



## PURPOSE

The aim of this policy is to provide staff at Kenley and Carshalton Campus with a framework for managing student behaviour, including appropriate rewards and sanctions which create an environment that encourages and reinforces good behaviour, promotes self-discipline and defines acceptable standards of behaviour.

It is based on the principle that every student has the right to learn in a safe, caring, calm, respectful, supportive and engaging environment.

The overriding principle is that there is an expectation that every student will behave in a manner which facilitates and supports a positive learning environment.

## SCOPE

This policy applies to all staff members, trustees, volunteer's, current and prospective students, parents and guardians.

## UPDATE TO POLICY

The following updates have been reflected in this Policy Review:

- Revised DfE guidance issued in January 2016 now includes guidance on reasonable force and screening and confiscation of items. The new documentation has resulted in review of the following:
  - Behaviour Checklist has been added as Appendix 3
  - Revised Purpose statement
  - Code of Conduct for Students with the ability to contextualise at school level.
  - The Role of the Parents.
  - Teacher Powers.
  - Method of recording and monitoring rewards and sanctions.
  - Behaviour on School Transport.
  - Safeguarding.
  - Power to discipline beyond the school gate
  - Sanction 7 – Exclusions covered in detail and replaces the stand alone Exclusion Policy.
  - Terminology changes: CA changed to Lead CA, Senior Teacher changed to Headteacher.
  - SENCo changed to Learning Support Coordinator, Pupil to Student, SEN to SEND
  - Monitoring and recording of Rewards and Sanctions in SIMS
  - Rewards, inclusive of Motivational Awards and section added with the ability to contextualise at school level.

## **POLICY STATEMENT**

We are a caring community and believe that rewarding good behaviour and providing encouragement promotes a climate of consideration for others and encourages good behaviour rather than merely deterring anti-social behaviour.

### **Cardinal School Rules (Code of Conduct)**

The eight very important School rules below underpin all student conduct and are to be understood and adhered to at all times:

- Attend all lessons punctually
- Be loyal to the School community and always honest
- Use appropriate language at all times
- Treat all members of the School community and property with respect
- Participate positively and diligently in all learning activities
- Contribute towards a safe and well ordered environment
- Wear the School uniform with decorum
- Remain on the School grounds unless otherwise permitted.

The Behaviour Management Policy will be brought to the attention of students, parents and staff on an annual basis and includes:

- The boundaries of what is acceptable behaviour
- The structure of sanctions and consequences
- Arrangements for their consistent and fair application
- A system of rewards for good behaviour.

### **The Trustees will:**

- Take into account the needs of all students, including any with special educational needs
- Engage in consultation with the Headteacher and staff before introducing positive and constructive rules of conduct and rewards and sanctions that the school will use
- Involve students in shaping and promoting good behaviour in school
- Ensure that neither the overall Policy nor any particular disciplinary measures impact disproportionately or unfairly on any student within the school
- Have regard to the health and welfare of staff and the duty of care that Trustees have.

### **The School will:**

- Ensure that every member of the school community feels valued and respected
- Ensure a safe learning environment for every child, free from bullying or harassment of any kind
- Support the way in which all members of the school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place
- Promote teaching and learning through the building of good relationships based on mutual respect and consideration of others
- Help children grow into positive, responsible and independent members of the community
- Reward good behaviour and provide encouragement and stimulation to all students
- Treat all students fairly and apply this policy in a consistent way throughout the school
- Ensure that students are aware of the school rules and the Code of Conduct
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline, self-esteem and respect for the local community in which they live and the wider world.

### **Teacher Powers**

As detailed in the DfE Guidance the Key Points includes, a teacher having the statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. It applies to all paid staff with responsibility for students including Teaching Assistants.

Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including educational visits. This also applies in certain circumstances when a student's behaviour occurs outside of school. Teachers have the power to impose detention outside of school hours and to confiscate student property.

### **Code of Conduct for Students**

High standards of behaviour are expected at all times.

- Treat others, as you would like to be treated.
- Arrive on time to your lessons with all appropriate materials.
- Don't run or shout in corridors and classrooms.
- Line up outside the classroom and wait until you are told to enter by your teacher.
- Take out everything you need at the beginning of the lesson.
- Tidy up your classroom at the end of the lesson.

