



# THE BEMROSE SCHOOL

## BEHAVIOUR MANAGEMENT POLICY

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*'Learning together, working together, achieving together'*

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## **Whole School Behaviour Policy**

Student/child discipline and behaviour is based on positive relationships that permeate across the whole life of the school and is very important to the quality of teaching and learning. The Bemrose School is a fully inclusive school. Inclusion is fundamental to the school and student's needs are at the heart of all we do.

The Bemrose School's behaviour policy strives to promote good behaviour and deter poor behaviour, including all forms of bullying. The school will communicate with the students/children, parents and other stake holders about the policy on an annual basis and will publicise the policy on the school's website.

The school strives for all students/children to be happy and purposeful in their day to day life. The Bemrose School entitles all students/children to achieve to their maximum both in terms of academic achievement but also in opportunities to develop the students'/child's self.

All staff should expect respect, consideration and courtesy from the students/children and this should naturally be reciprocated by the staff. The process of learning and personal development is best facilitated through positive relationships between staff and students that will result in mutual respect, consideration and courtesy.

Positive behaviour management is the way that issues should be challenged. Rewards and praise should be prevalent in recognising all achievements in learning, behaviour, attainment and contribution, however small. Praise begins with the frequent use of positive, encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded. A more formal system of credits, certificates and prizes are also used to recognise and congratulate pupils when they set a good example or show improvement in their behaviour. All staff should work to the school's Rewards Policy which strives to recognise all positives.

In the case of poor behaviour that impacts on teaching, learning and progress, students/children will be removed from the teaching environment to allow staff and students/children to continue with their work and learning. Different phases of the school will follow their individual behaviour codes and the whole school policy.

The school will use sanctions such as detentions, both during and after school, internal isolation, internal and off-site seclusion and fixed term exclusions. Time in the seclusion room will commence at 8am and conclude at 3.30pm, when the student will be sent home with work unless a prior arrangement with the Leadership Team has been agreed. The Primary Phase will use the sanctions of missing lunchtime and playtime minutes according to the child's age and in more serious situations the child may have in school seclusions or fixed term exclusions.

As with all schools, The Bemrose School has a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct during

school and on the way to and from school. All teachers and other staff in charge of pupils have the power to discipline under Section 89 of the [Education and Inspections Act 2006](#).

***(Secondary Phase only)***

The Bemrose School Behaviour Policy employs detentions as one of the sanctions it may impose against an individual. The Bemrose School staff have a statutory power to put pupils aged under 18 in detention after school sessions, on some weekends and non-teaching days. The member of staff will inform the student and the parents of the detention and the school gives 24 hours' notice of detentions outside school sessions (though it is not required to by law).

If a student chooses to bring an item, whether a weapon or a substance that we believe places others in danger the school reserves the right to search a student. Any search will be conducted by two members [as agreed by the Headteacher] of staff one of whom will be of the same sex as the student. If the student has an item that is inappropriate it will be confiscated, and stored in the school safe to be returned to the parent or carer of the child at a mutually convenient opportunity (if appropriate). The school may also impose a sanction in accordance with the school policy.

If a student is caught smoking on the school site, the Governors have agreed a series of sanctions. These sanctions include support to help stop smoking, detentions, seclusions and fines for parents/carers.

Our most serious sanction is exclusion and will not be used lightly. The Headteachers and in their absence, the Leadership Team have the authority to make decisions regarding sanctions to be imposed. A number of fixed term exclusions can lead to a permanent exclusion. The Bemrose School will endeavour to work with parents/carers to take into account the individual needs of the student to resolve the situations and prevent behaviours escalating to further disaffection and exclusion. Only the Headteacher of the school has the right to recommend to the school's Governing Body, the permanent exclusion of a student.

## **Behaviour Policy Principles**

Student behaviour is the responsibility of **all staff**. Please support each other by implementing this policy at all times.

**Good behaviour** is at the heart of our school and is fundamental to the function of The Bemrose School. Without good behaviour and values students cannot learn and therefore succeed in life. For this reason The Bemrose School is committed to ensuring that standards of behaviour and values are high and constantly improving.

**Respect** is integral in the development of high standards of behaviour. Respect for members of the school community, equipment buildings and facilities are high expectations of all. Staff, parents and pupils themselves all have a role to play in ensuring positive and productive learning environments for the whole school and community. The Bemrose School will always strive to support all students/children and provide them with the guidance and help they need to overcome any barriers they may have to be successful citizens.

The key to the effectiveness of this policy is **consistency**.

## Good Practice – a whole school approach

Acceptable standards of behaviour, work and respect depend upon the example of us all. Every member of staff has a positive contribution to make.

- Good order has to be worked for; it does not simply happen:
  - Set high standards and expectations;
  - Apply rules firmly and fairly;
  - Expect to give and receive respect;
  - Treat everyone as an individual within the school community
- Relationships are vital: relationships between everyone and at every level. Take the initiative:
  - Greet and be greeted
  - Speak and be spoken to
  - Smile and relate
  - Communicate
- Expect to deal with all poor behaviour in the manner which is most appropriate to the situation
- ‘Problems’ are normal where students are learning and testing the boundaries of acceptable behaviour. Our success is judged not by the absence of problems but by the way we deal with them:
  - Avoid confusion
  - Listen
  - Establish the facts
  - Judge only when certain
  - Use sanctions sparingly
- All informal contact contributes to standards of behaviour. Help to establish and maintain that standard by taking the initiative at every opportunity. Expect to:
  - Start the dialogue
  - Greet students
  - Set high standards of speech, manner and dress
  - Enjoy relating to students/children and show this enjoyment
- Create and sustain a positive, supportive and secure environment in the classroom. Well prepared, stimulating lessons help to generate good behaviour and earn respect. Expect to:
  - Arrive before the class
  - Begin on time (promptly)
  - Be prepared for the lesson
  - Keep students/children occupied
  - Extend and motivate students/children
  - Mark all work promptly

- Be constructive with your comments
  - Set homework to schedule
  - Use the correct first names
  - Have interesting wall displays
- Do all you can to avoid:
    - Confrontation – it can quickly escalate minor problems
    - Humiliating – it breeds resentment
    - Shouting – it diminishes you
    - Over-reacting – the problems will grow
    - Blanket punishments – the innocent will resent them
    - Over-punishment
    - Sarcasm – it damages you!
- Never leave pupils outside rooms for long. This should only be used as a short term (2 minutes maximum).  
 ‘cooling’ off period when other strategies are not appropriate. The ‘problem’ needs a solution, not complicating. Seek help if you need it. Do all you can to:
    - Use humour - it builds bridges
    - Keep calm - it reduces tension
    - Listen - it earns respect
    - Be positive and build relationships
    - Know your pupils as individuals
    - Carry out any threats you have to make
    - Be consistent
    - Be fair
- Insist on acceptable standards of behaviour, work and respect. Expect to:
    - Encourage students to follow the classroom expectation procedure
    - Apply school rules uniformly
    - Work to agreed procedures
    - Follow up problems to their conclusion
    - If after trying you cannot resolve a problem, discuss it with either your Learning Director or the AHT - Inclusion.

