

THE DOWNS SCHOOL



BEHAVIOUR MANAGEMENT POLICY

Date established:

Date of last review: October 2013

Date of next review: October 2015

Monitoring and Evaluation:

The policy will be reviewed annually and reported to governors.

Monitoring of its effectiveness will be by formal feedback from middle managers, student council and the behaviour log from SIMs.

Status: Statutory

Purpose:

Every student has the right to feel safe at school and to learn. Our ethos is 'Learning together....learning for life' which emphasises a partnership based on trust and respect between all members of the school community.

The purpose of this policy is to develop the school into a place where all students are able to achieve their potential as learners and leaders, with relevant support, care and guidance from appropriate staff. This will be achieved by:

- Being equipped with the knowledge, skills and understanding to make informed choices.
- Being aware of and able to meet the expectations of the school through the Code of Conduct, School Rules and Anti-Bullying policy and understand the school's system for rewards and sanctions.
- Being consistent with rewarding success and praising effort as well as achievement.
- Promoting good behaviour at all times so that students can grow in self-discipline, self-esteem and self-confidence.
- Being good citizens who will relate positively to other members of society, at home and in the community.

Our behaviour policy is based on Rights, Responsibilities and Rules which are common to all.

Safeguarding:

The Downs School is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Consultation and communication:

Students, staff and governors were consulted on the policy and the code of conduct.

Relationship to other policies:

Teaching and learning, anti-bullying, exclusion, SEN, Home School Agreement, attendance, Physical Intervention

Roles and responsibilities:

Responsibilities of the School

All members of the school community are responsible for encouraging good behaviour by;

- Setting positive role models for students to follow and ensuring that they are fully aware of the behaviour that is expected in the school
- Creating a calm, safe and well-ordered environment for teaching and learning and promoting pride in it
- Establishing high expectations at all times and praising when expectations are reached or exceeded
- Creating an atmosphere whereby students and adults are treated as individuals whose rights, values, beliefs and cultures are respected
- Fostering good relationships from the first point of contact with the school so that a sense of belonging will follow
- Recognising all kinds of bullying and unkindness when they do occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy)
- Consistently promoting positive social behaviour: "treat others as we would like to be treated".

To ensure the success of the behaviour policy, the Head, Senior Leadership Team and Governors should;

- Establish a positive school ethos by promoting a safe, secure and well-maintained school environment, where students enjoy their learning
- Establish rewards and sanctions systems which promote good behaviour ensuring that no pupil will be discriminated against regarding race, religion, culture or other individual need and ensuring the safety of all.
- Provide regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school (see 'Home-School Agreement')
- Regularly monitor and review behaviour throughout the school
- Record and monitor incidents of a serious nature, taking steps to ensure that they do not re-occur(Race equality)

- Ensure regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs.
- Ensure that staff are fully supported with implementing the behaviour policy.

To ensure the success of the behaviour policy, all staff should work towards the school's aims by;

- Being good role models and following the staff code of conduct
- Using positive behaviour management techniques to encourage socially responsible behaviour
- Recognising and valuing the needs of individual students according to ability and aptitude to enable them to achieve their full potential
- Providing opportunities for students to take an increasing responsibility for their own learning and conduct
- Follow behaviour guidelines using the school systems for rewards and sanctions - taking consistent, fair action
- Providing opportunities for students to share their beliefs of acceptable and unacceptable behaviour and creating a class code of conduct which will permeate to whole school practice in the shape of "Rights and Responsibilities"
- Liaising with parents about matters which affect their child's wellbeing, progress and behaviour by keeping the parents well informed and attending meetings when requested
- Ensuring that new students understand the procedures and guidelines that are in place which are the Downs Diamond, consequences and sanctions are set out in appendix 1a and 2.

