



## Behaviour Policy

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Status	Recommended
Audience	Governors, Head teachers, Teachers, Parents, Students
Issued	February, 2021
Reviewed	

## THE PRESCOT SCHOOL BEHAVIOUR POLICY

Policy Approved: February 2021
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### **PRINCIPLES OF THIS POLICY**

The aim of this policy is to ensure that school offers a safe, positive and caring environment in which all children have the opportunity to achieve to the very highest standard. The policy aims to ensure absolute clarity about the expected standard of students' behaviour through applying a consistent approach to behaviour management whilst having a regard for individual students SEMH and SEND needs.

#### **1. Rationale**

For our pupils to progress academically, socially, morally, spiritually and culturally then a climate that promotes a positive climate for learning is vital. All stakeholders have clearly defined roles and a shared responsibility to provide a safe environment where positive relationships foster mutual respect and tolerance, and students' engagement in learning is exceptional.

#### **2. Statement of Intent**

- The policy applies to all adults including volunteers working in or on behalf of the school and all students on roll at school.
- The Governors and Principal will decide the standard of behaviour expected of students at The Prescott School. They will also determine the school rules and any disciplinary penalties for breaking the rules.
- To create a safe and engaging environment that allows students' progression in all aspects of school life.
- Provides a framework on which all members of staff can consistently regulate student conduct.
- As part of our ethos, School encourages students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of communities different to their own reflecting life in modern Britain. It also fosters respect for public institutions including civil and criminal law.

#### **School Commitment**

- All adults are to use restorative approaches in their dealings with behaviour issues with pupils. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: **'Ready, Respectful, and Safe.'**

- This School is committed to the safeguarding and welfare of all students with particular consideration to a students' individual needs including vulnerable students and those who have a special educational need or disability (SEND).
- Promoting self-discipline and proper regard for authority whilst encouraging good behaviour and respect for others preventing all forms of bullying amongst students.
- The school's teachers and other staff members have powers to discipline that extend beyond the school site and apply when students are not at school, whether or not they are in the charge of a member of staff.
- Students who are meeting the high standards of behaviour at The Prescott School will be rewarded appropriately.
- Students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction will be issued with appropriate sanctions.
- Where students are having difficulty meeting the required standards appropriate coordinated support and intervention will be considered.
- To maximise the potential for all students The Prescott School recognises the importance of positive relationships between the school, our pupils and their parents/carers.

## **CREATING A SAFE AND ENGAGING CLIMATE FOR LEARNING**

**The school has 3 simple rules 'Be Ready, Be Respectful and Be Safe'**

**We expect all staff to follow the policy and use the following.**

- Consistent and calm approach
- First attention to best conduct
- Relentless routines
- Restorative follow-up

Staff should follow the principles that there are no 'bad' students, just 'bad choices' and therefore encourage students to recognise that they can and should make 'good' choices.

Staff are expected to:

- recognise and model behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention and modelling by staff

## **STUDENTS ARE EXPECTED TO**

### **Be Ready**

- Wear correct uniform and be smart at all times, following guidelines on makeup and jewellery.

- Attend school and lessons regularly and on time
- Be ready to learn, bring the correct equipment for all your lessons
- Meet deadlines for class work, controlled assignment, and home based learning.
- Have a positive attitude and high expectations of yourself.

### **Be Respectful**

- Speak respectfully to your peers and adults in school.
- Use good manners and be polite to others.
- Always sit where you are asked to sit in the class seating plan.
- Listen carefully when a teacher or another student is talking.
- Listen carefully to information and instructions at all times.
- Do not disrupt the learning that is taking place, work with others without distracting.
- Manage your own behaviour outside of lessons.
- Keep the school tidy and free from litter and graffiti
- Care for their own and other people's property.
- Eat lunch in the designated areas.

### **Be Safe**

- Act in way to keep yourself and others safe behave safely towards staff and students
- Conduct yourselves safely in school, on line and outside of school
- Do not run inside school
- Walk on the left
- Do all you can to promote equality and fairness
- Act as a positive role model – be kind, be caring, be considerate
- No physical contact
- Think before you speak or send messages or emails.
- No mobile phones must be used/or seen on the school site- at all times

### **There is a clear expectation that students will not:**

- Bully, intimidate or discriminate against any person.
- Use their mobile phone nor any other personal electronic equipment for the duration of the school day.
- Eat or chew during lessons (chewing gum is not allowed in school).
- Bring the school into disrepute.
- Bring banned items on site or possess prohibited items (See section 8.10)
- Sell confectionary, drinks or snacks to other students unless at school organised events e.g. Charity fund raising Days

## **REWARDS**

Rewards are a celebration of both conduct and achievement and should be used as incentives to encourage a culture of success and raise self-esteem. They should be an integral part of school activities both outside and inside the classroom.

