



# Cardinal Heenan Catholic High School

## Behaviour for Learning Policy

Key staff:	J Leech – Deputy headteacher
Key governor:	
Last reviewed:	July 2015 July 2016 July 2017
Approved by Governing Body:	<i>A Tremarco</i>
Date:	
Due for renewal:	July 2018

## **Behaviour for Learning Policy**

### **Introduction**

Behaviour management underpins every aspect of school life. After much thought and careful consideration, all concerned were in agreement as to the expectations for students, expectations for teachers and behaviour on the corridors and playground. These expectations are included in this document, and are displayed around school. Our students tell us that they do not like behaviour that gets in the way of their learning and disrupts their lessons.

### **Aim:**

The school has high expectations of its students, teachers and other members of the school community to ensure everyone is able to be successful. Our Behaviour Policy aims to contribute to the achievement of this.

### **Objectives:**

- To ensure that all members of the school community are aware of the aims and expectations of the school in terms of behaviour and consistency
- To encourage good orderly behaviour and self-respect as well as respect for others, uniform, equipment and the environment
- To provide consistent and effective support for staff and students
- To provide clear guidelines to colleagues on the consistent use of rewards and sanctions
- To promote a positive attitude to learning and provide a learning environment that enables students to realise their potential and make progress
- To support students in achieving success and encourage patterns of good behaviour through a range of rewards
- To deal with incidents of unacceptable behaviour with appropriate sanctions
- To ensure that all students are treated equally and fairly with regards to rewards and sanctions
- To ensure that students, parents and carers are aware of the rewards and disciplinary referral routes.

There are several sections to the Behaviour Policy:

1. Our expectations and support
2. Basic staff protocols and core routines
3. Rewards and Consequences
4. Interventions to support behaviour
5. Use of Reflection Centre
6. Use of Force Guidelines
7. Uniform Expectations
8. Powers to search
9. Guidelines for effective classroom management and strategies for promoting appropriate behaviour in the classroom including protocols for staff

## 1. Our expectations and support

At Cardinal Heenan Catholic High School we expect the highest standards of behaviour. Our school is dedicated to achievement for all and we firmly believe that:

**Every student has the 'Right to Learn' and Every teacher has the 'Right to Teach'.**

As a caring school we treat all our students with respect and we expect this in return from our students. Any behaviour that disrupts learning or prevents achievement for all is unacceptable and will not be tolerated.

All our students are expected to behave in a manner, which does not bring the name of our school into disrepute, or threaten the health and safety of other students, staff or members of the public. This includes the journey to and from school and any school visits.

### Key members of staff:

**Headteacher:** Ms Smyth

### Key pastoral staff:

Ms Leech (Deputy headteacher)

Ms Murray (SENco)

### Head of Years/Progress Leaders:

Year	Head of Year	Leadership link	Progress Leader/IAG
7	Mrs Quirk/Mrs Gillmore	Ms C Kewley / Mr L Fabia	Shirley Booth
8	Mr Pomford	Ms E Holley	Tony Jones
9	Mr Forgie	Ms K Smyth / Mr J Sanderson	Annmaria Ventre
10	Mr Hanwell	Mrs C McCormack / Ms C Roche	Nicky Jackson
11	Ms Johnson	Ms J Leech / Mr Edwards	Leanne Dowler
12/13/14	Mr Phipps	Mr Kimberley	Paul Pomford

### Key Stage Coordinators/AHTs:

Ms Holley (KS3)

Mr Sanderson (KS4)

Mr Kimberley (KS5)

### Senior Leadership Team:

Mrs McCormack (Deputy headteacher)

Mr Edwards (Deputy headteacher)

Miss Kewley (Assistant headteacher)

Mrs Roche (Assistant headteacher)

## 2. Basic staff protocols and core routines

In order that we achieve the high levels of behaviour for learning that we expect, all staff are required to implement the following protocols:

- All staff to be on time (and ideally early) to meet and greet students outside the classroom that they are due to teach in.
- Staff with their own teaching base who are not teaching should stand outside their classroom and give positive messages to all students who pass regarding behaviour and uniform.
- School expectations to be displayed in all classrooms.
- If a student reaches the stage of having to be removed from the lesson, in the first instance staff should use the departmental exclusion system. Only when this has been tried and no progress has been made should STOMP/Leadership Team be called.
- Students should not be sent directly to the Reflection Centre without authorisation from a member of the Leadership Team.
- Students should not be sent directly to HOY/Progress Leader without discussion.
- Students should not be allowed out of lessons except with a valid reason and then only with a pass.
- Classrooms should be left clean and tidy.
- Students should be dismissed in an orderly manner with the staff member escorting them onto the corridor and monitoring the nearest stairwells.
- Plan for behaviour – regularly teach the routines and rules for your classroom.

