

Dronfield Henry Fanshawe School 	Policy No:S3	Revision No:	2
		Date Issued:	November 2018
Behaviour and Discipline Policy and Procedures		Committee:	Statutory
		Author:	NMC/SLT
		Date Adopted:	November 2018
		Minute No:	18/51
		Review Date:	November 2020

Purpose

At Dronfield Henry Fanshawe School we want our students to:

- Be resilient, reflective and to take responsibility for what they do.
- Be motivated and enjoy learning.
- Develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
- Be confident, happy and feel safe.
- Be friendly, respectful, caring and polite.

In a school that:

- Fosters individual talents and abilities in every child.
- Has the highest expectations for itself, its staff and students.
- Celebrates success and achievement in all its forms.
- Values the role parents and carers play.
- Is continually striving to improve.
- Actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Ownership

This behaviour and discipline policy has been produced with contributions from students, staff, parents/carers, the Police, Derbyshire Behaviour Support Service and the Department for Education.

Aims and Objectives

- To encourage a positive approach to behaviour by good example, praise and rewards to recognise success.
- To ensure all students have the right to learn and all staff the right to teach without interruption.
- To ensure all staff are involved in the behaviour for learning system without exception and students cooperate with any member of staff regardless of their job role or perceived status.
- To ensure student behaviour and discipline is the responsibility of all staff.
- To ensure that when behaviour falls short of the accepted standards; procedures are followed and sanctions are applied fairly and consistently.
- To recognise that the personal development of students; spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve.
- To actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Policy

We believe behaviour is more than compliance and engagement; it is an aspirational culture in which students' motivation becomes intrinsic and they have a 'thirst for knowledge' and develop into independent learners.

We have a shared belief that every student is capable of meeting very high expectations of behaviour, even if support may be required in some cases. The highest standards of behaviour are entirely attuned with a friendly, happy, relaxed school and form the platform for the highest expectations of student growth and academic progress.

At Dronfield Henry Fanshawe School we want to reward and encourage students who make the right choices and have a positive attitude to learning. Those who make wrong choices and have a poor attitude to learning will have consequences, and as such we want students to be clear about what sanctions will follow. Teachers will reward positive attitudes to learning and will exercise discipline as necessary to achieve our aims.

The school believes that positive discipline is at the heart of effective teaching and learning. It creates a culture and climate for a safe learning environment for students to learn, grow and progress. Furthermore, it means young people behave responsibly around the school, and both students and staff treat each other with mutual respect.

The school believes that achieving success is a shared responsibility between the student, parents/carers and staff and as such, parents/carers are asked to sign the **home-school agreement**. School will notify and involve parents/carers when a student is being successful, as well as when things go wrong. Parents/carers are asked to alert school to anything that may affect their own child's behaviour or that of other students. Teachers will try to provide learning opportunities that are interesting and challenging and which match the ability of the students. Staff will model the behaviour and attitudes they expect from students. Staff will listen to students when they have a problem and will try to help.

As a learning community, we want to encourage continuous self-improvement and so consequently our rewards and sanctions are based upon a hierarchy. As a result, students can strive for higher rewards and recognition. Serious incidents will result in students being dealt with immediately higher up in the hierarchy, e.g. aggressive or violent behaviour towards another student may lead to fixed term exclusion. Likewise, an outstanding contribution to the school or community will result in a school award.

When necessary, the school will exercise its right to detain students at break, lunchtime, before or after school, even without the consent of parents/carers (Section 5 of the Education Act 1997). If the detention is to take place before or after school then staff will usually give 24 hours' notice for the convenience of family arrangements. This is, however at our discretion, as schools now have the power to give no notice detentions as enshrined in the Education Act 2011.

Ultimately, the governors are not prepared to tolerate disruptive, violent or undisciplined behaviour, which affects the safety and learning of students in this school. In extreme circumstances permanent exclusion can take place after only one offence.

