

Dorset Education Partnership

BEHAVIOUR POLICY

To be reviewed 3-yearly

ReviewedJanuary 2008.....

ReviewedJune 2011.....

ReviewedJune 2014.....

ReviewedMay 2015.....

ReviewedNovember 2017.....

ReviewedMarch 2018.....

Reviewed

This Policy conforms to DFE guidance issued February 2014

1. The purpose of the policy

- To promote good behaviour, self-discipline and respect
- Prevent bullying
- Ensure that students complete assigned work
- Regulate the conduct of students
- Ensure that students are safe, including relevant aspects of safeguarding and particularly vulnerable groups (e.g. LAC, SEND, Ethnic Minorities)

2. Rewards and support

The school places the emphasis on rewarding and encouraging good behaviour. A range of strategies are used and positive behaviour is celebrated in school and notified to parents. Where necessary, students will be actively supported to behave appropriately, particularly where there are SEND issues.

3. Teachers' Powers

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.
- School staff can search a pupil for any item if the pupil agrees.

The powers also apply to all paid staff with responsibility for pupils, such as teaching assistants.

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).

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. At FUS these include;

- any drugs-related paraphernalia
- 'e' cigarettes, similar items used for 'vaping' or any associated paraphernalia

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. In this situation, the parents will be asked to collect the contraband. If they do not wish to collect the materials, they will be disposed of.

4. INVOLVING THE POLICE

The school is fully committed to the Dorset Police Schools Related Incident Recording Policy and Procedure. Using this document for guidance, the school will decide if, and to what extent, the police should be involved in any incident. The school has a zero-tolerance policy towards any form of crime or antisocial behaviour and will cooperate fully with any request from the police for information or other assistance.

5. SANCTIONS

All staff must read the school's behaviour policy and apply it consistently in order to enable students to be safe, happy and able to learn. All staff must be able to teach and promote learning without hindrance.

The school uses a range of measures to achieve the purposes of the policy. There is guidance authorised by the Governing body which includes the following;

- Screen and search students
- Use reasonable force and other physical contact
- Exert discipline beyond the school gates
- Work with outside agencies to assess the needs of students who display continuous disruptive behaviour
- Provide pastoral care for staff accused of misconduct

The following system has been drawn up in consultation with parents, students, staff and Governors. These behaviour points are recorded through Go 4 Schools our online learning platform. Parents, students and teachers all have access to the information on this system.

C1: Verbal warning

The member of staff will quietly advise the student that they are disrupting learning.

C2: Second verbal warning

At this point, individual staff, teachers or teaching assistants, may request that a student takes a couple of minutes 'time out' outside the door to collect themselves. When they return, they must settle to learning to avoid getting a C3.*

C3: After School Detention (30 minutes or 1 hour),

If the warnings are not responded to, a detention will be issued. The student will often be instructed to work in a 6th form lesson for the remainder of the lesson. Where the detention was set for disruptive behaviour on the first detention of this nature students will be removed for one lesson. Where it is the second detention in that subject for disruptive behaviour they will be removed from that subject for a week. Where it is the third detention in that subject for disruptive behaviour they will be removed from that subject for two weeks. This is to avoid repeated disruption to others learners learning. This must be organised in the full knowledge of the DOL for that subject area. Detention are monitored and repeated detentions will trigger further sanctions and interventions from the pastoral managers such as report cards, PSPs. Staff may use other appropriate sanctions at their discretion such as detaining at break and lunchtimes, setting community tasks etc.

C4: ON CALL

If the student is being disruptive in a lesson and has not responded to the C1-3 warnings a teacher may call for ON CALL. This is a senior member of staff who is on duty to collect students who are disrupting the learning of others. The member of staff teaching will call reception, who will in turn use the radio system to notify the duty member of staff. This member of staff will appear at the class and collect the student with their work for the lesson. They will escort them to the nearest sixth form lesson without questioning the student or the member of staff.

It is the duty of the teacher who has used ON CALL to record incident as a C4 on Go 4 Schools. In this case a C3 does not need to be set as well as this would constitute double punishment and would be unfair. Any student who is picked up ON CALL receives an hours detention in addition to their removal from the lesson.

C5: Amber Report Card

Students who receive multiple detentions for misbehaviour may be placed on amber report. This decision is taken by the pastoral managers in consultation with the Head of Year and the SLT link for that year group. Amber report cards are given to students who have to get their behaviour scored out of 5 in every lesson. They are set a daily target by the pastoral manager and must report to the pastoral office every morning and afternoon. They must also get the report card signed every evening by their parents. Failure to keep the card, get it signed, or meet the daily target may result in the issuing of further detentions or escalation to C6.

C6: Red Report Card

Students who fail amber report may be placed on red report card. This is a very serious level of reporting. Failure to keep the card, get it signed or meet the daily target here may result in the student being placed in a days' internal exclusion – C7.

C7: A Day's Internal Exclusion

Students work isolated from other students, including break and lunch. The school day is extended by one hour.

