

# **JOHN TAYLOR MULTI ACADEMY TRUST**



## **Positive Behaviour Management and Exclusion Policy Guidance 2016 - 2018**

## **JTMAT POSITIVE BEHAVIOUR MANAGEMENT AND EXCLUSION POLICY**

This policy will be reviewed at regular intervals to reflect changes regarding advice within education and following analysis of behaviour trends within each JTMAT School. The policy and guidance will be reviewed by the Senior Leadership Team and the Governors' Committee.

Each JTMAT School will have a member of the Senior Leadership Team who will be the lead for behaviour.

### **1.0 Rationale:**

- 1.1 JTMAT schools want their pupils to be able to make a positive contribution within the society that they live. We recognise that pupils will make decisions that may not have positive outcomes. The Policy at a JTMAT School is a statement of good practice that covers all aspects of school that contribute to the development and maintenance of good behaviour and a positive ethos both inside and outside the classroom.
- 1.2 Effective behaviour management is essential for the smooth running of each JTMAT School. Each school recognises the importance of teaching behaviour and does this explicitly through the curriculum and implicitly through example.
- 1.3 All members of the school are expected to help maintain an atmosphere conducive to learning with courtesy and consideration for others as basic requirements, allowing teachers to teach and pupils to learn.
- 1.4 This policy should be read in conjunction with the school's policies and guidance documents on SEND, Anti-Bullying, Attendance, Safeguarding, and Drugs. JTMAT schools acknowledge their legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).
- 1.5 As part of the statutory duty of each JTMAT School to promote pupils' wellbeing, schools have a clear role to play in the management of student's behaviour. To support this, the Government's [Education and Inspections Act 2006](#), ensures that school staff has the information, advice and power to:
  - Discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the [Education and Inspections Act 2006](#)).
  - The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
  - Discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
  - Discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
  - Impose detention outside school hours.
  - Confiscate pupils' property.
- 1.6 JTMAT Schools have a safeguarding duty, in respect of all of its pupils, regarding appropriate behaviour as per the [Keeping Children Safe in Education](#) statutory guidance. The school will share relevant data to the Local Authority and other relevant professionals as required. Please read this policy alongside the school's Anti-bullying, Health and Safety, Supporting Pupils with Medical Conditions, Dugs, and Safeguarding policies.
- 1.4 This policy has been written with reference to national and LA guidelines and been informed by relevant research data.

## **2.0 Aims:**

- 2.1 To establish a common approach to the behaviour management of all students which will support staff and students in getting the most from their education through a persistent and consistent approach.
- 2.2 The overarching aims are:
1. To enable effective teaching and learning, including ensuring pupils complete assigned work;
  2. To promote good behaviour, self-discipline and respect;
  3. To encourage achievement;
  4. To create a safe and secure environment for pupils and staff, and prevent bullying;
  5. To teach pupils to understand, accept and tolerate differences in individuals;
  6. To regulate conduct of pupils.
- 2.3 Both rewards and sanctions will be used by staff to promote a positive ethos in the school and every lesson should incorporate praise and encouragement of pupils. Positive behaviour management is the responsibility of all staff and the wider school community. It is a co-operative venture: we work as part of a team. Mutual support, consistency and communication are essential components of this teamwork.
- 2.4 Successful implementation depends on full participation. Every member of the school has a responsibility to ensure positive behaviour.
- 2.5 Definition: Positive behaviour management is a process by which a child's behaviour is improved by using reward, sanction and reflection.

"Praise me more, criticise me less, I'm still learning" is a phrase, which epitomises JTMAT School's approach to positive behaviour.

## **3.0 Punishing Poor Behaviour:**

- 3.1 Should a pupil behave in a way that is less than is expected through misbehaviour, breaking a school rule, or fails to follow a reasonable instruction from a teacher, then the teacher can impose a punishment on the pupil.
- 3.2 JTMAT schools will ensure that when assigning a punishment:
1. The decision to punish is made by a paid member of school staff or someone authorised to do so by the headteacher/principal.
  2. The decision to punish and the punishment itself are made on the school premises or while the pupil are under the charge of a member of staff.
  3. The punishment will not breach any legislation (e.g. respect for disability, SEN, race, or any other human rights) and will be reasonable.
- 3.3 JTMAT schools will ensure that the punishment is proportionate and reasonable as per the terms of section 91 of the [Education and Inspections Act 2006](#), which states that the 'penalty must be reasonable' and that account must be taken of the pupil's age, SEN or disability, and any religious requirements affecting them.
- 3.4 JTMAT schools will if the behaviour indicates that a child is suffering or is likely to suffer significant harm. If that is the situation, the Safeguarding Policy and procedures will be followed. Should a pupil continue to demonstrate disruptive behaviour then consideration will be given to if there is an unmet educational or other need. An Early Help Assessment may then be undertaken.

## **4.0 Sanctions**

- 4.1 Each JTMAT school will ensure that the staff, pupils and parents, are clear of the high expectations required of pupils at all times. The policy will be supported by all.
- 4.2 Each JTMAT school will have procedures in place regarding positive behaviour expectations and sanctions. These will be implemented consistently and fairly. Details of these can be found in the specific school procedures section later in this document. Sanctions can be varied and include verbal reprimand, extra work being set, loss of privileges, missing free time, detentions (including at weekends), school based community service (including litter picking, clearing up, removing graffiti), regular reporting to staff, and temporary or permanent exclusion.

## **5.0 Pupils' Conduct Outside of the School Gate**

5.1 JTMAT schools and the staff, have the power to discipline pupils for misbehaving outside of the school premises "to an extent as is reasonable". This includes:

- For misbehaviour when the pupil is:
  - Taking part in a school-organised or school related activity; or
  - Travelling to or from school; or
  - Wearing school uniform; or
  - Is identifiable by any other means as a pupil of a JTMAT school.
- For misbehaviour at any time that:
  - Could have repercussions for the orderly running of the school; or
  - Poses a threat to another pupil or member of the public; or
  - Could adversely affect the reputation of the JTMAT.