Linked Policies

Attendance and Punctuality Policy and Procedures

Anti-Bullying Policy and Procedures

Physical Intervention and Restraint Policy and Procedures

Complaints Policy and Procedures

Drugs and Substance Abuse Policy

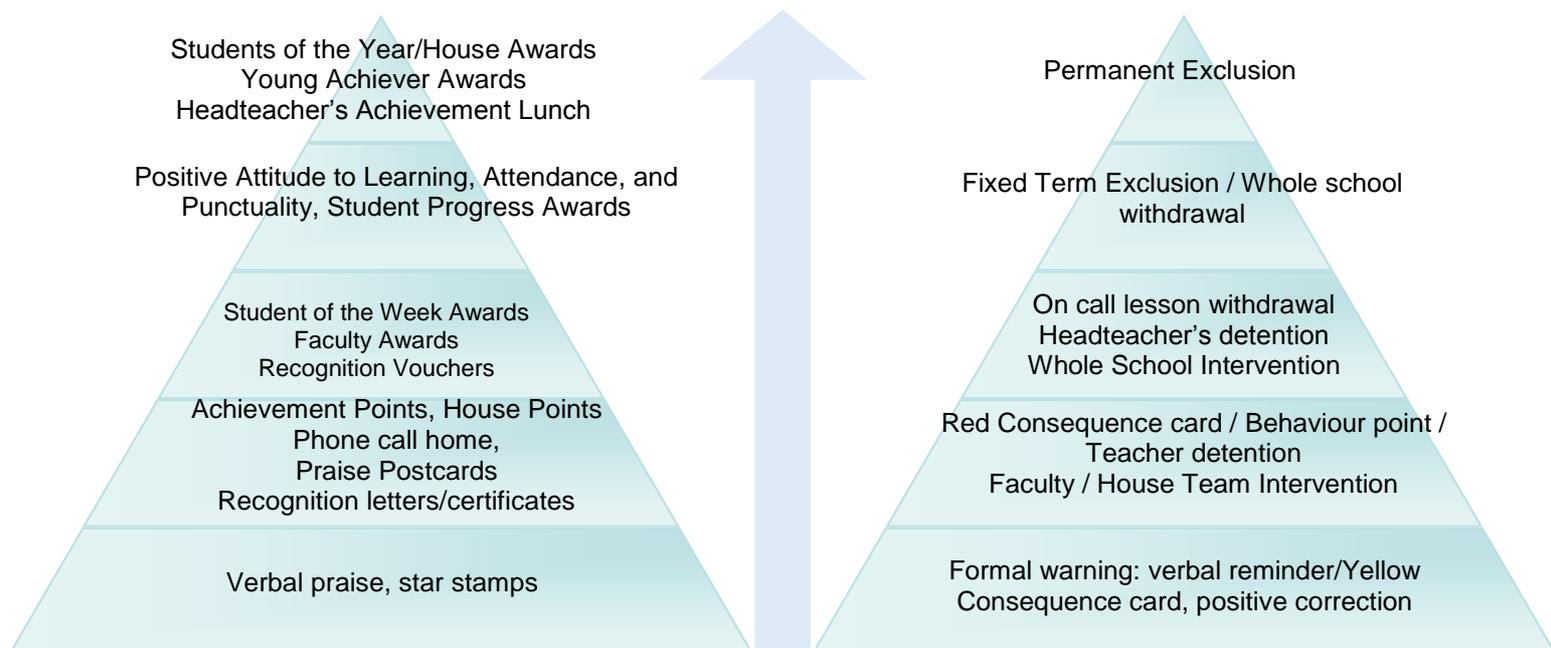
Healthy Living: Physical, Mental, and Social well-being Policy and Guidance

Accountability

School procedures will be constantly monitored by the Headteacher and the Strategic Leadership Team and reported as requested by Governors.