## **Introduction**

The development of good relationships between staff and students is central to the success of The Bemrose School. All staff in both the Primary Phase and the Secondary Phase of our school should set high standards of behaviour. It is important that all staff model good behaviour to students.

## **Staff guidelines**

To support the school values, we have all agreed that there needs to be a consistent approach to behaviour management by all staff. In this way students/children receive a clear message and staff support each other in the knowledge that all are dealing with behaviour in the same way.

## **Lead by example**

- Politely open doors for each other and say thank you
- Calm authority – be supportive not aggressive
- Insist upon polite address including please and thank you
- Pick up litter and ask students to do so
- Dress in a business-like, professional manner

## **Carry out duties conscientiously**

- Be punctual
- Make arrangements for known absences from duty
- Insist on classrooms being left clean and tidy

## **Stop and challenge**

- Stop and challenge any student behaving unacceptably
- Do not tolerate any form of bullying (see anti-bullying policy)
- Insist on shirts being tucked in, ties knotted and touching the top button, plain black footwear, appropriate jewellery and no facial piercings (see uniform policy – appendix 2)

## **Accept responsibility outside the classroom**

- Offer support to a colleague dealing with discipline.
- Have a presence in your subject area between lessons
- “Own” the corridor space outside your room

## **Plan, prepare and teach good lessons**

Teaching and Learning should take place within an atmosphere of mutual respect. Teachers are responsible for establishing clear classroom procedures and ensuring that school rules are uniformly applied. The teacher is at the centre of creating a positive ethos for learning. **Appendix 1** sets out The Bemrose School Classroom Expectations which detail the routines that are expected of **all** teachers.

Form tutors, class teachers and Heads of House should be kept fully informed of concerns colleagues might have about aspects of a student’s behaviour. The Head of House will have

an overview of the student/child and their personal development and is in the best position to recommend home contact where appropriate.

Where a student/child appears to be experiencing significant difficulties they will be discussed at the weekly Inclusion Panel. The individual will be discussed and a plan will be drawn up in agreement with home and the student/child. This plan will be documented in the student's school file.

### **Golden Rules for Secondary students**

- Be on time
- Equipment out and ready to learn
- Mobile phones off
- Respect others by listening
- Off with coats in lessons
- Speak English appropriately
- Eating & chewing gum is not allowed

### **Golden Rules for the Primary phase**

- Respect each other
- Use kind words
- Always try your best
- Keep your hands and feet to yourself
- Listen to all adults and children

## **The Use of Rewards at The Bemrose School**

The emphasis and desire for the students/children to collect praise points (secondary phase) or House Points (primary phase) and have their achievements recognised must be a motivation for all. Intrinsic and extrinsic rewards are fundamental in encouraging achievement, raising self-esteem and developing a student's/child's pride and motivation to do well. Students/children and staff must be clear on the value of the credits and rewards and they should look to employ rewards as an integral part of their teaching.

The system is designed to recognise not only academic achievement and effort but also positive behaviour, attendance, punctuality and citizenship. This system will set out clear guidelines for staff and pupils on what aspects of school life will be rewarded at The Bemrose School.

### **Explanation of the reward system (Secondary Phase)**

1. Praise points are recorded on the 'Show my Homework' programme. It is staff's responsibility to input the credits on the students account.
2. Praise points are given to pupils for:-
  - Academic achievement
  - Effort
  - Attendance
  - Positive behaviour
  - Punctuality
  - Representing school
  - Representing house
  - Extra Curricular
  - Positive contribution to school life
  - Citizenship
3. Inclusion admin will produce form lists, which include praise points totals. They will be displayed on House notice boards, fortnightly.
4. Inclusion admin will produce praise points totals for Form Tutors to use on Target Setting Days and parents evenings.
5. Praise points will be calculated cumulatively over the year. These totals will count towards the House Championship.
6. Over the term, students will reach praise points milestones, which will generate certificates and letters home. Each certificate will be exchanged for a small gift at student reception. These will be generated automatically by SMHW, and organised and recorded by SAHT - Inclusion.
7. In addition to the termly totals, praise points will continue to be recorded over the year for the benefit of the 'Star Award System'. These awards will be highly prestigious and presented to students in assembly.
  - Bronze star = 200 praise points
  - Silver star = 300 praise points
  - Gold star = 400 praise points
  - Platinum star = 500 praise points

8. There will be a termly rewards afternoon for students who qualify. Students must meet the following criteria.

- No exclusions
- No seclusions
- No Leadership Detentions
- No Heads Warnings
- Attendance above 90%

Activities will be school based (e.g. disco, film) and local trips. The venue for the trips will be advertised through form tutors and will be organised by AHT - Inclusion.

9. Students are nominated by subject areas for good work, effort and / or achievement. This will be done weekly and names will form an 'Achievement Wall.' This will be visible to staff, students and visitors to the school.

10. Departments can send subject specific postcards to students who have earned them over the term.

11. Every half term there are two Rewards Days. Students can receive 'Student of the Lesson' and are awarded with a certificate, sticker and postcard home.

12. Bemrose postcards are given to students for exceptional work.

- Postcards are worth 10 credits
- Postcards are instant communication with home
- Staff should record the credits on SIMS

### **Explanation of the reward system (Primary Phase)**

The Primary Phase has a 'It's Great to Be Green' behaviour system. All the children will begin each day with a green card behind their picture and name, this chart will be displayed within the classroom.

All children will begin the week with 30 minutes Golden Time. The children will be involved in choosing their Golden Time activity.

In addition to the Golden Time system explained above, the children will also follow a house point system.

