

# The Prescot School

## Behaviour Policy

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Status	Recommended
Audience	Governors, Head teachers, Teachers
Issued	September 2018

## THE PRESCOT SCHOOL BEHAVIOUR POLICY

<b>Policy Approved: January 2016 / November 2017</b>
<b>Implementation Date: January 2016</b>

### INTRODUCTION

We believe that a school that is calm and purposeful where students take responsibility for their own behaviour and are respectful of others is a school that provides the right climate for learning where all can succeed.

The purpose of this policy is to set out clear measures outlining the way that The Prescott School;

- Promotes good behaviour, self-discipline and respect with due regard to positive relationships and proper regard for authority.
- Provides a safe environment that is free from bullying, disruption, violence and bullying and all forms of harassment
- Ensure pupils complete assigned work
- Regulates the conduct of students
- Promotes early intervention
- Ensures consistency of response to ensure fair treatment for all.

The Pastoral care of every student is the shared responsibility of all members of staff in school and it is the responsibility of all staff to produce an ethos where every child in school feels safe, is encouraged to be healthy, achieves to their maximum ability and learns the skills to be successful in life as well as contributing positively.

Bullying of any kind will not be tolerated by the school and sanctions and interventions are outlined in our anti bullying policy. Students who behave in a manner which is perceived to be bullying are dealt with according to our behaviour system, we believe in the first instance that we are in the business of education and endeavour at all times not just to punish but to educate to ensure understanding of how such behaviour makes others feel, we use a range of sanctions which include education, restorative justice meetings, meetings with parents, loss of 'free time', internal, fixed term and permanent exclusion as is proportionate in each individual circumstance. For more detail please see our anti – bullying policy.

All staff have a responsibility to promote good behaviour both in and out of lessons. Form tutors are expected to check and monitor their students SIMs records and discuss behaviour incidents with them. Form tutors are also expected to raise concerns and share information with the appropriate Head of year.

**We recognise the importance of creating a positive attitude amongst the students and staff are asked to recognise and reward students who comply with our**

**expectations both in and out of lessons, this can be done in a variety of ways those that we currently use are shown below but it is recognised that these are not the only ways of rewarding students**

### **EXAMPLES OF REWARDS USED**

- ✓ Informal praise, verbal, on the spot and both encouraging and positive.
- ✓ Formal praise, written on work, recorded on SIM's, sent to a colleague with good work, a postcard home.
- ✓ Public praise – work displayed on walls and on the TV screens, certificates given in assembly, achievement assembly recognition.
- ✓ Communication with home by letter, postcard or phone.
- ✓ Attendance certificates, medals and awards
- ✓ Qualification for school trips and for the year 11 prom
- ✓ Weekly and termly inter form competitions for behaviour and attendance
- ✓ Vivos awarded for good work and good citizenship
- ✓ Vivos awarded weekly for every student who attends on time
- ✓ Becoming a school leader

Also included in this policy document are the measures and considerations that are taken by The Prescott School when:

- Putting students on detention
- Screening and searching students
- Using the power to use reasonable force and other physical contact in certain situations
- Using the power to discipline beyond the school gate
- To involve additional agencies who display continuous poor behaviour (included in graduated response section)
- To use isolation and internal exclusion from the main stream
- To use of the 'on site' unit, 'Aspire' (included in graduated response section)
- Dealing with major incidents of poor behaviour

### **MALICIOUS ACCUSATIONS AGAINST SCHOOL STAFF**

Any student who is found after investigation to have made a malicious accusation against school staff will have a meeting between the parent/carer, the headteacher and a governor to agree an appropriate punishment and an agreed way forward in terms of conduct.

## **SEARCHING STUDENTS AND THE CONFISCATION OF INNAPPROPRIATE ITEMS**

At The Prescot School senior staff should be called to conduct any search and the search should be conducted in such a way that the student's dignity is maintained. Two members of staff should always be present and a student should have the teacher's rights and responsibilities explained to them.

Force should not be used unless the student is presenting a danger to themselves or others.

If the student refuses to co-operate the student should be supervised until a parent can be called to school to facilitate the search. Failure to comply would lead the headteacher to decide if the student presents a danger to others in the school and a risk assessment carried out to allow an informed decision regarding the future education of the student in main stream

There are two sets of legal provisions which enable school staff to confiscate items from pupils.

