



Tibshelf Community School

Behaviour and Exclusions Policy

POLICY STATUS	DATE	CHAIR OF COMMITTEE	MINUTE No
Initial Acceptance by P&P	13/06/12	L Baldwick	PP/12/25.5
Agreed by Full Governors	27/06/12	S Marvin	GB/12/34.8
1 st Ratification by Full Govs	18/02/2015	Shaun Byrne	GB/15/11
2 nd Review by CC&S	11/03/2015	Allison Beckett	CCS/15/10
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Approved by S+C	25/05/2016	Steve Marvin	SC/16/25
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Approved by Full Governors	21/03/2018	Justin Hawley	FG/03/18/06

Review Period: 1 Year



General Statement

The School has a high expectancy of all its students. It seeks to create a positive environment that encourages high personal standards in all aspects of school life.

It is recognised that this can best be achieved by the promotion of a shared responsibility between the student, the family and the School.

We believe that promoting positive behaviour and teaching appropriate lessons, that are designed to meet the needs of the pupil and are engaging, is the best way to prevent negative and unwanted behaviour.

The School would therefore wish to encourage young people to be responsible for their actions which will include the following qualities:

- **Self-discipline**
- **Self esteem**
- **Respect for oneself and others**
- **Commitment**
- **Tolerance**
- **Confidence**
- **A positive attitude**
- **Raising aspiration**

In encouraging these qualities the School expects each student to realise his/her full potential.

It is important that praise is given to those whose personal standards are of a high order. To this end the Governors lend their full support to a School based student reward system.

In addition the Governors realise the necessity of having a clear unambiguous behaviour system that can be applied to support the day to day behaviour around school and in lessons.

Code of Conduct

- 1) SHOW RESPECT for ALL STAFF, EACH OTHER and for PROPERTY at all times.**
- 2) BEHAVE sensibly – don't spoil it for others.**
- 3) LISTEN carefully and LEARN to work TOGETHER.**
- 4) Take PRIDE in YOUR WORK and be prepared to finish what you started.**
- 5) Be POSITIVE about yourself and those around you – DO YOUR BEST!**
- 6) All students should be 'Ready to Learn' and have the right uniform, equipment, books, school bag and be on time to lessons.**

Rewards and Incentives

At Tibshelf School we are committed to a system of praise, encouragement and rewards.

Praise and encouragement in the classroom will occur in many ways including:

- Verbal recognition of good work or achievement
- Written praise on a piece of class work or homework
- Outstanding attitude to learning scores (this refers to the scores given by staff at data entry points alongside updates on progress)
- Display of students' work
- On Line reward through Progresso
- Outstanding attendance is recognised

All of these help raise the personal self-esteem of students within the classroom and promote positive values and attitudes towards school life. The aim of the system is to create an ethos in school where excellence is appreciated by students and not mocked and where all students aspire to be the best they can be.

The Reward System

Key Points

- It should be available to all students regardless of ability and the targets set obtainable by the majority of students.
- It should be simple to operate.
- Public praise should be given regularly.
- It should involve all teaching staff from subject teacher to Headteacher.
- It should link behaviour and attendance.

For more information on the Rewards & Incentives process please see appendix 1.

Behaviour Monitoring and Sanctions

In order to maintain a positive atmosphere it is necessary to monitor behaviour consistently to ensure that learning can take place. We have an escalating behaviour system which tracks and monitors negative behaviour and shows pupils the consequences of their behaviour, the relevant consequence and any support that will be put in place. It will also show when external agencies get involved.

Please see Appendix 2 for the full 'Waves' behaviour system and Appendix 3 for the 'student view' behaviour system.

The aim of monitoring behaviour is to highlight concerns early to avoid poor behaviour becoming systematic and improve progress and engagement in school.

1. The Wave system should be monitored weekly. All teachers should be made aware of the necessity to use the system properly and not be afraid of repercussions.
2. Student behaviour should be a fixed item agenda at faculty meetings and student actions identified with information for concerns passed onto Form Tutors and HOY.
3. Behaviour should be a fixed item agenda at all HOY Meetings where students concerns are discussed and actions identified.

4. Behaviour should be a fixed item agenda fortnightly at SLT Meetings where students are discussed and actions identified.

5. Ensure planning for student support is effective and appropriate and matches the need of the student.

Classroom Management

Statement

Effective classroom management skills can be developed through training; INSET; experience and appropriate support from colleagues. Personal reflection on practice, for the purpose of improvement will be of great importance.

In addition, well-prepared and stimulating lessons, in which students are aware of the lesson purpose, help to secure good standards of behaviour.