Some examples of rewards that can be used are:

- Verbal praise.
- Recording positive behaviour on ClassCharts which accrue rewards points which can be saved or spent in the rewards shop.
- Positive written comments in books.
- Stickers.
- Postcards home.
- Telephone calls home.
- Letters/e-mails home.
- Student of the Week/Class awards.
- Certificates.
- Positive comments in planners.
- Gift vouchers.
- Extra-curricular trips.
- Mention in newsletters.
- Press coverage.
- One-to-One positive discussion with staff/Progress Co-ordinator (PC).
- Celebration Assembly draws – attendance, behaviour and punctuality.
- Form attendance awards

## **SANCTIONS**

Teachers and other staff members can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a sanction on that student.

To be lawful, the sanction (including detentions) must satisfy the following three conditions:

- i) The decision to sanction a student must be made by a paid member of school staff or a member of staff authorised by the Principal.
- ii) The decision to sanction the student and the sanction itself must take place on the school premises or while the student is under the charge of a member of staff; and
- iii) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and must be reasonable in all the circumstances.

- A sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspectors Act 2006 says the penalty must be reasonable in all circumstances and that account must be taken of the students' age, any special educational needs or disability they may have, and any religious requirements affecting them.
- The Principal may extend the power to discipline to adult volunteers.
- Corporal punishment is illegal in all circumstances.
- School will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools safeguarding policy. School will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point the school will consider appropriate coordinated interventions.

**Sanctions available that can be applied by class teacher are:**

- Confiscation of banned items, e.g. mobile phone
- Quiet Individual word by the teacher.
- Warnings given.
- Recording of negative behaviour on class charts.
- Moved place within the classroom.
- Exit from class for persistent disruptive behaviour.
- Break/Lunch/after school detention
- Phone call home.
- Letter/e-mail home.
- Red card called

**Sanctions available that can be applied by Head of Department/Head of Year**

- Departmental/Pastoral after school detentions.
- Senior detention.
- Red card (SLT)
- Internal isolation.
- Faculty/Department report.
- Form Report.
- Subject behaviour Report.
- HOY behaviour report

**Sanctions available that can be applied by SLT in conjunction with Head of Year action.**

- Individual Behaviour Plan (IBP).
- Governors Behaviour Panel (GBP).
- Internal exclusion (In referral area).

### **Sanctions available that can be applied by Principle/Head of School**

- Exclusion from school (fixed term).
- Alternative provision including short term placements.
- Managed move to another School.
- Exclusion from school (permanent).

This list is not meant to be a structure for escalation as the sanction applied needs to be proportionate to the behaviour displayed and considered in context of the student (e.g. age, SEND, safeguarding etc.)

To maintain consistency and ensure appropriate sanctions are applied an accurate account of the facts will be gathered and students may be placed in isolation whilst incidents are being investigated.

Support and Intervention as part of a graduated response to poor behaviour for those pupils who may require additional support and intervention to modify behaviour.

Some examples are:

- Nurture group
- Social Skills
- Mentoring
- Counselling
- Mediation
- Placed on report
- Anger management
- Regular meetings with students and parents
- Cognitive Behavioural Therapy (CBT)
- Group behaviour management
- Individual Behaviour Plan (IBP)
- Governor Behaviour Panel meetings
- 1-2-1 behaviour mentoring/counselling
- Pastoral support plan (PSP)
- Outside agencies e.g. drug and alcohol abuse
- Personalised effective strategies for specific students shared amongst staff
- Students placed with a curriculum leader when supply staff take the lesson
- Flexible curriculum
- Removal from supply lessons
- Referral to SENDCO for further assessments
- Assessment by Educational Psychologist
- Provision of a Key Worker
- Placed on the Alternative Provision/Work Placement Programme

## **Mobile Phones**

**The use of mobile phones is not allowed at The Prescott School** – however, it is understood that some students may carry them so that they can contact home after school. In this case the phone must be **switched off throughout the school day** including break and lunch time and **kept out of sight at all times**. If parents wish to contact their child during the day, then they should phone school and a message will be passed to their child.

