

# Behaviour Management Policy

Policy Reference: S3

To be reviewed: Annually

Policy Owner: Richard Potter

Policy Progression: Revisions		
Date	Reviewed	Description of changes
02/02/15	Reviewed Student Services committee	Reviewed & updated (additional annex added)
23/03/15	Full Governors	Ratification
19/06/2017	LGB	Updated
September 2017	LGB	Updated
September 2018	LGB	Updated
February 2021	LGB	Updated

**Principal:** Dawn White      **T:** 01733 703991

**E:** [office@sirharrysmith.cambs.sch.uk](mailto:office@sirharrysmith.cambs.sch.uk)      **W:** [www.sirharrysmith.cambs.sch.uk](http://www.sirharrysmith.cambs.sch.uk)

Sir Harry Smith Community College is part of The Aspire Learning Trust,  
a company limited by guarantee, registered in England and Wales No. 8006711.

Registered office: Eastrea Road, Whittlesey, Peterborough PE7 1XB

# Behaviour Management Policy

## Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management.
- **Define** what we consider to be unacceptable behaviour, including bullying.
- Outline **how students are expected to behave**.
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management.
- Outline our system of **rewards and sanctions**.

## Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

## Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude.
- Incorrect uniform.

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules.
- Any form of bullying.
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism.
- Theft.
- Fighting.
- Smoking.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member 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 the student).

## **Bullying**

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting

Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

## **Roles and Responsibilities**

### **The Governing Board**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular students.
- Recording behaviour incidents (see appendix 3 for a behaviour log).

The senior leadership team will support staff in responding to behaviour incidents.

## **Parents**

Parents are expected to:

- Support their child in adhering to the student code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

## **Student Code of Conduct**

Students are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all students to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

## **Rewards and Sanctions**

### **List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Praise.
- Behaviour Watch positive emails.
- Letters or phone calls home to parents.
- Special responsibilities/privileges i.e. lunch queue jump.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand.
- Sending the student out of the class.
- Expecting work to be completed at home, or at break or lunchtime.
- Detention at break or lunchtime, or after school.
- Referring the student to a senior member of staff.
- Letters or phone calls home to parents.
- Agreeing a behaviour contract.
- Putting a student 'on report'.

We may use the BSU in response to serious or persistent breaches of this policy. Students may be sent to the BSU during lessons if they are disruptive and they will be expected to complete the same work as they would in class.

Students who do not attend a given detention are also sent to the BSU.

The BSU is managed by Jill Harwood.

### **Off-site Behaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

### **Malicious Allegations**

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

### **Behaviour Management**

#### **Classroom Management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged.
- Display the student code of conduct in planners.
- Develop a positive relationship with students, which may include:
  - Greeting students in the morning/at the start of lessons.
  - Establishing clear routines.
  - Communicating expectations of behaviour in ways other than verbally.
  - Highlighting and promoting good behaviour.
  - Concluding the day positively and starting the next day afresh.
  - Having a plan for dealing with low-level disruption.
  - Using positive reinforcement.

## Physical Restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

Incidents of physical restraint must:

- **Always be used as a last resort.**
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents (see appendix 3 for a behaviour log).

## Confiscation

**Any prohibited items found in students' possession will be confiscated.** These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfEs [latest guidance on searching, screening and confiscation](#).

## Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's Special Educational Needs Co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **Student Transition**

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

## **Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

## **Monitoring Arrangements**

This behaviour policy will be reviewed by the Headteacher and full governing board every two years. At each review, the policy will be approved by the Headteacher.

## **Links with other Policies**

This behaviour policy is linked to the following policies:

- Exclusions Policy.
- Safeguarding Policy.

## **Behaviour:**

### **1. Code of Behaviour**

The primary rule for all staff and students at this College is:

*“Everyone will show courtesy and consideration at all times.”*

### **2. Student Code of Behaviour**

Our courtesy and consideration code translates into the following expectations for students:

Courteous	In speech and conduct
	Show good manners
Considerate	Respect for other people
	Exercise patience
	Care for the College
	Care for other people and their property

Prepared	Correctly dressed With the proper equipment Ready for work
Punctual	For College For all lessons Be at the right place at the right time
Tidy	Neat and clean in appearance Take pride in your work Care for the environment
Safety	Walk quietly
Conscious	Observe all College safety practices Use equipment properly

There is a copy of this code in:

- Student Planners
- All classrooms

We expect a very high standard of self-discipline and behaviour from all students, at all times. We encourage students to adopt caring and responsible attitudes both in and out of College.

If a student fails to meet our expected standards of work or behaviour, sanctions may be appropriate.