### Core routines – ‘getting the simple things right’

#### Entry to class

- ✓ Students enter quietly – welcomed at the door by the teacher
- ✓ Uniform checked, coats off, bags under table
- ✓ Put equipment (planner/pencil case) on desk
- ✓ Stand in silence behind chair in designated place
- ✓ Sign of the cross and say the school prayer
- ✓ Deal with lateness during the lesson not at the start
- ✓ Complete register in first 15 minutes
- ✓ Engage students with an activity
- ✓ Systems in place to distribute books and resources

#### Exit from class

- ✓ Pack away quietly
- ✓ Students and teacher to ensure the room is clean and tidy
- ✓ Students straighten tables and put chairs under
- ✓ Stand behind chairs
- ✓ Leave quietly row by row
- ✓ Teacher thank class and say goodbye
- ✓ Teacher escorts class out
- ✓ Staff ‘staff the corridor’ between lessons

### **3. Rewards and Consequences**

#### **FOR STUDENTS**

##### **Rewards**

Students will be awarded reward points for being prepared for lesson, showing good effort, positive attitude and exceptional work on a regular, lesson-by-lesson basis. Also rewards will be awarded for attendance/punctuality each week. Form tutors also select a member of their form to be Citizen of the Week.

Each department should also have a range of rewards for students linked to effort and attitude on a weekly, half-termly and termly basis. These could include:

- Stickers and stamp Cards
- Praise postcards
- Letters home
- Positive telephone calls to parents
- Certificates of achievement
- Award of prizes
- Weekly star student
- Badges

##### **Consequences**

Students will face various sanctions for disruptive and negative behaviour in class. Consequences will put in place for poor behaviour outside of the classroom. Strategies might include:

- Verbal reprimand
- Detention (break/after school)
- Leadership detention (2hr)
- Contact with home
- Form tutor / Head of Year tracking
- Letters home
- Class exclusion
- School/Parent meeting
- Reflection Centre
- Fixed term exclusion

#### **FOR STAFF**

##### **Rewards**

- Do not rely too heavily on either rewards or sanctions. Instead expect and demand the highest standards of work, attitude and behaviour.
- Genuine, meaningful praise is the best reward!

Each member of teaching staff should award reward points for good effort, attitude and exceptional work on a regular, lesson-by-lesson basis. A 'Subject Star of the Week' should be identified each week, for each class. Reward points should also be awarded for 100% attendance/punctuality and equipment (form tutor) on a weekly basis.

##### **Consequences**

- Deal with issues yourself and don't just pass them on.

- Log information on Class Charts with clear, appropriate and timely follow up.
- Be tenacious. Chase issues up. Students will soon realise that they are not going to get away with it!
- It is not the severity of the sanction but the certainty that it will happen.
- Students learn very quickly which members of staff are determined enough to impose consequences themselves and those who don't.

#### 4. Interventions to support behaviour in class

Pupils who misbehave during a lesson will be given warnings by their teacher. Staff will use a range of strategies to improve student behaviour (see staff B4L booklet). The focus will always be on the primary behaviours and ignoring secondary behaviours.

Pupils who choose to continue to disrupt lessons will move through the various consequences. The scale of consequences goes from warnings to exclusion from class:

##### 1<sup>st</sup> warning = C1

- Low level behaviour incidents eg: talking, slow to start, not following instructions, not listening, shouting out, skitting, out of seat / not completing assigned work / not equipped / late to class etc.
- The teacher will tell the student what he is doing wrong and he will be clearly issued a verbal warning. This will be logged on Class Charts as a negative point.
- Lateness should be logged in SIMs/Class Charts.
- Behaviour management strategies should attempt to diffuse situations and make clear the choices and consequences.

##### 2<sup>nd</sup> warning = C2

- Continuation of low level behaviour / lack of work / not following instructions / chatting etc.
- A verbal warning is given as previously for a C1. Behaviour management strategies should attempt to diffuse situations. This will be logged on Class Charts as a negative point.
- A quiet word with the student at an appropriate time should advise them that the next stage will be a C3 detention.
- If a student is regularly receiving a C2 in class, contact will be made with parents.

##### Detention issued by subject teacher = C3

- Continuation of disruption or more concerning behaviour.
- Behaviour concern entered on Class Charts with detailed summary of incident
- A quiet word with the student at an appropriate time
- Formal detention with teacher and contact with parents (30 mins)
- Failure to attend = referred on to HOD for a Departmental detention (HOD) (60 mins)
- Removal from the classroom to departmental exclusion. Student will remain isolated for the remainder of the lesson

##### Class exclusion = C4

- Serious or continued poor behaviour when placed in another class
- Serious incident (swearing/damage/fighting/threatening or abusive behaviour/violence etc) / refusal to hand member of staff a banned item (mobile phone)
- Behaviour concern entered on Class Charts with detailed summary of incident
- The teacher should send for a senior member of staff/STOMP who will come to the classroom and **remove the student**. Student will remain isolated for the remainder of the lesson
- Parents informed on the same day about the incident by class teacher.
- Possible departmental detention (HOD) (60 mins)
- 1 day isolation from mainstream lessons to follow in the Reflection Centre
- Positive after school restorative meeting to take place between the student and staff

## **Class Exclusion system**

Students should not be sent out of rooms and left on the corridor/middle of hubs for long periods of time. There is a departmental exclusion system and this should be fully utilised.