If a phone is seen or heard it will be **confiscated, taken to the school office, recorded, locked away and returned to a parent or other responsible adult at the end of the day.**

This protocol has become necessary due to problems arising from widespread use of mobile phones in schools throughout the country. These have included the spreading of illegally taken images, illegal videoing and cyber-bullying. These can cause great distress in addition to the obvious interruption to teaching and learning.

## **Roles and responsibilities**

### **Governing Body**

- Promote our school values of **READY, RESPECTFUL AND SAFE.**
- Support the behaviour for learning policy and actively participate in policy reviews.
- To ensure that the behaviour for learning policy must regard the safeguarding and promote the welfare of students. (Section 175 Education Act 2002), (paragraph 7 of schedule 1 to the Education Regulations 2010).
- Ensure, through liaison with the Principal and senior staff, that all staff implement the school's behaviour for learning policy in a consistent and fair manner.
- Liaise with the SLT Behaviour Lead and support and challenge SLT at appropriate meetings including 'critical friend' meetings.
- Develop and maintain an awareness of the possible reasons for poor behaviour.
- Hold/Lead Exclusion reviews and appeals meetings.
- Hold/Lead Governor Behaviour panel meetings.

### **Principal/Head of School**

- Defines the expected standards of behaviour in school.
- Promote our school values of **READY, RESPECTFUL, SAFE.**
- Promote good behaviour, self-discipline and respect and prevent bullying.
- Establish and maintain a disciplinary procedure for students who break the rules.
- Set out the disciplinary action that will be taken against students who are found to have made malicious accusations against school staff.



- Support all staff (teaching and non-teaching) to implement the schools' behaviour for learning policy in a consistent and fair manner, including the use of rewards and sanctions.
- Take appropriate and proportionate steps to ensure student welfare and to maintain positive behaviour and a climate conducive to learning. This may include the decision to exclude students from school when necessary.
- Publicise the behaviour for learning policy to stakeholders once a year on website.

## **SLT**

- To support the Principal to implement the Behaviour for Learning Policy.
- Promote our school values of **READY REPECTFUL AND SAFE**.
- Lead on aspects of the disciplinary procedure for students who break the rules.
- Support all staff (teaching and non-teaching) to implement the schools' Behaviour for Learning Policy in a consistent and fair manner, including the use of rewards and sanctions.
- To provide appropriate professional development opportunities and support for staff to ensure they are best placed to manage behaviour within school.
- Take appropriate and proportionate steps to ensure student welfare and to maintain positive behaviour and a climate conducive to learning.
- Take an active role in supporting middle leaders in maintaining a positive learning environment.

## **Faculty/Department Leaders and Head of Year (Middle Leaders)**

- Promote our school values of **READY, RESPECTFUL, SAFE**
- Support departmental/pastoral teams to implement the schools' Behaviour for Learning Policy in a consistent and fair manner, including the use of rewards and sanctions.
- To ensure teachers and form tutors record both positive and negative behaviours on class charts.
- Have an overall responsibility for monitoring the behaviour of students (including groups of learners including PP, SEND, and CIC etc.) within their area of responsibility and providing analysis to identify areas for potential intervention.
- Head of Year to take an active role in coordinating and monitoring interventions for students who consistently display poor behaviour in multiple departmental areas.
- Departmental leaders to take an active role in coordinating and monitoring interventions for students who consistently display poor behaviour.
- To liaise with both internal support teams and external agencies to coordinate intervention.
- Heads of Year to make rewarding positive behaviour a priority in Celebration Assemblies.

