

Whickham School and Sports College



Behaviour Policy



Behaviour Policy

We believe

- Good behaviour is essential in order for pupils to make outstanding progress in their learning. All pupils should be able to learn in an environment free from disruption.
- Pupil wellbeing and safety are a fundamental responsibility of all stakeholders. All pupils should be free from bullying.
- Both pupils and staff should have high expectations of behaviour at all times.
- It is the responsibility of all stakeholders to develop positive learning behaviours in all pupils.
- High quality teaching and learning promotes good behaviour.
- Consistent application of lesson routines and behavioural systems is the key to establishing an environment where behaviour is good.
- Effective communication between staff, pupils and parents or carers is fundamental in ensuring a positive culture of good behaviour is maintained at all times. A culture of mutual respect between all stakeholders in school must be achieved.

- Good behaviour should be recognised and rewarded.

- Poor behaviour must be tackled and addressed. Where instances of poor behaviour occur it is vital that resolution is achieved so that the poor behaviour does not continue.

Expectations of Pupils

All pupils are expected to:

- Respect themselves, each other and all staff.

- Follow instructions the first time asked.

- To demonstrate the qualities of responsibility, resilience and independence.

- Try their very best not to give up when presented with challenges.

- Not negatively impact on the learning of other pupils.

- Be excellent ambassadors for the school and demonstrate excellent behaviour when in the local community. Behaviour expectations continue outside the school premises 'to such an extent as is reasonable'. (See appendix 1)

- Wear the school uniform with pride and ensure it is correct at all times.

- Not use or display mobile phones or earphones during the school day without the specific permission of a member of staff.

- Be prepared for school and lessons appropriately. Pupils should be punctual and fully equipped with learning materials and planner.

When pupils meet these expectations this should be recognised through rewards and when pupils fail to meet these expectations consequences should be expected.

Rewarding good behaviour

It is the aim of the school and all staff to recognise and reward pupils who demonstrate good behaviour. The stages that specific rewards are applied at is shown in appendix 4 of this document titled Behavioural Rewards. Good behaviour should be recognised and rewarded through the following:

- Verbal praise

- Positive feedback written on pupil work

- Positive note in the school planner

- A phone call home to parents or carers

- Postcards recognising achievement

- Subject and pastoral awards

- The issue of points that lead to rewards

- Prizes

All aspects of praise should be recorded on the Class Charts system, adding reward points to pupils. (See appendix 4)

Consequences of unacceptable behaviour

Where a pupil is not meeting the expectations detailed in this policy the following sanctions can be applied. The stage that specific sanctions are applied is detailed in behavioural expectations, processes and sanctions document. Levels of Behaviour and Sanction guidelines are detailed in Appendix 3. Staff are expected to apply these consistently:

- Verbal reprimand
- Movement of seat
- Detention (break, lunch or after school)
- Faculty report
- Pastoral report
- Leadership report
- Phone call to parents or carers
- Confiscation of Inappropriate Items (see appendix 2)
- Meeting with parents or carers
- Isolation with pastoral team (see process detailed in appendix 5)
- Referral to Behaviour Inclusion Support (BIS)
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

Expectations of Staff

All staff are expected to:

- Consistently apply the lesson routines and behavioural systems agreed to both reward good behaviour and address unacceptable behaviour.
- Ensure safe learning environments for all pupils.

- Approach behaviour management with a positive attitude and seek in the first instances of unacceptable behaviour to de-escalate situations.

- Ensure that learning is relevant and has an appropriate level of challenge for all pupils.

- Where instances of unacceptable behaviour occur, take part in the process of Restorative Justice. This will involve meeting with the pupil and participating in the Restorative Justice process of Conflict Management.

- Record all incidents of poor behaviour onto the Class Charts System ensuring they enter and carry out the appropriate sanctions

The following related policies and appendices detail specific responsibilities of Governors, the Headteacher and staff in relation to managing pupil behaviour. These documents are:

- Rewards Process

- Sanction Process

- Lesson Routines

- Homework Policy

- Detention system

- Punctuality Process

- Uniform Policy

- Exclusion Policy

- Behaviour and Inclusion Support

- Searching, Screening and Confiscation – DFE 2014 and the appendices of associated documents

- Acceptable User Policy

APPENDIX 1

Pupils' Conduct Outside The School Gates

Teachers have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'.