### **3. Sanctions**

Behaviour which is a concern to the classroom teacher may be dealt with in a number of ways:-

- Students may be verbally warned;
- Students may be moved to a different seat in the classroom;
- Students may be moved to a different classroom for that period;
- Students may be set a detention;
- Students may be referred to the Curriculum Manager or Year Leader for persistently poor behaviour;
- Students may be put on report card;
- Students may be sent to work in the Behaviour Support Unit;
- Students may be set a detention with a member of the Senior Leadership Team;
- Students' behaviour will be recorded on Behaviour Watch and parents will be notified via email (if minor incident) or telephone (if serious incident).

#### 4. Communication

- Teachers may write a comment in the Student Planner for Form Tutors and parents to see;
- Teachers may record on Behaviour Watch any/all emails or telephone calls to parents;
- When students are put on report by Curriculum Managers, Form Tutors or Year Leaders, a letter will be sent home, or a phone call made to parents.

#### 5. Detentions

Schools now have a statutory power to set detentions, including at weekends and on staff training days.

- Permission of parents is no longer required to set detentions, but schools are required to give at least one day's notice for detentions of more than ten minutes after school or on a training day.

Specific guidelines for staff are:

- Teachers may keep students in at break and for ten minutes at the start of lunch or at the end of College, without prior notice, unless students catch a bus to get home;
- Parents and students will be given 24 hours' notice for detentions of longer than ten minutes. Notice of the detention may be via a green detention card, the student planner, phone call, letter, email or via Behaviour Watch;
- Students may expect a detention if they are late for College on two occasions during a half term:
  - Two Late Marks = BSU Detention at break.
  - Three Late Marks = Tutor Detention fifteen minutes.
  - Four Late Marks = Year Leader detention thirty minutes.
  - Five Late Marks = Senior Leadership Team detention thirty minutes to one hour.
  - Six+ Late Marks = One-hour detention after school in the BSU.

