

SCALBY LEARNING TRUST

Behaviour Policy

HISTORY OF DOCUMENT

Issue No.	Author	Date Written	Approved by Governors	Comments
1	V Michael		11 Feb 2009	
2	V Michael	Apr 2010	19 May 2010	Appendix C added
3			20 Oct 2010	Appendix C revised
4	V Michael	Jan 2012	2 Feb 2012	Addition of 3.2-3.4
5			11 Jul 2012	Amendment to 2.1 re 3rd and subsequent exclusions to be 2 days
6			30 Jan 2013	Items 3.2 & 3.3 are new
7			10 July 2013	Item 9 added to Appendix 'C'
8			11 December 2013	Re-approved unchanged
9	D Read		19 November 2014	Re-approved with appendix D added
10	MGA	June 2015	8 th July 2015	Approved
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12	TBI	July 2021	26 th May 2021	Approved addition to Pg8 Appendix B

1. INTRODUCTION

Scalby School has a firm commitment to putting the needs of our students at the heart of our practice. Policies and practice are therefore designed to promote an environment conducive to learning, ensuring high achievement for all young people, irrespective of their differing needs. To this end students are asked to;

- 1.1. Arrive in school and at lessons punctually and prepared to learn. Students arriving late to school or lessons which are disturbing the learning of others may be required to undertake after school detention.
- 1.2. Bring appropriate equipment;
 - Planner
 - Black pen, Red pen, Pencil, Ruler, Scientific Calculator, P.E. Kit, exercise books/folders and other equipment that may be necessary.
- 1.3. Comply with the school uniform policy – failure to comply with the school’s uniform policy may result in internal isolation or, after contacting their parent/guardian, the student will be asked to go home and change. The latter does not count as an exclusion.
- 1.4. Students are requested to adhere to standards commonly accepted by society and to act in a polite and courteous manner.
- 1.5. All members of the school community are expected to treat staff and themselves with respect. Students are expected to comply with reasonable requests or instructions made by staff on the first time of asking.
- 1.6. Students are expected to have regard to their own safety and that of others.
- 1.7. The school provides a secure and safe environment for students and all students are expected to remain on site throughout the school day. Students are expected to leave the school grounds at the end of the school day unless engaged in extra-curricular activities.

Poor behaviour and low level disruption undermine the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.

Governors believe that students should be encouraged to adopt behaviour that supports learning and promotes good relations. This behaviour policy seeks to encourage young people to make positive choices and reinforces those choices through praise: this is closely linked to the School’s Assessment Policy via Attitude to Learning reports and its mentoring and rewards system. Governors recognise that even when encouraged to make the right choice, some students will occasionally make choices that threaten their own learning or that of others. A series of strategies will then need to be used to bring about changes to these behaviours. The aim of these strategies is to encourage students to comply with the school rules and re-engage with learning. In some circumstances, the Governors and Headteacher will need to act to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of others, the school, or its community. This may result in exclusion from school.

2. LOW LEVEL DISRUPTION

- 2.1. The ‘Consequence System’ is designed to give students choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the students own learning or that of others. If unchecked this sort of behaviour disrupts learning and undermines the authority of the teacher. ‘Consequences’ is not a replacement of classroom management techniques and will not compensate for poor teaching and unstructured lessons.

The ‘Consequence System’ works in conjunction with a progressive system of structured intervention designed to address underlying causes of poor behaviour wherever possible. Governors are keen to ensure a fine balance is met, between the use of consequences, internal exclusions and fixed term exclusions to deal with persistent disruption, and their impact on the individual’s ability to re-engage with their learning.

Please see;

- Appendix A – Behaviour For Learning actions for staff
- Appendix B – The Consequence Sequence
- Appendix C - Detentions
- Appendix D – Searching students in school
- Appendix E – C5 – C7

When students have reached 40 days' exclusion Governors recognise that the school is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others. In addition, Governors recognise that the individual concerned will have lost at least 40 days learning through this process, and it would be unlikely that the school could offer any other reasonable support at that time. At this point or at any other time in this process, the Headteacher may seek a respite move to another school, organised through the Local Behaviour Collaborative (stays on school role and returns in September, irrespective of the time of year). If the respite move breaks down before the end of the academic year, this is likely to result in a permanent exclusion.