5.2 JTMAT schools will respond to non-criminal behaviour and bullying which occurs off the school site but is witnessed by a member of staff or reported to us, in line with the school's behaviour procedures. Criminal behaviour, including cyber-bullying, should be passed to the appropriate authorities.

## **6.0 Detentions**

- 6.1 Detentions can be set during the school day, and outside of normal hours. This can include any day when the pupil does not have permission to be absent, weekends (although not the weekend preceding or following the half term break) and on staff training days.
- 6.2 Parental consent is not required for the setting of detentions. However, JTMAT schools will advise parents of when the detention is set should it be outside of the normal school day. It is the parent's responsibility to ensure that the pupil can travel home at the end of the detention, and be transported to the detention should one be set for a staff training day or at a weekend.

## **7.0 Confiscation of Inappropriate Items**

7.1 JTMAT staff has the right to, and will, confiscate items due to:

1. The general right to discipline. Staff has the right to confiscate, retain or dispose of a pupil's property as a punishment, if reasonable. From Section 9 of the [Education and Inspections Act 2006](#). The law protects staff from liability for damage or loss of a confiscated item provided the member of staff has acted lawfully.

2. The power to search without consent for "prohibited items" which include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Anything that has been or could be used to commit an offences, cause personal injury or damage to property
- Any item banned by the JTMAT school rules.

7.2 JTMAT staff have a duty to always hand over weapons and knives, and extreme or child pornography to the police. For all other items, it will be based on the discretion of the Senior Staff at each school.

7.3 Should a search be necessary, JTMAT school staff are not required to inform parents before a search takes place or to seek parental consent to search a pupil. Whilst there is no legal requirement to make or keep a record of a search, JTMAT staff will do so on a secure system.

7.4 JTMAT school staff will normally inform the individual's parents or guardians where a "prohibited item" is found, unless that could place the student in significant harm. If that is the case, then the JTMAT Safeguarding policy will be followed.

7.5 Complaints about searching can be done through the normal school complaints procedure.

7.6 Complete secrecy can never be promised to a pupil, though information given in confidence will not generally be disclosed to anyone else. Action will be taken to ensure the pupil comes to no serious harm if this is considered a risk. Regarding disclosures, JTMAT staff need to carefully define and communicate the boundaries of confidentiality offered.

## **8.0 Power to Use Reasonable Force**

8.1 JTMAT staff has the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property.

8.2 JTMAT Senior staff, alongside other authorised staff, can use reasonable force depending on the circumstances when conducting a search without consent, if it is regarding any items listed in 7.1, point 2.



# Appendix to JT MAT Positive Behaviour Management and Exclusion Policy Guidance

## Kingsmead School Guidance

|                     |           |
|---------------------|-----------|
| Date of Last Review | 5.7.16    |
| Date of Next Review | June 2017 |

# Behaviour Policy

## **1. Contextual Information**

Good, responsible behaviour and discipline are essential for effective teaching and learning and important for promoting student success and self-esteem. For this reason, it is necessary to promote good behaviour through clear expectations. Students and parents should be aware that poor behaviour is unacceptable. Guidance for behaviour management is provided in the 'School Discipline and Student Behaviour Policies – Guidance for schools', which focuses particularly on provisions in the Education and Inspections Act 2006, which came into force on 1 April 2007. In addition, the Department for Education has provided more recent guidance in the documents:

- Behaviour and discipline in schools - advice for Headteachers - February 2014
- Use of reasonable force - advice for Headteachers, staff and governing bodies - July 2013
- Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies - February 2014
- Exclusion from maintained schools, academies and student referral units in England - June 2012

## **2. Statement of Principles**

- All members of Kingsmead School should follow the four Ps of behaviour - Positive, Proud, Prepared and Polite.
- When talking to students about their behaviour, staff should refer to whether they are/are not being Positive, Proud, Prepared or Polite.
- Students, staff, parents and carers should work together in a culture of mutual respect created by the 4P's.
- The support of parents and carers is essential for the maintenance of good behaviour.
- Students, staff and parents need to have a clear understanding the expectations created by the 4P's.
- Good behaviour should be rewarded.
- Poor behaviour cannot be tolerated. In lesson time it is a denial of the right of students to learn and teachers to teach.
- Students behave better when their learning experiences meet their needs.
- Sanctions should always be applied consistently and fairly for unacceptable behaviour, taking due account of the circumstances surrounding each incident.
- Students whose behaviour and attendance may deteriorate through events in their lives outside the school should be identified and supported.
- Students should act as appropriate ambassadors for the school in the community setting. This includes journeys to and from school as well as trips, sporting events and work placements.

## **3. The range and scope of the school's powers (what the law says)**

- Teachers and any paid staff have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for students, such as teaching assistants.

- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students when a student's misbehaviour occurs outside of school for:
  - misbehaviour when the student is:
    - taking part in any school-organised or school-related activity or
    - travelling to or from school or
    - wearing school uniform or
    - in some other way identifiable as a student at the school.
  - or misbehaviour at any time, whether or not the conditions above apply, that:
    - could have repercussions for the orderly running of the school or
    - poses a threat to another student or member of the public or
    - could adversely affect the reputation of the school.
- Teachers have a power to impose detention at break, lunchtime, after school, on an INSET day or at a weekend other than one preceding a half term break (parental consent is not required for detentions).
- Teachers can confiscate students' property.
- Teachers have the power to search without consent for "prohibited items".
- Teachers have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- Schools can place disruptive students in isolation away from other students for a limited period.

#### **4. School Procedures for managing the Climate for Learning (see appendices)**

#### **5. Monitoring and evaluating the effectiveness of the behaviour policy**

- Staff record incidents on SIMS to reward students with House points.
- Staff record incidents on SIMS under the four Ps when giving behaviour points.
- Follow up work conducted by the Student Support Team is also be recorded on SIMS.
- Four Ps Referrals, recorded on SIMS, are used to inform Curriculum Leaders, Heads of House and Student Support Workers about incidents. Paper copies of referrals forms are available for when ICT system problems occur.
- There is a half-termly analysis of the Climate for Learning data by the Deputy Headteacher. This is discussed at SLT meetings and at the termly Governors meeting.