## **Progress Report**

If a student's behaviour is giving cause for concern it may be appropriate to place the student on a Subject Report. Parents will be informed.

If disruptive behaviour is across a range of subjects:

### 1. Tutor Progress Tracker:

- 2 weeks
- Parents informed

### 2. Head of Year Progress Tracker:

- 4 weeks
- Formal meeting with parents

If there is no improvement further discussion will take place with the Head of Year, KS Coordinator and Pastoral Deputy headteacher.

**Successes will be celebrated and poor behaviour addressed with sanctions. Students who do well will be taken off report. This system is an instant way of monitoring Behaviour for Learning. It also allows students to manage their own behaviour independently.**



## **Escalated Intervention Approaches**

### **1. Class teacher:**

- the majority of behaviour issues are a matter of classroom management and as such will be dealt with by the member of staff involved using a variety of techniques and sanctions as previously described.

### **2. Subject Leader:**

- in the first instance most behaviour issues will be dealt with by the member of staff involved. Should this prove fruitless/problematic then it will be discussed with the Subject Leader and dealt with jointly. Each department should have a class exclusion rota in place so disruptive students can be removed from the lesson and re-housed within that department temporarily or for the rest of the lesson.

### **3. Form tutor:**

- every student has a tutor who monitors their general behaviour via Class Charts. They will liaise with the HOY and class teachers as appropriate.

### **4. STOMP/Leadership Team**

- a middle/senior leader is on duty during every period of the day. They will carry a radio and a timetable of classes to visit. They will drop into classes and can be sent for if required. The timetable of classes to visit will regularly change based on staff requests, alongside Class Charts tracking of classes and individuals. Should an incident be more serious or starting to escalate then staff should either send a student to the office to request STOMP or telephone the office.

### **5. Heads of Year/Progress Leader/KS Coordinators:**

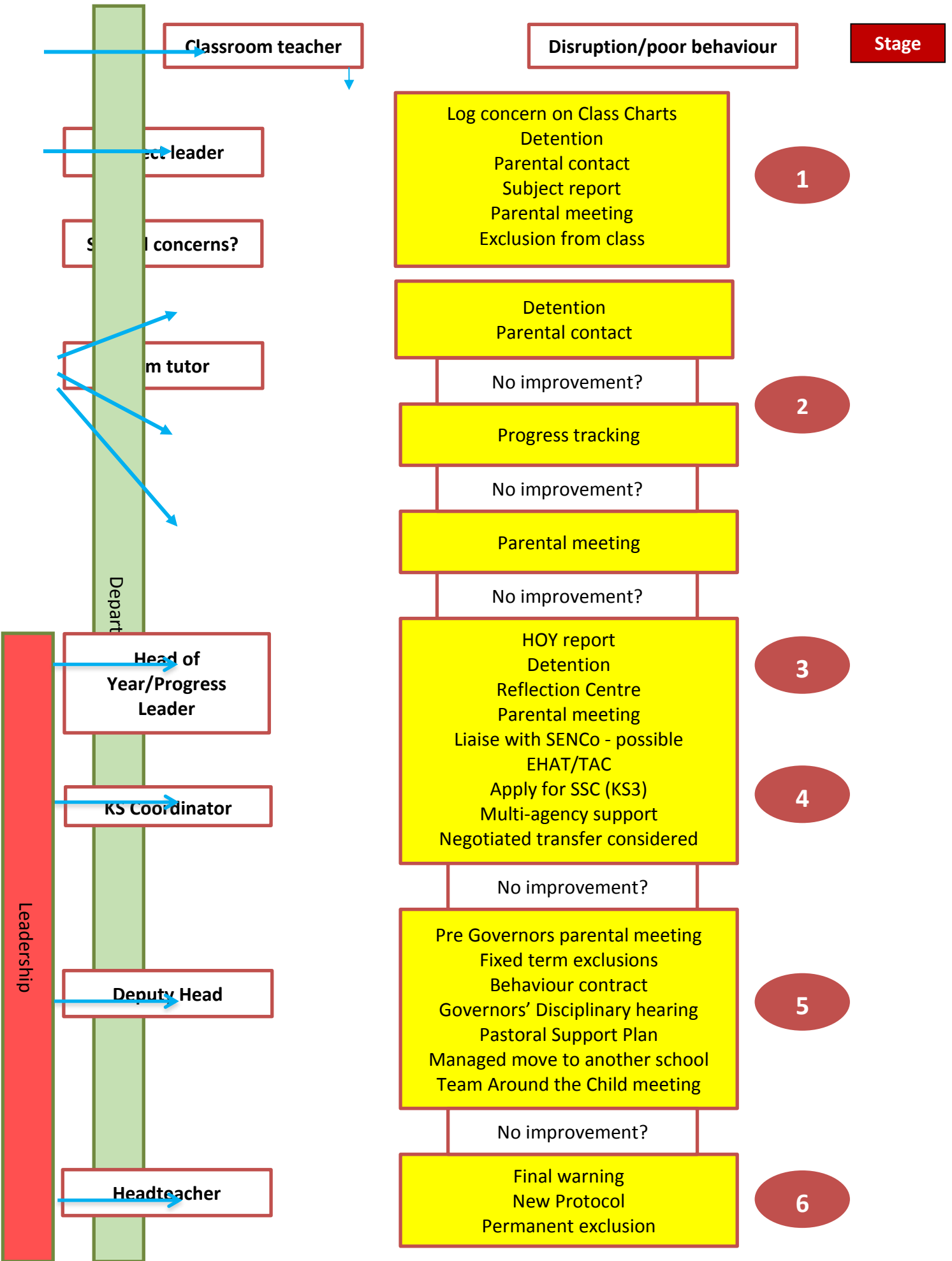
- if there are ongoing academic issues and behaviour/learning concerns staff should inform the relevant Head of Year. The student can then, if necessary, be discussed at the Pastoral meetings.

