



Putteridge
High
School



CHILTERN
LEARNING
TRUST

Behaviour Policy and Procedures

January 2018

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1. INTRODUCTION

- 1.1 Policies at Putteridge High School are designed to support the ethos, aims and vision of the school as outlined in the School Improvement Plan and Strategic Intent.

2. RATIONALE

- 2.1 This policy outlines the underlying principles, aims, nature, organisation and management of student behaviour at Putteridge High School. It is a working document designed to enhance the development of positive relationships between students, adults working in the school, parents and other members of the wider school community.
- 2.2 The policy is the result of discussion with students, parents and governors, staff discussion, auditing of behaviour and training. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff.
- 2.3 We believe that in order to enable effective teaching and learning to take place, good behaviour, in a safe and secure environment, is necessary in all aspects of school life and that these standards of behaviour are clearly understood and valued by all members of the school community. Such a community will have consideration and respect for individuals and property and will share values which are just, fair and humane and enable all students to develop a sense of responsibility for their own behaviour and towards others and the community. Our approach, emanating from our mission statement *'Every individual matters, every individual succeeds'*, is a positive one which emphasises the benefits for the whole school offered by shared values and responsibilities and an appropriate standard of behaviour. Furthermore, we acknowledge that society expects good behaviour as an important outcome of the educational process.

3 GOVERNORS' STATEMENT OF PRINCIPLES

- 3.1 This Governors' statement of principles has been produced in response to the Education and Inspections Act 2006. All schools are required to have a set of agreed Governors' principles, which guide the Headteacher when determining measures to promote good behaviour. They also underpin the school's behaviour policy, which is finally decided on by the Governors
- 3.2 These principles have been developed by the Governors of following discussions with parents, staff and students.
- 3.3 The Governors expect any policy or actions to be in accordance with their responsibilities under equality legislation and wish to promote an environment which aims to eliminate all forms of discrimination, harassment and bullying, and promotes the welfare of students and staff.
- 3.4 The policy should take particular account of the needs of vulnerable children, and should comply with guidance and statutory requirements regarding equality of treatment and avoidance of unfair discrimination.
- 3.5 The governing body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school by:
- 3.5.1 promoting good behaviour;

- 3.5.2 promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
 - 3.5.3 ensuring fairness of treatment for all;
 - 3.5.4 encouraging consistency of response to both positive and negative behaviour;
 - 3.5.5 promoting early intervention;
 - 3.5.6 providing a safe environment free from disruption, violence, bullying and any form of harassment;
 - 3.5.7 encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the school's policy and associated procedures.
- 3.6 The Governors consider that rewards exist to encourage good behaviour, enable students to understand the balance between rights and responsibilities and increase personal responsibility for their behaviour. Sanctions demonstrate that misbehaviour is not acceptable, express the disapproval of the school community and are intended to have a deterrent effect. They should be applied lawfully, reasonably and proportionately.
- 3.7 The Governors recognise that the application of rewards and sanctions must have regard to the individual situation and the individual student, and the Headteacher is expected to use his/her discretion in their use. In any situation where facts are in dispute the Governors have determined that the standard of proof used by both the Headteacher and themselves will be that of the **balance of probabilities**.
- 3.8 The Governors will keep this statement of principles under review by considering it annually at a meeting of the full Governing Body.
- 3.9 The Headteacher will bring the school's behaviour policy to the attention of students, parents and staff at least once a year.

4. AIMS

- 4.1 We believe that students and adults should feel that they belong to a community where they feel secure and valued. The promotion of positive attitudes to behaviour is part of belonging to our community. *We believe that praise is one of the most effective ways of promoting good behaviour.*
- 4.2 This policy aims to:
- 4.2.1 provide the basis for the development of a positive, whole-school, ethos towards behaviour;
 - 4.2.2 create an environment, which encourages and reinforces good behaviour;
 - 4.2.3 promote self-discipline and positive relationships;
 - 4.2.4 define the expectations that we have of each member of the school community;
 - 4.2.5 provide guidance upon the implementation of a consistent approach to both positive and negative behaviour management;

- 4.2.6 provide guidance and support for staff when dealing with inappropriate behaviour;
- 4.2.7 promote early intervention;
- 4.2.8 providing a safe environment free from disruption, violence, bullying and any form of harassment;
- 4.2.9 ensure that the school's expectations and strategies are widely known and understood;
- 4.2.10 encourage a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures;
- 4.2.11 promote a culture of praise and encouragement in which all students can achieve.

5. STANDARDS OF BEHAVIOUR AND SCHOOL ETHOS

- 5.1 Our mission statement '*Every individual matters, every individual succeeds*', is a positive one which emphasises the benefits for the whole school offered by shared values and responsibilities and an appropriate standard of behaviour.
- 5.2 The adults encountered by our students at school have an important responsibility to model First Class Teaching standards and high standards of behaviour, both in their dealings with the students and with each other, as their example has an important influence on students.
- 5.3 As adults we aim to:
 - 5.3.1 create a positive climate with realistic expectations;
 - 5.3.2 emphasise the importance of being valued as an individual within the group;
 - 5.3.3 promote, through example, honesty and courtesy;
 - 5.3.4 provide a caring and effective learning environment;
 - 5.3.5 encourage relationships based on kindness, respect and understanding of the needs of others;
 - 5.3.6 ensure fair treatment for all regardless of grounds of age, appearance, religion, race, gender, sexuality, disability and ability;
 - 5.3.7 show appreciation of the efforts and contribution of all.