**Prepared Polite Proud Positive**

| <b>Category</b> | <b>House Points</b>  | <b>Behaviour points</b>   |
|-----------------|--|---|
| <b>Prepared</b> | Good homework<br>On time<br>Has correct equipment<br>Hands in homework<br>Handing homework in early<br>Following safety advice including e-safety  | Not having correct equipment<br>Not completing homework/coursework/organiser<br>Late to lesson<br>No PE kit<br>No ingredients   |
| <b>Polite</b>   | Helping and encouraging other students<br>Helping teachers<br>Using good manners<br>Using correct English<br>Showing respect for each other  | Talking out of turn<br>Bullying<br>Racist behaviour<br>Sexist/ sexual bullying<br>Eating in class<br>Unnecessary noise<br>Unacceptable use of electronic equipment<br>Failure to follow staff instructions<br>Physical aggression towards another student<br>Physical aggression towards a member of staff<br>Unsuitable language towards another student<br>Unsuitable language towards a member of staff<br>Making fun of others<br>Interfering with the possessions of another student |
| <b>Proud</b>    | Taking part in school events<br>Wearing uniform properly<br>Volunteering<br>Reading aloud<br>Performing in front of class<br>Good Progress Check   | Not wearing uniform correctly<br>Vandalism<br>Lunchtime misbehaviour<br>Smoking<br>Off site at lunch/ break time  |
| <b>Positive</b> | Good attitude to learning<br>Enthusiastic/optimistic<br>Improved quality of work<br>Answering questions in class<br>High quality work in class<br>Extra contribution to class<br>Showing initiative<br>Joining teams or activities<br>Making healthy eating choices<br>Doing additional work/homework<br>Exceptionally good attitude | Persistently off task/lack of effort<br>Stopping others working<br>Truancy  |

**This is not an exhaustive list**

## Appendix 2

### Classroom management

#### Expectations

Students are expected to follow the guidelines of the Kingsmead learner including the 4P's (see previous page).

Staff will be expected to follow the guidelines for the Kingsmead Teacher (See Staff planner for further details)

Parents and carers are expected to

- work in partnership with staff to ensure good behaviour
- inform staff of any concerns
- respond to concerns raised by members of staff
- ensure students come to school correctly equipped and prepared to work

#### Rewards

It is important that achievement and good behaviour are rewarded. Several examples are by giving praise verbally, awarding House points for good work and sending praise postcards home for sustained or exceptional good work/effort. (See Rewards policy for further information).

#### The Kingsmead Warning System

A system of issuing a warning to students regarding their behaviour in class is used by teaching staff to ensure that students conform to the 4P's.

- A warning should be clearly directed to a student with a reason, eg "John, I am giving you a warning because you were not polite and shouted across the room." A behaviour point should be issued by the teacher.
- Alongside a warning it may be appropriate to move the student to another seat in the classroom.
- After a warning, if the student's behaviour is not acceptable a second time, then they should be removed to another classroom to work with another member of staff. At the end of the lesson they should return with their work to their teacher and their behaviour should be followed up with a Staff Detention (removed from classroom) and be recorded under the four Ps on SIMS.
- If the student refuses to leave the room at the first request, or does not return at the end of the lesson, this should be reported and a school detention will be issued.
- If a student causes any disruption to the class they have been removed to then they should be seen by the Curriculum Leader who should issue a School Detention.

In cases of more severe disruption, the warning system is not appropriate and the member of staff on rota should be contacted to remove the student. The teacher should request support by contacting the Reception desk via the SIMS messaging system (or alternatively, by sending a reliable student to Reception). They should enter the details of the incident / unacceptable behaviour on SIMS. The Student Support Worker should telephone a parent and issue an appropriate sanction taking advice from the member of SLT on rota as appropriate.

Students who are given five behaviour points on SIMS are automatically put into a School Low Level Behaviour Detention.

Students who are removed from a classroom three times and students who receive two School Low Level Behaviour Detentions in the same term are placed in internal exclusion for one day. Following this day, parents and the student are expected to attend a meeting in school with their Head of House prior to return to lessons. This will normally result in a Head of House report.

Staff are reminded that logging an event on SIMS is not a sanction in itself and if further intervention is required a member of rota staff must be informed

## **Removal to another classroom**

Curriculum Leaders should make arrangements and produce a timetable within or across curriculum areas (or neighbouring rooms) so that there is always a room available to send a student to.

- Arrangements could be operated by a single curriculum area or a number of curriculum areas working together.
- This is a short term strategy only and should not be repeated for a further lesson.
- The receiving teacher should have usually no more than one, maybe two students, and should feel able to say that having a student would not be appropriate at that time. The student sits at the back of the classroom to work.
- Curriculum Leaders will ensure that a copy of this timetable is displayed in each classroom in their curriculum area.

## **Students out of classrooms in lesson time**

Students should be in classrooms and engaged in learning activity during lesson times. On the rare occasions when a student needs to leave a classroom the teacher should issue them with a pass in the form of a lanyard which should be worn at all times whilst on the corridor. Before leaving the classroom the student should put their mobile phone in the basket provided on the teacher's desk. It may be collected on return to the room.

## **Fostering Good Classroom Relationships**

It is important that following inappropriate behaviour, students are issued with appropriate sanctions and that, once the sanction is complete, the student is allowed a fresh start.