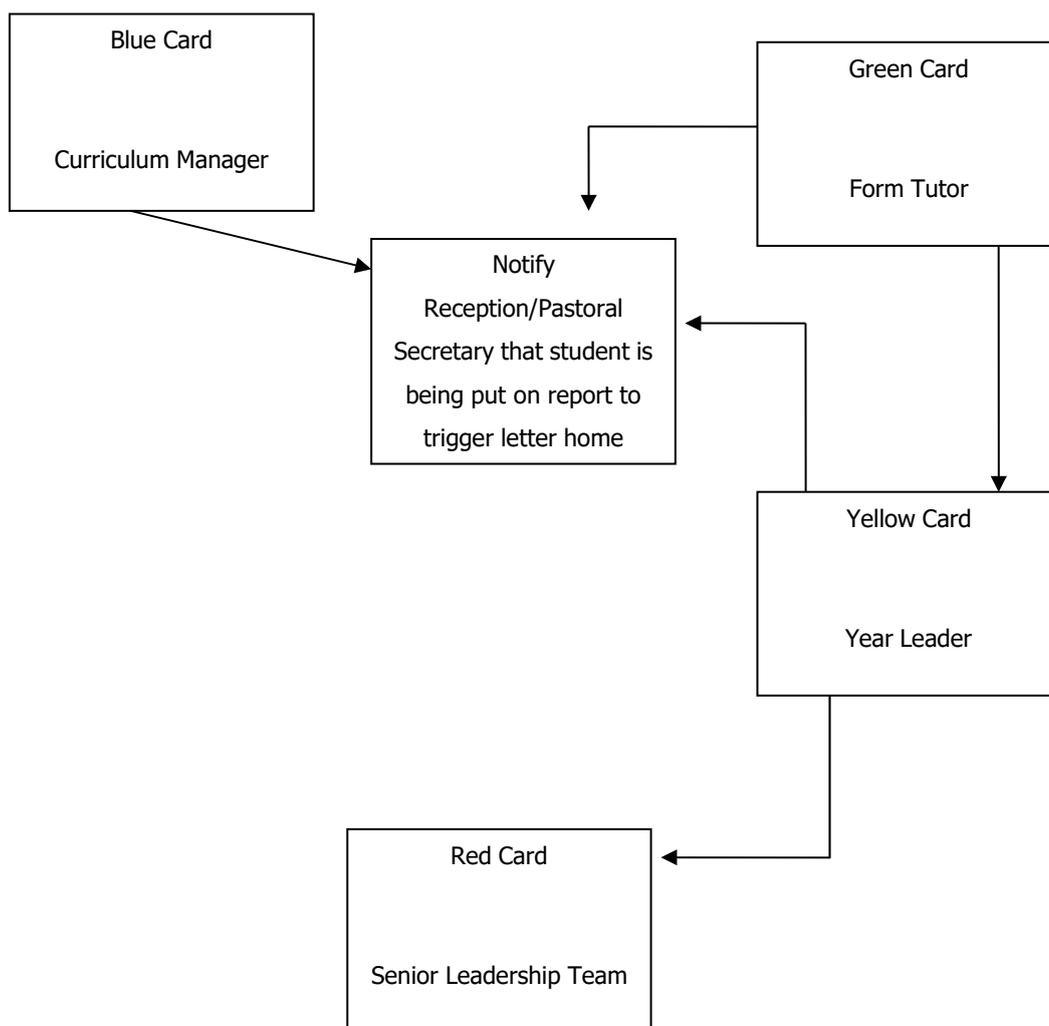
#### 6. Report Cards

Students are sometimes placed on report if there is cause for concern. The lowest level of report card is the Blue Card, which a classroom teacher may use. Parents would not necessarily be notified that their child is on report at this stage. Students move up the levels of report cards if their behaviour does not show signs of improvement.

When completing report cards, staff should write Y (yes) or N (no) in the appropriate column to confirm whether the expectations on the front of the booklet have been met. Any 'N' (no) should be logged onto Behaviour Watch at the top of *the* appropriate slip. If the expectations have not been met, an explanation of how they have not been met should be added. Please note that this is an information card and the classroom teacher/curriculum leader is still expected to apply appropriate sanctions to the student.

Parents are asked to check and sign Red Senior Leader Team, Yellow Year Leader and Green Tutor cards. After completion, all cards should be returned to the Year Leader for logging and filing.

Students work their way back from red to yellow to green as their behaviour improves. The length of time that a student stays on the report card system varies with each individual and the circumstances attached to that individual.



## 7. Isolations and Internal, External Exclusions

- The aim of isolating/excluding students from lessons or College is to maintain a safe learning environment for all, respond appropriately to incidents/behaviours that occur and allow staff and students the opportunity to develop agreed coping strategies for the future.
- A student may be required by a Curriculum Manager to work away from his/her normal class for one or a series of lessons, if the student is being persistently disruptive in the lesson.

- Students may be required to work in isolation by a Year Leader/member of the SLT for a lesson, part of a day, or a day, as deemed necessary (e.g. for not responding to a Year Leader report, to calm a situation, or for a series of misdemeanours).
- More serious incidents of behaviour (e.g. verbal or physical abuse to staff, fighting, bullying, acts of violence, deliberate defiance of staff authority) may result in either working from the Behaviour Support Unit or an internal or external exclusion, depending on the student's record, this decision is at the Principal's discretion.
- Students will be required to hand their mobile phones into the Behaviour Support Unit for safe-keeping whilst on internal exclusion. These will be collected at the end of the day.
- Parents are normally notified of internal exclusions and always notified of external exclusions. Parents are invited into College to discuss re-entry conditions and further action following an external exclusion. Students are put on red report upon re-entry.
- Copies of exclusion letters are given to the Chair of Governors. Students at risk of permanent exclusion may be invited, with parents, to meet with a representative of the Governing Body, the LEA or other agencies.

## 8. Confiscation

- Schools have the statutory right to confiscate items. Items may be confiscated where they pose a threat or disrupt learning or are simply against the College rules.
- In some cases, items may be destroyed (e.g. tobacco products or alcohol) or passed to the Police (e.g. knives or other illegal items).
- Sometimes parents, rather than the student, will be asked to collect an item.
- The length of the confiscation period will take into account the seriousness of the offence or whether it is a repeat offence.

## 9. Items of Value and Mobile Phones

- The College takes no responsibility for loss or damage to items of value brought into College and discourages students from bringing such items into College. The College respects the wishes of parents who prefer that their child bring a mobile phone into College for safety purposes. However, all students are expected to have mobile phones switched off and in their bags during lesson times. Failure to do so may result in confiscation.

**Mobile phones can only be used in school, during morning break and lunch, in the Crush Hall or playground outside.**

- **First Confiscation** = Student can collect from Reception at 3.00pm
- **Second Confiscation** = As above
- **Third Confiscation** = Collected by parent from Reception
- **Fourth+ Confiscation** = Collected by parent from Reception and Year Leader meeting with parent & student.
- **Fifth** = meeting with Assistant Principal.
- **Sixth** = meeting with Deputy Principal.

## 10. Physical Contact

Any member of staff can use reasonable force to restrain a student. The circumstances where this is appropriate are:

- To prevent them from committing any offence;
- To prevent them from personal injury to themselves or any person;
- To prevent them damaging the property of any person;
- To prevent them engaging in behaviour that damages the good order and discipline of the College.