Procedures

Rewards and Sanctions



Creating an environment for positive behaviour:

To enable us to achieve the highest expectations and standards of behaviour, and hence create a positive environment within the learning area, we have devised and agreed with student leadership our 'DHFS core learning values'. These underpin the positive behaviour created within the classroom. **(Appendix B)**

1. **Be a positive role model** – be at the door, smile, be enthusiastic about working with the students and about the content/context of the lesson.
2. **Give Achievements and Praise** - apply achievements and praise with care – be sure you have explained why a student has received the achievement or praise as some students may feel that individuals are given acknowledgements unjustly. Praise effort, hard work, resilience, perseverance etc. over talent, ability, finding things easy.
3. **Start each day with a clean slate** – making sure that incidents have been dealt with from prior lessons.
4. **Be consistent** - use this and only this approach with **all** students as they must perceive this as a predictable, reliable and consistent pattern. State the facts when you describe behaviour. Do not invite discussion by phrasing your comments as questions, e.g. "Why are you talking?" Rather, "I've asked you not to talk, formal warning".
5. Effective and efficient behaviour for learning strategies should mean that the consequences system is not used because pace, challenge and positive reinforcement should sustain students and engage them.

Use of Praise to recognise positives and increase motivation and progress:

- **Make praise specific, public** so that it encourages the student to continue with the positive behaviour they are displaying.
- **Target praise** at hard work, effort, resilience, responsibility, perseverance, overcoming a problem, determination etc.
- It has been proven (Dweck, 2006, Sutton Trust, 2014)) that praise can be detrimental if overly used or targeted at talent, ability, finding something easy.

Rewarding and Praising Positive Behaviours and Attitudes

At Dronfield Henry Fanshawe we believe that good behaviour is best promoted and developed by the use of targeted specific praise, and by rewarding impeccably behaved students. We endorse a learning culture where we expect all students to be resilient, reflective and to take responsibility for what they do.

The rewarding and praising of consistently positive behaviours and attitudes involves:

- **Verbal recognition and praise** of achievement throughout school life.
- **Positive praise board** recognition during lessons.
- The awarding of **Achievement Points** to students for consistently good behaviour, high levels of sustained effort and work, displaying a positive attitude to learning, making outstanding progress in their learning, showing resilience in the face of failure, making a positive contribution within the community.
- The awarding of **House Points** for each Achievement Point (minus any behaviour event accrued), which in turn adds to the total House Points in the School's 'House Championship'.
- **Praise Postcards** are sent home to students in recognition of excellent behaviour, attitudes to learning or academic progress over time.
- On a weekly basis within House Assemblies '**Student of the Week**', '**Mentor Group of the Week**' and '**Highest Mentor Group Attendance of the Week**' certificates are awarded.
- 3Rs@dhfs: responsible, resilient and reflective learner recognition awards.
- Three times a year, students will receive significant recognition for outstanding behaviour and attitudes to learning at a "**Celebration of Achievement Assembly**". Deserving students will receive certificates for **100% attendance**, a "**Positive Attitude to Learning Certificate**" for receiving positive events only, Faculty Awards from their subject teachers and Mentor Awards from their form mentors to recognise outstanding effort, resilience achievement, progress, and contribution throughout the term or year.
- **Headteacher's Achievement Lunch**: At the end of each term the House teams will nominate and recognise the accomplishments of 3 students within their house to attend an achievement lunch with the Headteacher.
- At the end of the academic year, mentors in association with the House Teams will award a "**Mentor Group Student of the Year Award**" to one student in each mentor group. In each House; a "**House Student of the Year award**" will be presented to one student from the short-list of students winning the mentor awards. Mentor awards and Student of the House awards will be based largely although not exclusively upon the number of Achievement Points that students have achieved in the year.
- **Dronfield Young Achiever's Community Awards** are awarded each year in conjunction with the Dronfield Civic Society. Students are nominated and recognised for 'outstanding contribution' in the community, at home or exceptional achievements in sport, creative arts or academic subjects.

Sanctions for Negative Behaviours and Attitudes

Our Behaviour and Discipline Policy makes clear that negative behaviours and attitudes will not be ignored or tolerated. The sanctions outlined below are carried out in an assertive, non-aggressive manner that addresses the behaviour of the student and not the students' personality or character. Clear boundaries are set and sanctions are applied consistently and promptly to re-direct the students' behaviour and attitude to learning to a more positive one.

Consequences of behaviour in the classroom

Our 'consequences of behaviour' approach is designed to give students a choice. The principle role of the system 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. If unchecked this sort of behaviour ruins lessons and undermines the authority of the teacher.

