

Part 1

Name of policy	P6 Student Behaviour Policy
Status of policy	This is a statutory policy
Consultation	This policy has been developed following consultation with Students via School Council, Teachers, Senior Leadership Team and Pastoral Governors.
Relationship with other policies	This policy should be read in conjunction with P7 Anti Bullying policy P8 Drugs policy P12 Home School Agreement C5 SEN and Disability Policy P2 Equality Policy P4 Safeguarding and Child Protection Policy C2 School Expeditions P13 Attendance policy DFE Behaviour and Discipline in Schools 2014 Regulations for the use of ICT facilities Edgbarrow School's Behaviour Code that is referred to throughout this policy is attached as DFE Guidance Exclusion from maintained schools, academies and pupil referral units in England September, 2012. This policy complies with Section 89 of the Education and Inspections Act 2006 Appendix A: Edgbarrow School Behaviour Code Appendix B: Guidance for management of student behaviour in class Appendix C: EDGpoints Appendix: D Use of reasonable force Appendix 2 Incident form Appendix 13 Serious incident procedures
Date policy was agreed	September 2016
Date for full implementation	Immediate
Date for review	Annually – September 2017

Part 2

Policy

1. The purpose of this policy is to promote good behaviour, self discipline and respect among students. The school acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with special educational needs. The Governing Body believes that the school should expect a high standard of behaviour from all students and therefore has developed a school community where there is a:
 - Safe and caring environment that ensures the happiness and well being of all students and supports their development personally, socially and academically.
 - Positive learning culture based upon mutual respect in which all students are valued equally.
 - Provision of high quality teaching through a broad balanced curriculum that responds to the different learning needs of students and enables them to achieve their full academic potential.
 - Wide range of activities that allows all students to experience success and to explore and develop their talents in lessons and through a wide range of extra curricular opportunities.
 - Provision of opportunities for community involvement and life long learning
 - Development of skills, attitudes and responsibilities for adult life at work, at home and within our society.
2. Edgbarrow School's Behaviour Code (**Appendix A**) is based on Rights & Responsibilities and is linked to the United Nations Convention on the Rights of the Child. It has been developed by members of the school community and is designed to make sure students are safe, enjoy and achieve, make a positive contribution, are healthy and happy and are able to achieve economic well being. It links into the guidance for management of student behaviour in class (**Appendix B**).
3. Edgbarrow School's Behaviour Code should be adhered to in order to develop mutual respect, to teach students to take responsibility for their own actions and if necessary to accept the consequences of their choices
4. Edgbarrow School's Behaviour Code will be reviewed and promoted annually. The standard of behaviour expected at Edgbarrow will be communicated to all students. The power to discipline applies to all paid staff with responsibility for pupils
5. All behaviour creates its own consequence whether positive or negative. The consequences of behaviour will be consistently applied across the school. School staff powers to discipline, include the power to discipline students when they are not at school or in the charge of a member of staff. This could be when a pupil 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

Edgbarrow School: Governors' Policy

Pastoral Committee: P6 - Student Behaviour Policy

- pupil at the school: Or misbehaviour at any time, whether or not the outlined conditions 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. (sanctions see appendix A and B)
6. Staff will use a variety of strategies to encourage positive behaviour. There is an agreed system for positive behaviour (see appendix C) Some students will need extra support to develop positive behaviour and this may involve interventions from internal school support systems or from outside agencies.
 7. The Headteacher will be responsible for ensuring that this policy is implemented All members of the school community are responsible for supporting the school ethos. All staff are responsible for the promotion of and day to day management of positive behaviour and will consistently follow the procedures. Students' responsibility is to follow Edgbarrow School's Behaviour Code. Parents and carers play a vital role in encouraging good behaviour and hard work in school. It is essential that home and school work together as it will be detrimental to the pupil's progress if they do not. Every effort must be made to solve any difficulties if they should arise, on both parts via for example face to face meetings.
 8. School staff have the power to use reasonable force to prevent students from committing an offence injuring themselves or damaging property and to maintain good order and discipline in the classroom. The school does not have a policy of no physical contact (paragraph 19 Guidance use of force 11/07) and sometimes it may be necessary to touch, move, hold or curtail an individual. See **Appendix D** which outlines the use of reasonable force that is acceptable. Any actions taken should always be in the pupil's best interests, reasonable and proportionate. Staff who have had cause to restrain a pupil are required to report the incident to the Headteacher as soon as is practical. Staff will be asked to complete a report of the incident in writing.
 9. The general power to discipline enables the member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to or loss of any confiscated items. The school also has 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 property.
 - Any other item banned by the school.Weapons and knives and extreme or child pornography will always be handed over to the Police. Where resistance is expected school staff may find it more appropriate to call the Police.
 10. The school acknowledges that disciplinary action should be taken against students who are found to have made malicious accusations against school staff.