1. House points will be recorded on Class Dojo. It is staff's responsibility to input the house points. The children will collect house points for their house, as part of the Primary Phase house system. Children will also have an individual tally of the house points they have been collected.
2. House points are given to children for;
  - Academic achievement
  - Effort
  - Attendance
  - Positive behaviour demonstrated in the classroom, playground, in and around school grounds
  - Punctuality
  - Representing the school
  - Representing their house
  - Extra-curricular activities
  - Homework
  - Positive contribution to school life
3. A tally of the children's individual house points kept by teachers within the child's classroom for children and parents to see.
4. A whole Primary Phase house point system will be displayed in a central location within the Primary Phase of the school. This chart will be updated weekly.
5. Over the year the children will reach individual milestones which will be recognised during celebration assemblies, which parents will be invited to attend.
  - B - 20 house points
  - E- 50 house points
  - M - 90 house points
  - R - 140 house points
  - O - 200 house points
  - S – 270 house points
  - E – 350 house points
6. Each week the whole School House points will be collected, collated and celebrated in the weekly celebration assembly. The winning House will receive a reward at the

end of every term. The reward could be watching a film, having a special activity or a visit. It will be organised and delivered by the Head of Primary.

7. Regular school attendance is an important part of giving your child the best possible start in life. As a school we value the importance of a good attendance record. For this reason the primary phase on a half termly basis will reward children with certificates, the attendance raffle and the weekly 'Golden Table' for the class with the highest percentage attendance.

Other whole Primary Phase methods of rewarding good behaviour and acknowledging special achievements are:

- Executive Headteacher or Head of Primary certificate post cards or stickers
- Star of the week certificates – these will be awarded to one child per class each week in the celebration Assembly held each Friday.
- Children who have been on Great to be Green all week will receive a special triple dojo for their positive behaviour.
- Verbal praise from any adult working at The Bemrose School
- Acknowledgement of efforts and achievements out of school will be celebrated during celebration assembly each Friday.
- In-class reward systems may be used by teachers (such as marbles in a jar, jigsaw puzzles, etc.) as extra incentives for classes and / or individual children.

### **'The Golden Rules' (Secondary Phase)**

At The Bemrose School we want every member of our community to be happy and successful. We can only achieve this if we have high expectations of each other. We expect everyone to follow the 'Golden Rules'.

- Be on time
- Equipment out and ready to learn
- Mobile phones off
- Respect others by listening
- Off with coats in lessons
- Speak English appropriately
- Eating & chewing gum is not allowed

(The Golden Rules were created by the students through the Student Council and 'Let's Explore')

### **The Bemrose School (Secondary Phase) – Sanctions**

Good relationships between staff and students are at the core of our behaviour management policy.

It is our collective responsibility to manage behaviour consistently and fairly

This document details the range of sanctions at The Bemrose School and how they should be used.

The following is an outline of appropriate staging when dealing with inappropriate behaviour in a lesson.

Individual teachers will use their own individual strategies to deal with poor behaviour initially.

The **positive behaviour plan** is as follows:

- 1<sup>st</sup> warning
- 2<sup>nd</sup> warning – the student should be moved away from the problem area by moving seats
- 3<sup>rd</sup> warning – the student is either sent out of the classroom for some 'time out' or the student is re-located in the buddy classroom
- On Call may be used to transport the student to the buddy classroom or may be used to support the teacher talking to the student outside of the classroom
- Document the incident and action on SIMS (behaviour management) see **appendix 3**
- Students should be made clear of each step through the discipline procedure as it is executed

It is important that all incidents of poor behaviour are documented. It is the responsibility of the individual member of staff to document these on SIMS (**see appendix 3**)

## **'On Call' Procedure**

If, after following the positive behaviour plan, a student needs to be removed from the buddy lesson then the member of staff must follow the 'On Call' procedure. Staff should press the Classroom Assist icon on their laptop. This will register in the main office.

A member of the On Call team will be alerted by walkie-talkie and will come to the classroom. The student will be spoken to and if a decision is made to remove the student then they will be taken to the Isolation Room.

Following a conversation with the classroom teacher, the member of On Call should fill in the student referral sheet detailing the incident.

The student will be escorted to the Isolation Room with the student referral form by the member of staff who is On Call. The student must have work to complete.

Students should only be sent to 'Isolation Room' when the positive behaviour plan has broken down, or following an abusive, aggressive or dangerous incident.

The member of staff must have completed the behaviour management section on SIMS, detailing the incident and any action taken.

Students must have work to do in the Isolation Room.

The students will be entered onto the pro forma in the 'Isolation Room' registering their attendance.

A letter will be sent home informing parents/carers of their child being sent to the Isolation Room

The Isolation Room manager will inform the Head of House, Learning Director and Assistant Headteacher – Inclusion that the student was sent to the Isolation Room, along with the parent or carer (by telephone).

The student will remain in the Isolation Room for the rest of the day and until 3.30pm

## **Guidance for staff managing the Isolation Room**

- Students will be escorted to the Isolation Room by the member of staff who is On Call
- Check that the student has a student referral form
- Fill in the name, period of the day, time of arrival, from what lesson they have arrived, who sent them and for what reason.
- Sit the student at a desk on their own.
- If the student has no work then provide them with a task to work on in silence.
- Students must not talk
- If an Isolation Room referral arrives without a student then please inform the Head of House to locate the student and take appropriate action for contacting home.
- Do not allow the students to leave the room until the bell has sounded unless they are returning their work in the last few minutes of the lesson.

## **Internal Seclusion**

The Seclusion Room is designed to offer support to students who are not meeting the high standards expected at The Bemrose School.

The purpose of the Seclusion Room is to help students realise that they need to behave appropriately if they wish to take full advantage of all that The Bemrose School has to offer.

The use of the internal Seclusion Room is a sanction that is employed when it is felt that the action of a student requires marking with a formal consequence. The Seclusion Room is the last step the school can take before a fixed-term exclusion. It is a serious sanction and should only be used when:

- ✓ The Head of House, in connection with other key staff have exhausted all possible strategies to improve the behaviour of the student
- ✓ The actions of the student were serious enough to escalate the sanctions immediately to the Seclusion Room
- ✓ A student acts in clear defiance of school rules

In all instances it is crucial that the student is informed why they are in the Seclusion Room and parents are also informed why the student is in the Seclusion Room.