In all classrooms we aim for praise to outweigh consequences. We aim for a 5:1 ratio. We focus upon positive aspects of behaviour. We use the positive praise board to highlight the desired behaviours of students.

When students behave inappropriately we give them what they don't want – a cool, mechanical, emotionless response. We save the emotion, passion, enthusiasm and excitement for when it has most impact; when students behave appropriately.

The class teacher is responsible for maintaining a positive learning environment and good discipline in the classroom. This will include effective planning of engaging and achievable learning activities so that the lesson has pace and challenge to allow all students to make significant progress throughout the lesson.

We will challenge ANY disruption of learning using our universal school language and consequences system:

- 'formal warning' yellow consequence card issued to the student or placed on the student's work area
- yellow consequence card turned to red (teacher detention recorded by the student in their planner), negative event recorded on SIMS. If a student fails to attend a teacher detention it will lead to a faculty detention. If a student then fails to attend the faculty detention it will lead to a Headteacher's detention.
- 'On call', student removed from the lesson, isolated in the inclusion room for a minimum of 3 periods, parents/carers informed and a Headteacher's detention sanctioned. An incident account, **student think sheet** and structured work are completed.

"On call" can be sent for immediately if a student uses foul and abusive language, is aggressive towards a student or member of staff, or puts the safety of others at risk.

Examples of the meaning of low level disruptive behaviour and strategies to correct are highlighted in Appendix A.

A range of teaching strategies exist, and should be implemented appropriately to reduce the opportunity for undesired behaviours to occur. These include:

- Strategic seating plans.
- Moving a student's position in class.
- Use of positive re-enforcement for students who are meeting expectations so that a positive classroom culture of achievement is established (use of the positive praise board).
- Positive correction verbal reminders.

We ask staff to take responsibility for the learning and behaviour of students within their teaching groups, and to liaise with the Head of Faculty to discuss learning and behaviour intervention strategies to promote effective learning and teaching.

Persistent non-compliance with the school's code of conduct

If a student continues to make the wrong choices regarding their behaviour and attitude to learning; further sanctions will occur:

- Non attendance of a Headteacher's detention or three Headteacher's detentions (in the same academic year) leads to a Fixed Term Exclusion or Fixed Term Internal Seclusion for failing to comply with the school's code of conduct.
- Non-compliance to the schools' Uniform code leads to a House Team after school detention.
- Persistent lateness (e.g. late to registration or lessons more than twice in a week) will lead to a before school House Team detention.
- Non attendance at a House Team detention or 3 House Team detentions leads to a Headteacher's detention.

Headteacher's Detention

In addition to being a consequence of an "On call" removal from a lesson, a Headteacher's detention will also be given as a result of a serious isolated incident, truancy (including leaving a lesson or the school site without permission), smoking, throwing snowballs outside designated areas, missing a faculty detention or any other anti-social behaviour.

After two Headteacher's detentions in one academic year, a student will receive a warning letter of fixed term exclusion (WLFTE). Failure to attend a Headteacher's detention may result in whole school withdrawal.

Recording Achievement and Behaviour Points

In order to record and monitor significant and/or persistent positive or negative behaviour staff are required to add an achievement or behaviour point to a student's behaviour record. A behaviour point should only be recorded if a teacher has taken their own disciplinary action (i.e. teacher detention) or if a serious incident needs to be referred to a more senior member of staff (i.e. Head of Faculty, House Team or Strategic Leadership Team). In addition to recording an action, members of staff are required to also record interventions (i.e. referrals to Head of Faculty, House Teams or Strategic Leadership Team because behaviour is not improving despite sanctions). As a result of staff recording achievement and behaviour points, a complete behaviour record should be established which can be shared with students, parents/carers, staff and when appropriate, governors.

It is the responsibility of all staff recording an event to ensure that it is fit and appropriate to be shared widely (brief details, no other student names, appropriate terminology) Quality assurance for the recording of events is the responsibility of Heads of Faculty and the Strategic Leadership Team.

Student Conduct and House Points

When a student gets an achievement point this will add one House Point to the student's House Point total. When a student gets a behaviour point, it will remove one House Point from the student's House Point total.