Exclusion

11. The governing body believes that the school can use exclusion as part of effective behaviour management. This would include internal, fixed term and permanent exclusion.
12. Only the Headteacher (or in the absence of the Headteacher the Deputy Headteacher who is acting in that role) can exclude a student. A student may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year) or permanently.
13. A decision to exclude a student will be taken only:
 - in response to a serious breach or persistent breaches of the school's behaviour policy
 - If allowing the student to remain in school would seriously harm the education or welfare of the pupil or others in the school.
14. In respect of all decisions to exclude, the Headteacher and the Governing Body will take account of the DFE - Exclusion from maintained schools, Academies and pupil referral units in England (September, 2012).
15. A decision to exclude a student permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student and should normally be used as a last resort. There will be, however, exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a student for a first or 'one off' offence. In exceptional cases – usually when further evidence comes to light – a fixed term exclusion may be extended or converted to a permanent exclusion.
16. Fixed term exclusions will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Headteacher will:
 - Ensure appropriate investigations have been carried out
 - Consider all the evidence available to support the allegations taking into account the school's Student Behaviour policy
 - Allow the student to give her/his version of events
 - Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment
 - If necessary consult others, but not anyone who may later have a role in reviewing the Headteacher's decision, for example a member of the Governing Body.
 - A student's disruptive behaviour can be an indication of unmet needs. As a school we will try to identify whether there are any causal factors and intervene

early in order to reduce the need for subsequent exclusion. We will also use strategies for reintegrating students that return to school following a fixed period exclusion.

- All fixed term exclusions will be accompanied by a letter which will include further details and subsequent actions.
- Keep a written record of the actions taken, including witness statements of the student concerned. All witness statements must be dated and signed where possible

In reaching a decision, the Headteacher will always look at each case on its own merits.

17. If the Headteacher is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, exclusion may be the outcome. When establishing the facts in relation to an exclusion the Headteacher must apply the civil standard of proof ie. "on the balance of probabilities". It is more likely than not that a fact is true, rather than the criminal standard of "beyond reasonable doubt". It may involve a wide range of evidence and may extend to evidence of the student's past behaviour if relevant to the seriousness of the present allegation. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate. Reasons for issuing an exclusion may include:

- Verbal abuse
 - Bullying (see anti-bullying policy)
 - Indecent behaviour
 - Damage to property
 - Theft
 - Violence or threatened violence
 - Sexual abuse or assault
 - Arson
 - Carrying an offensive weapon
 - Supply and use of illegal drugs (see drugs policy)
 - Unacceptable behaviour which has previously reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.
 - Encouraging or inciting any of the above.
 - Persistent and or extreme rudeness
 - Defiance and refusal to cooperate
-
- Alcohol related

18. Edgbarrow School's Drugs policy clearly states that illegal and other unauthorised drugs have no place in school. When making a decision to exclude in relation to a drug related incident the Headteacher will have due regard to the Drugs policy and will consult with the Designated Senior Person.

19. The behaviour of students outside school can be considered grounds for exclusion. This will be a matter of judgement for the Head teacher in accordance with the

Edgbarrow School: Governors' Policy

Pastoral Committee: P6 - Student Behaviour Policy

school's behaviour policy. Students' behaviour outside school on school business – for example, on school trips, away school sports fixtures, or work experience placements is subject to the school's Student Behaviour policy. Poor behaviour in these circumstances will be dealt with as if it had taken place in school. For behaviour outside school, but not on school business, the Headteacher may exclude a student if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This will be matter of judgement for the Headteacher. Students' behaviour in the immediate vicinity of the school or on a journey to or from school for example can be grounds for exclusion.