The level of restraint should be appropriate and can vary from simply holding back someone who is pushing on the stairs, to temporarily immobilising a student involved in a fight. Physical contact can never be used as a punishment. (*Further information can be found in the schools Physical Interventions between Staff & Students Policy*).

## **Behaviour Management**

### **Expectations and Procedures**

#### **1. The Classroom Teacher**

Our expectations of student behaviour start with the classroom teacher and Form Tutor. The more consistent our approach as a staff group, the more forceful will be the messages to our students. Similarly, the more responsibility we take personally for encouraging good behaviour, the more successful we are likely to be. Naturally we will all need support at various times with certain individuals and in certain situations. At these times it is important that we work as a team, within the structure of sanctions agreed as a College, and that we make sure that appropriate staff are kept informed.

The following document is a response to concerns voiced by some staff regarding:

- Behaviour of students around the College and in class;
- The report card and information system;
- The role of the Form Tutor, Year Leader, classroom teacher and Curriculum Manager in the behaviour system;
- Our system of rewards.

Behaviour is a difficult issue for most schools. We are all aware that there are no easy solutions and that so much depends on respect for each other, clear messages, consistency and a system of rewards as well as sanctions. This policy will be reviewed annually, ensuring any concerns emerging from staff, parents, students or governors can be addressed.

#### **2. Routines for the Classroom**

##### **2.1 Start of the Year**

We need to make our expectations clear in a firm, but “nice” way; expectations of the issues below as well as how we will be working during the year. We need to set the scene for the type of work we will be doing, how our lessons will be organised and our expectations for homework. Wherever possible we need to encourage an independent attitude to learning in the student, pride in their work and the understanding that we share goals.

These are some of the basic things to which we should have a common approach and which we should make clear to students at the start of the year, reinforcing throughout the year:

- Exercise books should have the following in the front: students name, form, set (if appropriate), subject and name of teacher;
- Work should be titled and dated, with both of these underlined with a ruler;
- Classwork (C/W) should be written in the margin;
- Students should use blue or black pen, with diagrams in pencil;
- Books should be neat and have no graffiti. We expect books to be covered if graffiti does appear;
- Homework should be identified by ruling off the previous piece of work, writing H/W in the margin and, once again, underlining title and date.

## 2.2 Start of lessons

**Punctuality** is very important. Students are far more likely to misbehave in corridors if staff are late arriving for lessons. We are in a better position to request punctuality from students if we are on time. If a meeting starts at 4.00pm we expect to be there for 4.00 p.m. and we should aim to treat lessons in the same way. Students who are late may expect to make up time at break, lunch, after College. In the event of having to keep a student back to talk to them, which makes them late for another lesson, we should provide the student with a dated and timed note.

**Welcoming** the students with a smile at the door to the classroom sets the lesson off to a good start. Where possible students should line up in an orderly way in the corridor, but space may prevent this. The welcome time is useful for checking uniform as well as a quick private word with students.

**Being ready to start** means making it clear to students, at the start of the year that they should get out their books, equipment and planners straightaway. Persistent lack of equipment/books may require contact with form tutor/parents/carers *and/or* detention.

**Seating plans** are a useful way of learning names and of separating some students. Not all staff favour seating plans, but most staff like students to sit in regular places rather than to keep changing each lesson. All students in Years 7 and 8 are initially put in a seating plan. This will help and support new staff and staff taking over new groups.

**Target time** is a method of getting the class quiet, ready to listen and start the lesson. The length of target time is usually agreed with the class, with 20 – 30 seconds being the norm i.e. the teacher calls target time, gives a warning at 10 seconds and writes names on the board of students who are not quiet at the end of the agreed period. These students are kept behind for a quiet word at the end of the lesson e.g.

- “This is how long I was waiting for you to be quiet”;
- The teacher now pauses for the number of seconds the student took to settle down at the start of the lesson;
- “It seems a long time doesn’t it when you are waiting?”

Persistent offenders may require further sanctions. Whatever the method of getting student attention, aim for a simple routine, which causes the least stress for the teacher!

### 2.3 During lessons

- (a) **'Hands up'** is the normal routine for students answering questions or needing help. Calling out should be discouraged.
- (b) **Students should stay in seats** unless they request permission to move.
- (c) **Students do not go to the toilet in lessons** - in normal circumstances. If there appears to be a genuine need, they should be given an "Out of Class" pass. Persistent toilet requesters may be told that it is fine to go as long as they make up the time at the end of lessons.
- (d) **Students may drink water only in lesson time** with the permission of the teacher.