### **Student Conduct outside the school gates**

Teachers have the power to discipline students for misbehaving outside of the school premises in respect of non-criminal bad behaviour and bullying that is witnessed by staff or reported to the school in the areas of misbehaviour when:

- Taking part in a school organised activity
- Travelling to and from school
- Wearing of uniform
- In some other way identifiable as a student at Kenley and Carshalton Campus
- There could be repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school.

### **The Role of the Parents**

Parents have a vital role to play in their children's education. It is very important that they have the information needed to support their child's learning and co-operate with the school. At Kenley and Carshalton Campus we are very conscious of the importance of having strong links with parents and good communication between home and school. Regular telephone calls or e-mails are extremely useful and parents really appreciate being 'kept in the loop'.

The School will inform parents if there are any concerns about their child's welfare or behaviour. If parents have concerns, they must make these known to the school.

The school will ensure that parents receive a copy of the Behaviour Management Policy on an annual basis. Parents will be informed of any modification to the policy due to changes in legislation or guidance outside of the review cycle.

## PROCEDURES

The Headteacher will have prime responsibility for promoting good behaviour and discipline throughout the school as directed by the Trustees.

The list of associated policies (page 8) covering the prevention of and dealing with bullying, harassment and SEND students compliments the Behaviour Management Policy.

Rewards and Sanctions will be recorded and monitored, using SIMS.

The Headteacher will liaise regularly with the School Transport Manager with regard to behaviour management on school transport.

### **A Positive Approach**

An effective approach to the management of behaviour is one that seeks to lead students towards positive self-esteem and self-discipline.

Good discipline arises from good relationships and from setting expectations of good behaviour. It is important that students are familiar with the school ethos, Code of Conduct and system of rewards.

In this context, students will be rewarded for good behaviour and a positive rewards system is likely to include some or all of the following:

- Verbal praise
- Merits
- Positive comments in books, notes home to parents in the school diary/planner or 'praise' postcards
- Special mention in class or in Assembly, sharing of achievements
- Regular written and oral communication with parents where possible about positive behaviour and valuable contributions to the life of the school
- Exhibiting good work in classrooms or corridors
- Informal and formal referral to the Headteacher or Lead CA for commendation
- Using stars/smiley faces on charts, books etc (as age appropriate)
- Use of special award certificates
- Allocation of positions/roles of responsibility.

Good behaviour should be reinforced so that children grow in confidence. For one criticism/negative comment there should be at least five occasions to praise!

The DfE Getting the simple things right – Behaviour Checklist as Appendix 3 is a useful document in highlighting the key principles for Headteachers and teachers to improve behaviour in school.

### **Rewards**

There are numerous ways to celebrate each student's achievements and successes at [Click here to enter text](#). Campus the following Rewards Summary will be in place:

Primary Student Rewards are based on the following golden rules:

- We allow all learners to enjoy a safe and happy environment
- We always do our best
- We are kind and helpful
- We are honest and polite
- We look after our school and resources
- We follow instructions first time

Rewards are given to students in recognition of:

- Positive Behaviour and attitude
- Excellent Learning

Secondary including Post 16 Student Rewards are based on recognition of students':

- Behaviour and attitude
- Excellent Learning
- Exceptional work
- Evidence of extra effort

The following strategies used to recognise and celebrate positive attitude and excellence in learning:

- Verbal Praise
- Written Comments
- Certificates of achievement
- Student of the Week
- House Points and Merits
- Postcards sent home
- Headteacher's Awards

### **The Focus Motivational Awards**

Is an Annual celebration of student achievement across Focus schools nationally and is based on the following:

#### **Involvement in School Activities**

Inclusiveness, Team Spirit, Encouragement, Enthusiasm, Adaptability

#### **Leadership**

Loyalty, Acceptance, Consistency, Respect, Responsibility, Role Model

#### **Academic Achievement**

Homework, Versatility, Accomplishments, Perseverance, Assessment Results

#### **Fulfilling Potential**

Classroom Focus, Maturity, Resilience, Understanding, Persistence

#### **Management Skills**

Communication, Reflection, Cooperation, SDL, Organisation, Initiative

#### **OneSchool Sequence of Sanctions**

Failure to abide by the principles of the Code of Conduct or to obey school rules may result in the following punishments or sanctions being applied:

##### **Step 1 – Alerting the student**

##### **Step 2 – Restatement and rule reminder**

The student will be told that his/her behaviour is unsuitable, given the opportunity to discuss the situation and will be encouraged to modify that behaviour.