6. ROLES, RIGHTS AND RESPONSIBILITIES

- 6.1 The Governing Body will:
 - 6.1.1 establish, in discussion with the Headteacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review;
 - 6.1.2 ensure that the policy is communicated to students and parents/carers, is non-discriminatory and the expectations are clear;

6.1.3 Governors will support the school in maintaining high standards of behaviour of students and staff.

6.2 The Headteacher and senior staff will:

- 6.2.1 work with all members of the school community to ensure high standards of behaviour at all times;
- 6.2.2 be responsible for the implementation and day-to-day management of the policy, guidelines and procedures;
- 6.2.3 make clear the school's statutory power to discipline students;
- 6.2.4 ensure the whole school community is consulted about the principles of the school behaviour policy;
- 6.2.5 enforce their school behaviour policy – including rules and disciplinary measures;
- 6.2.6 establish and communicate clear measures to ensure good order, respect and discipline;
- 6.2.7 expect students' and parents' cooperation in maintaining an orderly climate for learning;
- 6.2.8 cooperate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence;
- 6.2.9 expect students to respect the rights of other students and adults in the school;
- 6.2.10 ensure the school behaviour policy does not discriminate against any student on grounds of age, appearance, religion, race, gender, sexuality, disability and ability, and that it promotes good relations between different communities;
- 6.2.11 not tolerate violence, threatening behaviour or abuse by students or parents. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution;
- 6.2.12 ensure teachers' roles in school discipline matters are consistent with the National Agreement;
- 6.2.13 Raising Standards and Tackling Workload, and Workforce-Remodelling Agenda, so that there is due recognition of the enhanced roles of support staff and;
- 6.2.14 take firm action against students who harass or denigrate teachers or other schools not all responsibilities are focused on teachers; staff on or off premises – engaging external - support services, including the police, as appropriate;
- 6.2.15 ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies;
- 6.2.16 support, praise and, as appropriate, reward students' good behaviour

- 6.2.17 apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate;
 - 6.2.18 make arrangements for alternative provision of our choice and within available resources, from day six for fixed-period excluded students, and where appropriate to arrange reintegration interviews for parents at the end of a fixed-period exclusion;
 - 6.2.19 take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying;
 - 6.2.20 ensure staff model good behaviour and never denigrate students or colleagues;
 - 6.2.21 promote positive behaviour through active development of students' social, emotional and behavioural skills;
 - 6.2.22 keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities;
 - 6.2.23 work with other agencies to promote community cohesion and safety.
- 6.3 Staff, including support staff, will:
- 6.3.1 be able to contribute to the development of the school behaviour policy;
 - 6.3.2 be responsible for ensuring that the policy and associated guidelines and procedures are followed and consistently and fairly applied;
 - 6.3.3 challenge inappropriate/unacceptable behaviour and inform Form Tutors/Heads of Department/Heads of House and senior staff accordingly;
 - 6.3.4 have the responsibility, both in the classroom and around the school, for maintaining the high quality learning environment which encourages good behaviour;
 - 6.3.5 support, praise and, as appropriate, reward students' good behaviour;
 - 6.3.6 apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate;
 - 6.3.7 work closely with parents and carers to maintain high standards of behaviour;
 - 6.3.8 ensure that all students receive a broad, balanced and stimulating curriculum at the appropriate level, using suitable materials;
 - 6.3.9 ensure that learning objectives and work requirements are clearly set out and progress is monitored carefully;
 - 6.3.10 ensure that lessons start and end on time;
 - 6.3.11 ensure that students are emotionally and physically safe in school;
 - 6.3.12 make explicit, in a constructive and positive way, what behaviour is expected of students and what is unacceptable;

- 6.3.13 provide students with a good role model;
- 6.3.14 ensure that the concerns of students are listened to, and appropriately addressed;
- 6.3.15 keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities;
- 6.3.16 have a key role in advising the Headteacher on the effectiveness of the policy and procedures.

6.4 Students will:

- 6.4.1 be able to contribute to the development of the school behaviour policy;
- 6.4.2 be made fully aware of the school policy, procedure and expectations;
- 6.4.3 take responsibility for their own behaviour;
- 6.4.4 follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way;
- 6.4.5 attend school, be punctual, wear school uniform, be organised and have the appropriate equipment (including their *Student Planner*) for their lessons;
- 6.4.6 do their best at all times to be FIRST CLASS Students, take pride in their work and value education and develop a love for learning;
- 6.4.7 be taught in environments that are safe, conducive to learning and free from disruption;
- 6.4.8 take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour;
- 6.4.9 show respect, care and consideration to others;
- 6.4.10 listen when teachers and others are talking;
- 6.4.11 follow the school's rules and expectations;
- 6.4.12 act as positive ambassadors for the school when off school premises;
- 6.4.13 expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment;
- 6.4.14 not bring inappropriate or unlawful items to school;
- 6.4.15 show respect to school staff, fellow students, school property and the school environment;
- 6.4.16 never denigrate, harm or bully other students or staff;
- 6.4.17 Co-operate with, and abide by, any arrangements put in place to support their behaviour such as Pastoral Support Programmes or Parenting Contracts.

