



## BEHAVIOUR MANAGEMENT POLICY

**Policy Revised:** December 2008  
**Adopted on:** 14<sup>TH</sup> July 2016  
**Review date:** July 2017

### Introduction & Principles

**For many students, school is increasingly becoming the only place where they experience more formal occasions.**

**We expect and insist upon high standards of behaviour from all our students and we recognise the need to develop students' self-discipline.**

### In the Classroom

**All staff should create and sustain** a positive, supportive and secure environment.

**Well prepared**, stimulating lessons generate good behaviour and earn respect.

### All students should:-

- Follow instructions first time.
- Listen when the speaker speaks
- Be equipped and ready for learning.
- Stay on task and allow others to learn.
- Work safely.
- Be aware that everyone has a right to learn and teachers have a right to teach.

### Positive Behaviour Management

Positive Behaviour should be recognised and praised. If staff are consistent with their praise and recognition of positive behaviour these behaviours will increase in individuals across the student population. Informal rewards are vital in establishing strong relationships in the classroom. These may include:

- Simple non-verbal signs e.g. a smile or thumbs up
- Verbal praise for individuals/groups/classes

- Celebrating objectives that have been met
- Celebrating and reinforcing the code of conduct
- Linking academic progress to learning related behaviours
- A phone call home

Wherever possible praise we give should include positive comment, identify the pupil being praised and describe the behaviour that you are praising.

It is hard to reward too much. The more we all teach and reward appropriate behaviour, the more positive the school climate becomes, the more students are likely to achieve their potential and the easier our job becomes.

### **Positive Achievement Points**

Staff should aim to award several **positive achievement points per lesson for good** BfL, effort or achievement.

### **Postcards / Letters Home/Positive Text Messages**

Each subject should send postcards and/or positive letters/Texts home, to celebrate student success where possible.

### **Sanctions**

The principle is to separate the behaviour from the pupil. That is, it is the poor behaviour which is being criticised and not the child.

“The problem is the problem, not the child”

Discipline around the school and in classrooms is the responsibility of every member of staff. We must all accept the responsibility of the behaviour of students in our presence. All teachers are constantly working to help students develop an understanding and appreciation of the appropriate behaviour for the particular occasion and setting. Most incidents call for little more than a verbal admonition.

When the behaviour of a pupil or group of students is a persistent problem and is not responding to the class teacher’s efforts, then it is vital that advice and help are sought at an early stage.

Most incidents which occur outside the classroom should be dealt with by the member of staff on the spot. However, where the incident is judged too serious to be dealt with in this way, it should be referred to Student Guidance in the first instance.

### **Behaviour for Learning – Consequence 1, 2 & 3**

Students are given C1, C2, C3 in sequence **for low level incidents in the classroom only** – name on board, laminated card and warning given at both C1 and C2 stage.

Students will then attend a 1 hour detention after school the next day – sit in silence in the hall, whilst either writing a letter of apology if required and necessary work as deemed appropriate.

Consequences are sequential and can not be “earned back”. Students are expected to follow the classroom rules (see above). Anything that goes beyond low level disruption is dealt with through the on-call system (see below).

At any point, it is the Principal’s and senior management’s prerogative to modify the system. This is a rare event, and would be done if the system is not producing results with persistent offenders. Alternatives to C3s may be to withdraw persistent offenders from lessons before they get C3s.

If a student has an abnormally high number of C3s in one day, or if they build up a backlog of C3s, then, at the discretion of CLT, this may be transmuted into an Inclusion, with support of parents/carers.

Once a child reaches 4 accumulated C3 detentions within an academic year the Head of House will meet with the pupil and develop interventions to stop the pupil receiving more C3 detentions. It would be the expectation that parents are informed at this point and join the discussions to help reduce the need for further C3 detentions.

