning activities.

Lesson Procedures and leading by example

Teaching staff should follow procedures to encourage positive behaviour, such as:

- high standards of speech, manner and dress
- prompt arrival and start of lessons
- greeting students warmly on arrival
- setting of expected standards of behaviour e.g. when teacher speaks, students listen
- addressing students positively and taking an interest in students as individuals
- dismissing students in an orderly manner

Behaviour management

Should intervention be required it is essential that student behaviour is dealt with properly and in a fair way. Staff are recommended to follow the guidelines below:

- model the behaviour you want to see more of
- maintain a calm, rational and professional approach wherever possible avoid situations where exchanges develop into open confrontation
- do not punish whole groups for the misbehaviour of a few individuals
- if excuses are made that cannot be immediately checked give students the benefit of the doubt in the first instance and then check later if possible
- deal with poor behaviour immediately where possible and appropriate; there is sometimes a case for tactically ignoring some minor misbehaviour
- use the three stage system of Warning – Detention – Removal To BASE (Behaviour and Support for Education unit) to manage poor behaviour
- make sure any issuing of the above are proportionate to the offence committed
- warnings, detentions and removals must be logged on Edulink
- more serious sanctions could result in an immediate removal to BASE
- Teachers should use a range of behaviour management techniques to manage their classroom before resorting to official warnings
- keep relevant staff aware of any significant incidents
- in the event of continued misbehaviour and refusal to go to BASE, call on a subject leader, head of faculty, BASE team or a senior member of staff for assistance
- any physical contact with students should only be for the purpose of protecting that student or others from coming to harm – never as part of a sanction.

2 Praise and Reward

Recognising Achievement

Acknowledging success in academic work, effort or personal development is highly important for students across the ability range.

Praise

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 might include:

- effort in all aspects of school work
- improved behaviour
- achieving targets
- contribution to school life
- voluntary work in the community

Please praise, in public or privately, as appropriate, when achievement, academic or otherwise, is shown. Praise will in most cases be verbal or written in books etc but may also include:

The Redborne Award

The Redborne Award is a scheme to encourage students to develop their whole self. It requires students to achieve targets in four areas: Attendance and Punctuality; Achievement Points; School Contribution; Community Contribution.

There are three levels to achieve: Bronze; Silver and Gold.

The Award runs from September to May half term with a presentation to successful students in the summer term of a commemorative badge and a certificate.

Further information is available on the school website.

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 or Edulink 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. Presentations may be made to students individually or as part of celebration assemblies to recognise high levels of effort. Students with high or strongly improving levels of effort may also be given the reward of discount vouchers for use in the school canteen or shop. The total achievement points of students is used to calculate the Achievement Point strand of the Redborne Award.

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 to add the student's address and arrange posting.

Displays

Student achievement will be reflected through display boards across the school which may feature 'star students' in particular subjects or reflecting the 'TERRIFIC' values across the school

Attendance Certificates

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

Subject Prizes

Prizes are awarded by subject staff on the occasions of the GSCE and A level presentation evenings. There may also be celebration assemblies for other years when subject prizes will be awarded.

Year Prizes

Year staff, together with form tutors of the year group, will recommend the allocation of year prizes based on student contribution to school life and the wider community.

3 **Sanctions and Consequences**

With an emphasis on positive discipline sanctions should be reduced to a minimum. They are however necessary and could include;

Warning

The warning should be used as the first step in the three tier strategy outlined above. It is an official warning and should be logged on Edulink and issued using agreed language so there is no ambiguity. If a student does not heed the warning, they risk the situation escalating. Use of cumulative Warning data could be used to identify trends in poor behaviour of certain students. Warnings carry no behaviour point penalty.

Detentions

While there is no legal obligation on schools to inform parents about detentions, the school will always endeavour to do so via telephone call or if this is not possible, an email. Detentions will be completed on the day of the offence where possible. Parents are not required to give permission for their child to attend a detention. Where a student who uses school transport is issued with an after school detention, members of the BASE team or senior staff will escort them home.

Detentions will run every day from 3.15-4.00pm. All detentions will be recorded on Edulink and parents and students are encouraged to keep track of their detention record.

If a student fails to attend a detention without prior arrangement, they will spend the following day at school in BASE and serve their detention at the end of that day.

Students may be allowed to work independently e.g. revision for exams. Occasionally for some students and for some offences the time might be spent cleaning walls, picking up litter, sweeping pavements, etc.

During all detentions issued by subject staff, students will be visited by the teacher for a restorative conversation to reinforce expectations and give students a fresh start next lesson. Students are encouraged to think carefully about ensuring these conversations go well to avoid escalation of issues.

Detentions carry a penalty of 5 behaviour points.