6.5 Parents/Carers will:

- 6.5.1 be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school;
- 6.5.2 be able to contribute to the development of the school behaviour policy;
- 6.5.3 respect the school's behaviour policy and the disciplinary authority of school staff;
- 6.5.4 ensure that their child attends school and arrives on time;
- 6.5.5 be kept informed about their child's progress, including issues relating to their behaviour;
- 6.5.6 ensure that their child wears school uniform and has the correct equipment and a *Student Planner* for all of their lessons;
- 6.5.7 expect their child to be safe, secure and respected in school;
- 6.5.8 contact the school if their child is absent or late;
- 6.5.9 help ensure that their child follows reasonable instructions by school staff and adheres to school rules;
- 6.5.10 support the school if sanctions are applied to their child for inappropriate or unacceptable behaviour;
- 6.5.11 ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm;
- 6.5.12 have any complaint they make about their child being bullied taken seriously by the school and investigated/resolved as necessary;
- 6.5.13 be prepared to work with the school to support their child's positive behaviour;
- 6.5.14 attend meetings with the Headteacher, teacher or other school staff, if requested, to discuss their child's behaviour;
- 6.5.15 adhere to the terms of any Parenting Contract or Order relating to their child's behaviour;
- 6.5.16 if their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.

7. PROCEDURES

- 7.1 The procedures arising from this policy will be developed by the Headteacher in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be monitored by the Headteacher via the Assistant Headteacher – Pastoral to ensure they are consistently and fairly applied, and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

8. SCHOOL SYSTEMS FOR PROMOTING POSITIVE BEHAVIOUR

- 8.1 Positive behaviour is consistently reinforced and the staff model appropriate behaviour in their interactions with each other and with the students. The school activity promotes values for a life in Modern Britain. The school teaches aspects of the PSHCE curriculum, where students learn the skills of self-awareness, self-regulation, motivation and empathy as well as social skills. Assemblies celebrate these skills. Students are provided with consistent positive encouragement and specific recognition when they demonstrate positive behaviour. The use of tutor time in the morning five days a week in addition to time spent delivering PSHCE reinforces opportunities to practice skills needed to develop positive relationships. Through the PSHCE curriculum the fundamental rights of all those in school are also reinforced. Teachers and other adults adopt a positive and empathetic manner when responding to students and to each other.

9. REWARDS AND RECOGNITION

- 9.1 A positive and encouraging school ethos is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour, while being the expected norm, is valued. Integral to the system of rewards is an emphasis on praise, both formal and informal, to individuals and groups. Our current rewards system includes:

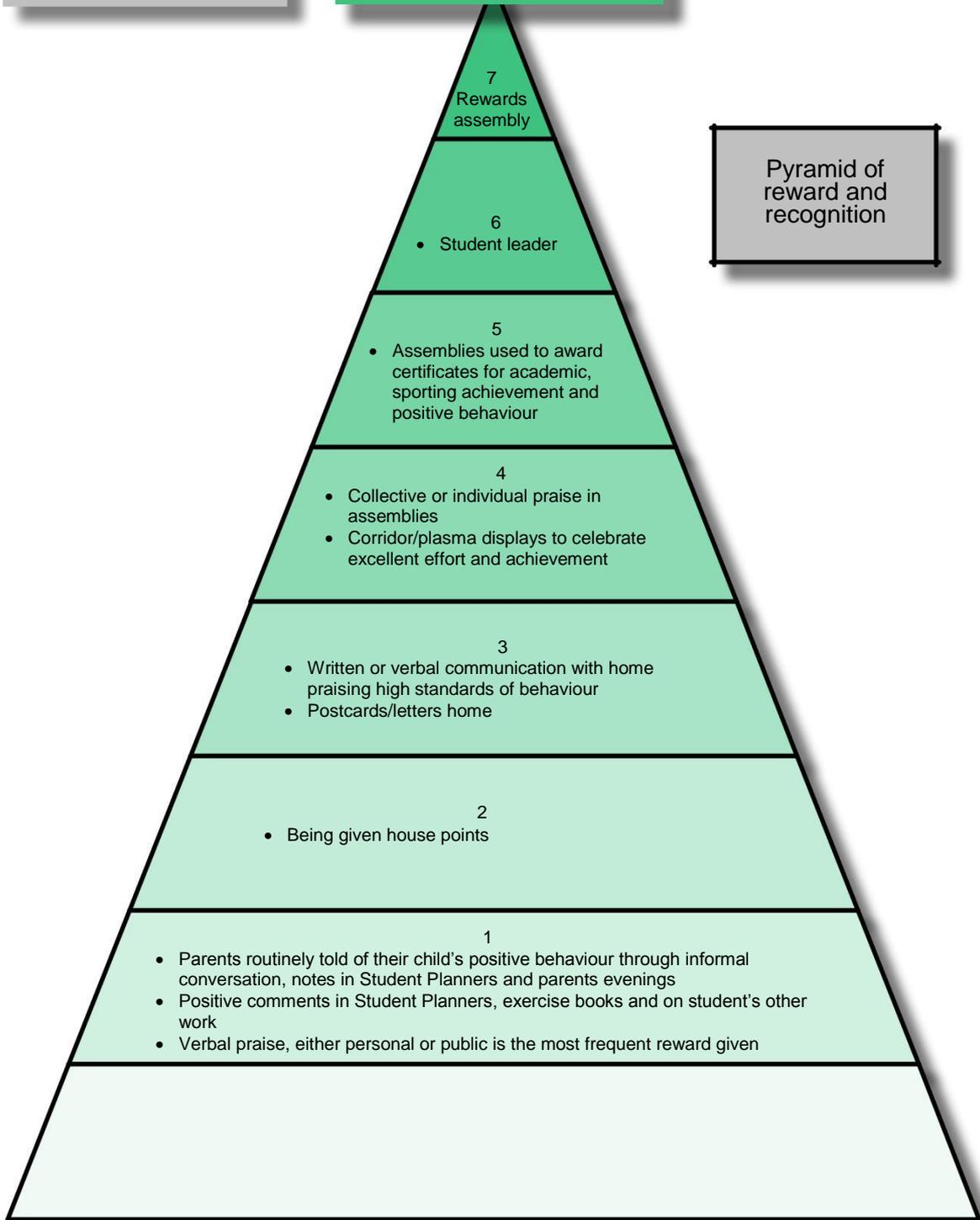
- 9.1.1 verbal praise, either personal or public, is the most frequent reward given;
- 9.1.2 parents are routinely told of their child's positive behaviour through informal conversation, notes in *Student Planners*, parents evenings and positive letters home;
- 9.1.3 during each PSHCE lesson staff particularly look for the skills that are being taught within the lesson, and reward students when they see the skills demonstrated;
- 9.1.4 house points for good work and academic achievement with rewards given on a regular basis - these are recorded on monitor sheets;
- 9.1.5 positive comments in *Student Planners*, exercise books and on students' other work;
- 9.1.6 written or verbal communication with home praising high standards of behaviour;
- 9.1.7 postcards/letters home;
- 9.1.8 corridor/plasma displays in reception to celebrate excellent effort and achievement;
- 9.1.9 collective or individual praise in assemblies;
- 9.1.10 assemblies are used to award certificates and for both academic, sporting achievement and positive behaviour;
- 9.1.11 end of year activities, which reward high standards, including behaviour;
- 9.1.12 Student leadership;
- 9.1.13 rewards assemblies;