*Examples of types of behaviour that might result in **internal exclusion** are:*

- a) Bullying; if not serious or persistent including by misuse of social media in and out of school*
- b) Persistent disruptive behaviour in class*
- c) Some cases of fighting;*
- d) Truancy;*
- e) Serious vandalism, graffiti;*
- f) Smoking (including use of 'e' cigarettes etc)*

C8: One/Two Day External exclusion

Examples of incidents which may result in a fixed term or permanent exclusion include;

- a) Physical assault on member of staff*
- b) Serious physical assault of other students*
- c) Some incidents of direct verbal abuse of staff*
- d) Serious defiance towards staff*
- e) Possessing, handling, passing or dealing in drugs (prohibited substances) including alcohol.*
- f) Bringing weapons, knives, fireworks or dangerous items into school*
- g) Serious theft*
- h) Persistent bullying including by misuse of social media in and out of school*
- i) Bringing the school into disrepute*
- j) Malicious accusations against school staff*

At all times the school will adhere to relevant legislation covering exclusions.

C9: Longer Three-Five Day External Exclusion

Where a student has been excluded before, it may be appropriate for the second or third formal exclusion to be extended beyond the initial one or two days. This is so the student understands that if their behaviour does not improve that the sanction become more serious.

C10: Governors' warning

In effect a final warning that should poor behaviour result in further exclusions, then the student will either be dual-registered with a learning centre or permanently excluded. This will be given as part of a formal minuted meeting involving a member of the SLT, governor, parent and student. Minutes of the meeting will be circulated to all present. Serious misbehaviour following the governors' meeting will result in the permanent exclusion protocol being invoked.

Students with Special Educational needs

The school recognises its duties under the Equality Act 2010 to ensure that a student's SEND is considered when considering how discipline issues are dealt with.

The Disability Discrimination Act 1995 and the SEN duties in the Education Act 1996 (both of which were amended by the SEN and Disability Act 2001), together with the Disability Discrimination Act 2005 (which also amended the Disability Discrimination Act 1995), provide the statutory framework that underpins equality of opportunity for pupils with SEN or disabilities in accessing school education.

Disabled pupils are those who have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This broad definition encompasses an estimated 7% of the child population and includes hidden disabilities such as dyslexia, autism and speech and language impairments; sensory and physical impairments; and medical conditions such as diabetes, epilepsy or disfigurement. Some pupils with more complex behavioural, emotional or social difficulties (BESD) may also fall under the definition of disabled. The definition of disability includes conduct disorders such as oppositional defiance disorder (ODD); hyperkinetic disorders such as attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD); and syndromes such as Tourette's and other mental health disorders. Such disorders do not have to have been officially diagnosed in order for a pupil to be classified as disabled: the impairment simply needs to exist.

There is a significant overlap between those who have a disability and those who have SEN. The definition of SEN includes many but not all disabled children: disabled children have SEN if they have learning difficulties which call for special educational provision to be made for them. The definition of 'learning difficulty' under the Education Act 1996 includes a disability which either prevents or hinders a child from making use of educational facilities of a kind generally available in the area.

Under the Education Act 1996, as amended by the SEN and Disability Act 2001, schools must make special educational provision for pupils whose behaviour-related learning difficulties call for special educational provision to be made for them. Local authorities also have a duty under the Act to, where necessary, assess a child's SEN and draw up a SEN 'statement' setting out the extra provision the child requires to meet his or her SEN. Schools can request an assessment for a child.

The Disability Discrimination Act 1995 (as amended) requires maintained schools and other public authorities, when they are carrying out their duties, to have regard to the need to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Act;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

A school is discriminating unlawfully against disabled pupils if:

- it treats a disabled pupil or prospective pupil less favourably than another for a reason related to their disability and without justification; or
- it fails, without justification, to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage. This is often known as the 'reasonable adjustments' duty.

Key aspects of improving the quality of student behaviour

- 1) A consistent approach to behaviour management
- 2) Strong school leadership
- 3) Classroom management
- 4) Rewards and sanctions
- 5) Behaviour strategies and the teaching of good behaviour
- 6) Staff development and support
- 7) Pupil support systems
- 8) Liaison with parents and other agencies
- 9) Managing pupil transition
- 10) Organisation and facilities

Praise points

The following points will be given to recognise good behaviour in school.

P1: House point

P2: Double house point

P3: Praise phone call teacher

P4: Praise phone call HOY

P5: Postcard home (sent out on Parentmail each week)

P6: Praise phone call SLT

P7: Certificate in assembly

P8: Representing the school

P9: Student of the term (also displayed on a school noticeboard)

P10: Headteacher award (for exceptional individual acts)

Rewards Assemblies

Rewards assemblies will be held each half-term to formally recognise students who have done well. Categories of recognition are:

- 100% attendance
- Improved attendance/punctuality
- Top achievement
- Best effort in subject areas
- Number of praise points received
- Individual achievements
- Sports achievements

Following these assemblies, a target group of students will be invited on a rewards trip out of school again to formally recognise their achievements. These trips, and the rewards system will be regularly reviewed by the student council.