The six Houses in school will compete for the 'House Championship' where trophies are awarded for achieving the highest number of House Points at Christmas, Easter, the Summer and for the full academic year.

Monitoring Student Conduct, and House Points

As a school we instil a robust and pro-active approach to student behaviour logs. Heads of Faculty and House Teams monitor student conduct through SIMS, identifying the need for any possible support and intervention for staff and students.

Faculty Interventions:

- A number of achievement points leads to subject and faculty recognition through awards, certificates, praise postcards and other achievement awards.
- A number of behaviour points in a particular subject area can lead to a faculty detention, Faculty Report, Parents/Carers informed or Faculty isolation.

House Team Interventions

Positive recognition:

- 4 House points in a week (positives minus negatives) = praise postcard received.
- Outstanding progress, attitude to learning and quality of homework = praise postcard received.
- Headteacher's achievement lunch nomination.
- Student of the week.
- 3Rs@dhfs award winners.

Behaviour intervention:

1. 5 behaviour points = student house interview, parents informed – action on SIMS. Mentor report/
2. 8 behaviour points = parental meeting and letter of communication. House Team report/intervention.
3. 12 behaviour points = SLT intervention/ Governor's Engagement Board.

The house pastoral team will use their professional judgement to decide when intervention is required.

A student's behaviour log will be available at all times to parents/carers via a secure intranet, or a paper copy can be requested at any time.

Support and Interventions with Students of Concern

In addition to using sanctions to re-enforce the unacceptable nature of learning behaviours, Dronfield Henry Fanshawe School also sees the role of restorative practice as an effective tool to support changing behaviour. As a result, restorative enquiry will be used to help students reflect on their behaviour, and restorative justice will be used where possible by trained staff following serious incidents, fixed term exclusions or whole school withdrawals. The aim is to change the students' learning behaviours to be of a positive nature to encourage success and achievement.

When a student's behaviour becomes a cause for concern either through the monitoring of events or a teacher referral to the Head of Faculty or the House Teams then a range of interventions are possible:

- Monitoring attitudes to learning (report system).
- Contact with parents/carers.
- Time out from lesson (faculty isolation).
- Referral to Student Support to meet additional needs.
- Referral to Early Intervention Behaviour Support.
- Referral to Emotional Intervention Support Worker.
- Withdrawal of privileges, for example the withdrawal of the Year 11 lunchtime pass, withholding permission to attend the Year 11 Prom, withholding permission to attend a trip or sporting activity, withdrawal of break and lunchtime privileges.
- Adapting a student's curriculum e.g. reduced or alternative timetable, mentoring, alternative group work and additional personal and social education.
- Peer mentoring programme.
- Referral to external support agencies via initial 'internal multi-agency solution forum' consultation and referral to the County Behaviour Support Service, Child and Adolescent Mental Health Services (CAMHS), Education Welfare Service, Educational Psychologist Service, Family Resource worker, Connexions, School Health, Youth Service, Social Services, Youth Offending Team (YOT), Derbyshire Police support team, and other voluntary agencies.
- Alternative educational provision.
- Long term work placement.
- The signing of a Student Behaviour Contract and/or Parenting Contract.
- The initiating of Single Assessment Support to help co-ordinate multi-agency work, Team Around the Family (TAF) support and improve outcomes for the child.
- Referral to the school's area behaviour collaboration cluster – AIS (Area Inclusion Strategy group) either for solution signposting or for a request for a managed move to another school.
- Engagement Boards and Pre-exclusion disciplinary meetings with governors.

1. Monitoring Attitudes to Learning (going on report)

Putting a student on report is an effective intervention that allows the student, parents/carers and staff to focus on achieving a more positive outcome. It can gather further information on patterns and

frequency of positive and unacceptable learning behaviours. When a decision to go on report is taken, parents/carers are informed, the initiative is logged and 3 achievable targets agreed. The report system is escalated in order to be a clear indication that meeting school expectations is not negotiable. In response to a serious incident a student may be fast-tracked to a higher stage of the report system, but would normally be expected to work their way down it. "Success" should mean approximately 90% compliance. See Appendix D for a summary of our school report system.