## **Homework**

Failure to complete homework by deadline: C1 with notice to comply by next lesson and a recommendation to attend homework help club that runs nightly in specified location from 3 to 4pm. Failure to complete by second deadline: C3 detention in the homework club. If the student has still not completed the homework by the following lesson, another C3 will be issued. A C1 or C3 cannot be issued if the student is absent or if the students was absent when the homework was set, unless an adjusted timescale is put in place.

## **Punctuality in the Mornings**

The school believes that it is essential that all students are at their tutor rooms, *ready to be registered*, by 8.30 am.

This is because:

- It is essential for safety reasons
- Students do not miss out on important information
- It gets the day off to a good start

Students who are late to registration will be required to complete a break-time detention of which they will be reminded of and detailing the location. If they do not attend this, they will have a C3 the next day.

## **C3 Detention**

When a student is issued a C3 for behaviour or homework they must sit the detention the next school day at 3pm. If a student is unable to sit the detention for a medical appointment or similar then a letter to that effect must be submitted by the parent or carer so that the C3 can be commuted to the next day. Failure to sit the detention will lead to a day in inclusion. A C3 detention comes before any other school activity including representing the school at sporting fixtures. The school recognises the importance of all after school activities and pupil participation. However, the key values of Belonging, Aspiration and Respect need to be upheld at all times and when they are not, the privileges of activities are temporarily suspended until the successful completion of the detention where necessary.

Detention is available as a sanction to a school as the Principal has previously determined this and made it generally known within the school and to the parents of registered students of the school. This can be either a C3 or department detention in certain cases. Appendix 1 (Education and Inspections Act 2006, Clause 91 Enforcement of Disciplinary Penalties).

- It is lawful for teachers to detain students, without parental consent, during the school day, in the evenings (after school) and at lunchtimes. The new regulations have removed the requirement for 24 hours' notice for lunchtime detention (as lunchtime occurs during normal school hours).
- This sanction is now available to all school staff in lawful control, or charge of students and not just teachers.
- The requirement of 24 hours' notice to parents no longer applies to detentions outside normal school hours/days, however Pool Academy will continue with the current systems of providing parents with 24hours notice through the C3 and Student Guidance detentions systems.
- This power now extends beyond the school week and certain non-teaching work days (training days).

In certain circumstances where a student has repeat C3s on a regular basis, it is the prerogative of the Principal to change these rules in a flexible manner in order to resolve a situation which shows no sign of being resolved. Flexible options include:

- Removing students from class on C2 in conjunction with Pastoral Support managers.
- Removing students from timetable to work in isolation so as to avoid further escalation of the problems.

The Principal may add to this list. Similar procedures will apply for inclusion events.

The school operates an "On Call" system. If a member of staff has a problem with a child which they cannot deal with they either:-

- Phone down to the office for "On Call"
- Use a school radio/phone for "On Call"
- Send a child to reception with an exit pass.

When "On Call" arrives, the teacher should briefly describe the misbehaviour. The aim of "On Call" is to diffuse a situation that has interfered with the teaching process.

Pastoral Support Managers and CLT respond to "On Call" requests. They have available a member of staff who is designated as an on call destination if need be.

Following an "On Call" situation, student behaviour (s) should be reported to their Head of House, where further sanctions may be needed.

Ideally, "On Call" should be used for a 10 minute cooling down period and the aim should be to get the student back into the learning process as quickly as possible providing no further disruption takes place.

If the teacher is of the opinion that the student will not be able to function in that particular lesson, then they should be taken to the "On Call" teacher for the duration of that lesson. If this happens, then the Head of House MUST be informed and a sanction applied.

As a matter of principle you should discuss how the child could modify their behaviour as soon as possible after the lesson. Serious breakdowns in the relationship with the student and the teacher should be referred in the longer term to the Head of Department.

If a child has received a C3 detention and is still misbehaving, use "On Call" as a measure of support.

## **Supply Teachers**

Supply teachers will be expected to use rewards/sanctions inline with the policy. They will be provided with appropriate rewards along with guidelines for their use alongside the other basic information for the day.