This practice is very much like that of an exclusion, both in its process and decision making however the outcome is different. It is logged in the students school file but not on their school record. A student who is internally secluded follows their normal diet of lessons but from the confines of the seclusion room under the supervision of the Seclusion Room manager. This classwork will support the reintegration of the student back into main stream lessons.

Heads of House, including the C&G Team Leader and the Leadership Team can use the Seclusion room to their discretion as overseen by the Senior AHT-Inclusion. This sanction will involve the incident being investigated, the evidence considered, the sanction being agreed followed by a phone call home, supported by a formal letter to the parent and after the sanction a re-integration meeting with the parent and the student.

The student is expected to be in school from 8am to 3.30pm, they do not have a break and they eat their lunch in the Seclusion Room. Students should leave with homework given by the Seclusion Room manager to complete at home, in addition to any work that the student has not finished.

The Seclusion facility allows for reparation, work to be prepared or commenced and it also provides an opportunity for external agencies to engage with the student or family if required.

Students who are placed in the Seclusion Room will have no contact with the rest of the school. They will be closely supervised at all times.

Students, who are in the Seclusion Room, will not be able to take part in the activities that The Bemrose School offers until they show that they have earned the right to do so.

Finally the student is placed on report on their reintegration to school. They follow this report for a week reporting to the Seclusion Room manager daily. This allows for monitoring and further follow up as required. A poor report can result in a student being secluded again or the triggering of additional support.

### **Exclusion Procedure**

Exclusion is the most serious sanction that can be imposed prior to a managed move or permanent exclusion. It will be used when all other attempts to correct inappropriate behaviour have failed or for a one-off serious incident. In line with policy we must always endeavour to seclude students to a partner school, though in extreme cases we can formally

exclude if we feel that it is inappropriate for the student or receiving school to have a student.

Only in extreme circumstances will the school exclude for more than 5 days. In the event of this, the school will explore 6th day provision. For all exclusions of 5 days or less the parent has responsibility for the student. Parents of students on fixed term exclusions of 5 days or less must not allow their child to be in a public place during school hours. If they do, they are liable for a fixed penalty notice, issued by the LA.

Only the Headteacher, Heads of School or in their absence, the Senior Assistant Headteacher-Inclusion may exclude a student.

Whilst we consider each case on its merits there is guidance below which may be applied to the use of Seclusion and Exclusion.

It is hoped that the use of any form of exclusion will be accompanied with the appropriate support, where required, on readmission to school.

The power to discipline a student for inappropriate behaviour can be from the start of a student's journey to school to its conclusion when they arrive home that evening.

### **Alternative Provision – Night School**

Night School is designed for students who are at risk of permanent exclusion from the school. In order for the Headteacher to place a student in Night School there needs to have been formal documented meetings with parents / carers to discuss the final decision.

Usually a student has received a Heads Warning and a Governors Final Warning from the school before they transfer to Night School.

Night School takes place every Monday, Tuesday, Wednesday and Thursday evening, 3.30 – 7.30pm. Students are expected to attend in full school uniform and they follow a curriculum that is appropriate to their need. Where possible, and especially in KS4, students continue with their GCSE courses. Subject specific teachers support the Night School teacher with the planning, delivery and feedback of set work. Students also follow a vocational pathway on Fridays. This may involve off-site placements commissioned through The Kingsmead School and Bbox training sessions at Stockbrook Park.

Normal mainstream rules apply in Night School and all sanctions and consequences follow the whole school behaviour policy.

Regular reviews take place through the Inclusion Panel. Students' progress (both academic and social) is discussed and reviewed. Decisions are made regarding integrating possible students back into mainstream school. This process comes through the Care and Guidance Team.

### **Heads Warnings and Governors Final Warnings**

A Heads Warning is arranged for a student when they have received 3 fixed term exclusions, or when they demonstrate poor behaviour at a low level, but constantly in and around school. A formal, documented meeting takes place between the Headteacher, the Senior Assistant Headteacher-Inclusion, the parent / carer and the student. In preparation for the meeting the Senior AHT – Inclusion summarises the students file and creates a pastoral summary. This is discussed in the meeting, along with attendance data, academic progress and any additional needs. A support plan is discussed and established to reduce any further incidents of poor behaviour. The meeting is minuted and a letter is sent home to parents / carers summarising the discussed points.

A Governors Final Warning is a very similar meeting to the Heads Warning. It is arranged when a student has failed to act on the advice and support offered at the Heads Warning. The same preparation takes place as for the Heads Warning, however at this meeting a Governor is present. It is their role to warn the student that if they continue to behave in the same manner then they may be permanently excluded from the school. At this meeting the Headteacher and the Governor may decide to place the student in Night School. Either way, this is the student's last warning and further poor behaviour will result in permanent exclusion.

## **Detentions Procedures**

### **Subject and Area Detentions**

Areas only set detentions to students where learning is not at the standard which is expected, including homework.

Detentions are usually set at either break time, lunchtime or after school. Students and parents / carers, should be given 24 hours' notice if the detention is to be longer than 10 minutes. Staff are advised where possible to set detentions on their interventions evening. If staff wish students names to appear in the bulletin regarding a detention for the following week they must inform detentions (Gill Skelton) by email, before Friday morning to allow for their names to be recorded onto the weekly bulletin. This will allow staff to remind students during period 5 of their detention to give them every chance to attend. Staff can also inform period 5 teaching staff by email should they wish.

### **Leadership Team Detentions**

The Leadership Team will conduct a detention once a week for one hour on a Monday evening. This detention is for students who have truanted school, been caught smoking on the school premises and / or referrals from the pastoral team where appropriate.

On Mondays, the register of who will be attending the Leadership Team detention will be set by detentions (Gill Skelton) in the main office. Students will be collected for the detention before 2.50pm by the member of staff who is On Call. Students who are late without valid reason will not be allowed into the detention and contact will be made with home.

If a student fails to attend this detention, without a valid reason, contact will be made with home. The parents or carer of the student will be informed of their child's non-attendance and will be told of their pending action. If a student refuses to attend a Leadership Team detention then they will spend the following day in the Seclusion Room.

## **The Student Report Procedure**

Placing a student on a Behaviour Report is an intervention strategy that can be very powerful in supporting a student in reforming their behaviour if managed well, especially if it is for a fixed period of time.

A student should be placed onto a report if they show consistent poor behaviour in a subject area, by the Learning Director, or in many areas, by the Form Tutor or Head of House. The placing of students onto Behaviour Report must be overseen or managed by the

C&G Team Leader. It is critical that the C&G Team Leader and the Head of House is informed if any Learning Director places a student on a Behaviour Report.