Parents/carers can request their child goes on report in addition to staff. Students can also request to go on report if they believe it will help them focus on improvement and manage peer pressure.

2. Engagement Boards

An Engagement Board is a formal meeting between school, a governor, the student and parents/carers. The school, represented by members from the House Teams and the Strategic Leadership Team examine reasons why a student is not engaging with learning in school. A student behaviour contract may be signed by the student. A "Parent/Carer Contract" may be signed by the parent/carer.

If there is still no improvement in attitude after an Engagement Board and any additional support, then it will lead to Pre-Exclusion.

3. Fixed Term Exclusion

The decision to exclude a student will be taken in the following circumstances:

- In response to a serious breach of the School's Behaviour Policy;
- If allowing a student to remain in School would seriously harm the education or welfare of the student or other students in the School.

Only the Headteacher can take the decision to exclude a student. A recommendation must be passed to the Headteacher following a serious incident or on-going refusal to co-operate with the school code of conduct. The completion of an exclusion pro-forma will help all staff follow best practice and procedures (see Appendix C).

Following fixed term exclusion, a student, with their parents/carers will be required to have a successful re-integration meeting with the Headteacher or a senior member of staff before the student returns to school and lessons. An "Attitude to Learning Agreement" will be signed by the student and dated to record the student's re-commitment to the school's code of conduct. If it is not the student's first exclusion, then the student will be asked to sign a "Student Behaviour Contract" and "Parent Contract" may be signed by the parent/carer.

A re-admission pro-forma will record concerns, action points and monitoring targets discussed at the meeting. The re-admission pro-forma is then attached to the signed agreement and other fixed term exclusion documents are placed in the student's file.

4. Whole School Withdrawal/Fixed Term Internal Seclusion

In some cases, the Headteacher may decide to place a student in "whole school withdrawal" or issue a Fixed Term Internal Seclusion, as an alternative to an external Fixed Term Exclusion.

The student will work under the supervision of staff in the seclusion room, away from other students and will take their break and lunchtimes at different times to other students. The process of agreeing a whole school withdrawal/Fixed Term Internal Seclusion for a student is the same as for Fixed Term Exclusion. The process of re-integration following this process is also the same as a Fixed Term Exclusion.

The decision as to whether whole school withdrawal is an appropriate alternative to Fixed Term Exclusion is the decision of the Headteacher and will be based on the context of the incident and details of the individual student.

5. Pre-exclusion

If after a single or a series of exclusions it is believed that a student is at risk of permanent exclusion then a student may be taken to "Pre-exclusion" which involves a disciplinary panel involving 3 governors. Following a pre-exclusion, an intervention action plan will be put in place to help the student modify and change their behaviours.

Whilst taking a student to pre-exclusion is a preferred route prior to permanent exclusion, it is not a legal requirement.

7. Permanent Exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. A final, formal step in a structured process for dealing with persistent and defiant negative behaviours, following the use of a wide range of intervention and support strategies, which have been implemented without success. It is an acknowledgement that all available strategies have been exhausted and is deemed as a last resort.
2. Where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. They could include:
 - a. Serious actual or threatened violence against another student or member of staff.
 - b. Sexual abuse or assault.
 - c. Supplying or carrying an illegal drug.
 - d. Carrying or using an offensive weapon.
 - e. Arson.
 - f. Any other offence that the school deems to be serious enough to warrant exclusion.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school. The school will consider the involvement of the police for any of the above offences.

Serious Incidents

In the event of a serious incident (e.g. swearing at staff, physical assault or dangerous behaviour) either in or out of a lesson, staff and students concerned will be asked to complete an "Incident Account" which should be passed immediately to a member of the House Team or the Strategic Leadership Team.

Discipline in the Community

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 inform 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 must be informed. 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, the highest standards of behaviour are expected on school residential and day trips. The school will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the school site (see consequences/exclusions).

Where negative behaviour occurs when a student is travelling to and from the school, the school reserves the right to issue a consequence, a fixed term or permanent exclusion, particularly in relation to violent conduct e.g. physical assault or bullying incidents. The full consequences system will apply.