1. The general power of discipline as set out in the guidance contained in the Department of Education 'Behaviour and Discipline in Schools' document published in January 2016. This enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment so long as it is in reasonable circumstances.
2. The power to search without consent for prohibited items which include
  - Knives and weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco
  - Fireworks
  - Pornographic images
  - An article that has or is likely to be used to commit an offence, cause personal injury or damage to property
  - Any item banned by the school rules for example Lucozade and mobile devices.

### **RETURN OF ITEMS CONFISCATED**

Weapons, knives and extreme or child pornography must be handed to the police.

Drugs, legal highs, alcohol and fireworks will be handed to our safer schools officer for disposal.

Tobacco and tobacco products and lighters will be disposed of in school

Items of food that are being sold to students by other students can on the first occasion be handed back to a parent, further contraband will not be returned

Mobile phones and other electronic devices will be returned to an appropriate adult as per the policy

## **THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE**

Teachers have the power to discipline pupils who are misbehaving outside of the school premises 'to such an extent as is reasonable' (section 90 of the education and inspections act 2006 paragraph 21)

Teachers may discipline students for misbehaviour when:

- On a school trip or organised activity
- Travelling to and from school
- Wearing school uniform or any other way that enables them to be identifiable as a member of the school

Or misbehaviour at any other time that:

- Could have repercussions for the smooth orderly running of the school
- Poses a threat to another member of the school or member of the public
- Could adversely affect the reputation of the school

At The Prescott School students who are reported as being involved in non criminal bad behaviour outside of the school gate will have their parents informed and an acceptable behaviour contract put in place. Criminal activities will be reported to the police and intelligence shared with them.

If the bad behaviour takes place on the school bus the student and parent will be warned that any continuation of this bad behaviour will result in a temporary or permanent ban from travel on the school bus.

Bullying outside of school hours including cyber bullying will be dealt with by the Head of Year and safer schools officer initially following the guidelines in our anti bullying policy. Parents will be kept informed and students supported. The normal sanctions will apply according to the severity and ongoing nature of the incidents. There is a recognition that bullying that takes place outside of school has an impact on students emotional health, wellbeing and ability to function well in school even though it may not happen on the school premises.

## **THE POWER TO USE REASONABLE FORCE**

In response to a situation which has the potential for a student to harm themselves or others or to prevent a student committing an offence, damage property or to stop a

student whose extreme behaviour is disrupting good order and discipline in a classroom staff have the power to use reasonable force. (see Behaviour and Discipline in Schools – Advice for Headteachers and School Staff January 2016) and use of reasonable force – advice for school leaders, staff and governing bodies  
[www.gov.uk/government/publications/use-of-reasonable-force-in-schools](http://www.gov.uk/government/publications/use-of-reasonable-force-in-schools))

## DETENTIONS

Detentions are an integral part of our behaviour system but please note the following points

- The Prescott school policy on detentions require 24 hour notice must be given by phone, text or letter to the students parent or carer.
- The government gives teachers the power to issue a detention to a child as part of the school's agreed sanctions.
- The Prescott School uses detentions outside of school hours, before the beginning of the school day, at break and lunch time and after school. It can also use staff training days for detentions. Consideration will also be given to using Saturday mornings for detentions if children do not attend detentions during the school week. Saturday morning detentions cannot apply to those preceding a school holiday)

The Prescott School is not required to seek parental consent for the student to be kept on detention as this is not required by the Department for Education. (Department for Education document 'Behaviour and Discipline in schools, Advice for headteachers and school staff page 10 January 2016.)

School staff after discussion with the student's Head of Year should not put a child on detention *out of school hours* if any of the following points apply

- the detention is likely to put the student at risk
- the student is a young carer
- if suitable travel arrangements cannot be made

## **STUDENTS FAILING TO DO ARRANGED DETENTIONS**

1. If students refuse to do detentions, seek support from Head of Department initially
2. If problems persist please the senior leader attached to the department who will support in getting them to detention
3. If the situation is still not resolved please contact the Head of Year who will work with the student, parent and department to ensure the detentions are completed.

If parents and or students express a concern around arrangements to get home after a detention and this is a barrier to the completion of the detention please seek the assistance of the Head of Year, in exceptional circumstances before school, break and lunchtime could be used as an alternative

**Outlined below are the agreed behaviour expectations of all students in the building in our grounds and in classrooms, as well as strategies that all staff must use to ensure consistency and fairness**

### **Expectations of students at The Prescott School**

At The Prescott School we believe that:

- Every student has the right to learn.
- All teachers have the right to teach.
- Everyone has the right to work in a safe environment.