## **Teaching Staff**

To create a classroom atmosphere conducive to hard work and good behaviour therefore facilitating the progression of all students, teachers will consistently:

- Promote our school values of **READY, RESPECTFUL, SAFE**.
- Implement the Behaviour for Learning Policy and use the Staff Behaviour Checklist.
- Have high expectations of students and establish clear boundaries.
- Model positive/correct behaviour.
- Use the language of 'choice' when challenging students whose behaviour has been unacceptable.
- Separate the conduct from the student (it's the conduct that is unacceptable not the child).
- Display student behaviour checklist in classrooms.
- Encourage positive relationships that foster mutual respect and tolerance.
- Provide students with well planned, stimulating and challenging lessons.
- Use planned early intervention with students experiencing difficulty.
- Take every opportunity to praise and celebrate success whilst being firm but fair with students who do not meet school expectations.
- Establish effective communication with parents at the earliest opportunity to provide coordinated interventions that modify poor student behaviour.
- Be aware of students' individual needs, and adopt an approach which is firm, fair and supportive.
- Avoid conflict by using de-escalation and deflection techniques.
- Take part in mediation with students if necessary and be prepared to give students a fresh start – repair relationships.
- Record incidents of poor behaviour and positive behaviour on class charts.
- To engage in appropriate professional development opportunities to ensure they are best placed to manage behaviour within school.

## **Non-Teaching Staff**

- Promote our school values of **READY, RESPECTFUL, SAFE**
- Implement the schools' Behaviour for Learning Policy in a consistent and fair manner, including the use of rewards and sanctions.
- Have high expectations of students and establish clear boundaries.
- Model positive/correct behaviour.
- Use the language of 'choice' when challenging students whose behaviour has been unacceptable.
- Separate the conduct from the student (it's the conduct that is unacceptable not the child).
- Take every opportunity to praise and celebrate success whilst being firm but fair with students who do not meet school expectations.
- Be aware of students' individual needs, and adopt an approach which is firm, fair and supportive.
- Avoid conflict by using de-escalation and deflection techniques.

- Take part in mediation with students if necessary and be prepared to give students a fresh start – repair relationships.
- Use planned early intervention with students experiencing difficulty.
- Attend training to ensure up to date with current thinking re individual behavioural needs.

**Students will be taught to and so can be expected to:**

- Adhere to and promote our school values of READY, RESPECTFUL, SAFE.
- Recognise the need for a Schools behaviour for Learning Policy and accept their role in ensuring they contribute to a climate that is conducive to learning.
- Understand and accept the definitions of good and unacceptable behaviour.
- Make the right choices for their own behaviour and accept the consequences of their choices.
- Treat staff and each other with the respect and dignity they would expect for themselves.
- Understand that the use of abusive language is completely unacceptable.
- Understand that aggression or physical violence is completely unacceptable.
- Follow school rules and expectations.

**Parents/Carers will be expected to:**

- Support our school values of READY, RESPECTFUL, SAFE.
- Support the schools ethos and Behaviour for Learning Policy.
- Support the school protocol on the use of mobile phones.
- Support proportionate sanctions applied by the school in relation to the behaviour of their child.
- Ask for support from school or other agencies when required.
- Liaise with school staff when their child's behaviour becomes a concern.
- Ensure that their child meets the required standards in terms of their uniform, hairstyle, jewellery and equipment. (See website)
- Attend parent consultations/meetings with regards to their child's behaviour and/or progress.
- Take an active role in the report monitoring process by reviewing the progress of their child daily should they be on any form of report.

**Positive Learning Environment - Behaviour Management** (Staff and Governors)

**Classroom strategies for dealing with low level disruption include:**

- Use the language of 'choice'.
- Quiet individual intervention – be supportive and corrective.
- Verbal warning and reprimand.
- Name, two ticks on board.
- Follow through with appropriate sanctions and use professional judgement.
- The rearrangement of seating in order to separate the student causing concern from their peers

- Detaining at break or lunchtime. The maximum time should be 10 minutes at break and fifteen minutes at lunchtime. The occasion should be used constructively.
- After school detentions in the first instance should be **20 mins** in length.
- After school detention requires 24 hours' notice, but does not require permission from parents (see 8.1.1).

## Curriculum assistance

In some cases assistance could be sought from other members of the department, particularly the Curriculum Leaders.

- Contact with home should be made as soon as possible for students causing a concern
- Departmental isolation - When it is necessary to isolate one (or possibly more) student who could work temporarily with another group.
- When there is a recurrent problem with a particular student, such as lack of equipment or failure to complete homework, then support from a curriculum leader should be sought.
- Students who are continuing to cause behavioural problems could work with an alternative member of staff for a period of time.
- Subject reports should be utilised to accurately monitor student behaviour and inform future interventions.
- Investigate further support in applying the appropriate intervention.
- If faculty interventions are ineffective then support of the Progress Coordinator should be sought.
- PERSISTENT DISRUPTION in a lesson could result in an exit to another member of the department, this must be recorded on ClassCharts and a department detention of 20 minutes given.