Only after the behaviour plans and strategies, either at an area or pastoral level, then a student should be placed onto a Behaviour Report. Incidents and actions must be recorded and filed with the Head of House throughout the process.

Heads of House will support areas when the Learning Director has exhausted the area behaviour plans and strategies, or the student is involved in multiple issues across several areas.

Guidelines for Placing a Student on Behaviour Report. Make the following clear to the student,

1. Who they must report to
2. Why the student is placed on report
3. When the student reports to the appropriate person
4. Where the student reports to, room and how long do they wait for the member of staff
5. Follow up any instances of poor behaviour with a sanction however small
6. Ensure that the report is signed by the parents to maintain the communication with home.

Once complete, the report must be passed to the Head of House and go into the students file.

#### **Green Report (Year 7 only)**

- A Tutor initiates: usually after receiving several incident reports of poor behaviour
- The tutor explains to the student why it has been decided that it is necessary to put them on a Green Report, the aims and the daily routines of the system
- 1, 2 or 3 targets are agreed with the student in order to help them improve their behaviour
- The tutor asks that a standard letter is sent home by the office informing parents that their son/daughter is going onto a Green Report, the reasons why and the duration of the report
- At the start of each lesson the report is placed on the teacher's desk. If it is not, then the teacher should make an appropriate written comment in the report
- At break and lunchtime each day the pupil brings the report to show the tutor
- It is taken home to be signed by a parent/carer and then brought back to school the following day
- If there is clear evidence of targets being met over an agreed period of days then the student comes off report
- If targets are clearly not being met then the form tutor refers the student to the Head of House and AHT – KS2/3 for further interventions

#### **Blue Report (Year 8,9,10 only)**

- The Head of House initiates: usually after receiving several incident reports of poor behaviour
- The Head of House explains to the student why it has been decided that it is necessary to put them on a Blue Report, the aims and the daily routines of the system
- 1, 2 or 3 targets are agreed with the student in order to help them improve their behaviour

- The Head of House asks that a standard letter is sent home by the office informing parents that their son/daughter is going onto a Blue Report, the reasons why and the duration of the report
- At the start of each lesson the report is placed on the teacher's desk. If it is not, then the teacher should make an appropriate written comment in the report
- At break and lunchtime each day the pupil brings the report to show the Head of House
- It is taken home to be signed by a parent/carer and then brought back to school the following day
- If there is clear evidence of targets being met over an agreed period of days then the student comes off report
- If targets are clearly not being met then the Head of House invites the parents / carers into school to discuss further interventions

### **Achievement Card (Year 11 students only)**

- As above
- The monitoring of the student's behaviour now passes to the AHT – KS4/5
- The process is as for Green and Blue Reports
- The focus is on achievement and progress rather than behaviour

### **Inclusion Support Procedure**

The Inclusion area is vast and covers a wide variety of student's needs. Within the Inclusion team, there is a SENCO, two deputy SENCO's and a SEN area (including Elmtree facility and ERF facility for our autistic students). There is also a Care & Guidance Team Leader, pastoral team and a Welcome Group for new arrivals to the school. These teams work together to meet the needs of all the students. Teams do not work independently, they interlock with each other to create an effective and supportive package around the individual. The Inclusion team is creative and innovative, and will provide opportunities for all individuals to show success and achievement. Students are supported by these plans on the recommendation of the Inclusion Panel. This panel meets once a week to review and plan for the needs of students as referred to them by the middle leaders and Heads of House. This panel has admission and exit protocols to ensure that the needs of the students are met and there is the capacity within inclusion to meet the demands of the individual.

### **Power to use Reasonable Force**

The legal provisions on school discipline also provide members of staff with 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.

Staff must exercise caution and a balancing exercise when judging the best cause of action, when dealing with incidents that may require reasonable force to be used. Avoiding the need to restrain is the recommended policy through calm de-escalation skills with clear and concise instructions.

On the very few occasions when there are incidents that require a physical intervention the staff are directed to follow the following guidance.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

The Headteacher authorises those staff who work with students on a daily basis the opportunity to consider and use physical intervention as a last resort when de-escalation strategies have failed and it is apparent the child, other students or staff are at risk. This physical intervention must be minimal and for a minimum period of time.

This is not a direction for staff to have to intervene with a physical intervention should they not feel comfortable to do this. Staff, however, have a duty to secure, help and protect the safety of other students and staff.

The following actions would not be regarded as reasonable force:

- Holding a pupil around the neck, collar or restricting breathing
- Slapping, punching or kicking
- Twisting or forcing limbs against a joint
- Tripping a pupil
- Holding or pulling a pupil by the ear or hair
- Holding a pupil face down on the ground

If it is necessary to avert a difficult situation without the physical intervention of a member of staff then the teacher may wish to attempt passive intervention. This is minimal physical contact to resolve a situation calmly. An example of this is when two individuals are fighting - it may be possible to position yourself between them bringing the situation to a halt.

If passive intervention fails it may be appropriate to use a more active physical intervention. This involves minimal force in a minimum time. An example of this is a child refusing to leave the room and showing signs of violence – he/she could be ushered out of the room with a hand on the child's back.

It is vital to record the details of all significant incidents involving physical intervention and report these to the Headteacher, ideally within 24 hours. The record to the Headteacher should state,

- Who was involved in the incident
- Where it happened
- How the situation came about
- What was done to avoid the need to use physical intervention
- How the amount of physical intervention was minimised
- What physical intervention was used
- What the outcome was.

The student's Head of House should also take a statement from the student and pass this to the Headteacher too.

Following these reports, the school will decide how it will proceed in response to the student's behaviour.

### **School Uniform**

School uniform should be worn smartly at all times to and from school and, of course, in school. Students and parents are aware of the uniform expectations and clear details are provided in the student planner and on the school website. It is imperative that all staff tackle standards of poor uniform and inform form tutors and Heads of House as appropriate. Students who continue to wear inappropriate uniform will be challenged and taken home to change. See the Uniform Policy (**Appendix 2**) for more details.

## **Mobile Phones**

Mobile phones must be turned off and kept in students' bags or coat pockets between the hours of **8am and 3pm** without the consent of a member of staff. Any mobile phone that rings, or is seen out of the student's bag or pocket, will be confiscated and placed in the school safe in visitors reception for the parent or carer to collect at their convenience. Parents will be notified by a telephone call from the Head of House and the student will receive a receipt slip when they hand over their mobile phone. The student concerned will be dealt with severely. Exceptions will only be allowed with written permission from home.