## **Monitoring**

For a behaviour management system to be effective it needs to be applied consistently. Therefore the use of rewards/sanctions will be regularly monitored to ensure that the system is implemented consistently. Staff and students will be consulted regularly on the use of the rewards/sanctions system. Opinions will be sought through the school council and inform changes to the system.

## **Confiscation**

The new power would cover the use of confiscation as a sanction; this includes seizure and also, as appropriate, the retention and disposal of certain items, confiscation should be applied in a reasonable and proportionate way as part of the school's behaviour policy.

- The Act (Appendix 1) provides members of staff with a specific statutory defence if that seizure, retention or disposal was lawful.

This means it is only lawful if that person is acting on behalf of the school-it is in effect a lawful disciplinary penalty. A condition of the legality is that it is proportionate (it is necessary; has legitimate aim).

Proportionately is very relevant, depending on the value of the property. For example confiscating a valuable item and returning it at the end of the school day is more likely to be a proportionate response.

Criteria for confiscating items might include – jewellery that presents a health and safety risk, or items that counter the ethos of the school for example racist or pornographic materials.

- The school should keep records of items, grounds for action.
- Items should be stored safely and securely until they can be returned.
- The school should seek police advice for example about suspected illegal drugs or items which might be used as weapons.

## **New power to search for weapons**

Pool Academy believes that staff should not proceed to search for a weapon; the police should be called.

## **Inclusion Room**

The Inclusion Unit is an integral part of Pool Academy pastoral support system. Inclusions are used as an alternative to fixed term exclusion although the School reserves the right to issue fixed term or permanent exclusion when deemed necessary either for persistent disruptive behaviour or "one off" behaviours. Students enter the inclusion unit and work in isolated booths from 9.00am until 3.30pm. The students work under exam conditions and complete the work they would have been set in normal lessons, preventing the students from falling further behind, as well as offering students an opportunity to catch up. The IU succeeds as a deterrent where exclusion failed; students dislike both isolation from their friends and the firm behavioural conditions within the unit. Ultimately the unit has proved successful because it provides a positive and constructive solution. The readmission interview provides a platform for discussion with them and their parents to move towards a positive resolution of issue and initiate any preventative measures necessary.

Entry into the inclusion room is for serious matters only. This would be behaviour that would have led to the sanction of exclusion previously. Such behaviour will be reported to Pastoral Support Managers, Heads of House or members of the Senior Leadership Team.

Students will be admitted to the IU with the signature of the Principal, Vice Principal and or Assistant Principals, on the IU admittance form that has to be handed to the office. This form should state the nature & date of the incident and indicate the time, date and member of staff who will be readmitting the student.

Admission into the IU will NOT be on the same day that the incident took place. In the meanwhile, students will be kept off timetable, with work provided by Pastoral Support Managers. There may be instances when the student goes in the same day as the behaviour. The 24 hour delay is to allow the IU to run as a functioning learning unit, without any hot tempers.

Entry into the inclusion room MUST be timely after the offence.

At any point, it is the Principal's and senior management's prerogative to modify the system. This is a rare event, and would be done if the system is not producing results with persistent offenders. Alternatives to inclusions may be to withdraw persistent offenders from the Inclusion Unit and to have them educated in a different environment, for instance.

The inclusion manager is responsible for monitoring attendance in the Inclusion Unit and reporting to the relevant member of CLT on a regular (termly) basis. Pool Academy will look for trends regarding students and take appropriate action (Heads of Year / Heads of Department / SENDCO)

## **Education and Inspections Act 2006: Clause 91 Enforcement of disciplinary penalties: general**

### **91 Enforcement of disciplinary penalties: general**

(1) This section applies in relation to a disciplinary penalty imposed on a pupil by

any school at which education is provided for him, other than a penalty which consists of exclusion.

(2) The imposition of the disciplinary penalty is lawful if the following three conditions are satisfied.