**All incidents of serious misbehaviour should be recorded and follow up put in place.**

**Staged intervention**



Pastoral



## 5. Use of the Reflection Centre

**The use of the Reflection Centre is a very serious sanction** and it provides an alternative to fixed term exclusion.

### Aims:

- To improve student behaviour by emphasising the principle that 'actions bring consequences'
- To allow time for pupils to reflect upon the consequences of their behaviour
- To ensure that student learning can continue during the sanction
- To promote a restorative process to allow students to reintegrate back into school

Pupils will only go into the Reflection Centre through the proper referral process via Head of Year/Senior Leader. **Disruption or non-co-operation whilst in Reflection Centre may result in immediate fixed term exclusion.**

Reasons for being placed in the Reflection Centre could include:

- abusive language directly at a member of staff
- bullying towards any member of the school community
- threatening or violent behaviour
- fighting
- damage to school property
- complete refusal to follow all instructions
- deliberate and sustained disruption of lessons
- blatant smoking
- serious breach of school procedures/policies e.g. substance misuse etc
- blatant infringement of school rules relating to uniform or appearance

Students will spend the whole school day in the Reflection Centre including break and lunch time. Students will not communicate with other students at all. Students may bring food or drink to be consumed at break times only and a lunch will be provided for those students on free school meals/ any student who wishes to purchase one. Alternatively students may bring their own lunch. Students will of course be allowed to use the school toilets as any other student would. Parents will be contacted.

Reflection will operate a very structured environment where pupils are expected to comply fully with all the rules. All activities will be at the direction of the teacher in charge. Work appropriate to the age and ability of the student will be set. Pupils will be expected to complete the work to the very best of their ability and will be encouraged to do so. The alternative of fixed term exclusion may be used when:

- The misbehaviour has been judged to be particularly serious.
- The student has only recently already been in the Reflection Centre.

### Misbehaviour in the Reflection Centre:

Senior staff will remove pupils who fail to follow the rules in the centre and further consequences will follow.

### Restorative Justice:

We operate a restorative system where the students must attend a meeting with a member of staff relating to any incidents of poor behaviour. This takes place at the end of the day. A student will complete a piece of work in the Reflection Centre designed to support them acknowledging their behaviour and accepting the consequences.

## 6. Exclusion from school

Whilst we do not wish to exclude any child from our school, sometimes this may be necessary in terms of fixed-term exclusion or in exceptional circumstances, permanent exclusion. In some exceptional circumstances it may, in the Headteacher's and teacher in charge's judgement, be appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- serious actual or threatened violence against another student or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug; or
- carrying an offensive weapon

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

In addition to the above 'exceptional circumstances', the Headteacher may permanently exclude a student for:

- persistent and defiant misbehaviour including bullying or repeated possession and/or use of an illegal drug on school premises.

The school endorses and works within the guidance contained within the Liverpool Social Inclusion system for New Protocol and Negotiated Transfer. These protocols may be used as an alternative to fixed-term and permanent exclusion from school for those students who seriously breach this behaviour policy.

## 7. Use of force guidelines

### Use of force

Under Government guidelines ***all members of staff*** have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. It is no longer acceptable for schools to have a 'no contact policy'.