To ensure the success of the behaviour policy, all students should work towards the school's aims by;

- Contributing to the development of a school code of conduct – appendix 1b
- Taking active responsibility for the school environment and for their own learning and behaviour
- Taking personal responsibility for their own actions and understanding the consequences of them
- Understand that each individual has rights but also responsibilities and follow the "rules" of the school.
- Consistently promoting positive social behaviour in the school and the wider community.
- Agreeing to and signing the Home School Agreement at the beginning of each key stage

To ensure the success of the behaviour policy, parents should work towards the school's aims by;

- Accepting, contributing and supporting the school's code of conduct for staff and students
- Accepting responsibility for the conduct of their children and offering encouragement or sanctions when appropriate
- Agreeing to and signing the Home School Agreement at the beginning of each key stage.
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

Power to discipline beyond the school gate

The school has the power to discipline beyond the school gate all non criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. (Educations and Inspectors Act 2006). This includes any poor behaviour when the student is;

- taking part in any school organised or school related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil of the school.

Or, misbehaviour at any other time, whether or not the conditions above apply, that

- could have repercussions for the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

In all these circumstances the head teacher should also consider whether it is appropriate to notify the police of the actions taken against the student. In addition, school staff should consider whether the behaviour may be linked to the child suffering, or likely to suffer, significant harm. In this case the school staff should follow its child protection policy.

Searching pupils

School staff can search students with their consent for any item which is banned by the school rules. Headteachers and staff authorised by the Headteacher have the power to search students or their possessions without consent where they suspect the student has weapons, alcohol, illegal drugs, tobacco or stolen items.

It is essential to read the additional guidelines on screening, searching and confiscation. See Appendix 3

Use of reasonable force

The law and the school's policy on reasonable force is summarised in the Physical Intervention Policy and guidance, which all staff should be aware of.

Guidelines for Behaviour Management at the Downs School

Positive approaches to behaviour and rewards

We actively promote good behaviour in school by modelling the behaviour we want to see, by communicating clearly our expectations of behaviour and by acknowledging, praising and rewarding good behaviour throughout the school. To ensure greater consistency and clarity around behaviour in the classroom students and staff have devised the Downs Diamond. This will be displayed in all classrooms and followed by both teachers and staff (see **Appendix 1a/b**). To further support staff with behaviour management a consequences and sanctions ladder has been produced. This gives a list of consequences and the appropriate responses (**See Appendix 2**).

Other Rewards Systems

Academic Rewards – This system ties in to the progress reports, which assess attitude and organisation. The scores that students receive from their teachers for attitude and organisation are converted into points. The points convert to a range of rewards – see scoring system below. Students are presented their rewards in praise assemblies, which are organised by Heads of Year and attended by Heads of Year and members of the Senior Leadership Team.

Rewards Focus – Each half term there are rewards focus areas which are linked to our code of conduct. Students who have demonstrated behaviours linked to the awards focus areas will get nominated by tutors and their names will go into a prize draw in the rewards assemblies held by their Head of Year. Students with excellent uniform and attendance will also be entered for the prize draw.

Behaviour outside the classroom

We expect the same rules to apply *outside of a lesson* and expect all adults to be treated with the same respect. Students who breach any part of the Code of Conduct will be dealt with in general by the Student Manager or the Head of Year. *All incidents of poor behaviour must be logged onto the green incident forms and given to the Heads of Year. (See appendix 3 for procedures of a green incident form)*

The Head of Year or SLT member should be *immediately* informed of serious incidents, such as extreme cases of disobedience, bullying, rudeness and abusive or threatening behaviour to students or members of staff.

They should then be provided with the green incident form as soon as possible after the event.

Heads of Year will decide the actions to be taken in consultation with the Assistant Headteacher (Student Progress). It is the responsibility of the Head of Year to communicate this to the Form Tutor.

Additional support for students with behavioural difficulties

If the approaches already outlined do not help a student to modify his/her behaviour it might be necessary to draw up a **Challenge and Support Plan (formerly a Pastoral Support Plan)** to provide more targeted support to help the student to improve his/her behaviour. At first this may include the Head of Year, parents and senior member of staff when appropriate. It may also be necessary to involve other agencies such as Educational Psychologists and Behaviour Support teams. Where a more in-depth assessment of a student is required a **CAF** (Common assessment Framework) might be instigated.