2.2. Mobile Phones and other electrical devices –

Students are allowed to bring mobile phones into the school, provided that they are switched off at the school gates on entering school and not switched back on until students leave the school grounds at the end of the school day. During the school day they should remain hidden from view, in the bottom of a school bag or coat pocket. Identical restrictions apply to all other electrical devices; ipods, mp3 players, etc. Students in Consequences or Internal Exclusion will be expected to hand in their electronic devices on arrival. They will be returned to the student at the end of the day.

Should students not adhere to these rules, the item will be confiscated and placed in a secure place until a responsible adult can collect it. On collection, a letter will be issued to the adult and asking them to take steps to encourage compliance with the rule in the future. Any mobile phones still held at the end of each half term will be returned to the individual concerned.

3. INTERNAL AND FIXED TERM EXCLUSION

3.1 Internal exclusion involves a student being placed in isolation from 8.25 until 3.30pm.

3.2 Internal exclusion may be for a series of days depending on the nature of the breach of school rules.

3.3 Fixed term exclusions where a student is not permitted into school are recorded by the LA and mean a student is not allowed in school for the period of the exclusion. Such fixed term external exclusions will vary in length depending on the nature of the breach of school rules.

All decisions to exclude, whether internally or externally, are serious and only taken as a last resort or where the breach of the school rules is serious. The following are examples of incidents that may warrant an internal or external exclusion. The decision as to which will take place will depend on the nature of the incident

- Failure to comply with a reasonable request from a senior member of staff
- Breaches of health and safety rules
- Verbal abuse of staff, other adults or students
- Possession of drugs
- Failure to comply with the requirements of the 'Consequence System©' see section 2 above.
- Wilful damage to property
- Homophobic or Racist Bullying
- Bullying
- Persistent defiance or disruption.

- Minor assaults or fighting that is not premeditated or planned □ Other serious breaches of school rules.
- This list is not exhaustive

3.2 All internal or fixed-term exclusions will involve a readmission meeting with parents/carers and the student present, along with a member of the SLT. Meetings will be made at a mutually convenient time.

Internal and fixed-term exclusions that result from a failure to comply with a reasonable request from a senior member of staff may result in reintegration via the Alternative Learning Centre. Fixed-term exclusions may include reintegration in the consequences system at the discretion of the Headteacher.

3.4 Should a student arrive late at the Consequences room without good reason and before 9.00am, they will serve a one-hour after-school detention in the hall.

3.5 Should a student arrive late at the Consequences room without good reason after 9.00am, they will serve a second full day in the Consequences room until 3.30pm and a further one-hour after-school detention for every hour they are late after 9.25am.

4. PERMANENT EXCLUSION

Statutory guidance from the DCSF on factors that a Headteacher should take into account before taking the decision to permanently exclude:

1) A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school".

2) The Governors also consider the following to be very serious incidents that may well result in the permanent exclusion of a student:

- a. serious actual or threatened violence against another student or member of staff.
- b. supplying an illegal drug
- c. carrying an offensive weapon
- d. sexual abuse or assault
- e. repeated verbal abuse of staff
- f. persistent defiance and disruption that may or may not be directly linked to the Consequences system.
- g. deliberate activation of the fire alarm without good intent
- h. repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network.

3) Governors Guidance on Offensive Weapons - the school has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into school. In addition to knives; axes, BB guns, air guns, GATT guns, catapults and slings, will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Headteacher or Governors to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, for example.

CONSEQUENCES OF BEHAVIOUR IN THE CLASSROOM - APPENDIX A

Consequences is designed to give students choices. It supports learning by tackling and dealing with low level disruptive behaviour. It is not a replacement for good classroom management techniques, poor teaching and unstructured lessons.

Aim for praise to outweigh consequences 80/20, remember the saying 'what you praise, you increase'

When students don't behave, give them what they don't want, a cool, mechanical, emotionless response.

Save your passion, emotion, enthusiasm and excitement for when it has most impact – when students behave appropriately

Setting the scene for positive behaviour is the key.