At Cardinal Heenan we have worked hard to place support structures in place to help create a calm, orderly and supportive climate. As a result instances of physical restraint are very rare.

- Avoid blocking doors/ pathways of students. Let them go, get them later.
- Physical intervention should always be a last resort and clear directions to stop the dangerous/unacceptable behaviour should be given first.
- In the very rare instance of physical restraint being necessary please contact a member of the Senior Leadership Team. Any incident involving restraint of any kind should be reported to Ms Leech (or one of the other Deputy Heads) as soon as is possible and details recorded on Class Charts/sent via email.

Members of staff should not put themselves at risk and so would not be seen as failing in their duty of care by not using force to prevent injury, if by doing so threatened their own safety.

It is unlawful to use any form of physical force as a punishment.

### Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

DFE 'Use of Reasonable Force' July 2013

### **Malicious Allegations**

We will not tolerate malicious allegations against staff or students. Should a student make malicious allegations against a member of the school, that once investigated are found to be unfounded, then the full range of sanctions available to school could be employed, including involvement of the school based Police officer, Isolation and even permanent exclusion.

Parents should also be aware that it is prohibited to make public allegations about members of staff (including publishing, reporting or any form of social networking) that could lead to the member of staff being identified. In such an instance parents/ members of the public would be in breach of the reporting restrictions and as a result there would be a range of legal consequences.

## **8. Uniform Expectations**

### **Uniform and Standards of Appearance**

We expect all students to wear their uniform with pride, whether they are in school or outside in the community as they travel to and from school. We expect students to be smart in appearance at all times.

Students must be in **full uniform** at all times. This means:

**Black formal shoes** (no trainers/fashion shoes)

**Black trousers** (no tracksuit bottoms)

**White shirt** (no sports/polo shirts)

**School tie** (compulsory)

**School jumper** (optional)

**School blazer** (compulsory)

**School bag** (compulsory)

**School PE kit** (compulsory)

We expect students to be smart in appearance at all times.

Therefore,

- Shirts should be tucked in at all times.
- Ties should be worn properly with 7 colour stripes visible.
- The school blazer is compulsory and should be worn at all times.
- Sensible black leather shoes should be worn trainers/fashion shoes **will not** be permitted.
- Footwear with excessive colour, branding or logos will not be permitted.
- Students may wear a wrist watch.
- Students must not wear any ear studs or other piercings.
- Hair must be of a conventional style and natural colour.
- Hair longer than the collar, 'Mullet' cuts, 'Tramlines' cut into hair or unusual, outlandish colours or extreme styles will not be permitted.
- Longer length hair will only be allowed if it is tied back at all times.
- Fringes should not be longer than the eyebrow.

- Students must be clean shaven.

**Students not in school uniform may be given uniform by the school, particularly if not wearing correct footwear. Where there is a breach of rules regarding uniform, hairstyle, or jewellery a student may be removed from lessons and placed in Reflection Centre, or sent home from school until the matter is resolved.**

### **Mobile phones/ Electrical equipment**

- Students are not allowed a mobile phone or electrical equipment (e.g. iPods) in school.
- Students should expect the mobile phone or electrical equipment to be confiscated by a member of staff if it is seen.
- As mobiles/ electrical equipment are not allowed in school staff should not condone their use in lessons in any way. No student should be allowed to use a phone or listen to music on their headphones in any lesson or around school. If photographs need to be taken please use the school cameras.
- Should you need to confiscate a phone simply ask the student to hand the phone over to you. If they refuse, log as a C4 and contact HOD/HOY/STOMP. They will come and support you to confiscate the phone. Please do not attempt to physically take or 'snatch' a phone off a student who refuses.
- If you do confiscate a phone please take it to the School Office at the earliest opportunity so you are not liable if it goes missing or is damaged. Inform the student that a parent can collect it at the end of the day.
- Any incident involving recording, photographing or videoing will be treated very seriously and will be dealt with promptly. This will usually involve confiscation of the phone/equipment, and a period of time in the Reflection Centre for the student. It could also result in police involvement

### **Please note:**

Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so.

In determining a 'good reason' to examine or erase the data or files the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

If inappropriate material is found on the device it should be passed to a Senior Leader or a member of the Safeguarding Team who may need to retain it as evidence (of a criminal offence or a breach of school discipline) or discuss whether the material is of such seriousness that it requires the involvement of the police. Please follow the Child Protection policy and seek advice in relation to the material found on the device.

## **9. Powers to search**

### **Please note:**

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

- School staff can search a pupil for any item if the pupil agrees.

- Headteachers and staff authorised by them have a **statutory power** to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a 'prohibited item'. Prohibited items are:
  - knives or weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers
  - fireworks
  - pornographic images
  - any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
  - to cause personal injury to, or damage to the property of, any person (including the pupil).