(3) The first condition is that the imposition of the penalty on the pupil—

(a) is not in breach of any statutory requirement or prohibition, and

(b) is reasonable in all the circumstances.

(4) The second condition is that the decision to impose the penalty on the pupil

was made—

(a) by any paid member of the staff of the school, except in circumstances where the Principal has determined that the member of staff is not permitted to impose the penalty on the pupil, or

(b) by any other member of the staff of the school, in circumstances where the Principal has authorised the member of the staff to impose the penalty on the pupil and it was reasonable for the Principal to do so.

(5) The third condition is that the decision to impose the penalty was made, and

any action taken on behalf of the school to implement the decision was taken—

(a) on the premises of the school, or

(b) elsewhere at a time when the pupil was under the lawful control or charge of a member of staff of the school.

(6) In determining for the purposes of subsection (3)(b) whether the imposition of

the penalty is reasonable, the following matters must be taken into account—

(a) whether the imposition of the penalty constitutes a proportionate punishment in the circumstances of the case, and

*Education and Inspections Act 2006 (c. 40)*

*Part 7 — Discipline, behaviour and exclusion*

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(b) any special circumstances relevant to its imposition on the pupil which are known to the person imposing it (or of which he ought reasonably to be aware) including in particular—

(i) the pupil's age,

(ii) any special educational needs he may have,

(iii) any disability he may have, and

(iv) any religious requirements affecting him.

(7) For the purposes of subsection (6)(b)(iii) a pupil has a disability if he has a

disability for the purposes of the Disability Discrimination Act 1995 (c. 50).

(8) A determination or authorisation by the Principal for the purpose of subsection (4)(a) or (b) may be made—

(a) in relation to a particular member of staff or members of staff of a

particular description;

(b) in relation to a particular disciplinary penalty or disciplinary penalties of a particular description;

(c) in relation to a particular pupil or students of a particular description or generally in relation to students.

(9) Where the disciplinary penalty is detention outside school sessions, this section has effect subject to section 92.

(10) Nothing in this section authorises anything to be done in relation to a pupil

which constitutes the giving of corporal punishment within the meaning of section 548 of EA 1996.

(11) This section is not to be construed as restricting what may lawfully be done

apart from this section.

(12) In this section, "paid member of the staff", in relation to a school, means any

member of the staff who works at the school for payment, whether under a contract of employment or a contract for services; and, for this purpose, it is immaterial whether the contract of employment or contract for services is made with the governing body or proprietor of the school or with any other person.

## **Section 92:**

Section 92 of the Education and Inspections act 2006 states that schools have the right to detain students after school. School have to give 24 hours notice in writing. The specific wording is as follows:

92 Enforcement of disciplinary penalties: detention outside school sessions

(1) This section applies in relation to a disciplinary penalty which consists of the detention of a pupil outside school sessions.

(2) In relation to a disciplinary penalty to which this section applies, subsection (2) of section 91 has effect as if it required the following additional conditions to be satisfied, as well as the conditions set out in subsections (3) to (5) of that section.

(3) The additional conditions are—

(a) that the pupil has not attained the age of 18,

(b) that the Principal of the school has previously determined, and has made generally known within the school and to parents of registered students at the school, that the detention of students outside school sessions is one of the measures that may be taken with a view to regulating the conduct of students,

(c) that the detention is on a permitted day of detention, and

(d) that the pupil's parent has been given at least 24 hours' notice in writing that the detention is due to take place.

(4) The additional conditions set out in subsection (3)(a), (c) and (d) do not apply in the case of a detention during a break between school sessions on the same day.

(5) If arrangements have to be made for the pupil to travel to school for the purposes of the detention or to travel home after the detention, then in determining for the purposes of the condition in subsection (3) of section 91 whether the imposition of the detention is reasonable, subsection (6) of that section is to be read as if it also required the question whether suitable

travelling arrangements can reasonably be made by his parent to be taken into account.