## **Confiscation and Searching of Students**

Under the statutory guidelines as laid out under Section 91 of the [Education and Inspections Act 2006](#), and the Department for Education document [Searching, screening and confiscation - January 2018](#), schools have a duty to ensure that all students and staff are safe and that all students have every opportunity to be able to learn in an environment that is safe and conducive to work.

The Bemrose school reserves the right to search and confiscate items from students should they feel that they are placing the safety of others at risk or challenging the harmonious learning environment of all.

Any search will be conducted under the agreed National guidance. All searches will involve two members of staff, one of which must be the same gender as the pupil and is designated by the Headteacher to carry out the search of a student. Any search must take place in an appropriate place where confidentiality and human rights are observed. Most importantly it should be explained to the student as to why the search is being carried out and possible consequences.

Should, during a search, an item be found that is inappropriate, this item can be confiscated and placed in an envelope in the school safe with the students name on it for identification purposes. The student and the parents/carers should be informed as to why the item has been confiscated and how and when they can have the item returned to them (if appropriate). Professional judgements should be made around the returning of certain items. If it is felt, for example, that the confiscation of a phone outside of school hours places a students safety at risk then the phone should be returned at the end of the school day.

Items that are brought into school that place the safety of students or staff in danger will result in the place of the student in the school being questioned. There will be serious consequences for students who choose to bring weapons, other dangerous items or illegal substances into school.

If a student has used a mobile phone or electronic device to gather images that may place other students at risk, the school reserves the right to retain this and pass it to the police. The school will not tolerate cyber bullying or the use of student images placed onto the web for public consumption. The school will treat these matters seriously.

The primary concern is to ensure that all staff and students are in a safe and harmonious environment.

#### Procedure

1. Member of staff feels a student presents a danger to others or the learning environment as they possess an inappropriate item
2. Use alert to call 'On call' member of staff.
3. 'On call' member of staff removes the student from the room and investigates the incident with the Head of House.
4. The incident is documented and any action required is considered by the Headteacher or the Leadership Team.
5. The student is not returned to the classroom until they are considered to be of no danger to anyone.
6. They should be isolated in the Isolation Room or with a member of the Leadership Team.

#### **Smoking on the school site**

Smoking is defined as the action of inhaling and exhaling the smoke of tobacco. Any devices which mimic smoking, such as e-cigarettes or vapes, are also covered by the policy below.

Smoking or vaping are not permitted at The Bemrose School or in its surrounding area. If students break this rule we respond to the unacceptability of the issue on both legal and health grounds in terms of safeguarding our students and educating them effectively for their future lives. This also appropriately aligns the issue of smoking or vaping with other aspects of misbehaviour that the school rightly responds to seriously and firmly and ensures a consistent response whatever the age of student.

#### **Procedure**

The Bemrose School issues a detention and sends a letter home to parents / carers when a student is caught smoking or vaping on the school site. If a student persists in smoking or vaping and this happens repeatedly throughout the year, and the detention and communications with home have no impact on changing the student's behaviour. Then the school have links with external agencies who offer support to young people through smoking cessation sessions on Wednesday and Thursday break times. These sessions run on a 4 week cycle.

A tiered sanction system for students who are caught smoking or vaping on the school site has been introduced. If a student continues to smoke or vape on the school site, then their parent / carer will receive a £10 fine.

- |                                |  |
|--------------------------------|--|
| <b>1<sup>st</sup> incident</b> | <b>A referral to the Wednesday smoking cessation programme</b>   |
| <b>2<sup>nd</sup> incident</b> | <b>A Leadership Team Detention and a letter home to parents / carer</b>  |
| <b>3<sup>rd</sup> incident</b> | <b>A letter home to parents issuing them with a £10 fine.<br/>A 2 day seclusion visit<br/>A parental meeting with the Deputy Headteacher – Inclusion</b> |

If the parent does not pay the fine (payable by cash or cheque to reception) then the student will not be allowed to participate in any out of school activities including trips, talent shows or reward events.

The third tier may be repeated numerous times if the student repeats their smoking behaviours and refuses to accept the previous sanctions.

Students found in a group where smoking or vaping is taking place will all be dealt with as though they had been smoking or vaping. In the past, some students have denied involvement and blamed others. We want to treat all students as mature young adults and therefore offer them the opportunity to act accordingly when friends have decided to break the school rule. All students can, therefore, choose to walk away from a group where smoking or vaping is taking place. This not only confirms the adherence to school policy but also reduces the dangers they face with passive smoking.

N.B. If smoking paraphernalia is found, it will be confiscated and destroyed by the school.

Students who are found to have brought a vape or any vaping paraphernalia into school. Including NPS, which is defined as a chemical substance that changes brain function and results in alterations in perception, mood, or consciousness such as THC (Tetrahydrocannabinol), and CBD (Cannabidoil) on to the school site, used them during the school day, or out of school whilst wearing school uniform or clearly identified as a Bemrose student, will be dealt with by the Executive Headteacher, through the school's behavioural procedures.

### **Parental and Visitor conduct**

Visitors and parents are more than welcome and encouraged to visit the school, though must always be signed onto the premises and conduct themselves in a manner that is respectful, polite and conducive to the smooth running of the school.

On the very rare occasion that a parent does not live up to these expectations they will be asked to leave the school premises. If the parent refuses, or conducts themselves in a manner further that is felt to be threatening, the Headteacher can ban them from the premises following the procedures laid out below.

- A member of the leadership team should be contacted for support.
- If additional support is required i.e. the police, the member of the Leadership Team will make that decision and ideally with the guidance of a second member of the Leadership Team.
- Following this, the incident, in full, must be emailed to the Head teacher by all involved.
- The Head teacher may then decide to ban the parent from the school premises. The parent will be notified by a formal letter.

## **'The Golden Rules' (Primary Phase)**

- Respect each other
- Use kind words
- Always try your best
- We wear our uniform with pride
- Keep your hands and feet to yourself
- Listen to all adults and children

We will encourage the children to follow these Golden Rules through positive behaviour management strategies.

The Primary Phase will run a 'It's great to be Green' behaviour system. All the children will begin each day with a green card behind their picture and name, this chart will be displayed within the classroom. We expect all children to listen and try hard in everything they do at school.