9.1.14 Headteacher and Student of the Month awards;

9.1.15 Celebration and Awards Evening.

How will my achievements be rewarded?

Celebration & Awards evening
Student of the Month Awards



The Power to Discipline Students

The *Education and Inspections Act 2006* (EIA 2006) changes the legal basis of teachers' and other school staff's authority to discipline students. It provides for the first time a **statutory power** for teachers and certain other school staff to discipline students for breaches of school rules, failure to follow instructions or other unacceptable conduct, replacing and superseding the previous legal authority based on the common law principle of the teacher being *in loco parentis* (in place of the parent).

All teachers and other staff in charge of students have the power to discipline. The Headteacher may limit the power to apply particular sanctions to certain staff and/or extend the power to discipline to adult volunteers. The school has a statutory power to regulate the behaviour of students when off school premises and not supervised by school staff. This includes behaviour on activities arranged by the school, such as educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place. The latter would be related to bullying of another child, insulting a member of staff or member of the public, behaving in a way that would harm the reputation of the school. This also includes the use of force to restrain students (appendix C) and the authority to screen students in school for items deemed dangerous or prohibited in school (appendix D).

All staff need to be aware of authorisation levels and should be clear about those sanctions they can apply and those which may only be applied by more senior staff. **Temporary staff, trainee teachers and volunteers** (providing, for example, help with educational visits or mentoring support) **should be informed of the levels of sanctions they can apply.**

10. SANCTIONS

10.1 Sanctions are needed to respond to unacceptable behaviour. We shall spend time explaining to individual students why any sanction is being applied and what changes in behaviour are required to avoid future sanctions. In such a way, students can move forward positively in the spirit of reconciliation. All teachers and teaching assistants have the right to impose sanctions other than exclusion. The use of sanctions should be characterised by two features:

10.1.1 it must be clear why the sanction is being applied;

10.1.2 it must be made clear what changes in behaviour are required to avoid future punishments.

10.2 The following sanctions are used by the school and their use is characterised by both flexibility and consistency:

10.2.1 expressions of disapproval;

10.2.2 withdrawal of privileges;