Removal to BASE

The third stage of the three tier system is removal to BASE. Once a teacher deems it necessary for a student to be removed, either by first issuing a warning and a detention but the behaviour continuing or for the student exhibiting behaviours that a teacher considers extreme, the student will not return during that specific lesson and will instead go to BASE. Depending on the severity of the incident and the attitude of the student, they may re-join their classes at the end of that lesson, or be asked to remain in BASE for a complete day. There will be an on the day detention for all removals.

As with detentions, staff should always have a restorative conversation to explain the reason for the removal of a student from a lesson. If staff are concerned that the removal has not been effective, they should discuss strategies for future lessons with the Head of Faculty/Subject Leader or the Pastoral Team.

Removal from a lesson carries a penalty of 10 behaviour points

Temporary or permanent removal from the teaching group

If deemed necessary a student may be required to work outside of their normal classroom under the supervision of another member of staff. This may well be within a different class of a different year group. Suitable work will always be provided.

Withdrawal of Privileges

Used carefully, this may be an appropriate and effective sanction e.g. a student is not allowed to attend a sporting fixture for continued poor behaviour in another subject area or around the school.

The Report System

Faculty Report

Students may be placed on a Faculty Report for misbehaviour in a specific department. Students are usually on report for two weeks, if there is no significant improvement in a student's behaviour further sanctions may follow.

School Report

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

Green Report

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

Yellow report

Used following the re-admittance of a student following an exclusion. See exclusions below.

Pastoral Support Programme (PSP)

This can be activated at any stage of a student's Redborne career if the Pastoral team think there is serious risk of disaffection, exclusion, permanent exclusion or criminal activity. PSPs are live documents but contain many short term (normally fortnightly) targets and review points. All students returning from a fixed term exclusion are placed on a PSP as a matter of course.

Isolation in BASE

Where appropriate, a student may be withdrawn from lessons and registration periods, and will be supervised by a member of staff working in isolation for the day or part of a day. Work is provided for students to complete whilst in BASE. Parents will be informed by phone call or if this is not possible, via email.

Isolation within BASE for one day carries a penalty of 20 behaviour points.

Contacting parents

If a student persistently misbehaves or works below the standard possible, parents should be informed and may be asked to come into school to meet with the Head of Year and/or a member of the SLT. In some cases the Form Tutor or a member of the BASE team may also be present.

Requesting backup in an emergency

If a member of staff is faced with a very difficult situation - considerable disorder or outright defiance – staff should not hesitate to request help from a more senior colleague. This might be a Subject Leader or Head of Faculty, Head of Year, BASE team or a member of SLT. It may be appropriate to send a trusted student to reception for backup, or to send an e-mail, or to press the 'help' button on the internal phones which will ring a number of different phones simultaneously.

In these situations, the aim should be to ensure compliant behaviour from the student, rather than to escalate the sanctions. If an initially defiant reaction can be resolved through the

assistance of another colleague, this may be sufficient to avoid a more serious sanction being applied.

Exclusion

A decision to exclude a student for a fixed period will be taken when one or more of the following points apply:

- when there has been a serious breach of the school's behaviour policy
- if after alternative sanctions have been used (e.g. isolation) there is continued defiance of the school rules and failure on the student's part to follow them.

Fixed-term exclusions might be typically used for offences such as:

- fighting or physical aggression;
- extreme abusive language to staff;
- theft;
- being under the influence of alcohol on the school premises;
- defiance of senior staff;
- failure to comply with the terms of a report following a previous exclusion.

The behaviour of a student outside school can also be considered grounds for exclusion.

This list is intended to be illustrative rather than exhaustive. Each case will be considered on its merits and other offences of similar severity may be subject to the sanction of fixed-term exclusion.

Fixed Period: Usually 1-5 days

The Headteacher 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 will be proportionate to the offence committed, taking into account the student's previous disciplinary record. 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. Following a fixed term exclusion, parent(s)/carers and the student will attend a readmission interview with a member of SLT, the year team or the head of BASE. During this meeting a pastoral support plan (PSP) will be discussed which will include relevant targets. Students who return after a fixed-term exclusion are placed on report and should report daily to a member of SLT/year team or BASE.

Fixed term exclusions of any length carry a penalty of 40 behaviour points.

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, a member of SLT or 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 decision to exclude a student permanently will only be taken when **both** of the following points apply:

- when there has been a serious breach or persistent breaches of the school's behaviour policy; **AND**
- if allowing the student to remain in school would seriously harm the education or welfare of the student or other students in the school.

Permanent exclusion will normally be used as a last resort, and when a number of other strategies have been applied. 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;
- the taking of an illegal drug on the school premises or on the way to or from school;
- carrying an offensive weapon.

This list is intended to be illustrative rather than exhaustive. Each case will be considered on its merits and other offences of similar severity may be subject to the sanction of permanent exclusion.

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 and the LA will also be informed.

Procedures following a Permanent Exclusion

A student who has been permanently excluded remains on the school's roll until any review 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 school 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 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 and the Headteacher.

Date approved by governors	2020
Date for review	2021