

## Overview

### **The Principles of our School Behaviour Policy**

At Brook Green Centre for Learning we believe that our students learn best in an environment that is safe, secure and in which expectations of good behaviour are both encouraged and explicit. We place especially high value on recognising and rewarding socially co-operative behaviour, unselfish action and good manners. Our behaviour policy is based on firm intentions to;

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that students complete assigned work;
- regulate the conduct of students to ensure a positive climate for teaching and learning exists.

In addition, it is based on the premise that;

By law, **all** school staff have the power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school.

Our Governing Body has a duty under section 175 of the Education Act 2002 which requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Our policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEN).

The school will publicise the school behaviour policy, in writing, to staff, parents and students at least once a year and it will be published on its website (School Information (England) Regulations 2008).

### **The Power to Discipline**

Staff have statutory authority to discipline students 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).

The power also applies to all paid staff with responsibility for students, such as teaching assistants.

Staff can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.

Staff can also discipline students in certain circumstances when a student's misbehaviour occurs outside of school. Staff have a power to impose detention outside school hours.

Staff can confiscate students' property.

This may include;

- screening and searching students;
- Using reasonable force and other physical contact;
- Disciplining students outside of school;
- Working with other local agencies to assess the needs of students who display continuous disruptive behaviour.

## **Our Behaviour Policy**

It is vital that the behaviour policy is well understood by staff, parents and students, and that it is consistently applied. In our policy, the following key aspects of school practice that contribute to improving the quality of student behaviour are identified;

**A consistent approach to behaviour management** that will promote effective practice and help ensure rewards and sanctions are applied fairly and evenly across the school.

**Strong school leadership in positive behaviour management** that will support other staff, students, parents and other agencies.

**Effective Classroom Management** that will ensure a positive climate for learning is in place and behaviours disruptive to other students are minimised.

**Rewards and sanctions** that will act as motivators for good behaviour.

**Strategies for promoting positive behaviour and the teaching of good behaviour** that are common working practice across and beyond the school.

**Staff development and support** that will help ensure all staff feel confident and competent in promoting good behaviour.

**A Pastoral Support Systems for students** that will allow for individual and targeted intervention and attention.

**Liaison with parents and other agencies** that will ensure clear communication of mutual support.

## **Rewarding Good Behaviour**

We praise and reward children for good behaviour in a variety of ways:

- teachers praise and congratulate students;
- teachers give students house points for good work and appropriate traffic lights for their behaviour through Sleuth\*
- each term we nominate a student from each year to be 'Student of the Term'
- each 'Student of the Term' receives a certificate in the school rewards assembly;
- we acknowledge outstanding effort or acts of kindness in school;
- a "traffic lights" system is used to indicate the overall level of individual behaviour at KS3;

\*Sleuth is an electronic behaviour tracking system that records and analyses behaviour. It provides an effective, consistent, whole school system for managing behaviour, positive and negative.

## **Tackling Poor Behaviour**

Staff can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the member of staff can impose a sanction on that student.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the Headteacher;
- 2) The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff; and

3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

### **Corporal punishment is illegal in all circumstances.**

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The Head teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip. The school will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs (such as Autism). At this point, the school should consider whether a multi-agency assessment is necessary.

The school employs a number of sanctions to enforce our school rules, and to ensure a safe and positive learning environment.

- We expect students to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect students to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a student is disruptive in class, the teacher will provide guidance on acceptable behaviour. If a student misbehaves repeatedly, we may isolate the child from the rest of the class with a TLA until s/he calms down, and is in a position to work sensibly again with others. He/she may go to the Inclusion Centre.
- The safety of the children is paramount in all situations. If a student's behaviour endangers the safety of others, the class teacher stops the activity and tries to re-engage the student in conjunction with the teaching and learning assistant.
- If a student threatens, hurts or bullies another student, the class teacher records the incident and the student is sanctioned. If a student repeatedly acts in a way that disrupts or upsets others, the school contacts the parents/carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'tutor time'.

The school does not tolerate bullying of any kind. Every child in the school knows the standard of behaviour that we expect in our school. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all students can attend school free from fear. All serious episodes of bullying are recorded on Sleuth. Please see our Anti-bullying Policy.

### **Classroom Management and Sanctions**

Persistent 'Low-level' disruptive behaviour (shouting out/non-compliance/tapping etc.) can have a major negative impact on the learning environment. It is important, then, that this is tackled quickly and effectively, allowing the lesson to flow. Often, verbal reminders of expectation, classroom re-organisation or diversionary strategies will prove effective.

It is the responsibility of the class teacher to seek to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time following the Traffic Lights System / Sleuth behaviours.

The class teachers in our school have high expectations of the students in terms of behaviour, and they strive to ensure that all children are able to work to the best of their ability.

The class teacher treats each student fairly and enforces the classroom code based on respect consistently. The teacher treats all students in their classes with respect and understanding.

Where a student misbehaves in class in the first instance the class teacher deals with this in the normal manner. Where a student repeatedly uses low level misbehaviour to disrupt the class the class teacher will seek help and advice from the tutor. The tutor may also seek advice from the KS3/4 Lead. Parents/Carers will be involved in the process, where necessary, and outside agency support engaged where appropriate.

### **Fixed-term and permanent exclusions**

Only the Headteacher (or the deputy Headteacher in his/her absence) has the power to exclude a student from school. The Headteacher may exclude a student for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a student permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. After the 6<sup>th</sup> day of exclusion we have to provide education. After the 6<sup>th</sup> day of a permanent exclusion the Local Authority have to provide education.