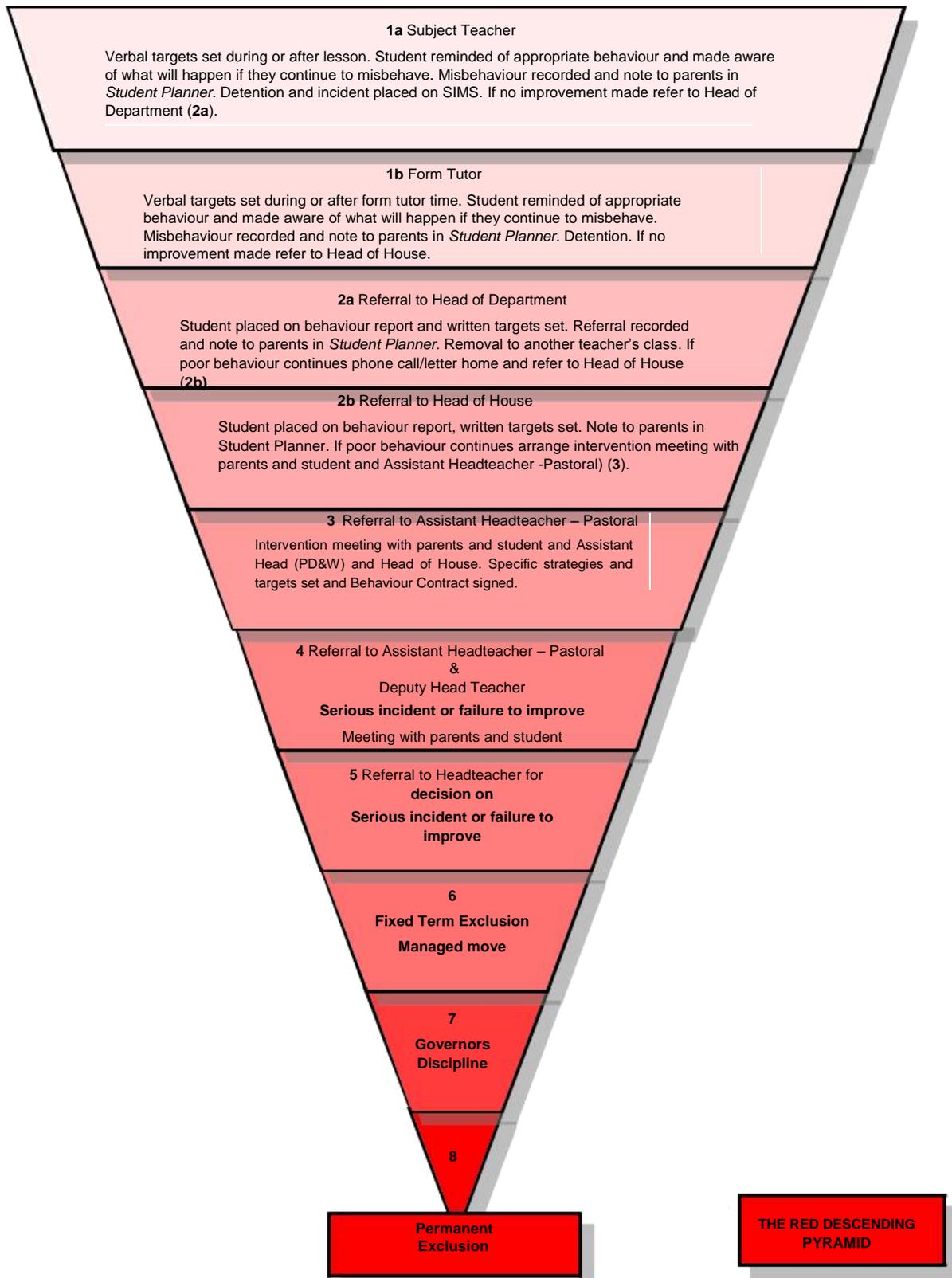
10.2.3 record of behaviour points on SIMs;

10.2.4 referral to Form Tutor, Head of Department, Head of House, Assistant Head Pastoral, Deputy Headteacher or Headteacher depending on the nature and severity of the misbehaviour;

10.2.5 letter or phone call to parents/carers;

10.2.5 withdrawal from school teams/events;

- 10.2.6 withdrawal from school visits or journeys;
 - 10.2.7 removal of break-time or lunchtime privileges;
 - 10.2.8 detention – break/lunch;
 - 10.2.9 detention - after school following 24 hours written notice to the students parent/carer;
 - 10.2.10 community service – either during or after school sessions;
 - 10.2.11 letter of apology;
 - 10.2.12 apologising to others personally;
 - 10.2.13 reports – Uniform/ Punctuality;
 - 10.2.14 subject reports;
 - 10.2.15 behaviour reports - Head of House or Assistant Headteacher –Pastoral;
 - 10.2.16 confiscation of items;
 - 10.2.17 removal to another lesson (Dept. arrangement);
 - 10.2.18 working with Form Tutor or designated member of staff;
 - 10.2.19 behaviour contracts;
 - 10.2.20 supervised study;
 - 10.2.21 fixed term exclusion (Should any students have a number of fixed term exclusions the school will initiate a Pastoral Support Plan and consider a EHA if necessary);
 - 10.2.22 managed move to another school;
 - 10.2.23 permanent exclusion.
- 10.3 If a student does not respond to a number of reasonable strategies and to reasonable expectations, or indeed if a student is involved in a serious incident, the Headteacher may ask the Governors to permanently exclude the student concerned. The school would consider Permanent exclusion only as a very last resort. Permanent exclusion would only be considered for serious breaches of the school’s behaviour policy when all other options had been exhausted.
- 10.4 The School will use disciplinary sanctions to regulate the behaviour of students off site when they are not under the lawful control of a member of the school staff if necessary. The school expects students to behave in a positive way at these times.
- 10.5 The use of sanctions is monitored termly according to age, ethnicity and learning difficulties and disabilities.
- 10.6 Inclusion Room: there is a designated room for students who are removed from lessons or who are serving an internal exclusion in School. This is staffed by Pastoral Leaders and teaching staff throughout the School day.