If a child does not follow the school rules they will follow the sanction procedure;

### **Stage 1**

If a child is disruptive in class, any adult working within the classroom shall remind the child of the expected *behaviour and praise other* children who are following the Golden Rules, rewarding where deemed appropriate.

The child who is being disruptive will be issued with the first warning card. The warning card will be displayed behind their picture and name. If a child corrects their behaviour the warning card can be removed; a child can earn back their 'Good to be Green' status. If a child ends the day on a 1<sup>st</sup> warning they will lose 5 minutes of Golden Time at the end of the week.

### **Stage 2**

If a child continues not to follow the Golden Rules then they will be issued with a second warning card, and the card will be placed in front of the child's name. During the warning period if the child continues to be disruptive the teacher may ask the child to move to a place determined by the teacher as a more sensible and productive place to work. If a child changes their behaviour the warning card can be removed; a child can earn their way back to a first warning. If a child ends the day on a second warning they will miss 10 minutes of Golden Time at the end of the week.

### **Stage 3**

If the disruptive behaviour continues to the detriment of others working within the class the child may be asked to stand outside of the classroom for up to 5 minutes to calm down and think about their behaviour. The teacher, within that 5 minutes will speak to the child to establish the issue and invite the child back into the classroom when he/she feels they are ready to work sensibly with the other children in the class. At this point the child will then be issued with a final consequence card. The consequence card will result with the child

losing playtime or lunchtime minutes. During this time they will reflect on what it is they have done wrong, why it is wrong and what they need to do to avoid repeating this behaviour. This reflection could be done in the classroom with the class teacher or may be done outside the hall if the teacher is on duty.

If a child reaches the consequence card stage, and continues to behave in a way which is contrary to the expectations in The Behaviour Book, the child will be given a reflection activity to do and the teacher may also withdraw the pupil from some or all of Golden time. The class teacher will fill out a behaviour form that will be recorded in The Behaviour Book, held centrally within the school. One copy of the behaviour form will be sent home to parents / carers, and another will be placed in the pupil's school file.

Some misbehaviour within the Primary Phase may result in a child or children being given the same consequence as at the consequence card stage where the child or children will lose minutes off a playtime or lunchtime, according to their age. Some very serious misbehaviour may result in children being placed straight into The Behaviour Book and doing reflection activities and / or losing Golden Time.

At The Bemrose Primary Phase we consider the following actions to be intolerable;

- Swearing
- Physical contact with the intention to hurt, including any forms of bullying

### **The role of The Behaviour Book:**

Before any child is placed into The Behaviour Book the incident will be thoroughly investigated. However, if a child is placed into the behaviour book the following procedure must be adhered to;

- A behaviour form is filled out by the member of staff who has witnessed and dealt with the situation.
- The behaviour form will be copied, one copy will remain at school in the behaviour folder to be reviewed half termly for any patterns in persistent poor behaviour (this review may be shorted at any time if the Headteacher or Head of Primary deem it necessary), another copy will be sent home, and the final copy will be placed in the pupil's school file.
- The child or children will be given their consequence and must complete. The consequence will usually be a reflection activity. If the child or children's consequence is given during the afternoon sessions of a school day then their consequence will roll over to the next day and must be taken at the first available opportunity, even if the child is absent.

### **Communicating The Behaviour Book incidents:**

**The number of entries into The Behaviour Book will be recorded on a termly basis (Autumn, Spring and Summer). At the start of every new term all children will start from 0. However, the number of entries year on year will be kept and will be available to refer to. All entries will be discussed with the parents either when they are collected from school or via a phone call from the class teacher.**

If a child continues to be entered into the behaviour book the following actions will be taken;

- 1<sup>st</sup> 2<sup>nd</sup> and 3<sup>rd</sup> entry – The class teacher will send home the behaviour form to the parents with a verbal explanation either via face to face or through a phone call home.
- 4<sup>th</sup> entry – The class teacher will send home a copy of the behaviour form and a formal meeting will be arranged. The class teacher, parents/carers and the child. The meeting will be minuted and the minutes will be kept centrally within the pupil's school file.
- 5<sup>th</sup> Entry – The Class teacher will send home a copy of the behaviour form and a formal meeting will be arranged. The class teacher, parents/carers, child and the Deputy SENCo / SENCo will be present at this meeting. The meeting will be minuted and the minutes will be kept centrally within the pupil's school file. The role of the Deputy SENCo / SENCo in this meeting will be to support the child, family and class teacher to create a contract, including a behaviour system e.g. behaviour chart. In some cases an IEP may be started. A review meeting will be set up within two weeks to review the child's behaviour. At this point the behaviour book will be used to log incidents to use during the evaluation process.
- 6<sup>th</sup> Entry – The Class teacher will send home a copy of the behaviour form and a formal meeting will be arranged. The class teacher, parents/carers, child and the Head of Primary will be present at this meeting. At this meeting all the evidence will be collated and discussed; a formal arrangement will be made which may include outside agencies. Other strategies may also be employed, e.g. the use of seclusion in the secondary phase. At this meeting the Head of Primary will state that the next entry into the book will be a Head's Warning meeting held with the Headteacher, child, parents/carers. This meeting will be minuted and the minutes will be kept in the pupil's school file.
- 7<sup>th</sup> Entry –A Heads Warning meeting to be arranged. The child, parents/carers and the Senior Assistant Headteacher - Inclusion or Head of Primary will be present at this meeting. This meeting will be minuted and the minutes will be kept in the pupil's school file.
- 8<sup>th</sup> Entry – Governors Final Warning. The child, parents/carers, Governors, Headteacher, and the Senior Assistant Headteacher - Inclusion or Head of Primary will be present at this meeting. This meeting will be minuted and the minutes will be kept in the pupil's school file.

#### **Guidance for staff managing dangerous situations;**

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and take preventative action either by removing the child or the rest of the class from the situation.
- Call for a member of the Leadership Team to support the child or children causing the disruption.

## **Monitoring;**

This policy supports all the areas of teaching and learning. Behaviour in school will be recorded through pupil referral forms and SIMS entries. Progress towards individual targets will be recorded on individual behaviour/education plans. The Head of Primary will monitor behaviour and evaluate the impact of this policy through pupil referral forms, SIMS entries, formal and informal observations made, discussions with pupils, staff and parents.