(6) Section 572 of EA 1996, which provides for the methods by which notices may be served under that Act, does not preclude a notice under subsection (3)(d) from being given to the parent by any effective method.

(7) This section is not to be construed as restricting what may lawfully be done apart from this section.

(8) In this section, "permitted day of detention", in relation to a pupil, means any of the following days—

(a) a school day, other than a day on which the pupil has leave to be absent, and for this purpose "leave" means leave granted by a person authorised to do so by the governing body or proprietor of the school;

(b) a Saturday or Sunday during a school term, other than a Saturday or Sunday which falls during, or at a weekend immediately preceding or immediately following, a half-term break;

(c) a day (whether or not during a school term) which is set aside wholly or mainly for the performance of duties by members of the staff of the school other than teaching, other than such a day which is excluded by regulations made—

(i) in relation to England, by the Secretary of State, and

(ii) in relation to Wales, by the Assembly.

## **Developing the Behaviour Policy**

The Principal is legally required to form the schools behaviour policy

Stage 1: the governors outline the overarching values to which the school subscribes, and in doing should consult the school community. Clause 88(2) Education and Inspections Act 2006. Governors are responsible for reviewing the schools behaviour policy and to provide the Principal with a written statement of general principles to guide the Principal.

Stage 2: the Principal details the measures (rules, rewards, sanctions and behaviour management strategies) that form the schools behaviour policy.

- These measures need to deal with all forms of bullying and schools may wish to consider including the anti-bullying policy within the behaviour policy.

Principals need to be mindful of their statutory responsibilities towards disabled students and students with special education needs when implementing sanctions. In circumstances where a "symptom" has existed for more than 12 months the pupil will be covered by the Disability Discrimination Act (the reasonable adjustment duty).

## **To publicise the behaviour policy**

Principals should communicate the policy that has been determined in the form of a written document and at least once a year to bring the policy to the attention of all students, parents and school staff, including those working in the school on a voluntary basis.

The head teacher should ensure that the policy is brought to the attention of new students and their parents outside and in addition to the annual notification.

What this means in practical terms:

- Ensure that there is clarity amongst the school community about the behaviour policy being used.
- Ensure that the authority to use disciplinary sanctions off the school site is clearly stated for students, staff, volunteers and parents.
- Be clear about which member of staff or volunteer are authorised to impose which levels of sanctions.
- Ensure that the full written policy is made available in the staff handbook and the handbook for governors' disciplinary committee and / or in the library for students.

- Ensure the policy or key principles could also be clearly set out in the prospectus, home school agreement, websites and in information for prospective students.
- Take reasonable steps to make available the behaviour policy and its underlying principles, in minority languages to reflect the community served by the school.

It is important that schools are not vulnerable to challenge; schools should therefore ensure parents and students are aware of the schools adopted complaints procedure. If parents feel that the measures or sanctions in the behaviour policy are unfair, or have been unfairly applied, they can lodge a complaint through the school's complaint procedures.

[**Legislation:** Section 29 (1) of the Education Act 2002 for maintaining schools and regulation 5 and paragraph 7 of the Education (Independent Schools Standards) (England) Regulation 2003 (SI 2003/1910 for independent schools and city colleges].

**Establishing a Positive Classroom – The Way to Good Order.**

<b>High Standards</b>	of behaviour, work and respect depend on the example of all of us. All have positive contributions to make.
<b>Good Discipline</b>	has to be worked for: it does not simply happen. Set high standards. Apply rules firmly and fairly.
<b>Expect</b>	to give and receive respect.
<b>Everyone</b>	at school is here for a purpose. Respect every Person. Treat everyone as an individual.
<b>Relationships</b>	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.
<b>Challenges</b>	are normal where children are learning and testing the boundaries of acceptable behaviour.
<b>Our Success</b>	is tested not by the 'absence' of problems but by the way we deal with them.
<b>Don't React</b>	Address the problem. Avoid confrontation. Listen. Establish. Judge only when certain. Use punishments sparingly.