11. TAKING ACCOUNT OF INDIVIDUAL STUDENT NEEDS

- 11.1 Gender, special educational needs (SEN) and disability.
- 11.2 We will monitor and assess the impact of this behaviour policy on students, staff and parents/carers of different racial groups.
- 11.3 We will avoid discriminating against particular racial groups in the application of this policies.
- 11.4 We will ensure staff members are well informed about cultural differences in behaviour and their implications.
- 11.5 We will support newly-arrived students in understanding and following the behaviour policy.
- 11.6 We will make reasonable adjustments in the application of their behaviour policy to disabled students.
- 11.7 We will make special educational provision for students whose behaviour-related learning difficulties call for it to be made.
- 11.8 We will be alert to the potentially disproportionate impact of the school's disciplinary framework on vulnerable students.
- 11.9 We will identify at-risk students in advance.
- 11.10 We will plan proactively how the school's disciplinary framework should be applied for each of these students.
- 11.11 We will ensure that all those in contact with the student know what has been agreed.
- 11.12 We will make sure that every vulnerable student has a key person in school who knows them well, has good links with the home, and can act as a reference point for staff when they are unsure about how to apply the disciplinary framework.
- 11.13 We will ensure that all staff are aware of appropriate referral procedures.

12. THE CURRICULUM AND LEARNING

- 12.1 The school believes that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear learning objectives, understood by the students, and differentiated to meet the needs of students of different abilities. Marking and record keeping (electronic and manual) can be used both as a supportive activity, providing feedback to the students on their progress and achievements, and as a signal that their efforts are valued and that progress matters.

13 CLASSROOM MANAGEMENT

- 13.1 Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teacher and student, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way the students behave. Overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the students to work in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

14. SCHOOL RULES

- 14.1 The staff have, with involvement of the students, established specific positive learning behaviours that clearly define the high standard of behaviour and the positive ethos that we expect in school and this is shown in 'The Behaviour Ladder' as well as FIRST CLASS Students and FIRST CLASS teachers. These behaviours and expectations are set out in Appendix A.
- 14.2 The rules are displayed in text in all areas of the school and referred to by all staff as acceptable and unacceptable behaviours are observed. Assemblies and tutor time are used to frequently revisit and teach the rules.

15. ATTENDANCE

- 15.1 Good attendance is seen as key in helping students succeed in school. Students cannot learn if they are not in school as well as missing out on all the interaction needed to become a positive member of the community. Putteridge High School takes a firm stance on non-attendance at school and attendance is monitored in a number of ways. For further guidance please see the schools attendance policy.

16. ADDITIONAL SUPPORT

- 16.1 Additional support is available, through the school's SEN and Support systems for students who have social, emotional and behavioural needs. We recognise that some students may need more support than others to develop their skills, and staff are encouraged to act on concerns about a student's learning, conduct or emotional behaviour as early as possible
- 16.2 In addition to teacher/teaching assistant observations the school may use the Qualifications and Curriculum Development Agency (QCA) publication *Supporting School Improvement; Emotional and Behavioural Difficulties* to assess and monitor progress.
- 16.3 If necessary students will be offered additional support through the use of SEAL expertise. Some students who are offered this may also be at the School Action stage of the code of practice for special educational needs - their class teacher will help formulate an Individual Behaviour Plan for them, with the help of the schools SENDCO. Individual Behaviour Plans (IBPs) are reviewed six weekly. This supports the achievement of short realistic targets. Parents are always consulted and kept informed at every stage of the SEND process.

- 16.4 For students with more significant difficulties, where School Action Plus is necessary, the school will work in partnership with outside agencies such as the Educational Psychology service - usually after two school action Individual Behaviour Plans have been implemented.
- 16.5 The school may also consider the involvement of Social Care and Health Services.
- 16.6 The School will make reasonable adjustments to the rewards, sanctions and teaching strategies within this policy in order not to disadvantage a student. This would apply to students with learning difficulties and disabilities and other students as their personal circumstances warranted it. This group of students may include those with dyslexia, autism, speech and language impairments, sensory and physical impairments and more complex behaviour, emotional and social difficulties such as Oppositional Defiant Disorder, Attention Deficit Hyperactivity Disorder and Tourette's syndrome. These adjustments would be made before any official diagnosis if necessary and all staff would be made aware of the reasonable adjustments they would need to make.
- 16.7 This may mean that there is the appearance of the policy not being adhered to at times, as rewards and sanctions are applied "differently" but students, staff and parents should be reassured that adjustments are only made when necessary in order to meet a student's individual need.

17. SUPPORT FOR PARENTS/CARERS IN DEVELOPING THEIR CHILD'S SOCIAL, EMOTIONAL AND BEHAVIOURAL SKILLS

- 17.1 The School works in partnership with parents in all aspects of their child's learning. Form teachers can offer support to parents and parents are always involved when their child is at School Action, School Action Plus or the SEN Code of Practice or has an Education, Health and Care Plan (EHCP).
- 17.2 The school gives high priority to clear internal communication and to a positive partnership with parents/carers since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a student is giving cause for concern it is important that all those working with that student in school are aware of those concerns, and of the steps, which are being taken in response. The key person in this process is the form tutor who has the initial responsibility for the student's welfare.

18. STAFF DEVELOPMENT

- 18.1 The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

19. RELATIONSHIP TO OTHER POLICIES

- 19.1 This policy should be read in conjunction with the school's Single Equality & Community Cohesion Scheme and policies on race equality, disability discrimination, gender equality, community cohesion, bullying, attendance and teaching and learning.
- 19.2 It should also be read in conjunction with the DDA Act 2005 which provides the statutory framework that underpins equality of opportunity for students with SEN or disabilities in accessing school education.