### 2.4 Ends of lessons

- (a) Chairs pushed under tables with students standing quietly behind them is the expectation.
- (b) The floor should be clear of litter.
- (c) Students are dismissed in an orderly way, e.g. row by row.
- (d) Students should leave on the bell, not before.

## 3. Reporting Incidents, Monitoring Students

The following are used to report incidents and to monitor student behaviour:

### 3.1 Behaviour Watch

The Behaviour Watch system is described in more detail towards the end of this policy. However, it is an electronic system, which enables parents/carers to be notified via email of any positive/negative comments, from individual class teachers.

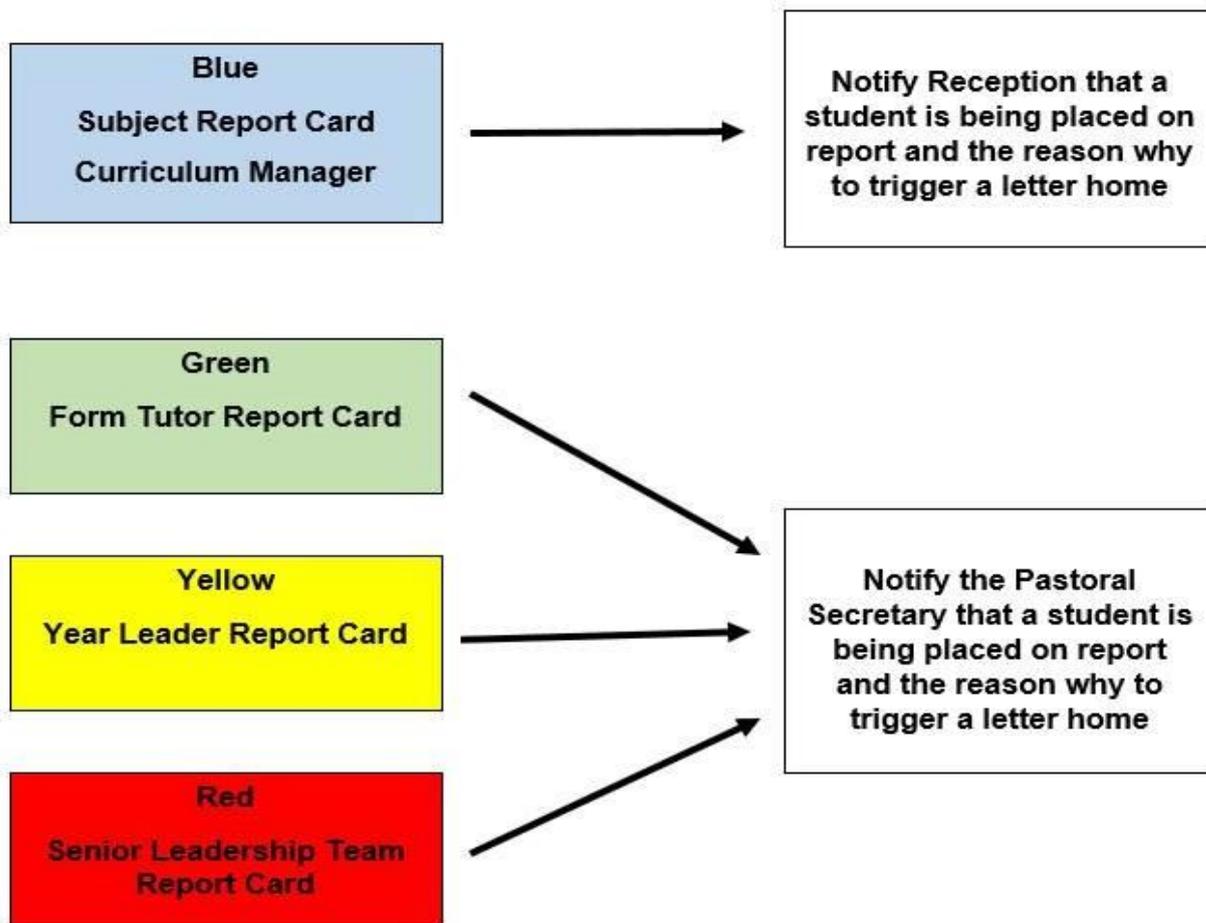
### 3.2 Report Cards

Students are sometimes placed on report if there is cause for concern. The lowest level of report card is the Blue Card, which a classroom teacher may use. Parents would not necessarily be notified that their child is on report at this stage. Students move up the levels of report cards if their behaviour does not show signs of improvement.