## Classroom Teachers should use the red card system when:

- The behaviour of one or more students is seriously disrupting the work of others, or becoming a danger to other students.
- They feel threatened by a situation that they are unable to control.
- A student verbally abuses or threatens them.
- There is a health and safety risk that they are unable to deal with.
- The student is in breach of the mobile phone policy and is refusing to have their phone confiscated.
- The student refuses to follow the internal referral system.
- The behaviour of the student in internal exclusion room is unacceptable and continues to disturb the learning of others.

**FORM TUTORS should:**

- Follow the standards protocol by: Checking equipment – pen, pencil, ruler, planner and uniform daily.
- Be kept informed of referral incidents through class charts and monitor their tutees.
- Be kept informed about the behaviour of members of their form through incident records.
- Be informed about good and improved behaviour.
- Use the system of form tutor reports when appropriate.
- Contact parents at an early stage when a student's behaviour is giving cause for concern (also about hairstyles/facial piercings and uniform, and minor bullying/name calling).

**1. Behavioural concerns should be referred to Heads of Year when:**

- A classroom teacher and the Head of Department have not been successful in their efforts.
- A form tutor feels they need help and advice when dealing with a particular student.
- Poor behaviour is displayed by a student across multiple subject areas.
- A senior or middle manager has dealt with an on-call situation, and feels that the incident was sufficiently serious to need follow-up by the Head of Year.
- A severe case of bullying is reported by a student or a parent.

**2. Behavioural incidents should be referred to a member of SLT when:**

- There is serious and continuous bullying that has not been resolved by the HOY.
- When all other forms of support and sanctions have been tried, but with no success.
- When there is immediate physical danger to student and/or staff.
- When there is extreme or persistent rudeness to teachers.
- When a student will not leave a room after being requested to do so.
- When a member of staff requires further advice/support beyond that of a Head of Year or Curriculum leader.

**3. Procedures for students who do not meet expected standards of behaviour**

All incidents should be recorded accurately in class charts in the first instance by the member of staff involved in the incident.

**4. Classroom Behaviour Management Procedure**

- Staff should use a variety of classroom management behaviour strategies including a system of warnings/chances to allow a student to correct their behaviour e.g. names on the board, ticks, verbal warnings, temporary removal from seat or classroom etc.

- An exit from class could be used if the above sanctions do not work **this must be followed by a 20 minute detention arranged by the class teacher**
- A break, lunchtime and up to a 20 minute detention can be actioned by the member of staff at this stage
- Red card should be used should the poor behaviour continue to escalate. This should be followed by a 60 min detention.

## 5. Detentions Procedure

Teachers have legal powers to put students on detention and parental consent is not required for detentions.

- A break or lunchtime detention has to be supervised and students must be allowed time to access toilets and/or if on lunchtime offered the opportunity to eat their lunch.
- After school detentions issued by a written slip must give 24 hours' notice to students and parents (parental consent is not required for the student to attend the detention). After school detentions agreed verbally with parent/carer can take place on the same day.
- If a parent/carer make special representations then these should be considered – remembering that the school has a legal right to detain a student for a reasonable time. Difficult cases should be referred to HOD, HOY, AHT or SLT as appropriate.
- Should students fail to attend a departmental/pastoral 40 minute detention without good reason it must be reissued as a SLT detention of 60 minutes.
- Should students fail to attend the 60 minute detention then they may be placed into internal exclusion/isolation in the department.

## DETENTIONS AT THE PRESCOT SCHOOL

All detentions must be recorded on ClassCharts

### STANDARDS DETENTION

Friday afternoon for those pupils repeatedly failing to meet standards of uniform, equipment, this is a detention run by the year team including Head of year.

### CLASS TEACHER DETENTION

Arranged for Monday, Tuesday or Thursday after school or at break or lunchtime. **A detention slip must be issued and parent contacted. Failure to attend once results in a department detention**

**An exit will result in a 20 minute detention HOD are expected to monitor exits in their department.**

### DEPARTMENTAL DETENTION

Arranged on Monday, Tuesday or Thursday after school with Department supported by SLT link. **A detention slip must be issued and parents contacted.**

## **SENIOR DETENTION**

Wednesday afternoon for pupils who have failed to attend set departmental detention for class teacher and HOD. **This can only be issued by a HOD who will inform the SLT link. A detention slip must be issued and parents contacted.** The teacher and HOD will attend and, after the SLT member has spoken with the pupil, the pupil will attend detention with the HOD and classroom teacher. SLT will support as necessary.