### **General Expectations**

**In the building and in the school grounds students are expected to:**

- be polite and supportive
- wear the correct uniform
- only eat hot food in the canteen/ atrium
- use the bins provided
- not eat chewing gum
- use appropriate language
- attend lessons on time

**We also expect that students will:**

- Not use mobile phones or any other electronic device in school
- Not use cigarettes or e cigarettes on the school premises or on the way to and from school.
- Not use or supply any illegal or legal high.
- Not bring into school any prohibited items such as cigarettes, cigarette lighters or alcohol or pornography.
- Not bring into school any dangerous article (knives, fireworks, firearm or dangerous chemical)
- Inform parents/carers and or staff if there has been an incident in the community which may result in conflict in school. We expect carers if they hold any knowledge to pass this information to a member of staff so that all our children are kept safe.
- Understand that they are members of the The Prescott School community when in school and affiliation to other community groups will not be tolerated within the building.
- Not interfere with any school equipment including fire alarms
- Not leave the school site without permission and an exit slip.

## **Expectations in the classroom**

### **Students need to:**

- arrive on time, ready to work
- bring the correct equipment
- follow instructions
- take part in all activities set by the teacher
- listen to others when they are speaking
- take responsibility for their own learning
- complete homework in line with the school policy
- not disrupt the learning of others

**It is the responsibility of all staff to ensure all students meet the outlined expectations at all times and it is the responsibility of all staff to challenge students who do not.**

## **RESPONDING TO BEHAVIOUR ISSUES:STAFF RESPONSIBILITIES**

At The Prescott School we believe there are five key staff members involved in the managing of pupil behaviour

- Classroom teacher
- Curriculum leader
- Form tutor
- Heads of Year
- Senior leaders

It is the duty of the classroom teacher to ensure that lessons are well planned, engaging and differentiated to ensure full student participation. It is expected that classroom teachers will inform the Head of Department and Head of Year (via SIMs) if behaviour does not meet expectations. The Head of Department will monitor the behaviour and support and discuss strategies with the classroom teacher. The Head of Year will monitor behaviour across curriculum areas and then initiate intervention as appropriate.

### **Form Tutor**

Form tutor to monitor Sims and discuss behaviour with individual students. Heads of Year will place students on Green reports which will be monitored by them and reviewed with the student at the end of each day. Form tutors may also want to put students on green report to them. Time on report to be agreed with Heads of Year



## **Senior Leaders**

All senior leaders have the role of modelling good behaviour and ensuring a presence around the building, they are key in fostering an understanding of respect and authority. It is however important that they do not take over the role of the Head of Department in becoming involved too early as this makes a stepped response unworkable.

Senior leaders will in addition:

- Work with individual students if those students demonstrate that they have not made an effort to modify behaviour after extensive intervention from others
- Support their linked departments with difficult classes
- Raise awareness of teachers who need additional support and training in their linked departments
- Support Heads of Department and Heads of Year in accommodating students who need to be in isolation
- Staff a weekly senior leadership detention for those students who have been internally excluded.
- Discuss alternative provision and to direct a student as appropriate and necessary, working with Governors and parents.

## **Behaviour Management in the Classroom**

A purposeful learning atmosphere will be created in every lesson. This will be achieved by the careful planning of engaging, challenging and stimulating activities relevant to the age and ability range.

Good student behaviour will be achieved through the application of successful low key behaviour management strategies **prior to the use of the following steps**

**Students who persistently do not meet behaviour expectations in the classroom will be dealt with using the following steps:**

- 1) A reminder of behaviour expectations and a clear warning that poor behaviour is disrupting learning and will not be tolerated.
- 2) Further poor behaviour will be challenged and recorded with the name on the board or an appropriate alternative.
- 3) Continued poor behaviour will result in a cross next to the name and a clear warning that another cross means a 20 minute after school detention with the member of staff or other member of their department

- 4) Continued poor behaviour will result in another cross to the name and a 20 minute after school departmental detention. The incident should be recorded on SIMS with an electronic copy to Head of Department and Head of Year.
- 5) If the student carries on disrupting the learning of others, they should be exited to another classroom with work. Please be very specific as to which teacher / room students should go to. This will result in a 40 minute after school departmental detention. The incident should be recorded on class charts with an electronic copy to the Head of Department and Head of Year

Continuing low level disruption, which does not reach step four, should be monitored and discussed with the Head of Department and possibly the Head of Year if appropriate.

Both 20 and 40 minute detentions will be done by the classroom teacher. Departments need to assist each other in collecting students for detention and supporting colleagues, students who refuse to attend the detentions should be referred to Heads of Year using SIMs

**Parents must be informed by phone call, text or letter of the detention, this should be recorded on class charts.**

There should only be an **exit** in **exceptional circumstances**, when normal management techniques have failed. Please ensure that Head of Department and Head of Year is made aware of the exit of any student.