Teachers can request CPD support from school to address any significant classroom management issues.

Detentions

Detentions are issued as per the behaviour system

By law the school does not need parental consent to issue a school detention, this includes detentions given for the same day as the negative behaviour.

However, we will always seek to work collaboratively with parents to agree a suitable time to support improving behaviour. We would not issue a detention where it puts a child at risk.

All staff in school have the authority to issue a school detention (we left this as 'all staff' rather than purely teaching staff with the introduction of non teaching HOY and to give some authority to support staff and those leading interventions)

School can authorise detentions for misbehaviour whether that is;

In school

Taking part in any school organised or school related activity

Travelling to and from school or

Wearing school uniform whilst misbehaving or in some way being identified as being part of the school

For misbehaviour at any time where the:

The repercussions affect the orderly running of the school

Poses a threat to another student or member of the public

Affects the reputation of the school

Exclusion Protocol

The whole point of a well-structured behaviour system is to avoid and decrease exclusions. They are a simplistic tool for dealing with behaviour but ultimately necessary and need to be part of the behaviour system.

The monitoring of fixed term exclusions is critical to support students with poor behaviour. This helps focus our attention on students vulnerable to increased numbers of exclusions and identify ways to support them and communicate more effectively with parents.

Students can be excluded for a whole range of incidents that may escalate through the waves or 'fast track' for specific significant one off events, however we also have some students that need a systematic approach to improving their behaviour both in and around school and also their aspirations. Excluding students inevitably might play a part in this but should be part of a series of planned intervention.

In cases of serious misbehaviour or contravention of standards, fixed term or permanent exclusion may be used.

The Headteacher has the authority to exclude.

Please see appendix 2 for details of how exclusions fit within the 'Wave' System

Strategies used prior to Exclusion

Before reaching a decision to support permanent exclusion the Governors may look for evidence of:

- A Pastoral Support Plan
- Adjusted timetable and off-site alternative provision
- Integrated support from multiagency teams
- Referral to, and oversight by, behaviour support
- Clear consultation in advance with parents/carers and lead Governor
- Exploration of managed moves, where appropriate
- More deliberate pursuit, and support for, placement at other schools
- Application to the Local Authority for fair access protocol and the placement of vulnerable students
- Use of Key Stage 3 and Key Stage 4 temporary or semi-permanent placements
- Supported work experience programmes
- For ONE OFF serious incidents where a permanent exclusion is deemed necessary and the previous behaviour of a student is previously good the school will investigate the potential of a deferred exclusion transfer.

NB. Decisions about permanent exclusion relating to persistent disruption / danger / endemic bullying will be based on clear and corroborated evidence provided in incident logs. All staff have legal and professional responsibility to maintain detailed records which help to provide a concise and considered record of incidents/actions taken and **support provided** before such irrevocable decisions about individual students are taken.

Mobile Phone Policy

We advise all parents that their son/daughter brings any electrical device to school at their own risk. The school will accept no liability for lost, damaged or stolen items.

Mobile phones are an increasing problem with students using them between lessons, filming staff and students in school and parents receiving texts during lesson time.

Mobile phones or headphones should not be out between:

8:30a.m – 10:50a.m.

11:10a.m – 1:10p.m.

2:00p.m – 3:00p.m.

Mobile phones or headphones that are out during this time will be confiscated for the day, placed in a sealed envelope in student reception where they can be collected at the end of the day.

This includes mobile phones out between lessons, when students go to printers, etc.

IF IT IS OUT IT COULD BE CONFISCATED

Students may use their phones at breaks and lunchtimes only.

Students that have items confiscated on multiple occasions will have to have their parents arrange a collection time.

Students that continue to refuse to conform will be asked to hand their phones in at student services in the morning and collect them at the end of the school day. They will not be allowed to have a mobile phone during the school day.

The filming of staff and students in school is considered to be a serious offence and could lead to a fixed term exclusion or permanent exclusion.

PLEASE NOTE:

If a phone or headphones are confiscated they should go to student services and can be collected at the end of the day.

On the second occasion parents will have to collect them from school.

If it is confiscated a third time students will not be allowed their phone in school.