20. REVIEW AND MONITORING

- 20.1 In common with all other policies, the Behaviour Policy will be reviewed annually by the Governing Body. The outcome of the review and changes to policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended Behaviour Policy.
- 20.2 The procedures will be monitored by the Headteacher to ensure they are consistently and fairly applied, and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.
- 20.3 The use of sanctions is monitored termly according to age, ethnicity and learning difficulties and disabilities.

21. STANDARDS BY WHICH THE SUCCESS OF THIS POLICY CAN BE EVALUATED

- 21.1 Student voice feedback received from surveys, focus groups, forums and during tutorials.
- 21.2 Student attendance and retention data.
- 21.3 Quantity of concern notes submitted relating to student behaviour.
- 21.4 Monitoring of incidents leading to disciplinary measures.
- 21.5 Self-assessment and external review.
- 21.6 Staff responses to training and employing appropriate strategies.

22. FURTHER INFORMATION AND SUPPORT

- 22.1 Further information on issues related to behaviour in schools, including schools' powers and responsibilities, is available on:
www.teachernet.gov.uk/wholeschool/behaviour.
Free advice is available to parents about exclusions or other educational issues through the Advisory Centre for Education (ACE) on 0808 800 0327 or at:
www.ace-ed.org.uk/.
- 22.2 If you are worried about the emotional problems or behaviour of your child (or young person up to the age of 25) you can contact the **Young Minds Parents Helpline** for free and confidential support. Tel: 0808 802 5544 Lines open Monday – Friday: 10am – 4pm and Wednesday evenings 6pm – 8pm.
- 22.3 There are a number of other national parenting support organisations which can provide you with support, advice and information on a range of parenting issues – please log on to www.dcsf.gov.uk/parentknowhow for further details.

Making the Right Choice

	POSITIVE BEHAVIOUR	REWARD
H1	<ul style="list-style-type: none"> • Good work in class, including presentation • Good effort or achievement • Good standard of homework • Good manners shown • Contribution to class discussion 	1 HOUSE POINT
H2	<ul style="list-style-type: none"> • Consistently high standards of work • Excellent effort or achievement • Contribution to extra-curricular activities • Regular contribution to class discussions • Excellent standard of homework 	2 HOUSE POINTS
H3	<ul style="list-style-type: none"> • Contribution to house charity and fundraising • Representing the school in extra-curricular activities or productions • Student voice representatives at interviews • Attendance level of 96% or above in a half-term 	5 HOUSE POINTS
H4	<ul style="list-style-type: none"> • Student of the month nominations (also awarded faculty badge) • Representing the school in the community, including open evenings 	10 HOUSE POINTS
H5	<ul style="list-style-type: none"> • Headteacher of the month nomination 	20 HOUSE POINTS (+ headteachers badge)
REWARDS		
	100 net points	Bronze certificate Awarded by form tutor <i>Rewards:</i> <ul style="list-style-type: none"> • Sweet treat
	200 net points	Silver certificate Awarded by Head of House <i>Rewards:</i> <ul style="list-style-type: none"> • Front of dinner queue • Entry into £5 draw
	400 net points	Gold certificate Awarded by Head/SLT <i>Rewards:</i>
	Top 20 students	5 from each house (top achiever per year group) every 1/2 term with have lunch with Heads of House

Making the Right Choice

	NEGATIVE BEHAVIOUR	CONSEQUENCE
W	<ul style="list-style-type: none"> • Disruption of Learning • Defiance • Lateness to lesson or school 8.40-9.05 a.m. • Inappropriate or hurtful behaviour incl. play fighting • Inadequate work • Failure to abide by classroom, uniform and community rules • Eating or drinking without permission • Lack of equipment incl. planner or accelerated reader and no PE kit 	<p>1st VERBAL WARNING</p> <p>In class, name on the board</p>
L1	<ul style="list-style-type: none"> • Continued disruption of Teaching and Learning • Continued defiance • Continued lack of adequate work • Casual/non-directed swearing • Continued failure to abide by classroom, uniform and community rules • Continued inappropriate or hurtful behaviour incl. play fighting • Eating or drinking in a non-allocated area • Continued lateness to school • Homework incomplete or not submitted on time. • Continued lack of equipment incl. planner, accelerated reader or no PE kit 	<p>10 MINUTE TEACHER DETENTION</p> <p>(at break, lunch or after school) recorded in planner and on Sims by teacher</p>
L2	<ul style="list-style-type: none"> • Persistent Level 1 behaviour incl. no PE kit or accelerated reader • Bullying • Inappropriate use of equipment • Disruption in Detention • Refusal to hand over banned item e.g. mobile phone, jewellery • Persistent confiscation of banned items (parents to collect) • Truancy/ out of bounds – including off site at break/lunch • Any association with smokers or smoking 	<p>30 MINUTE AFTER SCHOOL /SLT LUNCHTIME DETENTION</p> <p>In class, second strike against name, SIMS log by teacher</p>
<p>Parking may be used where an L2 is given and poor behaviour persists Lunchtime detention will be issued for failure to attend L2 detention</p>		
L3	<ul style="list-style-type: none"> • Abusive language to, or about a member of staff • Fighting/inappropriate aggressive physical behaviour • Smoking • Racist, sexist, or homophobic behaviour • Refusal to hand over banned items when asked for a second time • Persistent refusal to abide by uniform policy • Failure to attend Level 2 Detention • Disruption of Level 2 Detention • Deliberate damage to property 	<p>INCLUSION</p> <p>Statements to pastoral team and SIMS log by teacher.</p>
L4	<p>Issued by the Headteacher this could be following persistent L3 behaviour or a one-off incident, other incidents that may lead to exclusion are:</p> <ul style="list-style-type: none"> • 3 Isolations in any one-half term • Persistent bullying • Fighting or aggressive behaviour • Persistent racist, sexist or homophobic behaviour • Theft • Persistent abuse of a member of staff • Vandalism • Disruption or defiance in the Inclusion room 	<p>FIXED TERM EXCLUSION</p> <p>Statements to pastoral team</p> <p>Decision and SIMS Log by Headteacher.</p>
L5	<p>Issued by the Headteacher could be following persistent L4 behaviour or a one-off incident, other incidents that may lead to permanent exclusion are:</p> <ul style="list-style-type: none"> • Multiple Fixed Term Exclusions • Actual or threatened violence against a member of staff • Serious actual violence against another student • Supplying or intent to supply an illegal substance • Carrying an offensive weapon with intent to cause harm 	<p>PERMANENT EXCLUSION</p> <p>Statements to pastoral team</p> <p>Decision and SIMS Log by Headteacher</p>