#### **“Exit” Strategy**

In cases of extremely disruptive / dangerous behaviour only, when all other strategies have been exhausted, students should be sent with work to another member of staff – preferably in the same curriculum area as part of a “Buddy” system. This buddy system needs to be pre-arranged between individual members of staff.

If you are working outside of your own curriculum area please arrange a ‘buddy’ in the area you are teaching in, if you have teachers from outside your curriculum area working in your area please support them by becoming a ‘buddy’ if requested to do so.

Each exit needs to be recorded on Sims with an electronic copy to Head of Department and head of Year and pastoral assistant attached to the year group

A letter will be generated by the pastoral assistant attached to the year group but this does not replace the department responsibility to arrange a detention with the student and the parent or replace a conversation between the teacher and parent.

After an exit, there should be a resolution meeting between the student and the teacher involved before the next lesson accompanied with a 40 minute detention. Their parents must be notified of the detention in writing or by phone or text giving at least 24 hours notice. This communication must be recorded on SIM's.

The “Exit System” does not replace normal classroom techniques for creating a working atmosphere and many staff are adept at intervention without resorting to an exit. There should only be an exit in exceptional circumstances, when normal behaviour management techniques have failed.

It is never acceptable to send a student out without there being a clear instruction as to where they should go or without some appropriate work be given. If possible please use a teaching assistant or colleague to escort the student into the agreed room

Staff are expected to have made arrangements with a colleague in close proximity to receive an exited student.

### **Lates**

Students are expected to be on time for every lesson. Any student arriving late to their lesson must be marked late on the register, the schools expectation is that students late to lesson will be dealt with by that class teacher with the student making up the time missed. This can be at break, lunchtime and before and after school.

Students who are late for school will be kept on a break time detention by the Head of Year where they will complete a reflection on why they are late, those who choose not to do the break time detention are kept on lunchtime detention. Parent’s are informed that day by text message every time their child is late for school.

Persistent late comers are dealt with by Head of Year, time is made up, parents are contacted and the use of fixed penalty notice fines is considered if no change to behaviour is made.

Persistently late to lesson students are monitored on an attendance and punctuality report.

## **THE PRESCOT SCHOOL GRADUATED RESPONSE TO UNACCEPTABLE BEHAVIOUR**

Below is the graduated response that we operate at Prescott School, it is important that we follow this graduated process in order to ensure that students are appropriately dealt with and we are able to be successful in monitoring students and intervening in the most appropriate way.

### **STAGE I**

Departmental response to poor behaviour in the department should include a variety of sanctions including:

- Detention with classroom teacher.
- Departments are asked to support each other in the collection of students for detention.
- Contact with home via phone, text message or by letter (text seems to work better)
- Intervention by Head of Department.
- Departmental reports Departments are asked to support each other in the collection of students for detention.

## **STUDENTS FAILING TO DO ARRANGED DETENTIONS**

- If students refuse to do detentions, seek support from Head of Department initially
- If problems persist please the senior leader attached to the department who will support in getting them to detention
- If the situation is still not resolved please contact the Head of Year who will work with the student, parent and department to ensure the detentions are completed.

### **PLEASE NOTE – SEE ABOVE**

**If parents and or students express a concern around arrangements to get home after a detention and this is a barrier to the completion of the detention please seek the assistance of the Head of Year, in exceptional circumstances before school, break and lunchtimes could be used as an alternative.**

### **STAGE II**

- Heads of Year monitor behaviour reports from Sims, more than 3 reports from different subject areas or more than three from the same member of staff after department strategies have been used will result in intervention from the Head of Year or a pastoral assistant. Subject teacher to be informed at this point.
- An increase in exits will result in a meeting with parents/carers and Head of Year. Staff will all be asked to report on the student via a 'round robin' to gather information and ensure that accurate information is given to parents.
- Individual report card will be given to students to monitor behaviour and or progress with set targets which are SMART and regularly reviewed.
- Parents of students who are sent to remove more than twice will be requested to attend a meeting with the Head of Year to discuss behaviour.
- Students reaching stage two must be discussed with (Assistant Head Behaviour)

### **THE FOLLOWING ADDITIONAL STRATEGIES WILL BE CONSIDERED BY HEAD OF YEAR AT THIS STAGE**

- Reporting to the senior leadership will be discussed
- Isolation from the mainstream for a short time (1 day or part of 1 day) with a form tutor or other member of staff attached to the year. PARENT MUST BE INFORMED
- Loss of privileges for example loss of responsibility within school, participation in events/trips/guest speakers.
- The need for additional support for the child and or family from external agencies
- Referral to fellow professionals for example Educational Psychologist/CAHMS.
- Referral to Learning Mentor
- IBP and PSP
- Further assessment of SEND needs
- Acceptable Behaviour Agreement
- Consider Alternative Provision

### **STAGE III**

If poor behaviour continues to cause concern, a meeting will be arranged with parents SENCO and Assistant Head to discuss improvement.