Students that refuse to cooperate should be sent to isolation and will not be allowed to bring their phone to school and risk being excluded

Role of Staff

To support positive behaviour and achieve a consistent approach to managing negative behaviour Staff are expected to:

- Arrive at classrooms to 'meet and greet' students for lessons and registration
- Challenge breaches of uniform or equipment rules
- Follow whole school classroom expectations in every lesson.
- Take a register in every lesson
- Display lesson objectives at the start of each lesson

- Ensure students are allowed out of lessons only in emergencies, or in some cases as directed by the SEN team or pastoral staff.
- Challenge initial behaviour issues within classrooms and around school with appropriate 'follow-up', including contact with parents
- Use the Referral System to record/monitor student behaviour
- Liaise with Curriculum and/or Pastoral Leaders about actions taken with specific students
- Only release students from lessons after the end of the lesson time

The Extended Leadership Team (ELT) are expected to:

- Act as the first point of contact for members of their team in responding to issues of misbehaviour.**
- Feedback information in response to referrals
- Analyse and ensure that the 'Waves' System is used appropriately, with action taken at each level by individual staff. This includes supporting staff who have used the 'Wave' system with strategies for further development of Teaching and Learning / behaviour management
- Ensure that all staff, including supply staff, working within subject areas, know the Faculty/Whole School Behaviour System
- Work collaboratively to support excellent behaviour in their faculty area to reduce incidents and isolation
- Maintain a high profile by monitoring/observing behaviour around school and challenge inappropriate conduct
- Ensure that whole school classroom expectations are adhered to within their area, including student dismissal at 3:00pm
- Visit lessons and undertake learning walks regularly to monitor their Year Group/Faculty

SLT are expected to:

- Visit lessons regularly and have a high profile around school
- Challenge inappropriate student behaviour
- Challenge individual staff who do not follow the behaviour monitoring directives
 - Have a high profile at the start and end of the day around school
- Take assemblies that reinforce student behaviour expectations
- Act as the point of contact for Middle Leaders to support the management of student behaviour**
- Feedback information in response to negative behaviours

This should represent an escalation i.e middle leaders will support their teams and SLT will support middle leaders. Happy to re word if it doesn't read right

Governors are expected to:

- Review the number of exclusions regularly
- Governors will be involved at different stages of the school behaviour system, including ratifying permanent exclusions.
- Link Governors will discuss behaviour on any formal visits to a faculty

The Governors would like to highlight to staff and parents the following issues which **could be construed as leading** to permanent exclusion. The types of Behaviour included might involve:

- Persistent and ongoing serious disruption of lessons – in line with the 'Waves System'.
- A single act of serious injury or harm to another student or attack on an adult
- Possession of illegal substances whilst on school property.
- Criminal activity at any time, whether on or off school premises. For instance, the supply of illegal substances as defined within criminal law.
- Actions which seriously compromise the health and safety of students and others
- Continued and repeated failure to accept the authority and instructions of staff
- Persistent and malicious bullying which compromises the safety and well-being of others

For a full description of the role the governors play in supporting whole school behaviour including their role in leading upto and ratifying exclusions please see appendix 4

Confiscation of Items

The general power to discipline enables a member of staff to confiscate, retain and dispose of items not allowed in school. The law also protects them from liability for damage to or loss of any confiscated item as long as it is in line with the school policy and done legally.

The school has the power to search without consent for prohibited items:

- Knives and weapons
- Alcohol/ drugs
- Stolen Items
- Tobacco/cigarettes/ an e cigs
- Fireworks
- Pornographic material
- Any article that has been/likely to be or could be used to commit an offence or cause personal injury or damage to property
- An item banned by school rules such as an E Cigarette
- Certain items will not be returned as they will be handed to the relevant authority

Reasonable Force

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom

Communication

There will be a summary of Negative behaviour logs in available on progressio. Form Tutors, Middle Leaders and SLT have constant access to this. Reports will be produced periodically and for the purpose of arranging student/ parent meetings.

Consultation with Parents.

Parents have a vital part to play in applying sanctions and to help staff look for solutions to the problem of students' work, dress, behaviour and attitude. In cases of serious misconduct the PPC will consult with Parents and the Directors of Progress. Such consultation may involve other members of staff and SLT depending upon the circumstances.

Reparation for Damage

The full cost of replacement arising from damage to or loss of items of school property caused by a student may be charged to that student or parent.

Other Documents that should be read in conjunction with this one

Appendix 1 Whole School Rewards and Incentives Process

Appendix 2 Whole School Behaviour System (Waves)

Appendix 3 Pupil View 'Waves' Behaviour System

Appendix 4 School Governor role in exclusions

Appendix 5 DFE Exclusions from Mainstream school Sept'17

Appendix 6 Fair Access Protocol for Secondary Schools

Appendix 7 Headteachers report Document

Appendix 8 Flow Chart for Reviewing the Headteachers Exclusion