Subject to the behaviour policy, teachers may discipline pupils for:

Misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school
- or misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school
- poses a threat to a member of staff, another pupil or member of the public
- could adversely affect the reputation of the school

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of a staff member.

APPENDIX 2

Confiscation of Inappropriate Items

Also see Searching, screening and confiscation and the associated documents within the appendices – DFE 2014

Staff will confiscate items that lead to problems with the smooth running of the school, undermine the safety of pupils and staff on site or that contribute to poor pupil behaviour. Examples of these items are below.

- Fizzy drinks that have sugar in them including energy drinks (Yr7-11). Pupils are not permitted to bring these drinks on site. These drinks will not be sold in school to pupils in Yr7-11.

- Any item that a pupil is attempting to sell to other pupils on site without the permission of the school.

- Elastic objects that can potentially be flicked.

- Chewing gum

- Laser pens

- Cigarettes / Lighters / E-cigarettes / vape pens

Pupils are not permitted to use mobile phones around the site between 8.40am and 3.10pm unless they have permission from a member of staff. Phones should be in bags and turned off. Where pupils are found to be using mobile phones without permission they will be confiscated and taken to the Finance Office. Pupils can collect these phones at the end of the school day.

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for, damage to, or loss of, any confiscated items provided they have acted lawfully. Items confiscated under the categories listed below will not be returned to the pupil or parent/carer (where appropriate they will be disposed of safely).

Power to search without consent for prohibited items including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarettes or smoking paraphernalia (including vapour stick, electronic cigarettes or imitation cigarettes)
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives, drugs and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Use of Reasonable Force

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

Appendix 3

Levels of Behaviour and Appropriate Sanctions

BEHAVIOUR LEVEL	BEHAVIOUR TYPE	AVAILABLE SANCTIONS
B1 – 2 POINTS (dealt with by Classroom Teacher)	Disruptive Behaviour Talking Over Others Mobile Phone Out Getting out of Seat Name Calling Not Listening Fidgeting	<ul style="list-style-type: none"> ● Verbal warning ● Move seats ● Time out (no more than 3 minutes) ● Discuss with pupil ● Teacher detention ● Phone Call Home ● Class Teacher / Form Tutor Detention ● Confiscation of items

	<p>Uniform issues</p> <p>Lack of equipment</p> <p>Inappropriate language</p> <p>Being late to lessons</p> <p>Energy / Fizzy Drinks</p> <p>Chewing Gum</p> <p>Using Inappropriate Language</p> <p>Not Following Instructions</p> <p>Lack of Respect for Others</p> <p>Quality of Work Not Meeting Expectations</p> <p>Poor pride and presentation</p> <p>Incomplete PLT's</p> <p>Missed Homework</p> <p>Planer not being signed</p>	
<p>B2</p> <p>-5 POINTS</p> <p>(dealt with by FL / HOY)</p>	<p>Persistent Disruption of Lessons</p> <p>Persistent Non-Compliance in Lessons</p> <p>Late to school</p> <p>Inappropriate Language Directed at Others</p> <p>Persistent Lack of Respect</p>	<ul style="list-style-type: none"> ● Move to Work in Another Classroom ● Pastoral Detention ● Phone Call Home ● Letter Home ● Parental Meeting ● Call for Leadership ● Tutor report