**DFE Searching, screening and confiscation, February 2014**

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. This would include:

- sweets, crisps, chocolate and drinks brought into school with the intention of selling them
- energy drinks / Lucozade
- lighters
- matches
- water bombs
- stink bombs
- e cigarettes
- laser pens
- Fidget spinners

### **Confiscation**

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Please see appendix – Screening, Searching with consent, and Searching without consent.

### **Energy drinks/drinks with a high caffeine content**

Water may be consumed in lessons with the permission of the class teacher. Stimulation/energy drinks or drinks with a high caffeine content are not allowed in school (these drinks have 'Not suitable for children' printed on them) and they will be confiscated. Any other soft drink should only be consumed in or around school at break and dinner.

### **Smoking**

Cardinal Heenan Catholic High School, as per Liverpool Council guidelines, operates a no smoking policy on school property for all members of the school community including students, staff and visitors. Therefore, smoking will not be tolerated anywhere on the premises, indoors or outside. Smoking paraphernalia will be confiscated from students as outlined in the section on Confiscation. Any students caught smoking will be expected to extinguish the cigarette immediately and hand over any paraphernalia in their possession. Heads of Year should be informed and a range of sanctions could be applied including contact with parents and a detention (break, dinner, after school). Repeat offenders could be placed directly into Leadership Detention. Any student smoking blatantly, openly and refusing to comply with the above could be placed directly into the Reflection Centre. Similarly, a student caught smoking indoors will be placed directly into Isolation. Any student caught selling smoking paraphernalia will be placed directly into isolation from mainstream lessons.



Electronic 'e-cigs' are not allowed and will be treated the same as smoking. However, a confiscated 'e-cig' should be handed to the School Office to be collected by parents (if they so wish).

### **Gambling**

Students involved in gambling will face severe consequences. Money or paraphernalia will be confiscated. If it is a first offence, parents will be informed and the student will complete a detention. Further instances will result in the student being placed in the Reflection Centre and possibly, fixed term exclusion.

### **Confiscation of inappropriate Items**

School will only seek to confiscate inappropriate items or items that are causing a problem within school on a temporary basis (i.e. for the rest of the school day or for the duration of the lesson) and will then return the item to the student. However there are some items that will not be returned to students and these include:

- Any item that could cause damage to the school building or any member of the school community (including lighters, weapons, permanent markers etc)
- Any illegal object/substance
- Any object or substance that while not illegal could be considered harmful (i.e cigarettes, energy drinks, alcohol or a 'legal high')
- Any item considered offensive

We will not tolerate the selling of any item for personal gain on the school premises. Students found to be selling items on the school premises will have the item(s) confiscated, be referred to the Safer School Police Officer and could be placed in the Reflection Centre.

Any confiscated item (other than those mentioned above) should be kept in a secure location and be returned to the student in the same condition it was in. Staff should be aware that the person confiscating the item will be responsible for it.

### **Bullying**

We will not tolerate bullying in any way, shape or form and will deal with incidents of bullying towards any member of the school community very seriously.

- Homophobic bullying and language has no place in school and will not be tolerated. This includes bullying on the school premises and bullying which occurs anywhere off the school premises which is witnessed by a member of staff or reported to the school.
- This refers to cyber-bullying such as through mobile phones and social networking sites that have a direct impact on a student's welfare and wellbeing at Cardinal Heenan.
- Allegations of bullying will be rigorously investigated and should they prove to be founded then the full range of sanctions available to school could be employed including Isolation and in extreme and sustained instances involvement of the police and/ or permanent exclusion.

## **Monitoring and evaluating the policy**

The effectiveness of the policy will be monitored and evaluated in the following ways:-

### **Through departmental reviews and analysis of:**

- evidence of good relationship between pupils and staff
- evidence of good classroom behaviour
- evidence of use of school rewards
- evidence of use of school sanctions
- pupil progress and achievement