If the Headteacher excludes a student, the parents/carers are informed immediately giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The board of governors itself cannot either exclude a student or extend the exclusion period made by the Headteacher.

The board of governors has a hearings committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the student was excluded, consider any representation by parents/carers and the LA, and consider whether the student should be reinstated following L.A published guidelines.

If the governors' appeals panel decides that a student should be reinstated, the Headteacher must comply with this ruling.

### **The role of parents/carers**

The school works collaboratively with parents/carers, so students receive consistent messages about how to behave at home and at school.

We explain our school rules in the home/school agreement, and we expect parents/carers to read these and support them.

We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a student, parents/carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the tutor. If the concern remains, they should contact the

KS Lead / Head and if no satisfactory outcome is reached, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. (Please see the separate complaints policy).

## **Absconding Students**

Students may abscond for a number of reasons, but usually it is a result of a disagreement with other students. They may remove themselves from class, playgrounds or out of school on trip or visit. Procedures will vary according to circumstance.

### **1. Removing themselves from class**

If possible, arrange for an adult to undertake an immediate check to ascertain their intended destination. It may be that they are just finding somewhere to 'cool-off', in which case a quiet word may suffice. The use of appropriate 'time-outs' is acceptable. If the student leaves class and is thought to be hiding somewhere in the building, inform the head or deputy head teacher immediately.

### **2. Absconding from the school site**

If the student is actually seen to leave the site, make a note of the time and monitor them as long as possible; then, take note of the direction they were last seen headed.

### **3. On no account attempt to chase the student – this may lead to dangerous behaviour on their part.**

If they disappear from sight, **immediately inform** the head or a member of the SLT. They will notify the relevant parties, including the police, when they have determined that the student is not in the immediate vicinity or returned to site.

### **4. Absconding on a Trip or Visit**

Potentially, this is the most serious scenario. In this event, if the student has disappeared from view, make a note of the time and general direction.

**Immediately inform the police, providing details as observed and a description of the student**

If the incident occurs during school hours, **contact school as soon as possible**

If the incident occurs out of school hours, **refer to the contact number provided on the Trip and Visit (Evolve) form.**

## **Students' conduct outside of school – Staff powers**

Staff have the power to discipline students for misbehaving outside of the school premises "to such an extent as is reasonable". Subject to the behaviour policy, staff may discipline students for misbehaviour when the student is:

- taking part in any school-organised or school-related activity:
- travelling to or from school :
- wearing school uniform:
- in some other way identifiable as a student 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:
- poses a threat to another student or member of the public:
- could adversely affect the reputation of the school.

In all cases of misbehaviour staff can only discipline the student on school premises or elsewhere when the student is under the lawful control of the staff member.

## Detention

Staff have a power to issue detention to students and the school will make clear to students and parents that we use detention (including detention outside of school hours) as a sanction.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include;

- any school day where the student does not have permission to be absent;
- non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

### Matters for consideration when imposing detentions

Parental consent is not required for detentions.

As with any disciplinary penalty a member of staff must act reasonably given all the circumstances when imposing a detention.

With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.

### Detentions outside school hours

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 student at risk.
- Whether the student 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 if the parent is attending a review meeting in school.
- Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

### Confiscation of Students' Items

The **power to discipline** outlined earlier in the policy enables a member of staff to confiscate, retain or dispose of a student's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

The **Power to search without consent** for "prohibited items" includes:

- knives and weapons
- Mobile phones or personal devices suspected of containing inappropriate material or emails used in 'cyber-bullying' incidents
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers and e-cigarettes
- 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.
- 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 student)

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the Headteacher to decide if and when to return a confiscated item. Parents should always be informed if a student's possessions have been confiscated and not returned by the end of day

### **Power to Use Reasonable Force**

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others (including self-defence), or damaging property, and to maintain good order and discipline in the classroom. We have a first response team who are MAPA (Management of Actual or Potential Aggression) trained

Headteachers 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.

All incidences involving positive handling must be reported to the Head teacher and a report entered onto Sleuth. Parents will be immediately notified if such an incident has taken place.

### **Inclusion Centre**

This important facility enables the school to be supportive of our students' needs and to reduce the need for fixed term exclusion.

The Centre has three important areas in two zones;

Zone 1 is to give students respite in times of emotional turmoil. They are listened to and provided with some solutions to their issues in a quiet and comfortable place.

In this zone there is also a place for students who disengage from a single lesson to complete their learning (thus avoiding disrupting the learning of others in their class), be guided and learn from the incident and thus return to their next lesson. They are accompanied here by a Teaching and Learning Assistant.

Zone 2 is a 5 cubicled area for students where behaviour is poor e.g. they have been violent, bullying, continuously disrupting the learning of others or racist. They will learn here for a maximum period of two weeks. They will undertake the work that the rest of their group are doing in order to not fall behind in their learning. Students will also receive personalised intervention strategies. Students will be reintegrated to their normal group as quickly as possible but for those students who are more challenging the reintegration will be done gradually to ensure success. Part of the Inclusion centre's role is to work with external agencies where appropriate.

The Inclusion Centre is also used to settle new students to the school (particularly if they have been out of education for some time).

We, from time to time, accommodate students from other special schools to help with their behaviour management. We would be happy to expand this service further.

## **Monitoring**

The Headteacher monitors the effectiveness of this policy and its supporting procedures and strategies on a regular basis and also reports to the governing body on the effectiveness of the policy including, if necessary, recommendations for further improvements.

It is the responsibility of the governing body to monitor the rate of fixed term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

Agreed by the Board of Governors on 30<sup>th</sup> November 2017

Review date: November 2019