When completing report cards, staff should write Y (yes) or N (no) in the appropriate column to confirm whether the expectations on the front of the booklet have been met. This information will also be recorded on Behaviour Watch. If the expectations have not been met, an explanation of how they have not been met should be added. Please note that this is an information card and the classroom teacher/curriculum leader is still expected to apply appropriate sanctions to the student.

Parents/carers are asked to check and sign Red Senior Leader Team, Yellow Year Leader and Green Tutor cards. After completion, all cards should be returned to the Year Leader for logging and filing.

Students work their way back from red to yellow to green as their behaviour improves. The length of time that a student stays on the report card system varies with each individual and the circumstances attached to that individual.



## The Hierarchy of Behaviour and Sanctions

### Phase One – The Classroom Teacher

Phase One - behaviour is dealt with by the classroom teacher. It becomes Phase Two if it becomes persistent and the strategies implemented by the classroom teacher are not working.

Types of behaviour	Action
<ul style="list-style-type: none"> <li>➤ Calling out <b>and/or</b></li> <li>➤ Not putting hand up <b>and/or</b></li> <li>➤ Insufficient work <b>and/or</b></li> <li>➤ Poor quality work <b>and/or</b></li> <li>➤ Off task <b>and/or</b></li> <li>➤ Homework not done <b>and/or</b></li> <li>➤ Lateness</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Yellow Behaviour Watch Slip</b></li> </ul>

<ul style="list-style-type: none"> <li>➤ Lack of equipment <b>and/or</b></li> <li>➤ Not in school uniform <b>and/or</b></li> <li>➤ Homework not done (more than once) <b>and/or</b></li> <li>➤ Lateness to lesson (more than once) <b>and/or</b></li> <li>➤ Off task behaviour</li> </ul>	<ul style="list-style-type: none"> <li>❖ <b>Yellow Behaviour Watch Slip</b></li> </ul>
---	--

### Phase One – The Form Tutor

The Form Tutor may be concerned about certain issues either from the Form Tutor’s point of view or across subjects.

Types of behaviour	Action
<ul style="list-style-type: none"> <li>➤ Lateness <b>and/or</b></li> <li>➤ Homework not done in several subject areas <b>and/or</b></li> <li>➤ Poor behaviour in several subject areas <b>and/or</b></li> <li>➤ Wearing trainers <b>and/or</b></li> <li>➤ Not bringing correct books and equipment</li> </ul>	<ul style="list-style-type: none"> <li>❖ Form Tutor may put student on <b>Green Report</b> and write to parents via Pastoral Secretary</li> </ul> <p style="text-align: center;"><b>and</b></p> <ul style="list-style-type: none"> <li>❖ Form Tutor should <b>telephone or write home</b></li> <li>❖ Update <b>Behaviour Watch</b> to report card issued</li> </ul>

### Phase Two – Involvement of Curriculum Manager

A classroom teacher who needs support will first discuss the issues of the student with his or her relevant Curriculum Manager.

Types of behaviour	Action
<ul style="list-style-type: none"> <li>➤ Lack of response to Phase One strategies <b>and/or</b></li> <li>➤ Persistent instances of Phase One behaviour</li> </ul>	<ul style="list-style-type: none"> <li>❖ Curriculum Manager to isolate the student to decide strategy and issue <b>Orange or Red Behaviour Watch</b> slip</li> </ul> <p><i>and/or</i></p> <ul style="list-style-type: none"> <li>❖ Curriculum Manager should <b>telephone home and/or write home</b> and may if</li> </ul>

	<p>appropriate issue a <b>Blue Subject Report</b></p> <p><b>and/or</b></p> <p>❖ Curriculum Manager may <b>withdraw student from lesson</b> for short period of time to the BSU for a max of four lessons. Curriculum Manager may meet with parents during this time if appropriate.</p>
--	---

### Phase Three – Involvement of Year Leader

The strategies of the Form Tutor may not be working and the Form Tutor will discuss the situation with the Year Leader. Curriculum Managers may have passed concerns to the Year Leader.