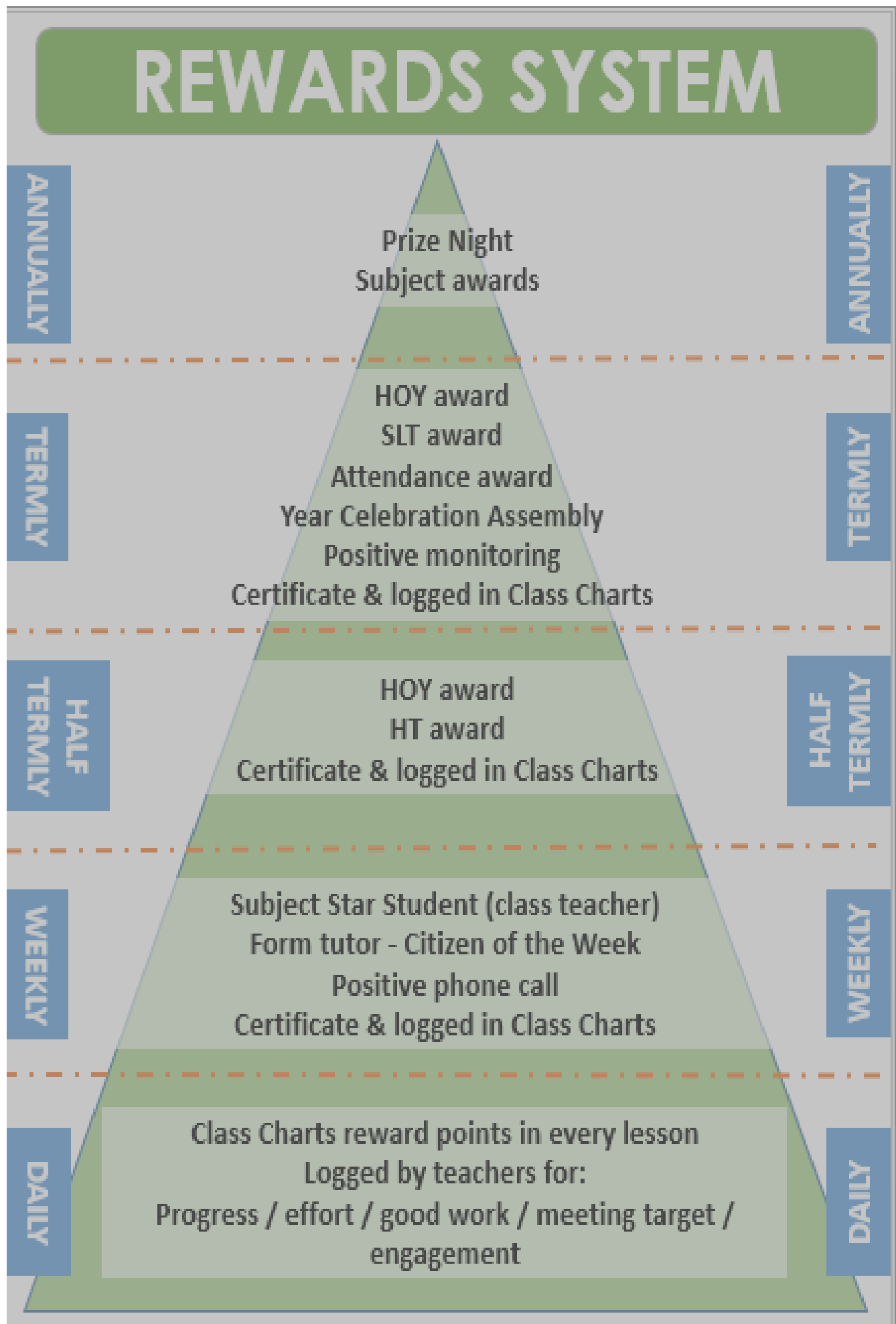
### **Through year group reviews and analysis of:**

- evidence of improved attendance and punctuality
- evidence of good and sustained relationships with tutors, Heads of Year, Progress Leaders and Pastoral staff
- evidence of effective pastoral records
- evidence of use of rewards
- evidence of use of sanctions

### **Through:**

- Reports at support meetings from the SENCO, Progress Leaders and Heads of Year
- Reports to Senior Leadership Team
- Reports to Governors Committee

# APPENDICE



# CHOICES HAVE CONSEQUENCES

Every teacher has the right to teach

Every student has the right to learn

**C4**

REFLECTION

Serious incident  
(swearing/fighting/threatening/  
abusive behaviour etc) OR refusal to  
hand over a banned item (phone) =  
REMOVAL FROM CLASS  
REFLECTION CENTRE/RJ  
NEGATIVE POINTS  
RECORDED IN CLASS CHARTS

**C4**

REFLECTION

**C3**

DETENTION

Repeated and continuing disruption  
=  
EXCLUDED FROM LESSON  
PARENTS CONTACTED  
DETENTION  
NEGATIVE POINTS  
RECORDED IN CLASS CHARTS

**C3**

DETENTION

**C2**

WARNING

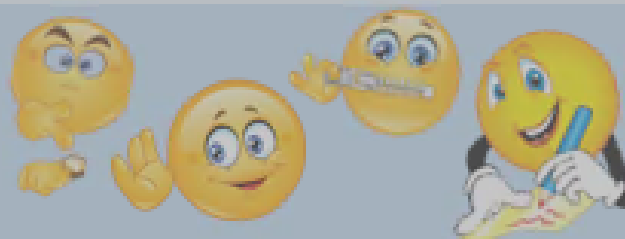
Talking, slow to start, not following  
instructions, not listening, shouting  
out, skitting, out of seat, not  
completing work, late to class etc  
=  
WARNING & NEGATIVE POINTS  
RECORDED IN CLASS CHARTS