##### **Step 3 – Class teacher discipline / sanction**

Eg: relocation, withdrawal of privileges, detention

Disruptive behaviour in class may result in a student being isolated from his/her peers and seated at a single desk, near the teacher or asked to work for a short time in another classroom.

##### **Step 4 – Reflection – student placed on a reflection period**

The student may be asked to discuss their behaviour with a teacher and explain their



actions. They may then be able to understand fully the consequences of their actions and appreciate why the behaviour is unacceptable.

A student could be asked to complete an extra piece of work during break or lunch time. In this situation students will be supervised by an adult. The teacher imposing the sanction will record the misdemeanour and the sanction applied. Schools will have their own policy for informing parents of sanctions.

#### **Step 5 – Behaviour Management Plan**

Will include input from the Headteacher, Lead CA, parent and student and may include the withdrawal of privileges. These will be appropriate to the situation and the age of the student and parents will need to be informed.

#### **Step 6 – Disciplinary Sanctions at the School**

Eg: In-school suspension with input from the Headteacher, Lead CA, parent and student.

Care will be taken not to jeopardise the delivery of the curriculum and other sanctions may involve:

- exclusion from a particular class
- exclusion from an extra-curricular activity
- exclusion from a school-organised outing or trip.

#### **Step 7 – Major Disciplinary Sanction**

Eg: May include a Positive Behaviour Agreement and possible exclusion with input from the Regional Principal, Lead CA and Headteacher.

This is reserved for students who persist in disregarding the school rules and Code of Conduct and is only used for students whose behaviour is consistently unacceptable and who have failed, after previous steps have been taken, to show any improvement.

Parents should normally be informed of a detention, even if it takes place during the school day. If a student receives a second detention, parents may then be invited into school for a meeting with the Lead CA and Headteacher to discuss the way forward.

#### **Safeguarding**

Where behaviour gives causes to suspect that a child is suffering, or likely to suffer significant harm, the Safeguarding Policy, Keeping Children Safe In Education Guidance and / or The Prevent Policy will be followed.

#### **Positive Behaviour Agreement (Pastoral Support Plan)**

If, after applying all previous steps, or after a meeting, there is no improvement in behaviour or attitude, the student will be placed Pastoral Support Plan and an IBP (Intensified Behaviour Plan) will be written. A daily incident report may be used as part of the Plan so that behaviour can be closely monitored and improvements recognised. Parents should be very involved at this stage. In consultation between the parents and the Learning Support Coordinator, the student may be placed on the appropriate register for a period of time when the behaviour difficulties persist.

#### **Exclusion**

Extremely serious misconduct may result in exclusion and it will then be necessary to inform the National Support Office if exclusion is being considered.

Exclusion refers to any instance when a student is excluded from a session or sessions when a school is open for students. The term 'suspension' is no longer used and there is no such thing as 'an informal exclusion'.

The decision to exclude should not be taken lightly and in Focus schools the expectation is

that exclusion will only ever be for a fixed period. A permanent exclusion should only be considered if all other interventions have failed, or if the behaviour is so extreme that in the interests of safety it is the only appropriate action in conjunction with NSO. All evidence must be factual, clear and unambiguous with evidence including information relating to similar past behaviour, witness statements from other students and staff and carefully documented.

Exclusions might be used for such things as:

- Violence towards an adult or another child
- Racist verbal abuse
- Sustained Bullying
- Frequent swearing at an adult
- Frequent high level disruption, non-compliance or disrespect.

It is anticipated that very few, if any, exclusions at a Focus school would exceed three days. Should exclusion occur then the parents of the student must attend a reintegration meeting so that an appropriate way forward can be agreed. If not already in place, a Pastoral Support Plan will be put in place to support the student, with reviews until it is no longer felt necessary, or further measures are needed.