Types of behaviour	Action
<ul style="list-style-type: none"> <li>➤ Lack of response to Phase One strategies <b>and/or</b></li> <li>➤ Persistent instances of Phase One behaviour <b>and/or</b></li> <li>➤ Lack of response to Faculty strategies <b>and/or</b></li> <li>➤ Off site without permission <b>and/or</b></li> <li>➤ Truancing from specific lessons <b>and/or</b></li> <li>➤ Bullying <b>and/or</b></li> <li>➤ Defacing work or damage to equipment/property <b>and/or</b></li> <li>➤ Lack of respect for staff and other students</li> </ul>	<ul style="list-style-type: none"> <li>❖ Year Leader may put student on <b>Yellow Report via Behaviour Watch</b> with daily monitoring <b>and/or</b></li> <li>❖ Year Leader should <b>telephone home or write home with standard letter</b> via the Pastoral Secretary</li> </ul> <p><i>and/or</i></p> <ul style="list-style-type: none"> <li>❖ Year Leader may <b>withdraw student from lessons</b> for short period of time for a max of five days. Year Leader to liaise with BSU</li> </ul>

### Phase Four – Involvement of SLT and Other Outside Agencies

Student may require help from outside agencies e.g. Student Support Service, EWO, Educational Psychologist or CAF. Student may have been involved in serious incident resulting in exclusion. Student may be on red card:

- Phase Three intervention not working.
- Increase in number and severity of behavioural incidents.
- Serious lack of social skills.
- Unable to get on with staff/other students.
- Increasing truancy/deliberately missing lessons.
- Rudeness to College staff.

## Phase Five – Intervention of Principal and Other Agencies

Student may be spoken to by the Principal, a Governor, and other agencies. Strategies will include trying to avoid permanent exclusion by setting up Student Personal Support Plans, alternative curriculums, work placements etc.

- Danger to others.
- Persistent disrespect for people and authority.
- Swearing at staff on a number of occasions.
- Drug, alcohol, or solvent abuse.
- Persistent refusal to work.
- Persistently disrupting lessons so that others cannot work.

## Merit Scheme

At any time during the College year, students can be awarded Behaviour Watch points. Members of staff award these for achievement, effort or service through the Behaviour Watch system. Parents receive an email for any Green (good) or Gold (outstanding) awards. We think it is important for parents to see these. Students are further awarded bronze, silver, gold or platinum awards when they collect 50, 100, 150 and 200 positive Behaviour Watch points in one College year.

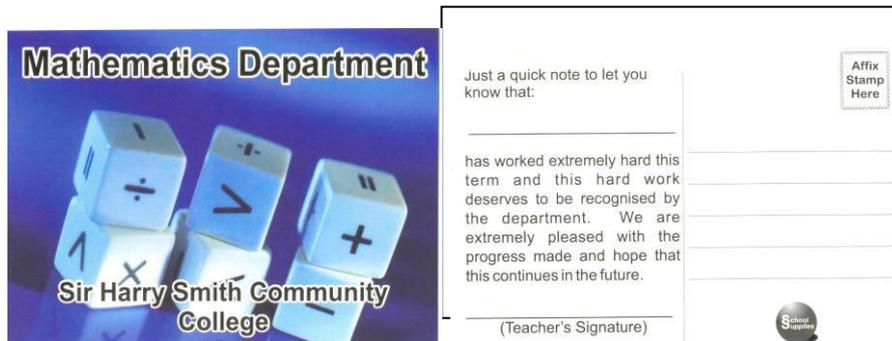
## Gold Behaviour Watch Slips

‘Good’ Slips are awarded to individuals at the teacher’s discretion for particularly good pieces of work or service to the College. Parents are emailed via Behaviour Watch.

## “Well Done” Postcards

Some departments are introducing postcards which are sent home to reward a good term’s work.

A minimised version is shown below.



- Introduction of pastoral and Year Leader postcards.
- Celebration Assembly at Christmas and summer term lead by Year Leaders.
- Reward trips offered per term.
- Behaviour Watch reward board, prominent in Reception area.

- 'Wall of Fame' noticeboard in Red Crush Hall.
- Celebration Assembly – 'pick a winner' on Behaviour Watch awards, winders given vouchers, etc.
- Rewards Evening for Key Stage 3 and Key Stage 4 & 5.

### **Sir Harry Smith Department Behaviour Policy Guidance**

**Expectations in the classroom are in line with the department and whole school expectations.**

**Procedure for dealing with general behaviour issues in lessons (those where consequences are outlined as warning then detention on the behaviour watch and consequences document).**

1. Give the student a warning.
2. Give the student a short detention (10 minutes). This can be at break or lunchtime depending on your convenience and should be recorded on behaviour watch or in the students' planner.
3. If a student misses a short detention they should be given a long detention (20 minutes). Again, at break or lunchtime at your discretion and once again recorded on behaviour watch or in the students' planner.
4. If a student misses this second detention you then request a department after school detention
5. If a student misses a department detention they will then be given an SLT after school detention.

N.B If you are unable to run break or lunchtime detentions due to other commitments then CM will supervise students for their detention.

### **Department detentions and how can they be requested**

- To request a department detention, the teacher needs to speak to CM explaining what the initial issue was and that the procedures above have been followed.
- CM will then authorise the detention, the teacher will then record the detention on behaviour watch (at least 48 hours' notice is required for after school detentions to ensure parents have been informed).
- Department detentions will run after school for an hour and will be supervised by a senior member of the department.