First CLASS Teacher:

Putteridge High School teachers:

1. Role model the highest standards and expectations.
2. Meet and greet students to ensure orderly entrance and exit to classrooms.
3. Implement a seating plan informed by student data.
4. Ensure students write and underline the date, title and learning objective at the beginning of every lesson.
5. Plan a lesson that promotes rapid and sustained progress for all students.
6. Ensure Reading, Writing, Communication, Mathematics (RWCM) and Spiritual, Moral, Social, Cultural (SMSC) development is integral to planning.
7. Make certain our students know their target grade/progress stage, working level and next steps.
8. Frequently check the progress of students.
9. Provide incisive written and verbal feedback in line with school policy.
10. Set regular homework that extends the learning beyond the classroom.

First CLASS Students

Putteridge High School students:

1. Arrive to lessons on time, wearing the correct uniform.
2. Arrive ready to learn with a positive and respectful attitude.
3. Listen to and follow instructions.
4. Have our equipment and planners on desks.
5. Remain at our desk and talk quietly when allowed.
6. Know our target grades, working levels and next steps.
7. Always complete work to the best of our ability.
8. Take pride in the presentation of our work.
9. Write in pen but use pencil for diagrams, graphs, tables and pictures.
10. Complete all homework on time and to a high standard.

Using Force to restrain students/Legal context – beware! There is no legal definition of reasonable force.

Using Force to restrain students

The **Education Act 1996** forbids corporal punishment (abolished in 1986) but allows all teachers to use reasonable force to prevent a student from:

- committing a criminal offence
- injuring themselves or others
- damaging property
- acting in a way that is counter to maintaining good order and discipline at the school

The Education and Inspections Act 2006 gives schools new powers to discipline badly behaved students. The new measures include:

- the legal right to confiscate inappropriate items from students such as mobile 'phones or music players
- statutory powers to discipline students who behave badly on the way to and from school, for instance when travelling on buses and trains;
- greater legal scope and flexibility in giving students detentions, which may include after-school detentions
- a legal duty on schools to make provision to tackle all forms of bullying.

Using 'reasonable force'

The Education and Inspections Act 2006 strengthens the legal power for teachers and other school staff to use 'reasonable force' to prevent students from committing a crime or causing injury, damage, or disruption. **There is no legal definition of reasonable force.** In exceptional circumstances where there is an immediate risk of injury, a member of the school staff may take the necessary action to prevent a student from, for example, hitting someone or throwing an object.

SCREENING AND POWERS TO SEARCH IN SCHOOL:

Prohibited items in School:

- Alcohol, illegal drugs and substances;
- Correction fluid, aerosol cans, laser pens;
- Chewing gum, carbonated drinks/energy drinks;
- Cigarettes/E-cigarettes/Vape pens, cigarette paper, tobacco, cigarette lighters, matches;
- Weapons and offensive weapons such as BB guns, knives, catapults;
- Fireworks, including fire crackers; „stink bombs“ and other dangerous/noxious items;
- Stolen property;
- Racist literature;
- Pornographic images;
- Any other item that can be harmful to School discipline or that would bring the School into disrepute.

Confiscation

School staff can seize any prohibited item found as a result of screening.

Searching with consent.

School staff can search students with their consent for any prohibited item which is banned by the School rules and detailed in the Behaviour Policy.

1. The School is not required to have formal, written consent from the student for this sort of search; it is enough for the member of staff to ask the student to turn out her pockets or if the member of staff can look in the student's bag(s) or locker and for the student to agree to this search.
2. If a member of staff suspects that a student has a banned item in their possession they can instruct the student to turn out her pockets or bag.
3. A student who refuses to cooperate with such a search raises the same kind of issues as where a student refuses to stay in detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, the School can apply the appropriate disciplinary penalty.
4. Such a search will be conducted by either two members of staff or if that is not possible, the third party may be another student.
5. A student's possessions can be searched (and the search witnessed) by staff of the same sex only.