Is it important to ensure that the NSO is informed of any plan to exclude. If an exclusion takes place with little warning, please ensure that NSO are informed with the following details: Age, Gender, Reason for Exclusion, Dates of Exclusion and Plan for reintegration to: [Debra.amor@focus-school.com](mailto:Debra.amor@focus-school.com)

**NOTE:** Very disruptive, dangerous or morally unacceptable behaviour will be dealt with immediately and acted upon in accordance with the Behaviour Management Policy.

#### Power to use Reasonable Force

The DfE guidance for schools dated January 2016 (Appendix 2) will be adhered to at ~~Chick~~  
*Kenley*  
~~here to enter text~~ Campus and covers:

*and Carshalton*

The link below further covers the DfE Guidance Use of reasonable force – July 2013:  
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

- What is reasonable force?
- Who can use reasonable force?
- When can reasonable force be used?
- What our Campus can use reasonable force for
- Power to search students without consent
- Using force and training
- Telling Parents when force has been used on their child
- What happens if a student complains when force is used on them?

Our approach to the use of force at Kenley and Carshalton Campus is *that teachers*  
Example: Teachers will physically separate students found fighting. If students refuse to leave a room when instructed to do so, they will be physically removed.

We acknowledge that we have a legal duty to ensure reasonable adjustments for the use of reasonable force for disabled and Special Educational needs students are appropriately managed.

The Headteacher should consider if any additional training may be required to enable staff to carry out their responsibilities taking into consideration the needs of the students.

If reasonable force is used to control or restrain students an Incident Record will be kept and retained by the Headteacher (Appendix 4) and a review and monitoring of the approach to

*Will physically separate students found fighting and ask them to leave the room to appropriate locations prior to a fuller investigation of the cause of the issue.*

the incident will be reviewed with appropriate actions / quality assurance being in place.

### **Searching, Screening and Confiscation**

The DfE guidance for schools dated January 2016 (Appendix 2) will be adhered to at [Click here to enter text.](#) Campus.

The link below further covers the DfE Guidance Searching, Screening and Confiscation, February 2014:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

DfE Guidance explains schools' powers of screening and searching students so that school staff have the confidence to use them.

It covers:

- Powers to search with consent
- Power to search without consent
- Powers schools have to seize and then confiscate items found during a search
- Statutory guidance which schools must have regard to.

Prohibited items as specified in the Parent Student Handbook that are likely to cause harm or disruption, Health and Safety Policy and under Section 550 2A (3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of articles) Regulations 2012 includes:

Knives, weapons, alcohol, illegal drugs and stolen items. Tobacco and cigarette papers (including electronic cigarettes), fireworks and unsuitable magazines and literature including pornographic images. Substances, aerosol cans, imitation weapons, laser pointers, chewing gum and electronic devices including games and digital or any music devices. Any article that a 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) and any item banned by the school rules.

Student must not have these items in their possession school premises or at any time when they are in lawful charge and control of the school (for example on an educational visit).

## **CONTEXTUAL INFORMATION about Kenley and Carshalton Campus relevant to the Behaviour Management Policy and its implementation in the Campus.**

Policy applies at both Primary and Secondary Sites

## **ASSOCIATED DOCUMENTS**

**Appendix 1** refers to detentions, confiscations, corporal punishment, power to restrain, power to search, student injury, teacher duty of care.

**Appendix 2** DfE Guidance Behaviour & discipline in schools – A guide for Headteachers and School Staff January 2016.

**Appendix 3** DfE Guidance Getting the simple things right checklist.

**Appendix 4** Use of force to control or restrain students – Incident Record

### **Associated Policies:**

- Anti-Bullying Policy



- Attendance Policy
- Enrolment Application Form
- Ethos, Values Statement and Guiding Principles
- Harassment Policy
- ICT Policy
- Parent Student Handbook
- Child Protection Policy and Safeguarding and Child Protection Handbook including the DfE Keeping Children Safe In Education guidance
- SEND Learning Support Policy
- Staff Handbook
- Equality of Opportunity Policy
- Grievance and Disclosure In The Public Interest Policy (Whistle Blowing Policy)

## LEGISLATION

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010
- The Education (Independent School Standards) (Amended) (England) Regulations 2014
- Education Act 2011
- Schools (Specification and Disposal of Articles) Regulations 2012
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

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