## Appendix 3

### Guidelines for Sanctions

| Expectation   | Sanction  |
|---|---|
| <p><b>Responding to staff</b><br/>Students are expected to follow staff instruction without debate or comment.</p>                              | <p>Staff to record on SIMS.<br/>Verbal reprimand / Staff Detention issued.<br/>In extreme circumstances internal or external exclusion.</p>   |
| <p><b>Punctuality</b><br/>Students are expected to arrive on time to lessons including Tutor Time.</p>  | <p>Late to P1 or Tutor Time – same day lunchtime detention (LTD) 30 minutes.<br/>Late to period 4, lunchtime detention (LTD) the following day 30 minutes.<br/>Two late to lessons in one week from P2, P3, and P5 – 45 minute after school detention.<br/>Persistent lateness results in Attendance Team meeting/action plan.<br/>(For further information see attendance policy.)</p> |
| <p><b>Movement around the building</b><br/>Students should move around the building in an orderly fashion and with consideration to others.</p> | <p>Staff to record on SIMS.<br/>Staff Detention.</p>  |
| <p><b>Litter</b><br/>Students are expected to put their litter in the bins.</p>   | <p>Staff to record on SIMS<br/>Staff Detention issued.</p>  |
| <p><b>Graffiti on books / walls / other surfaces</b><br/>Students are expected to respect their environment and books.</p>                      | <p>Staff to record on SIMS.<br/>Students to contribute to purchase / repair. Parents informed by subject teacher (books) / Student Support Worker (environment).<br/>In extreme circumstances internal exclusion / external exclusion.</p>  |
| <p><b>Inappropriate language towards a Student / staff member</b><br/>Students are expected to show respect to others.</p>                      | <p>Staff to record on SIMS.<br/>Towards a student – verbal reprimand / Staff Detention for repeat offence.<br/>Towards a member of staff – investigation by Student Support Worker, dealt with by SLT on Rota.<br/>Internal exclusion. External exclusion likely.</p>   |
| <p><b>Off premises</b><br/>Students are expected to stay on site during school for their own safety.</p>  | <p>Staff to record on SIMS.<br/>1<sup>st</sup> offence – letter home, School Detention<br/>2<sup>nd</sup> offence – phone call, letter home, School Detention<br/>3<sup>rd</sup> offence – internal exclusion</p>   |
| <p><b>Fighting</b><br/>Students are expected to respect each other and not physically harm anyone.<br/><br/>(continued)</p>                     | <p>Staff to record on SIMS.<br/>First Aid priority then – investigation by Student Support Worker, initial contact with parents by Student Support Worker, dealt with by SLT on Rota.<br/>Parents informed. Internal exclusion. Possible external exclusion, possible Police involvement.</p>   |
| <p><b>Bullying/Cyber-bullying</b></p>   | <p>Staff to record on SIMS</p>  |

|   |  |
|---|--|
| <p>Students are expected to respect others and not cause any injury / insult.<br/>Students are encouraged to tell.</p>  | <p>Investigation by Student Support Worker, dealt with by SLT on Rota. Parents informed by Student Support Worker.<br/>Progressive sanctions – internal / external exclusion. Possible removal from school.</p>  |
| <p><b>Alcohol</b><br/>Students are expected to abide by the law.</p>  | <p>Staff to record on SIMS<br/>Isolate Student. Seek Student Support Worker / SLT on Rota.<br/>Parents contacted by SLT on Rota. External exclusion likely.</p>  |
| <p><b>Smoking</b><br/>Students are expected to abide by the law. Smoking on the School site is not permitted.</p>   | <p>Staff to record on SIMS<br/>Report to Student Support Worker / SLT on Rota.<br/>Parents contacted by Student Support Worker.<br/>Letter home. School Detention. Internal / external exclusion for repeat offences.</p>  |
| <p><b>Possession of illegal substances or weapons</b><br/>Students are expected to abide by the law.</p>  | <p>The Governing body regards this as a very serious matter requiring a strong sanction. External exclusion - possibly permanent.<br/>Police contacted.</p>  |
| <p><b>Mobile phones / MP3 Players / iPods etc</b><br/>We would prefer that students did NOT bring mobile phone / ipods / MP3 players into School and where students do bring them to School they do so at their own risk. Students should not use their phones / ipods / MP3 players and headphones should not be visible during lesson time or between lessons in any part of the School.<br/><br/>Phones should not be used to take photos or videos in the School.</p> | <p>In the first instance items should be confiscated by the teacher, recorded on SIMS, clearly marked and sent to reception for safe keeping.<br/>1<sup>st</sup> offence – item returned at end of day by SLT<br/>2<sup>nd</sup> offence – item returned at end of day by SLT, SLT detention and phone call home.<br/>3<sup>rd</sup> offence – item returned to parents following telephone conversation between parents and SLT on Rota.<br/>Persistence offence – internal exclusion.<br/><br/>Students will be expected to delete any photos/videos taken in the School in the presence of a member of staff.</p> |
| <p><b>Theft</b><br/>Students are expected to abide by the law, respect other peoples' property and not steal.</p>   | <p>Staff to record on SIMS<br/>Investigation by Student Support Worker, dealt with by SLT on Rota. Parents contacted by SLT on Rota.<br/>Probable external exclusion, possible Police involvement.</p>   |

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|--|---|
| <p><b>Mis-use of ICT</b><br/>Students are expected to use ICT facilities as directed by staff</p>  | <p>Staff to record on SIMS.<br/>Access to un-authorised sites not relevant to learning – verbal warning / Staff Detention.<br/>Persistent offenders – Report to Curriculum Leader<br/>ICT - letter to parents / fixed term internet ban.<br/>Access to unauthorised sites of sexual / violent nature or production of unacceptable material – internal exclusion / external exclusion. Police informed if necessary.<br/>Sharing of passwords – verbal warning / Staff Detention.</p> |
| <p><b>Travelling to and from school</b><br/>All students travelling to and from the School must respect others, be polite, must not drop litter and obey the law. They should always behave, cross roads sensibly and travel by a safe route.</p>  | <p>Sanctions will be applied in line with the offence as listed above for incidents occurring when travelling to and from the School.</p>   |
| <p><b>Use of matches / lighters</b><br/>Students should not bring matches and lighters onto the school site.</p>   | <p>Any matches or lighters will be confiscated and not returned. Staff to record on SIMS.<br/>If matches or lighter is used - School Detention issued.<br/>If used in a dangerous or threatening manner - internal exclusion, external exclusion likely.</p>  |
| <p><b>False allegations against staff</b><br/>Students are expected to behave responsibly and not to deflect attention from themselves through false accusations against others. Allegations against members of staff are taken seriously and must be reported to the Headteacher immediately.</p> | <p>If, following investigation carried out by a member of SLT under the direction of the Headteacher, a student is found to have made a false allegation against a member of staff then a fixed term exclusion is likely.</p>   |
| <p><b>Truancy (lesson / session)</b><br/>Students are expected to be on the School site and in lessons / registration unless they have signed out.</p>   | <p>Attendance Team contact home and issue a subject detention or a lunchtime detention.</p>   |
| <p><b>Truancy (whole day)</b><br/>Students are expected to be on the School site and in lessons / registration unless parents have chosen not to send them for a legitimate reason.<br/>Letters Home.<br/>Meet with parents.<br/>Attendance action plan.</p>                                       | <p>Attendance Team contact home and issue an SLT detention to make up time.</p>   |