20. Fixed term or permanent exclusion will not be used for:
 - minor incidents such as failure to do homework
 - poor academic performance
 - lateness or truancy
 - breaches of school uniform rules or rules of appearance (including jewellery and hairstyle), except where these are persistent and in open defiance of such rules.
 - Punishing students for the behaviour of their parents, for example when parents refuse or are unable to attend a meeting.
 - Protecting victims of bullying by sending them home.
21. The school will take reasonable steps to set and mark work for students during the first five days of exclusion and alternative provision will be arranged from the sixth day.
22. Excluded students should be able, and encouraged, to participate at all stages of the exclusion process taking into account their legal age and understanding.
23. All exclusions will be treated in the strictest of confidence.

Monitoring and Evaluation

24. The Headteacher will regularly monitor the consistent application of the procedures detailed in this policy and their impact. This monitoring will take place as part of the normal school self-review procedures. The Governing Body's Pastoral Committee will receive reports on:
 - a. Fixed term and permanent exclusions (every term)
 - b. SIMS analysis of behaviour (every term)
 - c. Reported incidents of bullying (every term)

Edgbarrow School: Governors' Policy
 Pastoral Committee: P6 - Student Behaviour Policy
 Appendix A Behaviour code

EDGBARROW SCHOOL - BEHAVIOUR CODE

(Based on the UNCRRC Rights of the Child)

- With every right comes a responsibility.




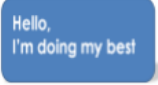












Right	Responsibility	Meaning
I have a right to <u>feel safe and protected</u>	and a responsibility to <u>look out for others.</u>	This means : <ul style="list-style-type: none"> • I will support the anti-bullying policy of the school [9] • I will not use violence in class or around the school site, or to and from school [12] • I will report any concerns regarding safety/protection to a member of staff [12] • I will not bring dangerous or harmful items into school [12]
I have a right to <u>learn and develop my personality and talents to the full</u>	and a responsibility to <u>do my best at all times.</u>	This means : <ul style="list-style-type: none"> • I will complete class and homework to the best of my ability and be rewarded through the schools reward procedures [2/4] • I will bring the right equipment to school [1] • I will support the consequences if I don't meet my responsibilities by accepting sanctions eg. detentions [1-12] • I will attend school and be on time for lessons [6] • I will not engage in low level disruption which distracts others from engaging positively and actively in learning [3] • I will not be rude and defiant to any staff member [11] • I will support all school policies that relate to me and my learning [1-12]
I have a right to <u>be myself</u>	and a responsibility to <u>accept other peoples differences and boundaries.</u>	This means : <ul style="list-style-type: none"> • I will treat others how I would want to be treated and respect their beliefs, viewpoints and individuality. I will report all bullying and not bully or intimidate others [9] • I will dress appropriately for school and follow the school uniform boundaries [8]
I have a right to <u>be heard</u>	and a responsibility to <u>listen to others.</u>	This means : <ul style="list-style-type: none"> • I will listen to and speak to students, members of staff and visitors respectfully [10] • I will have my opinions taken into account when adults are making decisions that affect me.
I have a right to <u>get support</u>	and a responsibility to <u>ask for support at the appropriate time.</u>	This means : <ul style="list-style-type: none"> • I will ask for and receive support if I need it from staff members [9]
I have a right to <u>use school property</u> as part of my education	and a responsibility to <u>respect school property.</u>	This means : <ul style="list-style-type: none"> • I will ensure that I do not damage school or other people's property. • I will look after rooms and furniture and leave them tidy.
I have a right to <u>a healthy and clean environment</u>	and a responsibility to <u>look after my environment.</u>	This means : <ul style="list-style-type: none"> • I will ensure that I put litter in bins. • I will respect the school community.
I have a right to <u>relax, play and join in a range of activities</u>	and a responsibility to <u>take part at the appropriate times.</u>	This means : <ul style="list-style-type: none"> • I will take my part in the school community, and when I can, in a range of activities at school and support others and the staff who provide the activities.