## **6. Red Card Procedure**

If the student continues to not meet behavioural expectations whilst placed in internal referral and/or presents extreme behaviour in class then the Red Card procedure should be used. **Red card will result in a senior detention enacted in the relevant Department.**

## **WHILST YEAR GROUP BUBBLES ARE IN OPERATION THE SLT MEMBER WILL ACT AS RED CARD**

- The Red Card requests a member of SLT.
- All members of staff are issued with a card detailing the SLT Red Card rota.
- The Red Card should be sent with a student to Student Services (please do not e-mail for a Red Card )
- The member of SLT will determine the appropriate procedure including removal of the student who is disturbing the learning of others, or refusing to work in internal referral.
- The member of SLT will assist if there is a situation that means the class teacher requires support, e.g. complete refusal to leave the room/go to internal referral, violent or extremely aggressive behaviour, a fight in a classroom, or if a student refuses to hand in a mobile phone.
- A one hour DT will follow unless the incident is deemed to be more serious in which case a student could be isolated or excluded.

## **7. Non classroom behaviour management procedures**

- There is an expectation that students conduct themselves appropriately at all times with regard to their own and others behaviour and safety.
- If a student does not meet the schools expectations with regards to managing their own behaviour i.e. throwing on the yard, bullying etc. then all staff will use a variety of strategies and sanctions to insure a climate where students are happy and feel safe.

## **8. Ensuring The Prescott School's Standards.**

### **FORM TUTOR RESPONSIBILITY**

To monitor, support and challenge students, ensuring standards are maintained. At any point in this procedure it may be appropriate for a FT or HOY to contact parents.

- First time without equipment/uniform – reminder – record on class charts.
- Second time without equipment/uniform – Verbal Warning – Record on class
- Third time without equipment/uniform – ½ hr ‘standards detention’. Record on class charts –. Form Tutor to set detention via class charts inform student and Head of Year that student will be attending the FRIDAY ‘standards detention’.
- Standards detention held every FRIDAY by HOY in their own classroom (supported by SLT year link).
- If situation continues Form Tutor will contact parents to discuss/ask for support.
- The third ‘standards detention’ – triggers a ‘standards letter’ and a senior detention from the HOY and, if appropriate, HOY phones parent.
- If a student continues to fail to meet standards – HOY to meet with parents and discuss individual way forward.

### **FIGHTING/ASSAULTS**

- Dealt with by member(s) of staff who have observed/intervened in the fight.
- Any injuries should be referred to a first aider.
- Refer to PASTORAL ASSISTANT/Assistant HOY/HOY/SLT depending on the severity of the incident.
- Collection of witness statements.
- A decision is to be made regarding consequences
- The sanction under normal circumstances would be isolation, senior detention, fixed term exclusion (FTE) or permanent exclusion.
- A full investigation would take place prior to any decision being made regarding a sanction.
- Communication with the parents of the participants/aggressor/victim should be made.

### **TRUANCY**

- See Attendance Policy

### **DEALING WITH SWEARING/INAPPROPRIATE LANGUAGE**

- Swearing/inappropriate language in school is completely unacceptable in all circumstances.
- It is important that we have a consistent approach when dealing with swearing and inappropriate language by students. However, consistency does not mean that we react in the same way to every incident.
- If a member of staff hears a student/s swearing or using inappropriate language then it is expected that the student/s are challenged and an appropriate sanction given



- If a member of staff hears a student/s swearing or using inappropriate language in a threatening manner or it is perceived to be act of bullying/intimidation then the student must be referred to HOY/SLT/Pastoral assistant.
- If a student swears or uses inappropriate language that is directly at or indirectly to a member of staff then this must be referred to HOY/SLT where the sanction under normal circumstances would be a Fixed Term Exclusion or Isolation depending on the severity of the incident (a full investigation would take place prior to any decision being made).