Positive role model – be at the door to greet students, smile, be enthusiastic about working with the students. This about Spiritual, Moral, Social and Cultural issues and how developing the 'big picture' with students allows them to think 'outside the box'.

Praise – apply achievements and praise with care. Be sure you have explained what the praise or achievement is for as some students may feel individuals are given acknowledgment unjustly.

Clean slate – clean consequence board, make sure you deal with incidents before the next lesson. Speak to the student in the consequences detention to have those restorative conversations

Be consistent – use this and only this system with **all** students

The system is PREDICTABLE, RELIABLE and CONSISTENT. Do not invite discussion.

State the facts. The priority is to maintain the pace of the lesson for the benefit of all students

If you use effective behaviour management strategies then the Consequences system will be rarely necessary because the PACE, CHALLENGE and POSITIVE REINFORCEMENT should sustain and enthuse them.

Reflecting on our practice

Reflecting on our practice is a vital tool in developing our skills, so:

Questions to ask yourself:

- Have I planned my lesson appropriately and shared the outcomes with students?
- Am I praising and rewarding those who behave?
- Is the work challenging and exciting?
- Are the resources appropriate and readily available?
- Have I greeted them at the door and made my high expectations clear at the beginning?
- Is my seating plan right and have I made my 'reasonable requests' clear?
- Have I taken control of the class on entry, during the lesson and at the end?

C1 – C4 System

C1 First negative behaviour – ‘Talking, C1’

Mark the moment by writing the name on the board but then redirect behaviour with teaching and learning reminders.

Raise expectations by praising those who are working well.

If a student argues with you about the consequence then issue another one



C2 Second negative behaviour - ‘Interrupting, C2’

Mark on the board

If time allows you could try a quiet chat with the student, getting down to their eye level will help.

You could also use additional signals or non-verbal refocusing



C3 Third negative behaviour - ‘Calling out, C3’

Mark on the board and log on SIMS using your register list, right click, add behaviour

Quietly, you could remind them it is their choice to break the rules and the rule they are breaking. Offer them solutions on how they can alter their behaviour e.g. time markers, moving seats, thinking time.



C4 Fourth interruption – C4

You need to go to..... which is the matrix room.

Complete a sticker accurately and over sign. Place in the planner on the day the detention will be served.

If they argue with you that means they have failed matrix and so should go to the Consequences room (C5)

Students have 5 minutes to get to matrix.



A student needs to return to your class 5 minutes before the end of the matrix period.

You should have a brief discussion with them about their behaviour.

If this is not possible, you should have that discussion at the detention, so you can discuss strategies to avoid the poor behaviour next time.

Detentions should be logged on SIMS, taking care to complete all necessary details as this will assist with analysis and intervention strategies.

Straight C4's

These detentions are issued immediately for reasons listed below:

- Smoking or smoking by association (including electronic cigarettes)
- Refusing a reasonable request
- Using a mobile phone or any smart technology
- Out of bounds
- Inappropriate behaviour in the canteen/ corridors
- No planner or temporary planner
- Not having a planner on more than 1 occasion in a half term
- Being late to school or a lesson
- Uniform infringements
- Make up/ Nail polish
- Jewellery
- Failure to bring correct equipment
- Dangerous behaviour in the classroom
- Eating in a lesson
- Using ICT inappropriately – games, banned sites etc
- Failure to complete homework in KS4 despite subject detentions and parents contacted.

These detentions should be given in the member of staff's subject area or if HOY/SLT they will be whole school detentions. Detentions should be logged on PARS.

If there is a genuine reason for a student not being able to complete a detention subject detention then carers should inform the school either using a note in the students planner or by calling the school. Students should take any notes to be shown to the Head of Department before 1:30pm on the day of the detention. Teachers will be unable to respond to emails or phone calls regarding detentions as they will be teaching up until 2:30 pm and after run after school sessions up until 3:30 pm. Detentions cannot be changed after this point. The detention will then be completed by the child on the next available night in the Hall.

Failing the above detentions may result in a day in Consequences at SLT discretion.