Students are encouraged 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 community.

For example:

- Uniform – students must wear the school uniform to and from school including the school tie.
- Students are discouraged from smoking on their journey to and from the school. If they are found smoking at or near school premises the consequences system will be used.
- Misbehaviour on buses will result in the school behaviour policy sanctions being applied and the possibility of a ban from using the bus service for either a fixed period of time, or permanently.

Bullying

The school does not tolerate bullying. There is clear guidance for staff on what to do if a student reports a bullying incident. All reported bullying incidents should be recorded on a Bullying Incident form held by the Strategic Leadership Team and House Teams. Copies are then placed in student files and the Anti-bullying log. See the school Anti-bullying policy for more details.

Prejudice-based incidents

All forms of prejudice-based incidents should be reported to the House Teams. We do not tolerate any form of prejudice including racism, sexism, homophobia, anti-Semitism, and any form of discrimination to another member of our community. Any prejudice-based incident will lead to a sanction, parents/carers informed and restorative work with the student involved.

Use of reasonable force to restrain students

School policy and the law forbids a teacher to use any degree of physical contact which is deliberately intended to punish a student, or which is intended to cause pain, injury or humiliation. However, members of staff are allowed to use reasonable force to prevent a student from doing the following:

- Committing a crime.
- Causing injury to themselves or others.
- Causing damage to property including their own.
- Causing serious disruption, to the extent that good order and discipline could not be maintained.

For more details please see the School's Use of Force to Control and Restrain Policy and Procedures.

Support and Intervention for the Teacher

Where a teacher feels they are struggling with the behaviour for learning of a class they should:

1. Speak to their Head of Faculty for advice and support in effectively using school rewards and sanctions.
2. If concerns remain, the teacher with the Head of Faculty should then speak to the member of the Strategic Leadership Team attached to that faculty.

A range of support is possible for teachers who need additional support with classroom practice including referral to the Director of Teacher Development, peer support/coaching, lesson observation, team teaching, temporary additional support, referral to Behaviour Support Service.

Following a serious incident, middle and senior leadership should ensure that any staff involved receives an adequate and appropriate support programme.

"Guardians" of Behaviour for Learning

Sometimes students feel they have been treated unfairly by staff, but arguing with a member of staff will not be tolerated.

The school recognises that adults, as well as students, can make mistakes. As a result, if a student believes they have been treated unfairly by a member of staff then they can contact a “Guardian” at break or lunch time to explain how they feel. The situation will then be investigated and resolved. If a student still does not feel that they have been treated fairly then they can contact the next “Guardian” – until it reaches the Headteacher, who has the final word.

The order of “Guardianship” is Form mentor> House Teams> Assistant Headteacher > Deputy Headteacher > Headteacher.