	<p>Persistently Not Following Instructions</p> <p>Incomplete/missed course work</p> <p>Quality of Work Persistently Not Meeting Expectations</p> <p>Missed Teacher Detention</p> <p>Failed tutor report</p> <p>Misuse of IT</p> <p>Being in an out of bounds area</p>	
<p>B3</p> <p>-10 POINTS</p> <p>(usually dealt with by Pastoral staff)</p>	<p>Dishonesty or lies</p> <p>Theft</p> <p>Vandalism / Graffiti</p> <p>Fighting</p> <p>Smoking</p> <p>Intimidation / Threatening Behaviour</p> <p>Walking Away From Staff</p> <p>Inappropriate language Directed at Staff</p> <p>Serious Disruption</p> <p>Inappropriate behaviour in the community</p> <p>Serious Verbal Abuse/disrespect to others</p> <p>Truancy / Absconding</p>	<ul style="list-style-type: none"> ● Phone Call Home ● Detention ● Pastoral Detention ● Head of Year Report / Head of Key Stage report ● Isolation (HOY/ HOKS / SLT only) ● Referral to Behaviour Support (HOKS / SLT only) ● Parental Meeting ● Home Visit ● Restorative Justice ● Exclusion Recommendation ● Referral to Head of Key Stage Behaviour Panel ● Behaviour Support Interventions ● Re-Integration Strategies ● CAF / TAF ● Ed Psych Referral ● Counsellor Referral ● Referral to Outside Agencies

	<p>Persistent lateness</p> <p>Persistent lack of equipment</p> <p>Setting Off Fire Alarm</p> <p>Possession of Banned Items</p> <p>Missed Faculty / Head of Year Detention</p> <p>Failed Head of Year report</p> <p>Quality of Work Not Meeting Expected Standards Across a Number of Subjects</p>	
<p>B4</p> <p>-50 POINTS</p> <p>(usually dealt with by HOKS / SLT)</p>	<p>Sexualised Behaviour</p> <p>Substance Misuse</p> <p>Possession of an Offensive Weapon</p> <p>Possession and / or Use of Illegal Substances</p> <p>Possession of Drugs Paraphernalia</p> <p>Endangering the Safety of Others</p> <p>Use / Possession of Pornographic Material</p> <p>Possession of</p> <p>Misuse of IT</p> <p>Assault</p> <p>Violence / Aggression Towards Staff</p>	<ul style="list-style-type: none"> ● Exclusion ● Head of Key Stage Reports ● SLT Report ● Referral to Behaviour Inclusion Support ● Ed Psych Referral ● Counsellor Referral ● CAF / TAF ● Referral to Outside Agency ● ALT Ed Referral ● Referral To Governor's Behaviour Panel ● Referral To Pupil Placement Panel ● Permanent Exclusion (Headteacher Only)

	Deliberately failed Managed Move	
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Where the word “persistent” is used it must be made clear by the member of staff referring the issue that they have tried almost every intervention possible to engage the pupil in their lesson.

The purpose of this table is to enable a consistent approach to behaviour management to be developed. It is not exhaustive and where staff, pupils or parents are concerned that poor behaviour has been inappropriately punished, either severely or too lightly, the Head of KS3, 4 or 5 should be consulted.

Appendix 4

Rewards Process

In order to ensure that all pupils receive positive points during their time at Whickham School all pupils will automatically receive a daily allowance of 2 points through Class Charts. Pupils can also be awarded points by members of staff for a variety of reasons outlined in the table below.

REWARDS	POINTS ALLOCATION
Automatic Points allocated to all pupils daily	+2
School Representation	+10
Prefect/Leader/Helper	+10 on each occasion
Extra-Curricular Participation	+5
Outstanding Work / Effort	+10

Pride in Presentation of Work	+10
Helpful	+5
Star Pupil	+5
Respect	+5
Respect to Collect Week (every half term)	+10 points per signature

All rewards must be recorded on Class Charts under the appropriate 4 keys heading.

Through the Class Charts Pupil Application pupils can redeem their points for a variety of items in the virtual school shop.

The Parental Class Charts Application allows parents to have instant access to their child's behaviour logs. Parents will be notified of any rewards and sanctions set in "Real Time".

Appendix 5

Internal Isolation

Pupils whose behaviour is deemed by staff on Leadership duty, to be B3 or above (using table in Appendix 3) will be taken from lessons and internally isolated. The process and rules staff should follow are detailed below.

- Staff who deem a pupils behaviour to be unacceptable (using the table in Appendix 3) should contact the Leadership Duty person who will visit the lesson. In normal circumstances the pupil should be asked to wait outside of the classroom. The teacher leading the lesson should not state or suggest the pupil will go into isolation as this is for the Leadership Duty person to decide.