C5 – C7

C5 1 day in Consequences from 8.25am – 3.30pm

- Student fails matrix, misses or disrupts a C4 detention (not homework)
- Rudeness to staff
- Unpleasantness to other students

A restorative conversation should take place before a student returns to lessons

C6 Internal Exclusion

2 – 5 days in Consequences Room from 8.45am – 3.30pm

- Abusive language to others
- Fighting
- Defiant behaviour

A meeting will be held at some point during the C6 between parents, student, HOY and SLT link. This could be on the first morning of the C6 from 8.25am or at any point. A student cannot return to lessons until this meeting has taken place. Where appropriate other members of staff may attend

the meeting or will hold restorative conversations with the student to resolve issues before a return to the classroom.

C7 Fixed Term External exclusion

For very serious breaches of school discipline such as

- Rudeness to or refusal to comply with instructions from members of the Senior Leadership Team.
- Physical assault on a student.
- Refusal to go into the Consequences room for internal exclusion or poor behaviour whilst in Internal Exclusion.

Students must complete a full day in Consequences. If they fail Consequences then the day has to be done the next day.

Students should complete a reasonable amount of work whilst in the Consequences room.

Students will be isolated all day. They will get their lunch from the canteen at 11.50am and eat in the Consequences room.

THE CONSEQUENCES SEQUENCE

APPENDIX B

- C1** First misbehaviour – verbal warning.
Name goes on the Consequences board.
- C2** Second misbehaviour – verbal warning.
Name goes on the Consequences board.
- C3** Third misbehaviour – final warning.
Name goes on the Consequences board. This is recorded electronically using SIMS by 3.30pm and parents notified
Students who accrue 2X C3 detentions in a week will receive a C4- 1 hour detention after school.
- C4** Fourth misbehaviour – issue completed sticker and send to Matrix Room. MAKE SURE YOU RECORD TIME LEFT LESSON next to the sticker and over sign it. Date of detention completed and detention logged on SIMS.
Notification sent to parents.
Students who accrue 2X C4's in a day for persistent disruptive behaviour –will be given a day in Consequences
- C5** Fifth misbehaviour – send to Consequences Room for the rest of the period. Gatekeeper to arrange full day Isolation in Consequences with 1 hour detention after school.

When do I call for further assistance?

If there is a serious incident, eg a health and safety issue, foul and/or abusive language directed at a member of staff, then a senior member of staff must be contacted through the Clerical Office.

DETENTIONS

APPENDIX C

Whole School C4's

A C4 is a serious sanction since it is backed by the weight of the Consequences system.

Students will require a C4 if:

- They arrive after 8.25am without a valid reason (medical appointment, interview, etc) □
They wear their uniform incorrectly.
- They repeatedly arrive at school without their planner
- They arrive at lessons without their equipment
- They are out of bounds at lunchtime
- They are seen chewing gum in school
- They are caught smoking or are 'smoking by association', including electronic cigarettes.
(This is a 2-hour detention)
- They do not bring PE kit 3 times in a row.

Homework Detentions

Year 11 Detentions from failing to complete exam preparation and revision tasks or homework

All tasks which Year 11 students are expected to complete at home are exam preparation and revision tasks. These tasks will give our students knowledge of content or offer practice of questions that typically appear in GCSE exams. The completion of these tasks is crucial to our students' success in their exams. Teachers will ensure that all students leave school with a clear understanding of how to complete these tasks and will offer after school support should any students need further help to complete them. The school also offers a Year 11 Study Room so that students can complete exam preparation and revision tasks before they go home. Students who fail to complete these tasks without good reason will receive a department detention. Students who fail to appear for the detention will receive a C4 detention organised for the next evening and the students will serve this detention in the Dining Room.

SLT will monitor the students who receive a C4 for failing to appear at the department detention on Fridays after school. The school will invite the parents of those students who are accumulating a number of these C4 detentions so the support can be put in place to help the student.

Year 9 and Year 10

If students do not complete homework they will be issued with a department detention for up to an hour. During this detention, students will complete missed homework.

Support to Learn conversations with their teachers regarding the reasons for missed homework need to take place, ideally before the next lesson.

Support to learn conversations are ones that explore the issues behind the non-completion of homework. This is to help prevent further homework issues and resolve any conflict. As a result student progress should improve.

They happen between teacher and student but may be further explored with parents either on the telephone or at a face to face meeting. A series of actions identified from the conversations could be carried out by the student, teacher, HOD, HOY, parents or a combination of those involved.