**C2**

WARNING

**C1**

WARNING



**C1**

WARNING

# Make the right choice

Outside of the classroom everyone is expected to:

**Put litter in the bins provided**

**Use appropriate language**

**Behave appropriately on the way to and from school**

**Respect all members of the school community and make sure that everyone feels safe and secure**

**Ensure mobile phones are switched off and not used around school**

**Wear your school uniform correctly – top button, tie showing 7 stripes, blazer and black school shoes**

**Be on time**

## **In class ALL STUDENTS should:**

- Arrive on time – before the 2<sup>nd</sup> bell
- Be fully equipped with a bag and correct equipment
- Wear uniform correctly
- Come to class ready to learn and willing to work
- Raise their hand in class and not shout out
- Treat everyone with respect
- Listen to staff
- Work hard in class
- Complete homework

## **On corridors/outside ALL STUDENTS should:**

- Keep the school tidy and free of litter
- Eat food inside
- Show respect for each other
- Respect other people's property
- Listen to all staff
- Be polite and helpful
- Stay on the left on corridors and stairs

- Do not use mobile phones on the school site

## Legislative links

Education and Inspections Act 2006

<http://www.legislation.gov.uk/ukpga/2006/40/contents>

School Standards and Framework Act 1998

<http://www.legislation.gov.uk/ukpga/1998/31/contents>

Education Act 2002

<http://www.legislation.gov.uk/ukpga/2002/32/contents>



## **PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES – TEACHERS' POWERS**

### **What the law allows:**

23. Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."
24. The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.
25. Subject to the school's behaviour policy, the teacher may discipline a pupil for:
- any misbehaviour when the child 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 pupil 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 pupil or member of the public or
    - could adversely affect the reputation of the school.
26. In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member

## **DETENTION – TEACHERS POWERS**

### **What the law allows:**

27. Teachers have a legal power to put pupils (**aged under 18**) in detention.
28. Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.
29. The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
  - a. any school day where the pupil does not have permission to be absent;
  - b. weekends - except the weekend preceding or following the half term break;
  - c. non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.
25. The head teacher can decide which members of staff can put pupils in detention. For example, they can limit the power to heads of year or heads of department only or they can decide that all members of staff, including support staff, can impose detentions.

### **Matters schools should consider when imposing detentions**

26. Parental consent is not required for detentions.
27. The school must act reasonably when imposing a detention as with any disciplinary penalty.
28. With lunchtime detentions, schools should allow reasonable time for the pupil to eat, drink and use the toilet.

### **Detentions outside school hours**

34. School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:
  - Whether the detention is likely to put the pupil at risk.
  - Whether the pupil has known caring responsibilities, which mean that the detention is unreasonable.
  - Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and
  - Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent

**What the law allows**

35. There are two sets of legal provisions which enable school staff to confiscate items from pupils:
- 1) The **general power to discipline** (as described in the bullets following paragraph 12 above) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out
  - 2) **Power to search without consent** for 'prohibited items' including:
    - knives and weapons
    - alcohol
    - illegal drugs
    - stolen items
    - tobacco and cigarette papers
    - fireworks
    - pornographic images
    - any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
    - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

36. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

37. More detailed advice on confiscation is provided in ['Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies'](#).

## SCREENING – TEACHERS POWERS

### What the law allows:

- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- Any member of school staff can screen pupils.

### Also note:

- If a pupil refuses to be screened, the school may refuse to have the pupil on the premises. Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance.
- If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.
- This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

#### - **Searching with consent**

### Schools' common law powers to search:

- School staff can search pupils with their consent for any item.

### Also note:

- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
- Schools should make clear in their school behaviour policy and in communications to parents and pupils what items are banned.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty

#### - **Searching without consent**

### What the law says:

- What can be searched for?
  - Knives or weapons, alcohol, illegal drugs and stolen items; and
  - Tobacco and cigarette papers, fireworks and pornographic images; and
  - Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
  - Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

1. Can I search?

- Yes, if you are a headteacher or a member of school staff and authorised by the headteacher.

2. Under what circumstances?

- You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

3. When can I search?

- If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Also note:

- The law also says what must be done with prohibited items which are seized following a search.

**POWER TO USE REASONABLE FORCE – TEACHERS POWERS**

38. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

39. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

40. Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

41. Separate advice is available in [‘Use of Reasonable Force – advice for school leaders, staff and governing bodies’](#).

**USE OF ISOLATION – TEACHERS POWERS**

42. Schools can adopt a policy which allows disruptive pupils to be placed in isolation away from other pupils for a limited period. If a school uses isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy. As with other disciplinary penalties, schools must act lawfully, reasonably and proportionately in all cases. Any separate room should only be used when it is in the best interests of the child, and other pupils. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

43. It is for individual schools to decide how long a pupil should be kept in isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat or use the toilet.