- Where behaviour is deemed to meet the high or severe categories the pupil will go into the internal isolation room. The pupil will remain in this room until 3.50pm and parents/carers will be contacted on the same day by the HOY or Progress Officer. Where a pupil has been in the internal isolation room on more than one occasion, parents/carers will be asked to come into school for a meeting with the HOY or Progress Officer and they may be referred to the Behaviour & Inclusion Support.
- Where an incident occurs during break or lunchtime the appropriate HOY, Progress Officer or Head of Key Stage will make a decision as to whether referral to the internal isolation room is appropriate.
- It is the responsibility of all staff who have had a pupil removed from their lesson to visit the internal isolation room between 3.15pm and 3.50pm to take part in a Restorative Justice Conversation with the pupil. This meeting should take place before any other school meetings are attended. Where a member of staff has an after school duty they should attend this duty and then go to the isolation room. Where a member of staff has a pre-arranged detention they should discuss with the relevant HOY so support can be provided.
- Pupils who have been isolated go back into lessons the following day.
- Where a pupil acts inappropriately in the internal isolation room they will be removed to Behaviour & Inclusion Support usually for a minimum of 2 school days so that extensive Restorative work can take place. Parents/carers will be contacted and asked to attend school to meet with the appropriate Head of Key Stage and the Behaviour & Inclusion Support Manager. During their time in Behaviour & Inclusion Support, pupils will complete work that enables them to look at their behaviour and ways in which to modify it. Once the pupil has been successful with their time in the Behaviour & Inclusion Support the pupil will complete a Restorative Justice Conversation with key staff and return to the internal isolation to repeat the isolation sanction.

Rules whilst in the Isolation Room

- The member of staff supervising the internal isolation room will ensure it is kept tidy and that work stations are free from graffiti. Where a pupil disrespects the isolation room or

resources provided they are to be moved to Behaviour and Inclusion Support and they then repeat time in the internal isolation room the next day.

- Mobile phones will be handed in and stored securely.
- Pupils are isolated until 3.50pm. The person on duty should contact parents/carers to inform them of this.
- Pupils will be provided with work and complete this in silence.
- Pupils will complete work set or repeat the time in the isolation room or be referred to the Behaviour & Inclusion Support, usually for a minimum of 2 days
- The person supervising the isolation room must record any pupils referred into Isolation onto the Google Sheets Register and Class Charts.

Appendix 6

Behaviour & Inclusion Support

Behaviour Inclusion Support will focus on improving challenging behaviour of individual pupils to aid excellent learning within the main body of the school. The staff will ensure that the unit is run in a consistent manner. This is key to modifying behaviour and also to pupils understanding what is required of them.

Parental involvement at an earlier stage will ensure that being referred to Behaviour and Inclusion Support is seen as an escalation and is very serious.

METHODS OF INDUCTION

1. Planned Induction will usually be for a minimum of 2 days

Prior to the day of induction parents / carers to be contacted to discuss at the earliest opportunity on day of induction

Work will be organised in advance by Behaviour and Inclusion Support staff

2. Spontaneous Induction will usually be for a minimum of 2 days

Work to be requested via email - Behaviour and Inclusion Support staff

Head of Year or Progress Officer will contact parents / carers to discuss isolation on the day of induction

3. Agreed Phased Referral - Pupils to be out of Specified Lessons

Head of KS / SLT to agree that a pupil will not go to a specific lesson and will instead go to the Behaviour & Inclusion Support Zone for that subject for a number of lessons agreed by the Head of Key stage / Associate Deputy Headteacher Pastoral. This is to enable the resolution of any issues in that particular lesson and allow other pupils in the lesson to learn. Following this period of time pupils and staff must participate in a Restorative Justice Conversation to resolve any conflict.