## Appendix 4

### School Detention System

|   |  |
|---|--|
| <p><b>Lunchtime Detention (15 min)</b><br/>12.20-12.35pm set and supervised by Class Teacher/Learning Tutor. Students expected to complete set work.</p>  | <p><b><u>Failure to attend/behave appropriately:</u></b><br/>Class Teacher / Learning Tutor to investigate reason for absence and arrange Staff Detention if no acceptable reason given. Otherwise rearrange detention.</p>  |
| <p><b>Lunchtime Late Detention (30 min)</b><br/>12.20-12.50pm supervised by the attendance team.</p>  | <p><b><u>Failure to attend/behave appropriately:</u></b><br/>Attendance team to investigate reason for absence and arrange Detention if no acceptable reason given. Otherwise rearrange detention. Escalate to SLT detention.</p>  |
| <p><b>Staff Detention (30 min)</b><br/>3.00-3.30pm set and supervised by Class Teacher/Learning Tutor. Students expected to complete set work.</p>  | <p><b><u>Failure to attend/behave appropriately:</u></b><br/>Class Teacher / Learning Tutor to investigate reason for absence - telephone parents and refer to Curriculum Leader if no acceptable reason given. Curriculum Leader to record on SIMS and arrange Curriculum Area Detention (or School Detention for out of class behaviour). Otherwise rearrange detention.</p> |
| <p><b>Curriculum Area Detention (40 min)</b><br/>3.00-3.40pm set and supervised by Curriculum Leader. Students expected to complete set work.</p>   | <p><b><u>Failure to attend/behave appropriately:</u></b><br/>Curriculum Leader to investigate reason for absence - record on SIMS, arrange School Detention and telephone parents if no acceptable reason given. Otherwise rearrange detention.</p>  |
| <p><b>School Detention / School Late Detention (45 min)</b><br/>3.00-3.45pm set automatically and supervised by staff on duty. Students expected to complete set work.</p>  | <p><b><u>Failure to attend/behave appropriately:</u></b><br/>Senior Leader to investigate reason for absence - record on SIMS, refer for SLT Detention and telephone parents if no acceptable reason given. Otherwise rearrange detention.</p>   |
| <p><b>School Low Level Behaviour Detention / School Late Detention (45 min)</b><br/>3.00-3.45pm set automatically and supervised by SLT. Students expected to complete set work or complete community service, eg. removing litter.</p> | <p><b><u>Failure to attend/behave appropriately:</u></b><br/>SLT to investigate reason for absence - record on SIMS, refer for SLT Detention and telephone parents if no acceptable reason given. Otherwise rearrange detention.</p>   |
| <p><b>SLT Detention (60 min)</b><br/>3.00-4.00pm set and supervised by SLT. Students expected to complete set work or complete community service, eg. removing litter.</p>  | <p><b><u>Failure to attend/behave appropriately:</u></b><br/>SLT to investigate reason for absence - record on SIMS and telephone parents if no acceptable reason given. Likely internal exclusion. Otherwise rearrange detention.</p>   |

## 1. Lunchtime Detention

- This should be issued using the Student Planner. It is the student's responsibility to inform their parent about the detention. The detention can be for the next lunchtime which is convenient for the member of staff issuing the detention.
- Lunchtime Detention should last for 15 minutes.

## 2. Lunchtime Late Detention

- This should be issued using a paper slip. The detention will be for the next lunchtime during which Lunchtime Late Detention is running.
- Lunchtime Detention should last for 30 minutes.
- Attendance team to text parents to inform them they are late. Attendance team to log on SIMS.

## 3. Staff Detention

- This should be issued using the Student Planner. It is the student's responsibility to inform their parent about the detention. The detention can be for the following day or the next day which is convenient for the member of staff issuing the detention.
- Staff Detention should last for 30 minutes.

## 4. Curriculum Area Detention

- The Curriculum Leader will organise a detention rota to take place after school.
- This should be issued using the Student Planner. It is the student's responsibility to inform their parent about the detention.
- Curriculum Area Detention should last for 40 minutes.

## 5. School Late Detention (See Attendance Policy)

- These should take place when a student has 2 or more lates in a week from P2, P3 and P5.
- The Administrative Assistant (First Aid) will provide a list of lates to the staff on duty/Heads of House so that they can be monitored.
- School Late detentions will take place after school on Wednesday.
- This should be issued using the SIMS system. A letter is sent home to inform their parent about the detention.
- School Late Detention should last for 45 minutes.

## 6. School Detention

- The School Detention, run by a rota of staff, is used for **extreme or persistent offences**.
- Students should be referred to this detention via the Curriculum Leader, Head of House or Senior Leadership Team.
- It will take place will take place after school on Wednesday.
- This should be issued using the SIMS system. A letter is sent home to inform their parent about the detention. The member of staff issuing the detention should speak to the student to inform them about it.
- School Detention should last for 45 minutes.

## 7. School Low Level Behaviour Detention

School Low Level Behaviour Detentions are run as required by a senior member of staff on nights to suit need. These are for 45 minutes duration. Parents will be notified of this detention by a letter. This detention is for receiving a multiple of five behaviour points in one term.

## **8. SLT Detention (1 Hour)**

SLT Detentions are run as required by a senior member of staff on nights to suit need. These are for one hour duration. Parents will be notified of this detention by a letter. This detention is for grave offences, such as abuse, violence, vandalism, persistent failure to attend a school detention etc.