## **BULLYING AND HATE CRIMES**

- **Bullying** is behaviour by an individual or group, usually repeated over time, that intentionally harms another individual or group physically or emotionally.
- **Hate crimes** are any incident that constitute a criminal offence that is perceived by the victim or any other person as being motivated by prejudice or hate.
- Any member of staff witnessing or receiving allegations of bullying or hate crimes are to report the incident to an appropriate member of staff (for further guidance please refer to the anti-bullying policy).

## **10. AP (ALTERNATIVE PROVISION) AND WORK PLACEMENTS**

- During all school coordinated off site activities or whilst students are on Alternative Provision or work placements, the expectations of students' behaviour and conduct are the same as if they were on site.
- School rewards and sanctions also apply.
- All staff are to follow agreed procedures for visits and trips.
- Should an extreme behavioural incident occur contact the pre-arranged member of SLT for support and guidance.

## **11. OFF-SITE (NOT UNDER SCHOOL SUPERVISION)**

- The rules include, as far as it is reasonable, measures to regulate behaviour outside of the school premises when students are not in the charge or control of a member of staff.
- Teachers have a statutory power to discipline students for misbehaving outside of school premises. Section 89 of the Education & Inspections Act 2006 gives power to regulate student behaviour "to such an extent as is reasonable". Poor behaviour and bullying will result in detentions or if repeated internal isolation and in some extreme cases exclusion from school. Poor behaviour on buses will result in warnings being given and if poor behaviour continues, students can be banned from using the buses.
- Should any member of staff discipline a student for an incident off-site please inform the Principal at the earliest opportunity?

## 12. Searching Students

- As a school we comply with the Searching, Screening and Confiscation advice and guidance. DfE 2014.
- The Head of school and authorised staff have a statutory power to search students or possessions, without consent, where they suspect a student has a **prohibited** item, e.g.:
  - Knives / Weapons
  - Alcohol / Illegal Drugs/Legal Highs
  - Stolen Items
  - Tobacco / Cigarette Papers/Electronic Cigarettes/E-liquid
  - Pornographic Images
  - Fireworks
  - Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury
- The Head of School and authorised staff can also search for any item **banned** by the school e.g.
  - Aerosols
  - Mobile phones/other electronic devices
  - Multiple sweets/drinks/chocolate/crisps (for the purpose of 'selling')
  - Energy drinks
- Although the law allows any member of school staff to search a student for any item if the student agrees, under normal circumstances it is expected that the search is carried out by the Head of School/SLT/Head of Year or an authorised member of staff, ensuring that consistency in procedures are maintained.
  - When conducting a search **with consent** where possible, the adult should be the same sex as the student. It is advisable that a second adult of the same sex is present in the role of witness. As a school we are not required to inform parents before a search takes place, however parents may be notified if appropriate.
  - When conducting a search **without consent**, the adult should be the same sex as the student. A second adult preferably of the same sex should be present in the role of witness. As a school we are not required to inform parents before a search takes place or to seek their consent to search their child. Contact will be made if necessary.

## 13. Confiscation of Prohibited/Banned Items

- School staff can seize any **prohibited** item found as a result of a search.
- School staff can also seize any item, however found, which they consider **harmful or detrimental to school discipline**.
- The school will use its discretion to confiscate, retain and/or destroy any item found as a result of a 'with-consent' search so long as it is reasonable in the

circumstances. **Alcohol, tobacco and drugs** will not be returned to the student.

- Where a confiscated article is thought to be a **weapon** it must be passed to the police.
- Where **controlled drugs** are confiscated they will either be disposed of or delivered to the police.
- Other confiscated **non-controlled drugs such as 'legal highs'** will either be disposed of or delivered to the police.
- Confiscated **stolen** items will be delivered to the police or returned to the owner.
- Confiscated **fireworks** will be retained, disposed of and not returned to the child.
- Confiscated **pornographic images** will be disposed of unless it is necessary to pass images to the police. Images found on a mobile phone or other electronic device will be deleted unless it is necessary to pass to the police.
- Where an article that has been (or could be) used to **commit an offence or to cause personal injury or damage** to a property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item that is **banned** under the school rules they will take in to account all relevant circumstances and decide whether to return it to its owner, retain it or dispose of it.
- When a **mobile phone** or other electronic device is confiscated it will be stored in the school safe and returned to the student on the Friday following the confiscation **or** on the following Friday when the confiscation takes place on a Friday.
- Any **weapons** or items which are evidence of an offence must be passed to the police as soon as possible.

#### **14. Use of Reasonable Force**

As a school we comply with the Use of Reasonable Force guidance DfE 2013.