Report Cards

The school operates a system of report cards for students who are experiencing behavioural difficulties or have just returned from a fixed term exclusion. This is a supportive measure and a way of working in partnership with parents to ensure that the student's behaviour is modified. It allows close monitoring by staff and parents on a daily basis.

The different types of Report Cards are as follows:

- Tutor Report Card – used for low level disruption (this can be issued by the tutor following a discussion with head of year)
- Positive Report Card – used for students with behavioural concerns who display a lack of confidence and low self-esteem (this is issued by the head of year).
- Head of Year Report Card – for students who are exhibiting more serious behavioural concerns
- Head of Department Report Card – used for students who are only disrupting in one subject (this is issued by the head of department following a discussion with the head of year)

- SLT Report Card – for students who have returned from a long fixed term exclusion and/or at risk of further fixed term exclusions (this is issued following a discussion between the Assistant Headteacher (Student Progress) and the relevant Head of Year).

Students should be on report cards for a minimum of two weeks. Parents should be notified before the student is issued with a report card and the procedure explained. There should be a maximum of 2 targets on the report cards that should be SMART and negotiated with the student.

Supporting Victims of bullying:

Refer to the guidance in the anti-bullying policy.

Green Incident form - Procedures.

During subject lessons.

- Teacher to fill in green slip carefully (or TA to fill in and pass to Teacher) keep until break DT or LTDT done and pass to HOF for information. If needs an ASDT---→
- Pass to HOF for authorisation
- Pass to HOY for information(so they have an overall picture of student)
- Pass to SSC co-ordinator as soon as possible so action is taken as close to misdemeanour as can be.

During registration, break, lunch or lesson change over.

- Teacher/ TA, LTC etc to fill in carefully, keep until break DT or LTDT done and pass to HOY for information. If needs an ASDT---→
- Pass to HOY
- Pass to SSC co-ordinator as soon as possible so action is taken as close to misdemeanour as can be.

The Head of Year or SLT member should be *immediately* informed of serious incidents, such as extreme cases of disobedience, bullying, rudeness and abusive or threatening behaviour to students or members of staff.

They should then be provided with the green incident form as soon as possible after the event.

Students should not be sent to Internal Exclusion without being authorised by the HOY unless they have been sent to departmental remove and then need removing from there, which should be authorised by the HOF. ASDTs **cannot** be arranged without a green slip.

Internal Exclusion

For more serious offences such as verbal/physical aggression to students or staff or persistent low level disruption the student could face a period of time in the internal exclusion room. The decision to place a student in this room will be taken by the Head of Year in consultation with the Assistant Headteacher (Student Progress) or other members of SLT when appropriate.

A green incident form must be completed for all students who are placed in the internal exclusion room on the day of the incident.

Fixed term/Permanent exclusion

The Headteacher decides whether to exclude a student, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the student against those of the whole school community. (See Appendix 2).

Depending on the type of exclusion, parents have the right to make representations to the governing body, however if the exclusion is less than 5 days the governors cannot direct reinstatement. In all cases of exclusions that are more than 15 days or in the case of a permanent exclusion the governors' disciplinary committee must meet to consider the headteacher's decision.