## **Fixed Term and Permanent Exclusion Procedure**

*Please see above outlining details for both the Secondary and Primary Phase of The Bemrose School.*

## **Performance Indicators**

1. The number of days and individual students who are excluded, secluded or isolated. Or in Night School.
2. Pupil attendance should be above the national average in both the Primary and Secondary phases.
3. The number and percentage of children with pupil referral forms in the Primary phase and behaviour management entries in the Secondary phase.
4. The number and percentage of students who attend a rewards trip.

## **APPENDIX 1**

### **The Bemrose School Classroom Expectations**

#### **Make the environment conducive to learning**

- ✓ There should be good quality displays
- ✓ The classroom should be organised and tidy
- ✓ Building and furniture faults must be reported promptly

#### **Students enter the classroom in an orderly way**

- ✓ Staff must supervise students as they arrive
- ✓ Students must be aware of and operate the appropriate routine for entry
- ✓ Staff must check uniform and appearance on entry and respond to issues accordingly
- ✓ On entry, students should remove coats and outer wear, get out equipment, books and planners and show they are ready to learn
- ✓ Students should not chew gum
- ✓ The lesson must have a prompt start during which the teacher clearly establishes the purpose of the lesson objectives and relates them to previous learning

#### **Create a positive start to the lesson**

- ✓ The lesson must have a clear beginning/middle/end structure
- ✓ It must meet the expectations for Outstanding/Good on the Ofsted lesson observation sheet
- ✓ It must be informed by a Scheme of Work
- ✓ Off task chatter must be kept to a minimum
- ✓ The lesson should include a variety of learning styles
- ✓ Teaching Assistants work constructively with the teacher and students in a planned way

#### **Encourage positive relationships**

- ✓ The teacher must monitor individuals and groups, checking for understanding, progress and on-task behaviour
- ✓ The teacher must use rewards and praise regularly
- ✓ The teacher must be firm and fair over school rules with particular reference to behaviour and dress
- ✓ Behaviour management issues must be dealt with in the context of the school policy
- ✓ Students must know why a particular course of action is followed

#### **Create a positive end to the lesson**

- ✓ The end of the lesson should include a plenary session during which the key question is reviewed
- ✓ Homework must be set in sufficient time for students to record it in their planners
- ✓ Homework must be of an appropriate level to challenge students according to their abilities
- ✓ Students must leave the lesson in an orderly fashion having followed established exit and tidying up routines
- ✓ Students should be checked for the appropriate dress as they leave

During a lesson students should not be allowed out without written permission and only in exceptional circumstances.

If a student is allowed to leave a lesson then only one student should be out of the lesson at a time. The student must have a 'permission to be out of lesson' card from the member of staff.

Students should not be allowed out to go to the toilet. It is School policy that students should go to the toilet at break or lunch.

Exceptional circumstances will apply. Students who are sent to the toilet must have their permission card with them. Students without a valid pass will be returned to lessons.

Students are not allowed to go to the toilet in the first 15 minutes of a lesson. Students will be returned to lessons in this time.

## APPENDIX 2

### Uniform Standards

**We believe uniform contributes to the ethos of the school and sets an appropriate tone. We are a good school who strives for outstanding, and take great pride in the appearance of our students. We ask parents to fully support the school's uniform expectations.**

Governors believe that a consistent, smart and affordable uniform

- promotes a sense of pride in belonging to the school
- identifies the students with the school
- fosters a sense of equality among students
- prepares students for the expectations of working life

THE CLASSROOM and VISITS UNIFORM CONSISTS OF

- white shirt which buttons to the collar and school tie
- striped school tie for most, pin badge for traditional dress, plain tie for House and Sports Captains,
- V neck sweatshirt or cardigan with embroidered logo
- traditional dress with a plain black scarf in the winter, optional white scarf in the summer (Easter to October)
- black trousers for either sex, not jeans or leggings
- black knee length skirt for girls
- knee length, tailored short trousers for girls, optional in the summer (Easter to October)
- tights or socks
- black shoes or plain all-black trainers
- hats shall not be worn in school other than traditional head coverings
- facial piercings shall not be worn in school
- jewellery should be a maximum of one small discrete ring, one necklace worn under the shirt, stud or small hoop earrings and a simple discrete bracelet and watch

### **Uniform Standards (Primary Phase)**

#### **Winter:**

- Black trousers / shorts
- Black skirt / pinafore
- White shirt / blouse
- House coloured tie
- Black sweatshirt/jumper or black cardigan with Bemrose school logo
- Sensible black coloured shoes. No open sandals or high heels
- Black / white socks
- Plain coats
- **Summer:**
- Yellow & white striped or checked dress
- Yellow polo shirt with Bemrose school logo & black shorts/skirt

**APPENDIX 3**

**Student incident**

Click on the student's name on the register



Behaviour Management

(right hand side of the register)



3. Behaviour



NEW



**ACTION TAKEN**

**TYPE**

**STATUS**

(drop down menu)

(drop down menu)

(resolved or unresolved)



Comment (if needed)



OK

Only enter once during the lesson, if you want to comment more on the behaviour in the lesson, click on OPEN on the entry.

## APPENDIX 4

### Standard letter for reports

Dear.....

I am writing to you as I am becoming increasingly concerned with .....’s attitude to some lessons in school and with their behaviour in general.

I will be placing ..... on report to myself and together with her form tutor, we will monitor their progress.

If there is no improvement, or we still have concerns, then we will invite you to a meeting to discuss the situation.

The report will be presented to their form tutor during registration every morning, and to myself at the end of the school day. .... will be responsible for the report and if they misplace or lose it, then it will be classed as a fail; three fails will result in a one day seclusion.

I would appreciate your support in this matter and I look forward to seeing an improvement in .....’s behaviour.

Yours sincerely

HOH

## Appendix 5

### Behaviour policy for IT resources and usage of internet

Low level of abuse of IT resources for example:- students found playing games/ on websites that are not tasks related.....

Warning by teacher,

Repeat offenses during the lesson ...Detention by class teacher and **internet ban** for 1 week (applies **to all lessons**)

Email should be sent to ICT Services and Lk/Hc (heads of IT) for action.

- ☐ Higher level of abuse of IT resources example:- such as accessing inappropriate websites including pornography or trying to hack into the school network or vandalising school's IT resources.....

Seclusion for 2 days, Computer access ban for **2 weeks** (applies to all lessons) with a Letter home to parents.

Information passed to ICT Services, Lk/Hc, EW and HOH for action.