Behaviour and Inclusion Support will consist of 5 GRADED ZONES

<p>ZONE 1 Welcome Zone</p>	<p>Waiting and booking area, comprising of 4 pupil chairs. Welcome zone booking office (for confidentiality), computer on desk for staff to book in pupils. All pupils will be inducted on computer based system</p>
<p>ZONE 2 Internal Exclusion Zone</p>	<p>Located to left of main class area, this will be traditional booth type isolation area, but with positive learning and behaviour posters. Pupils will be referred for a variety of reasons by Heads of Key Stage and Senior Leaders only. Pupils work will be generic to the key stage until classroom teachers are contacted and provide the work. Staffing of Internal Exclusion will be agreed between the 3 team members.</p>
<p>ZONE 3 Internal Exclusion Classroom Zone</p>	<p>Located in the main part of the unit. This is a progression zone for pupils who have passed Day 1 in Exclusion and for their second day are able to work in a more traditional setting, but again in silence. The work provided will be work received from class teachers. Pupils who behave satisfactorily in Behaviour Inclusion Support will be on a 1 week report to the Behaviour and Inclusion Support staff reporting to them twice daily am/pm</p>
<p>ZONE 4 Pastoral Zone</p>	<p>This is an office that each pupil will visit during the day with a member of the Behaviour and Inclusion Support team. This will form part of the “root cause” investigative process.</p>

	<p>Following this pastoral session the pupil will resume in their Isolation / classroom activity.</p> <p>The process will look to identify:</p> <ul style="list-style-type: none"> ● Safeguarding issues / Risk mitigation ● Medical / mental health issues (new or previously identified) ● Triggers / anger management / the importance of compliance / reasonable staff adjustments ● Report for Head of Year attention and inclusion in IBP / IEP ● Identify items for referral to SLT / HOY for signposting to outside agencies <p>A report will be developed and will include induction details and a pastoral investigation. This will then be distributed to key staff.</p>
<p>ZONE 5 Exterior Zone</p>	<p>This a secure area outside of the building to give aggressive pupils space to calm down and a safe area for them to contemplate their actions. It also means disruption is minimised in Behaviour and Inclusion Support.</p>
<p>BEHAVIOUR & INCLUSION SUPPORT STAFF</p> <p>Will request and deliver appropriate course work</p> <p>Will complete Pastoral Interventions (One to One and group work) working on the following issues</p> <ul style="list-style-type: none"> ● Anger Management Intervention for KS3 and KS4 ● Disruptive Behaviour Intervention ● Bullying ● Attitude and Respect ● Re integration to main school with parental / SLT involvement. ● Behaviour and Inclusion Zone staff to compile report of the time spent in the Zone and any interventions that may / can be applied to prevent further poor behaviour. 	

BEHAVIOUR & INCLUSION SUPPORT RULES

Behaviour & Inclusion Support is both a place of sanction and pastoral support. The rules are set to ensure that good order and productive learning take place alongside punishment for poor behaviour.

The silent working conditions ensure that effective calming pastoral support takes place for those who require it for a predetermined period of time.

- Time from 0840hrs to 1610hrs (1410 during SIH)

- All pupils will address staff as “Miss” or “Sir”
- All pupils will be checked for correct uniform and equipment
- Mobile phones will be handed to staff immediately upon arrival
- Learning equipment to be taken from bags and bags to be placed in “bag area”
- Internally excluded pupils are to face into their work booths at all times
- All pupils are to remain silent unless spoken to by a member of staff
- All pupils must do their best to complete allocated work
- All pupils will be expected to behave in accordance with Whickham School behaviour policy during the day
- All pupils will be polite and respectful to staff and each other
- Breaks and lunchtimes will be completed at desks in silence
- Toilet breaks will be allocated at break and lunch times for comfort of pupils

All pupils should expect that a parent / carer will be informed of their behaviour at the end of the day. This is to maintain confidence and transparency in the school’s procedures

1. Any pupil who breaches Behaviour & Inclusion Support rules will complete a further day in Zone 2 - until no further breaches take place
2. Any pupil whose behaviour consistently breaches Behaviour and Inclusion Support rules will receive further sanction. Parents will be contacted and invited into school to discuss further measures required to moderate persistently poor behaviour.
3. Any pupil who truants or absconds from Behaviour and Inclusion Support will return to complete a minimum of 2 days upon their return to school. They must be accompanied by a parent or carer.

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