EXPECTATIONS DIAMOND

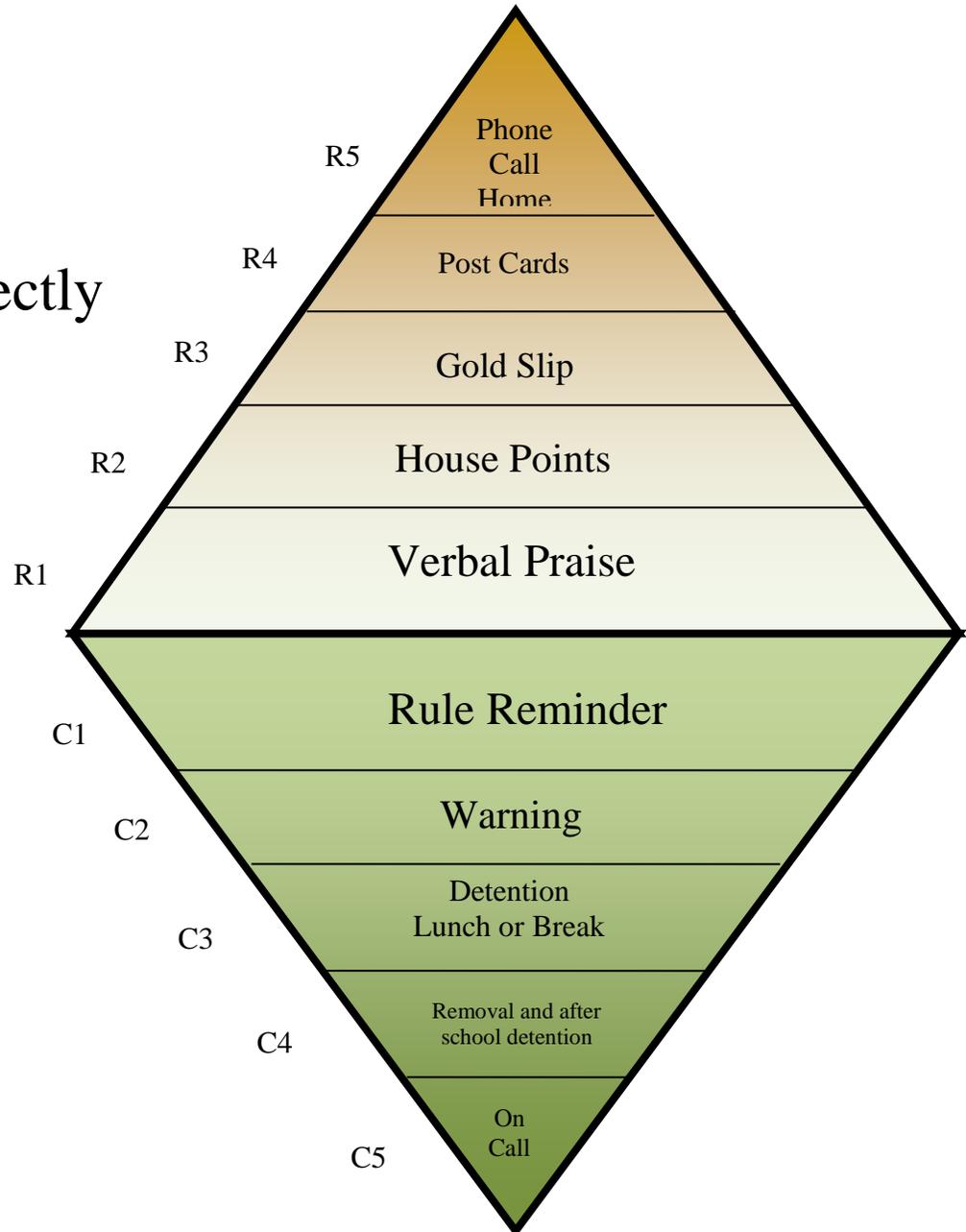
Dress and equip yourself correctly

On time

Work to full potential

Now stay focused

Show respect





THE DOWNS SCHOOL CODE OF CONDUCT

At The Downs School we all:

Show respect for, and support each other by speaking and listening politely to one another and behaving appropriately;

Respect the right of others to work by following instructions and avoiding causing distractions;

Are prepared for our learning environment by wearing the correct uniform, by bringing the right equipment and being punctual;

Work to our full potential by doing our best in class, completing homework by the deadlines set, and attending school;

Show care for our environment by leaving chewing gum at home, disposing of litter properly, respecting the property of others and not smoking;

Look out for other students and report any incidents of bullying to form tutors or another appropriate adult;

Respect the local community and do all that we can to avoid bringing the good name of the school into disrepute;

Do as we are asked.