NB. [No.] Please refer to Guidance for Management of Student Behaviour (In Class)

04/05/2015

EDGBARROW SCHOOL BEHAVIOUR CODE

- *With every right comes a responsibility.*

Right UNCRC		Responsibility	
I have a right to <u>feel safe and protected</u>	 Caring	and a responsibility to <u>look out for others.</u>	
I have a right to <u>learn and develop my personality and talents to the full</u>		and a responsibility to <u>do my best at all times.</u>	
I have a right to <u>be myself</u>		and a responsibility to <u>accept other peoples differences and boundaries.</u>	
I have a right to <u>be heard</u>		and a responsibility to <u>listen to others.</u>	
I have a right to <u>get support</u>		and a responsibility to <u>ask for support at the appropriate time.</u>	
I have a right to <u>use school property</u> as part of my education		and a responsibility to <u>respect school property.</u>	
I have a right to <u>a healthy and clean environment</u>		and a responsibility to <u>look after my environment.</u>	
I have a right to <u>relax, play and join in a range of activities</u>		and a responsibility to <u>take part at the appropriate times.</u>	

Appendix B Guidance for management of student behaviour in class

GUIDANCE FOR MANAGEMENT OF STUDENT BEHAVIOUR IN CLASS

LOW LEVEL		HIGH LEVEL
<p>1. Lack of subject specific/SEN equipment</p> <ol style="list-style-type: none"> 1. Acknowledge encourage (Subject Teacher) 2. Acknowledge encourage (Subject Teacher) 3. Detention (Subject Teacher) <ol style="list-style-type: none"> 1. Detention (Head of Department) 2. Detention (Head of Department) <ol style="list-style-type: none"> 1. Detention (Head of Year) <ul style="list-style-type: none"> • SLT involvement <p>2. Lack of work/poor quality work in lesson</p> <ol style="list-style-type: none"> 1. Acknowledge encourage (Subject Teacher) 2. Acknowledge encourage (Subject Teacher) 3. Detention (Subject Teacher) <ol style="list-style-type: none"> 1. Detention (Head of Department) 2. Detention (Head of Department) <ol style="list-style-type: none"> 1. Detention (Head of Year) <ul style="list-style-type: none"> • SLT involvement <p>3. Low level persistent disruption</p> <ol style="list-style-type: none"> 1. Acknowledge encourage (Subject Teacher) 2. Acknowledge encourage (Subject Teacher) 3. Detention (Subject Teacher) <ol style="list-style-type: none"> 1. Detention (Head of Department) 2. Detention (Head of Department) <ol style="list-style-type: none"> 1. Detention (Head of Year) <ul style="list-style-type: none"> • SLT involvement <p>4. Lack of homework</p> <ol style="list-style-type: none"> 1. Acknowledge encourage (Subject Teacher) 2. Acknowledge encourage (Subject Teacher) 3. Detention (Subject Teacher) <ol style="list-style-type: none"> 1. Detention (Head of Department) 2. Detention (Head of Department) <ol style="list-style-type: none"> 1. Detention (Head of Year) <ul style="list-style-type: none"> • SLT involvement 	<p>5. Rudeness /defiance to staff member</p> <ol style="list-style-type: none"> 1. Acknowledge and remind of consequences (Subject Teacher) 2. Detention (Subject Teacher) <ol style="list-style-type: none"> 1. Detention (Head of Department) 2. Detention (Head of Department) <ol style="list-style-type: none"> 1. Detention (Head of Year) <ul style="list-style-type: none"> • SLT involvement <p>6. Lateness to lesson</p> <ol style="list-style-type: none"> 1. Acknowledge and remind of consequences (Subject Teacher) 2. Detention (Subject Teacher) <ol style="list-style-type: none"> 1. Detention (Head of Department) 2. Detention (Head of Department) <ol style="list-style-type: none"> 1. Detention (Head of Year) <ul style="list-style-type: none"> • SLT involvement <p>7. Misuse of ICT</p> <ol style="list-style-type: none"> 1. Acknowledge and remind of consequences (Subject Teacher) 2. Detention (Subject Teacher) <ol style="list-style-type: none"> 1. Detention (Head of Department) 2. Detention (Head of Department) <ol style="list-style-type: none"> 1. Detention (Head of Year) <ul style="list-style-type: none"> • SLT involvement <p>8. Uniform</p> <ol style="list-style-type: none"> 1. Record on SIMS uniform detention. 	<p>9. Bullying</p> <ul style="list-style-type: none"> • Check welfare of student. • Report to HOY asap. • Complete Edgbarrow incident form. <p>10. Inappropriate language in response to another pupil/teacher</p> <ul style="list-style-type: none"> • Remove from lesson and report to HOD. • Complete Edgbarrow incident form and pass on to HOY asap. <p>11. Extreme rudeness / defiance / refusal to follow instructions.</p> <ul style="list-style-type: none"> • Remove from lesson and report to HOD/SLT • Complete Edgbarrow incident form and pass on to HOY asap. <p>12. Violence</p> <ul style="list-style-type: none"> • Verbal instruction to stop and separate (if appropriate) • Check welfare of student • Remove from class and keep out of lessons • Report to HOD – Alert HOY/SLT immediately by telephone. • Complete Edgbarrow incident form and pass on to HOY asap.