**Missing Detention.** If a student fails to attend a detention (at any level) then they will be collected during tutor time the following day and returned to the member of staff who set the detention. The member of staff will speak to the student and decide how to proceed (see table on P10).

If a student has missed a detention, this must be reported to Admin Assistant (Behaviour & Communication) by 9.00 a.m.

### **Activities during detention**

The activity undertaken by a student in Lunchtime, Staff or Curriculum Area Detention should be completion of additional or missed work. Writing lines is not an appropriate sanction. It may be appropriate for staff to talk further with a student about the behaviour that led to the sanction in order to enable the student to better understand the reason why their behaviour was inappropriate and to ensure the continued good relationship between the teacher and the student. In all after school detentions, students may be expected to complete additional work, a task which involves reflection on the behaviour that led to the sanction or community service under the direction of a senior member of staff.

## Appendix 5

### Monitoring of Behaviour

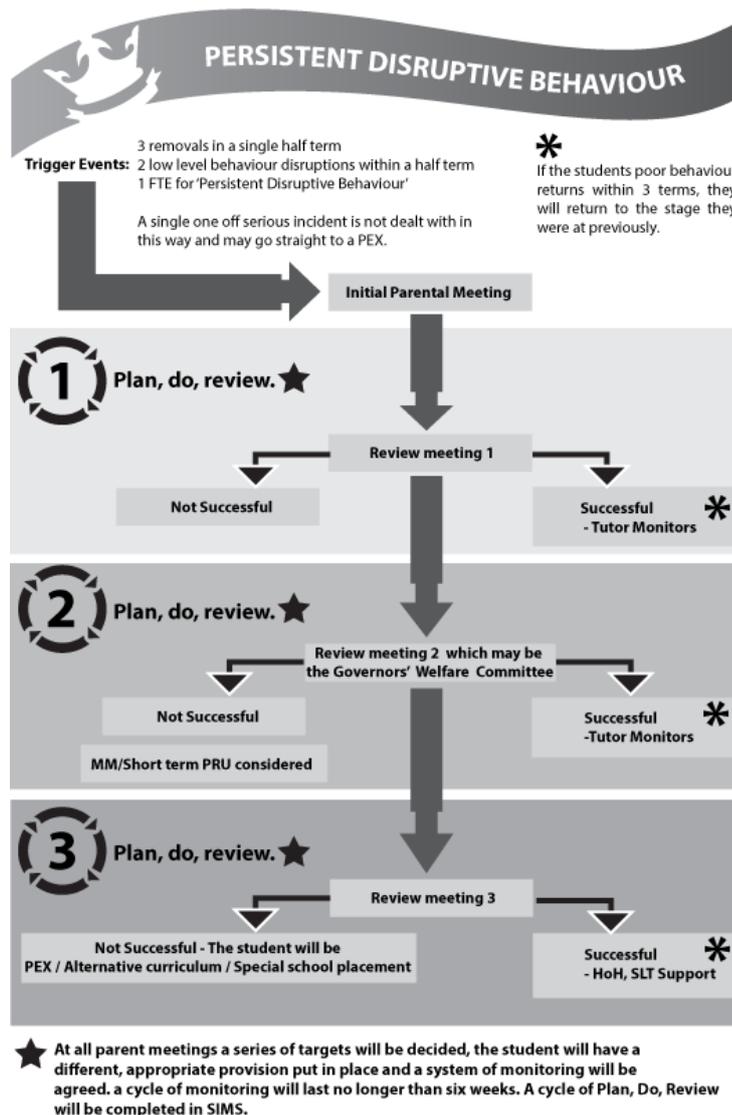
Head of House and SLT will instigate cycles of plan, do review with students who are displaying persistent disruptive behaviour. (The flow diagram below outlines this process).

This will involve a member of school staff meeting with the parent and student and agreeing SMART targets for the student to achieve. The member of school staff will have already identified appropriate support that can be put in place to support this process. The member of school staff will also agree with parents and student how this will be monitored and what the sanctions/rewards will be.

The member of staff must complete the appropriate paperwork in the meeting and all 3 persons must sign the documents.

The member of staff will also complete a cycle of plan to review paperwork (see SEN Policy for further details).

It is important that in every meeting, regardless of whether it is cycle 1, 2 or 3 the parents and students are clear that they will be permanently excluded if they reach the end of cycle 3 and do not improve.



## Appendix 6

### Exclusions

There are four forms of exclusion:

**Internal Exclusion at Kingsmead** (up to 3 days) – This is a supervised period in the Exclusion Room including break and lunchtime. Parents informed by letter. Work is provided by subject teachers.

**Internal Exclusion at another school** (up to 3 days) – This is a supervised period in the Exclusion Room at another school including break and lunchtime. Parents contacted by phone by SLT on rota. Work is provided by subject teachers. Repeat internal exclusion - Head of House to contact parents and seek a meeting to discuss student's behaviour.

**Fixed Term External Exclusion** (up to 5 days) – This is a period for which the student is kept at home and is not permitted to attend School. Parents contacted by phone by SLT on rota. Return to School is through a meeting with senior staff which parents and the student are required to attend before re-admittance to normal lessons. Work is provided by subject teachers.

**Permanent Exclusion from the School** – This is the final sanction available to the Headteacher and the student does not return to the School. Parents contacted by Headteacher. Work is provided by subject teachers for the first five days.

## Appendix 7

### Corridor Supervision

The supervision of the school corridors during the changeover of lessons is an important aspect of the maintenance of good order in the school. A positive staff presence on the corridors can ensure calm and orderly movement around the building, a positive start to lessons and provides opportunities to enhance the student teacher rapport. Working together as a team in this task will help to ensure its effectiveness.

Therefore, teachers are asked to

- supervise the exit of students from lessons at the door of their classrooms.
- ensure that the students behave appropriately on leaving or passing the room.
- supervise the corridor immediately outside the classroom until lessons begin and welcome students waiting for their lesson into the classroom promptly.