### **Use of Behaviour Watch**

All behaviour incidents must be recorded on behaviour watch, in line with the whole school behaviour policy. Consequences for behaviours recorded on Behaviour Watch are clearly outlined in the **behaviour watch and consequences** document.

### **Detention Tasks**

Students in detention can be asked to sit quietly and reflect, complete extra work or copy out the department behaviour or safety rules. No student should be made to remove chewing gum from

desks. Students should not be asked to tidy classrooms or any other menial task, unless this links to the reason they have been given the detention.

## **Homework**

A teacher may wish to give a student a break or lunchtime detention without an extension or prior notice. Alternatively, a teacher may give a student an after school detention to complete their homework however in this circumstance the teacher should give the student an extension first and then arranged the detention with the parents giving at least 48 hours' notice via behaviour watch.

## **Sending students 'out'**

Students should only be sent out of a classroom as a calming down measure. Students should be left outside for no more than five minutes and no more than two students' (but preferably one), should ever be sent out at the same time.

## **Persistent behavioural issues in the classroom**

If a student is persistently behaving inappropriately then the teacher should discuss this with CM or the senior member of the department responsible for the area the student is currently studying. When necessary, a student will then be put on a department report and parents will be contacted. If the report does not have the desired affect students will learn outside the classroom environment for a period of time.

## **Removal from a classroom**

When requesting a student is removed from a classroom for the remainder of a lesson a teacher needs to ensure they send work with the student.

## **Written Statement of Behaviour Principles**

- Every student understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All students, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to students at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy.
- The Behaviour Policy is understood by students and staff.
- The Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Students are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## Behaviour Watch System and Consequences

### Yellow

<b>Lateness</b>	Monitor then second detention
<b>Disruption</b>	Warning then detention
<b>Incorrect uniform</b>	Monitor
<b>Homework not received</b>	Teacher discretion, progress check to reflect
<b>Homework not completed</b>	Teacher discretion, progress check to reflect
<b>Lack of attention</b>	Warning then detention
<b>Lack of equipment</b>	Teacher discretion
<b>Classwork not completed</b>	Warning then detention
<b>Not engaging in active learning</b>	Warning then detention
<b>Prohibited item or food in lesson</b>	Monitor

### Orange

<b>Rudeness</b>	Removal from lesson to HOD, after school detention will also be given by HOD
<b>Internal Truancy</b>	Refer to HOD to inform pastoral team
<b>Computer misuse (minor)</b>	Detention
<b>Missed previously set detention</b>	<p>If first detention missed, second longer 20-minute detention, ideally lunchtime.</p> <p>If second detention missed, inform HOD, after school detention will be given by HOD.</p> <p><b><u>If after school HOD detention missed, SLT after school detention will be arranged.</u></b></p>
<b>Minor vandalism</b>	Detention
<b>Serious Disruption</b>	Removal from lesson*, after school detention will also be given by HOD
<b>Refusal to follow instructions</b>	Removal from lesson*, after school detention will also be given by HOD

<b>Not engaging in active learning activities</b>	Warning, then detention
---	-------------------------

**Red**

<b>Theft</b>	Refer to HOD to inform pastoral team
<b>Racism</b>	Removal from lesson*, HOD will discuss with pastoral team before deciding on further action
<b>Truancy</b>	Refer to HOD to inform pastoral team
<b>Bullying</b>	Removal from lesson*, HOD will discuss with pastoral team before deciding on further action
<b>Violence</b>	Removal from lesson*, HOD will discuss with pastoral team before deciding on further action
<b>Vandalism</b>	Removal from lesson*, HOD will discuss with pastoral team before deciding on further action
<b>Verbal Abuse</b>	Removal from lesson*, after school detention will also be given by HOD
<b>Smoking on site</b>	Refer to HOD to inform pastoral team
<b>Drug/Alcohol misuse</b>	Refer to HOD to inform pastoral team
<b>Serious persistent disruption</b>	Removal from lesson*, after school detention will also be given by HOD
<b>Not engaging in active learning</b>	Removal from lesson*, after school detention will also be given by HOD
<b>Possession of an illegal item/substance</b>	Refer to HOD to inform pastoral team
<b>Repeated failure to follow instructions / disruptive</b>	Removal from lesson*, after school detention will also be given by HOD

*\*The student will most likely be removed by the HOD. However, if the HOD is not available another member of the team may support. In some circumstances the HOD may opt to contact the BSU / SLT to remove the student.*