Consequences and Sanctions**Appendix 2**

Offence	Staff Involved	Appropriate Response
Missed homework	Teacher then HOD/HOF then HOY	Break/lunch/after school detention
Missing equipment (pen, books, PE kit etc)	Teacher then HOD/HOF then HOY	Break/lunch/after school detention
Electronic equipment used around school – unless specifically being used in lessons at teacher’s request	All staff then reception staff	A three day confiscation unless parent comes into school to claim the item. Item should be packaged with student’s name then given to reception staff, who will lock it in the reception safe
Jewellery	All staff, with form tutor checking in morning registration	Deal as with electronic equipment. Students who fail to remove jewellery will be internally excluded at break and lunchtime until it is removed.
Unacceptable uniform	All staff, with form tutor checking in morning registration	Students who are not wearing correct uniform should go immediately to the SSC. They will then receive a uniform detention. Persistent problems will lead to more serious sanctions.
No show to break or lunch detention	Teacher then HOD/HOF	The next most serious sanction should be given.
No show to after school detention	HOY	Student will attend a two hour SLT ASDT. Failure to attend this will result in internal exclusion.
Rudeness, failure to work to acceptable standards, uncooperative behaviour and disrupting the behaviour of others.	Teacher then HOD/HOF then HOY	Many situations can be dealt with by a verbal warning. Depending upon the severity and persistence of the behaviour, remove should be used, followed by after school detention. Persistent problems will lead to more serious sanctions, including the use of Departmental or Pastoral reports.
Truancing	All staff, but primarily SSM then HOY	Internal exclusion.
Swearing at staff	staff then HOD then HOY	Remove followed by internal or external exclusion as appropriate.
Bullying	All staff then HOY	Sanction as appropriate depending upon severity of bullying.
Smoking	All staff then HOY	Break and lunch detention in first instance. More serious sanction, including after school detention or internal exclusion if repeated.
Not getting report signed	All staff	The staff member placing the student on report should give him or her a break or lunchtime detention.
Alcohol or drug use	HOY then SLT then Head	Internal or external exclusion (fixed or permanent)
Physical aggression	HOY then SLT then Head	Internal or external exclusion (fixed or permanent)
Damage to school equipment or property	HOY then SLT then Head	Internal or external exclusion (fixed or permanent)
Theft	HOY then SLT then Head	Internal or external exclusion (fixed or permanent)
Racist incidents	HOY then SLT then Head	Internal or external exclusion (fixed or permanent)
Criminal acts	HOY then SLT then Head	May result in permanent exclusion
Extremely serious offences or offences that form a sustained pattern of disruption and defiance	HOY then SLT then Head	May result in permanent exclusion

- Best practice is to inform and involve parents as often as possible. This is the responsibility of classroom teachers, not just HOD/HOFs and HOYs.

- The consequences and sanctions are in an ongoing process of review. We welcome your ideas on what works well and what needs to be improved.

APPENDIX 3

Guidelines on Screening, Searching & Confiscation

School staff can search pupils with their consent⁴ for any item which is banned by the school rules.

Headteachers and staff authorised by the headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items.

School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

Searching with consent

Schools' common law powers to search:

School staff⁵ can search pupils **with their consent**⁶ for any item which is banned by the school rules.

Searching without consent

What the law says:

What can be searched for?

1. Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').⁷

Can I search?

2. Yes, if you are a head teacher or a member of school staff⁸ and authorised by the head teacher. But:

a. you must be the same sex as the pupil being searched; and

b. there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched. For example, it is possible for a female teacher to witness a search of a male pupil where there is only one male member of staff in a school or taking part in a school trip.

³ Applies to all maintained schools, Academies and Free Schools.

⁴ The ability to give consent may be influenced by the child's age or other factors.

During the search

Extent of the search – clothes, possessions, desks and lockers

What the law says:

The person conducting the search may not require the pupil to remove any clothing other than outer clothing.

'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff.

The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Lockers and desks

Under common law powers, schools are able to search lockers and desks for any item provided the pupil agrees.

Schools can also make it a condition of having a locker or desk that the pupil consents to have these searched for any item whether or not the pupil is present.

After the search

The power to seize and confiscate items – general

What the law allows:

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

1. The member of staff can use their 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. Where any article is thought to be a weapon it must be passed to the police.

2. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.