## Appendix 8

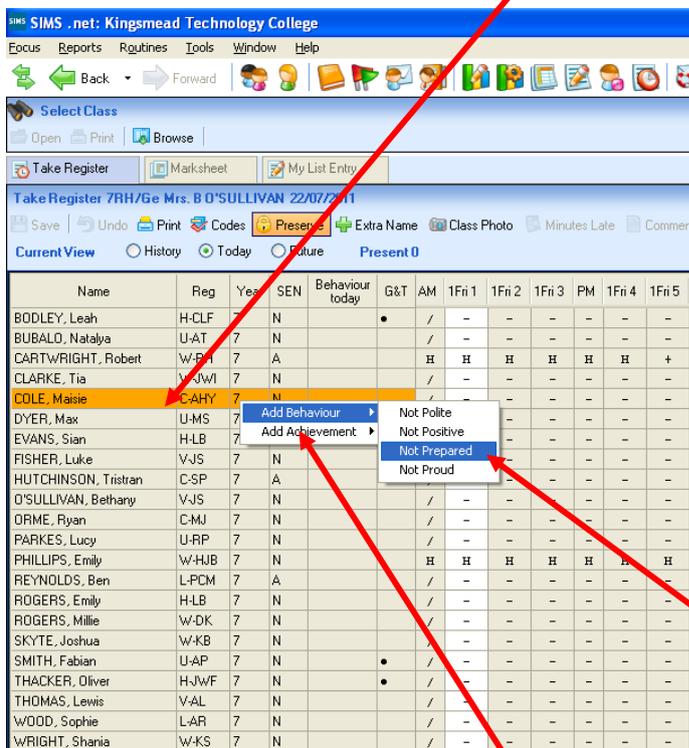
### **Guidelines for Students in the Exclusion Room**

- All referrals to the Exclusion Room must be via a member of the Leadership Team.
- Students must complete work provided by staff (or from the work bank) to a satisfactory standard.
- Hand in phones/electronic equipment at the start of the session (into the plastic box) which will be returned at the end of the session.
- If poor behaviour is exhibited by any student in the Exclusion Room this will be referred for further sanctions. This will normally be an internal isolation (offsite) or fixed term exclusion.
- There should be no talking and students should be focussed on their work.
- A register will be kept by the Student Support Team and passed to the attendance team.
- Students in the Exclusion Room will have an early lunch and take toilet breaks outside the usual break time.

# Appendix 9 Recording behaviour incidents

## Recording 1pt Behaviour Incidents

1. On your register highlight the student(s) you want to record a 'behaviour incident' for (press and hold Ctrl to select multiple students). **Right-click on one of the highlighted students.**

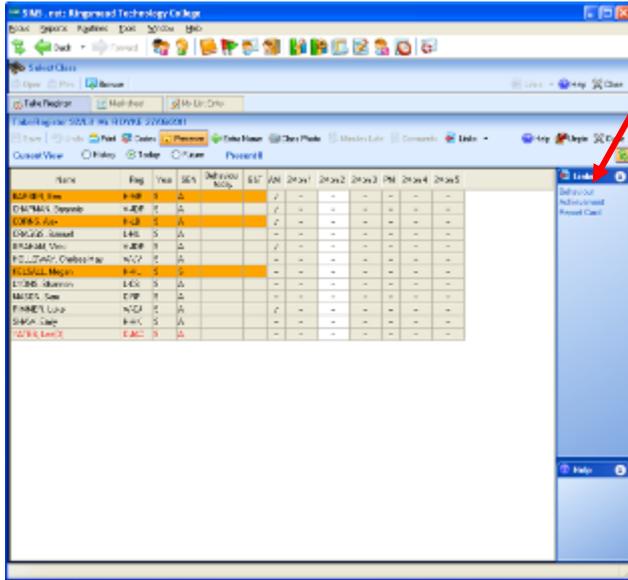


2. Once you have right-click select '**Add Behaviour**' and select the **type of Behaviour** you want to add (each one is only worth 1 behaviour point).
3. After a short period of time you will receive a confirmation message to say the achievement has been recorded successfully. Press **OK**.

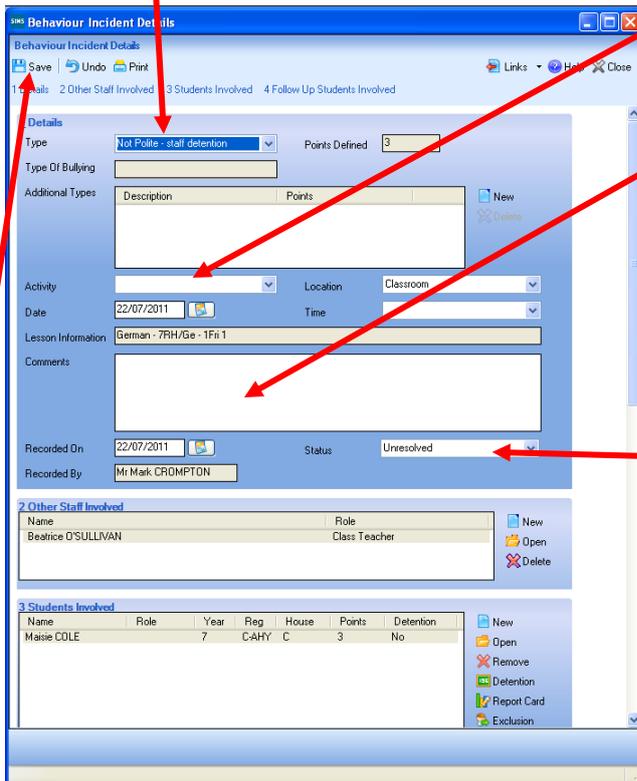


## Recording Behaviour with more than 1pt or issuing a detention

1. On your register highlight the student(s) you want to record a positive behaviour incident for (press and hold Ctrl to select multiple students). Then click '**Behaviour**'



2. Use the '**Type**' dropdown and highlight one category – Positive, Proud etc. The points section will be completed automatically and **cannot be changed**. Use the '**Activity**' to provide more detail. This is the minimum needed.