Appendix A: Examples of low level disruptive behaviour and strategies of support

Consequences/Behaviour	Behaviour for Learning Dialogue/Strategies
<p>1st negative behaviour 'Formal warning' yellow card handed to the student or placed on the student's desk A warning can be given to an individual for:</p> <ul style="list-style-type: none"> • Chewing (behaviour point logged on SIMS, subsequent gum detention) • Swinging on furniture. • Shouting out. • Lateness. • Poor levels of work. • Talking to another student across the classroom. • Distracting others. • Incorrect uniform appearance. • Ignoring staff instructions. 	<p>"Michael you have continued to talk across the classroom" "Michael you are now on a yellow card"</p> <p>Try and identify behaviour that is proactive/positive.</p> <p>Mark the moment of poor behaviour, but then redirect behaviour with teaching and learning reminders.</p> <p>Raise expectations and defuse the situation by praising those who are working well.</p>
<p>2nd negative behaviour Yellow card turned over to red (teacher detention recorded by the student in their planner).</p> <p>Teacher detention issued in line with Faculty policy and procedures, and should be long enough to have an impact, silent and dull; not opportunities to catch up on work or talk. Behaviour point entered on SIMS by the teacher.</p>	<p>"Michael you have again continued to talk you have now moved to a red card"</p> <p>When you have given the verbal comment try speaking privately to the student.</p> <p>Getting down to the student's eye level being more personal can help defuse whole class communication, this will keep the class calm, additional signals or nonverbal refocusing is useful.</p> <p>Remind the student that it is their choice to break the rules and the rule they are breaking. Offer them solutions on how they can alter their behaviour:</p> <ul style="list-style-type: none"> ○ Set time markers for completing work, "You are here now and when I come back you should be here", mark with the time. ○ Moving seats – if this is possible ○ Offer different activities. ○ Ask them to take a minute to think about their behaviour.
<p>3rd negative behaviour 'On call', student removed from the lesson. The removal of a student can be for continued negative behaviour or low level disruptive behaviour, but can also be used for unsafe or abusive behaviour, for example:</p> <ul style="list-style-type: none"> ○ Swearing at another student/member of staff. ○ Aggressive/violent behaviour to another student. ○ Throwing items across the room. ○ Or any other behaviour that puts their safety or others safety into question. 	<p>"Michael you are now being removed by 'On call' because ... this means you can no longer stay in the room." "You need to wait outside to be collected to go to the on call room ..."</p> <p>At this point the student must leave the room. If they become argumentative then defer and ask for them to discuss this at a later stage</p> <p>It is essential you discuss with them their behaviour and the strategies that will be put in place to support them next time. This needs to be explained before next time so they can start with a clean slate.</p>



Are you ready to learn?



Be polite and courteous to others

Respect peers, staff, and visitors

Have impeccable uniform and appearance

Be punctual – ‘on time, all the time’

Enter/Exit the lesson quietly and sensibly

Use your planner effectively

Have the correct equipment – ‘all day, every day’

Ensure we are a chewing gum free site

**Respect the school environment; no graffiti,
vandalism or damage**

**No mobile phone use during the school day
unless directed by a member of staff**





- 1. Immediate response:**
 - a. Are there any medical needs?
 - b. Do any students need immediate whole school withdrawal for their and others safety?
- 2. Students give accounts on the 'student incident account' form**
- 3. Check the accounts**
 - a. Do they match?
 - b. Maintain a calm and neutral approach to the investigation
 - c. If need further discussion/clarification, seek assistance from HPL
 - d. If a complex or difficult incident that needs further discussion, speak to HPL in the 1st instance then a member of SLT
- 4. Inform parents/carers on the day of the incident (even if the investigation and outcome may not be decided within the day).**
- 5. Complete Exclusion proforma**
 - a. Print out behaviour log and list previous FTIs or FTEs
 - b. Does the behaviour log and exclusion history suggest this incident is an isolated one or part of a pattern of behaviour?
 - c. What interventions/sanctions have been previously used?
- 6. Consider all appropriate interventions not just a FTE**
 - a. Safeguarding risk if the student is at home?
 - b. Have previous FTEs been effective or considered a day off.
 - c. Does the school need 'time out' to re-assess strategies or can restorative work start immediately?
- 7. Recommend, discuss and sign off intervention/sanction with Assistant Headteacher, then Headteacher**
 - a. What is the recommendation? Why?
 - b. Are all supportive accounts and behaviour logs ready?
 - c. Is work ready for the student?
 - d. Who is going to do the re-integration meeting and at what time?
 - e. Discuss with other House Support Managers whose students are involved.
- 8. Once all actions completed and Headteacher approval pass to Michelle Hayes for the exclusion letter to be formulated and then given or sent to the parent/carers**
- 9. Re-integration meeting with HSM and HPL or SLT (1st FTI or FTE: HPL, repeat offender or more serious incident: SLT)**
 - a. Complete appropriate paperwork (AtL agreement and re-integration pro-forma).
 - b. Outline purpose of the meeting (student to *reflect* on negative behaviour, take *responsibility* for actions and future behaviour, develop *resilience* to deal with and overcome difficult situations).
 - c. Devise an action plan of support for the student.
 - d. Does the student need a further referral e.g. CBSS or on report?
- 10. Student returns back to lessons, progress and behaviour monitored, parents/carers informed of progress at review follow up.**