Students who repeatedly fail to complete homework will be required to attend homework club, may be placed on Faculty report and if in KS4, may be placed in whole school detention.

SEARCHING STUDENTS IN SCHOOL

APPENDIX D

Searching:

- In line with Dfe guidance School staff can search a student for **any item if the student agrees**.
- The Headteacher and staff authorised by him have a statutory power to search students or their possessions, **without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item**. Prohibited items at Scalby School are:
 - Level knives or weapons
 - Alcohol
 - Drugs
 - Stolen items
 - Tobacco, cigarette papers, lighters, matches and electronic cigarettes
 - Fireworks
 - Pornographic images
 - Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including themselves)

Confiscation: School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Illegal items such as drugs and weapons will be handed to the Police.

Conditions of searching:

- The requirement that the searcher is the same sex as the student and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the student and a witness then the teachers wishing to conduct a search must do so.
- In the exceptional circumstances when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a student's expectation of privacy increases as they get older.

Extent of the search:

In line with the law, searches can be carried out on outer clothes, possessions and lockers.

- The person conducting the search may not require the student to remove any clothing other than outer clothing.
- Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

- ‘Possessions’ means any goods over which the student has or appears to have control – this includes desks, lockers and bags.
- A student’s possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (such as a Police Officer can carry out).

Use of Force:

- Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, combustible items such as lighters, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Informing Parents:

While the school is not legally required to inform parents before a search takes place or to seek their consent to search their child, the school will inform the individual student’s parents or guardians where prohibited items are found.

BEHAVIOUR FOR LEARNING C5, C6 and C7

APPENDIX E

C5 In addition to matrix failure, missing or disrupting a C4 behaviour detention a C5 will be issued for:

- Rudeness to staff.
- Unpleasantness to other students.

Students will spend 1 day in the consequences room until 3.30pm. Work will be provided. Heads of Year will have a Support to Learn conversation with each student in their year group during their day in Consequences.

C6

These will be issued for serious breaches of school discipline. They will be issued for:

- Abusive language to others.
- Fighting.
- Bullying behaviour. □ Defiant behaviour.

Students will spend between 2 – 5 days in the Consequences room. Their school day will be from 8.25am – 3.30pm. Work will be provided. Heads of Year will have a Support to Learn conversation with each student in their year group during their Internal Exclusion period

Students could spend some additional time in Horizons, the support base before returning to mainstream lessons, depending on the misdemeanour.

C7 Fixed Term Exclusion.

This is for very serious breaches of school discipline such as:

- Rudeness to, or refusal to comply with instructions from members of the Senior Leadership Team, including refusal to complete a C6.
- Physical assault.
- Making threats to other students.

This Policy was reviewed by the Local Governing Body on a yearly cycle and must be signed by the Chair of Governors and Headteacher.

Policy Reviewed:	
Next Review:	
Signature of Chair of Governors:	Signature of Head Teacher:

Please ensure you complete the Equality Impact Assessment below

Equality Impact Assessment Form 1.

Title of policy, project or practice being reviewed or planned

Behaviour for learning.

2. Outline the aims, objective and purpose of the change including any positive impacts on equalities groups.

n/a

3. Which groups of people (if any) are most likely to be affected by the planned changes, positively or negatively?

n/a

4. Does, or could these changes have an adverse effect on members of an equalities group? Identifying a negative impact is not a problem, as it gives you an opportunity to remove the barrier, find a way around it, or offer an alternative.

Protected Group	Characteristics /	Yes (brief explanation)	No
Age (staff only)			x
Disability			x
Gender			x
Gender reassignment			x
Marriage / civil partnership			x
Pregnancy / maternity			x
Race / ethnicity			x
Religion / belief			x
Sexual orientation			x

5 Is there a way to modify the decision to remove or mitigate the negative impact on protected groups while still achieving this aim? How can you maximise positive outcomes and foster good relationships?

n/a

6 Outline the decision made and actions planned.

Annual review and half termly monitoring of outcomes for students in terms of both academic progress, behaviour and vulnerability will enable the school to mitigate any negative impact and amend the policy accordingly.