You can provide additional information by entering some '**comments**'

**The following information is recorded automatically;**

- Student name
- Date
- Teacher name
- Lesson information (subject, period)

Do not leave as unresolved and expect someone to pick event up. If it needs repeating then please pass on to the person on duty or Student Support.

3. If you have selected a **type** that is suffixed with **detention** you will need to complete the following actions:
  - a. **Staff, Lunchtime and Curriculum detentions** – these need to be written on the right page in the student planner.
  - b. **School Detention** – only to be completed by HoH/Curriculum Leader and detail emailed to Linda Runham in order for a letter to be sent home.
4. Press **Save**

## Appendix 10

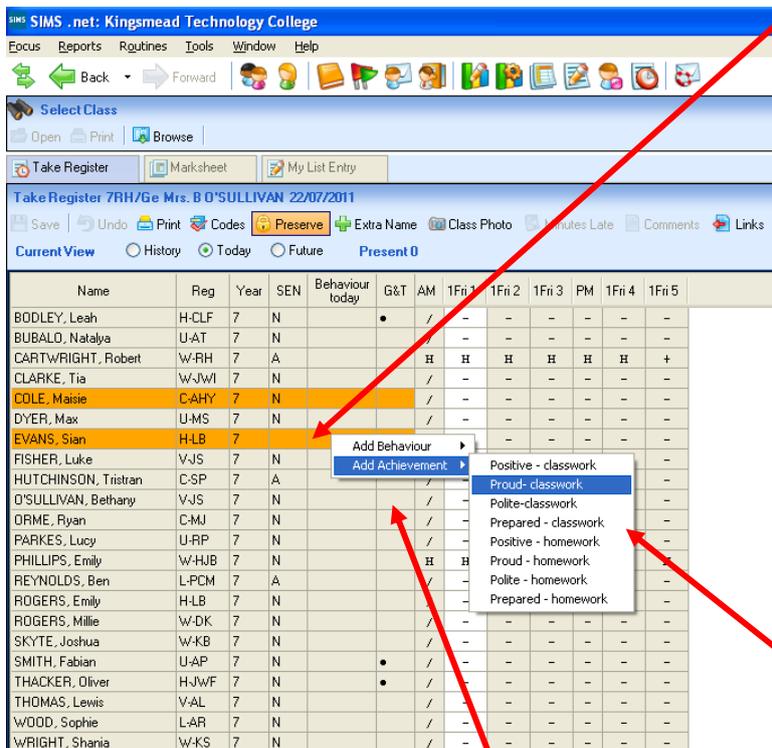
## Rewards – Awarding House Points

### Our rewards system (SIMS & VIVO)

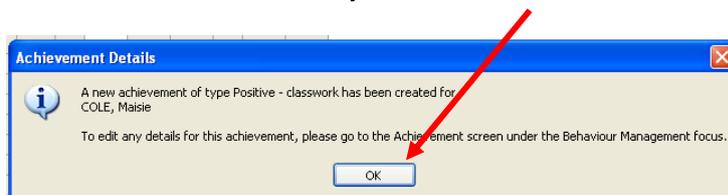
All information regarding students' achievements and rewards is recorded in SIMS.net and published nightly to our online reward system VIVO. (<http://www.vivomiles.com>). Students then access the VIVO website to view their rewards and trade them in for a range of products, from pens to cinemas vouchers.

### Recording 1pt Achievements

1. On your register highlight the student(s) you want to record a positive behaviour incident for (press and hold Ctrl to select multiple students). **Right-click on one of the highlighted students.**

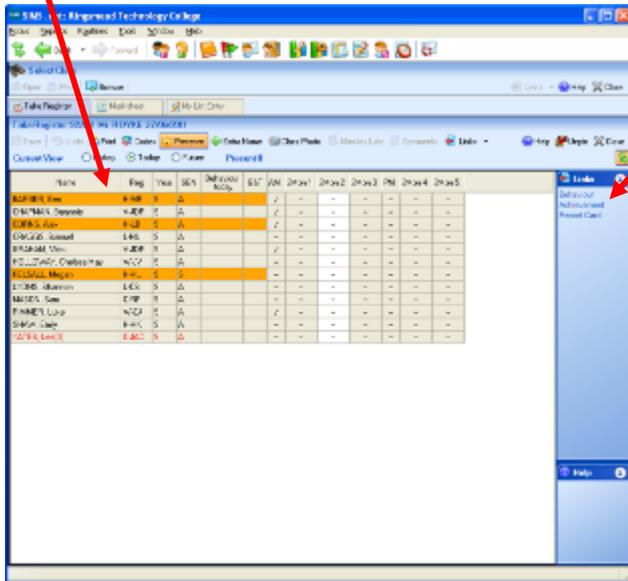


2. Once you have right-click select '**Add Achievement**' and select the **type of Achievement** you want to add (each one is only worth 1 achievement point).
3. After a short period of time you will receive a confirmation message to say the achievement has been recorded successfully. Press **OK**.

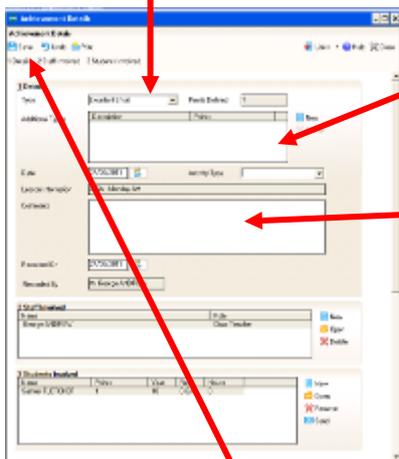


## Recording Achievement with more than 1pt

1. On your register highlight the student(s) you want to record a positive behaviour incident for (press and hold Ctrl to select multiple students). Then click '**Achievement**'



2. Use the '**Type**' dropdown and highlight one category – Positive, Proud etc. The points section will be completed automatically and **cannot be changed**. Use the '**Activity**' to provide more detail. This is the minimum needed.



You can provide additional information by entering some '**comments**'

**The following information is recorded automatically;**

- Student name
- Date
- Teacher name
- Lesson information (subject, period)

3. When completed '**Save**' the incident.