Reasonable force is controlling or restraining with no more force than is necessary. This covers blocking a student's path, leading or guiding, to breaking up a fight.

All members of school staff have a legal power to use reasonable force, however where possible the members of staff trained to a higher level in the use of reasonable force/restraint should be used.

##### **14.1 School can use reasonable force to:**

- Remove a disruptive student from a classroom when they have refused instructions to leave the classroom, when to remain it could risk the safety of others or be detrimental to behaviour in the classroom and prevent the learning of others.
- Prevent a student leaving the classroom where allowing the student to leave could risk their own and others safety or disrupt the school learning environment.

- Prevent a student behaving in a way that disrupts a school event or a school trip/visit.
- Prevent a student from hurting a member of staff or other students.
- Stop a fight.
- Restrain a student who might harm themselves.

#### 14.2 School cannot;

- Use force as a punishment.

14.3 Reasonable force can be used to conduct a search for **prohibited** items (see 8.8)

14.4 Force cannot be used to search for items **banned** under school rules.

- The Prescott School has a legal duty to make reasonable adjustments for disabled children and children with special educational needs.
- The Prescott School does not require parental consent to use force on a student.
- Following the use of reasonable force The Prescott School will contact parents

#### 14.5 Other Physical contact with students

- It is not illegal to touch a student. There are occasions when physical contact other than reasonable force, with a student is proper and necessary.
- Examples of where touching a student may be proper or necessary:
  - When a student is being congratulated or praised.
  - Comforting a distressed student.
  - When demonstrating how to use a musical instrument.
  - Demonstrate exercises or techniques during PE lessons or other sports coaching.
  - To give first aid.

### **15. Exclusions**

Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Principal will consider alternative sanctions before deciding to exclude a student from school whilst considering the individual needs of the student. Where a permanent exclusion is warranted then school will work in partnership with parents and the Local Authority to ensure the continuity of the student's education.

#### **Key Points**

- The Government supports the Principal and Head of School in using exclusion as a sanction where it is warranted.

- Exclusions must be lawful, rational, reasonable, fair and proportionate.
  - Permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.
  - The decision to exclude a student must be lawful, reasonable and fair.
  - The Prescott School has a statutory duty not to discriminate against students on the basis of protected characteristics, such as disability or race (Equality Act 2010).
  - The Prescott School will give particular consideration to the fair treatment of students from groups who are vulnerable to exclusion.
  - The behaviour of students outside school can be considered as grounds for exclusion.
  - The Principal, Head of School and Governing Body will take account of statutory duties in relation to special educational needs (SEND) when administering the exclusion process. This includes having regard to the SEND Code of Practice.
  - The Principal and Head of School have the power to direct a student off-site for education to improve his or her behaviour.
  - Prior to making a decision to exclude the Executive Principal and Head of School will take into account factors highlighted in the statutory guidance (see DfE Exclusion from maintained schools, Academies and student referral units in England 2016).
- **For more information on exclusions please see The Prescott School Exclusion Policy**

## **16. Mid-Year Admissions**

When a student transfers to The Prescott School every attempt will be made to ensure a smooth transition by considering the academic, pastoral and SEND needs of the student in order to give them the best opportunity to succeed. The Prescott School will liaise with the student's current school in order to ensure all relevant data and information is collected and used in this process.

## **17. Malicious Allegations against Staff**

Where a student makes an allegation that proves to be false and with malicious intent the school will consider what actions to take that can include fixed term and permanent exclusion.

Where allegations are deemed to be malicious and this constitutes a criminal offence further consideration must be given to referring the matter to the police.

## **Associated Policies**

This behaviour policy works alongside associated policies and protocols such as:

- Anti-Bullying Policy.
- Safeguarding
- Attendance Policy
- Trips and Visits Policy.
- E-Safety policy
- Acceptable Use Policy
- Staff code of conduct policy.
- Managing allegations against staff.
- Exclusion policy

### **REFERENCE DOCUMENTS.**

- Behaviour and discipline in schools DfE Feb 2014
- Education and Inspections Act 2006
- The Equality Act 2010
- Exclusions from maintained schools, Academies and pupil referral units in England 2016
- Use of reasonable force July 2013
- Searching, screening and confiscation Feb 2014

### **APPENDIX:**

- Behaviour Management Strategies