- Record all incidents on SIMS
- Record in planner

13/07/2015

<p style="text-align: center;">EDGBARROW SCHOOL REWARDS EDGpoints</p>

- Rewards are EDGpoints - they should be given singularly where possible although this is at the discretion of the individual teacher.
- Record EDGpoints on SIMS using the 3 click system.
- Rewards do not get cancelled out by behaviour.
- Each week every tutor will receive a breakdown of EDG points per student.
- When a student receives 10 EDGpoints, an EDGpoint 10 sticker is placed in their diary.

The more EDGpoints accrued the more chances to obtain prizes in a half termly EDG point celebration raffle.

Students with the most EDGpoints will be awarded Bronze, Silver and Gold tickets in order gain prizes.

EDGpoints should be awarded for:

- Good classwork
- Good homework
- Sustained effort over a period of time
- Contribution to class discussion
- Supporting others - teamwork
- Outstanding piece of work
- Supporting the school at an event
- Supporting the tutor group / year group
- Outstanding grade report
- Other

APPENDIX D: P6 STUDENT BEHAVIOUR POLICY

THE USE OF REASONABLE FORCE TO CONTROL OR RESTRAIN PUPILS

There is no legal definition of the term “reasonable force”. In line with the Government’s non-statutory guidance to schools, “reasonable force” covers the broad range of actions that involve a degree of physical contact with a pupil or pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm to breaking up a fight or restraining to prevent violence or injury. “Reasonable in the circumstances” means using no more force than is needed. Force may be used to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom.

As a general rule the force used in ANY situation should be the **MINIMUM** necessary to achieve the desired objective. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Staff should always weigh carefully the possible consequences of intervening physically, balancing the risk of escalating the situation against the potential threat to the safety of other pupils/staff and the risk of allegations of assault being made against staff.

Staff may use such force as is reasonable in order to prevent a pupil from, or continuing, any of the following or similar incidents:

- Disrupting the classroom where they have refused to follow an instruction to do so
- Behaving in a way that disrupts a school event, activity, trip or visit
- Leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Attacking a member of staff or another pupil, or to stop a fight
- Harming themselves through physical outbursts
- Committing a criminal offence
- Injuring themselves or others
- Causing very serious damage to property (including their own)
- Engaging in behaviour prejudicial to maintaining good order and discipline

The use of force as a punishment is not allowed as it is always unlawful to use force as a punishment.

Staff must always take a calm, measured approach to any situation and never give the impression they have lost their temper and are acting out of anger, frustration or a desire to punish.

Types of Physical Contact

Under normal circumstances the following forms of contact are most likely to be used:

- stepping between two pupils

Edgbarrow School: Governors' Policy

Pastoral Committee: P6 - Student Behaviour Policy

- touching, holding or leading a pupil by the arm or the middle of the back

Staff should always avoid touching or holding a pupil in a manner which may be considered inappropriate or which entails physical contact with vulnerable parts of the body such as the neck, head, hair or ears.

Avoidance Strategies

Where there is an immediate risk of injury or very serious damage to property staff may have to intervene straight away. However, when there is not such urgency strenuous attempts to defuse the situation prior to the use of physical intervention must be made. These include:

- Advise the pupil to stop and warn of the consequences of failing to comply
- Assess whether, and if so when, physical intervention is appropriate
- Use reasonable force only when other methods have failed
- Ensure the pupil is aware that the physical contact or restraint will stop when they comply with the instructions given

Where it is feasible to do so, staff should summon adult assistance before having recourse to the use of reasonable force. There may also be situations in which intervention should not take place without the assistance being available. In such situations other pupils potentially at risk should be removed if possible and help from colleagues should be summoned. In some situations it may be appropriate to summon the police. Attempts should be made orally to defuse the situation or stop it escalating, whilst waiting for assistance to arrive.

Reporting Incidents

Staff who have had cause to restrain a pupil are required to report the incident as soon as is practical to the Headteacher. Staff will be asked to complete a report of the incident in writing. Senior Leadership Team will arrange to notify the parents/carers of the child who has been restrained as soon as is practical after the incident.