**A pastoral support plan will be put in place by the SENCO and be reviewed and supported by Head of Year**

Where appropriate external agencies may become involved. See below

Referrals to appropriate outside agencies will be considered at this stage.

Referral to our KS3 on site unit will be considered as an option to prevent further poor behaviour and allow behaviour modification to take place.

**ANY OF THE FOLLOWING ADDITIONAL STRATEGIES NOT PREVIOUSLY USED WILL BE CONSIDERED BY HEAD OF YEAR, ASSISTANT HEAD AND SENCO AT THIS STAGE**

- Reporting to the senior leadership will be discussed
- Isolation from the mainstream for a short time (1 day or part of 1 day) with a form tutor or other member of staff attached to the year.
- Loss of privileges for example loss of responsibility within school, participation in events/trips/guest speakers.
- The need for additional support for the child and or family from external agencies
- Referral to fellow professionals for example Educational Psychologist/CAHMS.
- Referral to stronger families and social care
- Acceptable behaviour agreement
- Recommendation to Alternative Provision

### **STAGE IV**

Ongoing disruptive behaviour will result in parents being invited to a governor's behaviour panel meeting where further strategies will be considered.

If no improvement an options for change meeting will be arranged with the Local Authority officer to discuss the student's future education

The school may choose to seek an alternative provider for the student and will follow that policy to arrange

### **On Call (Ext. 1214)**

On Call should only be used for serious incidents only.

To access on call staff please phone the office or text the phone number sent on a separate email.

It is not meant to replace the excellent support given by colleagues on Homebases

## **INTERNAL EXCLUSION ROOM PROTOCOL**

Students who have to be removed from a department by 'on call' staff will be placed in remove or with form tutors or houses, as 'on call' staff see as most appropriate - students must not be sent to SEN without prior arrangement.

- During the day only staff on call to put students into remove.
- Students will do 5 lessons in remove.
- Phones are not allowed in remove and will be collected by on call staff and put into the school office.
- Letter to be sent home by the pastoral staff at the end of the day, 1 copy sent home with student another posted, letter will include reason for being in remove room and date for 40 minute detention
- Pastoral assistant to maintain records/inform Head of Year & staff by email so work can be sent to remove.
- Remove room detention will be staffed by SLT on Wednesday night. Students will be collected by pastoral staff.
- Decisions about serious incidents for remove room for the next day as an alternative to exclusion via Deputy Head Teacher/Assistant Head ( Pastoral) – alternative venues for isolating students if remove room mix is not suitable are form tutors/Heads of Year.
- On arrival at remove students will copy school rules out until work arrives.
- Disruption in remove will result in on call staff removing student and the student working in the admin corridor pending a decision about further action (repeat day/exclusion/further detention) Parents will be telephoned by on call staff and the disruption and additional consequence explained.
- Students who are in remove the following day will be collected by the pastoral staff and or ELT and brought to remove first thing in the morning WITH WORK
- More than 2 incidents of being sent to remove will result in parents being invited in by HEADS OF YEAR to discuss behaviour.

## **INTERVENTION STRATEGIES FOR EXTREME INCIDENTS**

### **AN EXTREME INCIDENT WOULD BE DEFINED AS FOLLOWS**

- Something that has or will put other students or staff at risk from verbal or physical assault
- Physical assault
- Perpetrating an act that is dangerous for themselves or others
- A student beyond the control of school staff

## Strategies

- Immediate Isolation from the school community – use of offices or inclusion room as appropriate giving the student the opportunity to regain control of their own actions and emotions and for staff to investigate what has happened.
- Time to gather evidence is needed and students may be kept away from each other whilst this happens – if this means students are to be kept on isolation for more than a lesson parents must be informed.
- Accounts of the incident will be sort from students and staff who witnessed the incident this will be done without parents being present
- If students refuse to co-operate parents will be called to school to assist in ensuring that all sides are given the opportunity to tell their version of events so that a fair and considered judgement and appropriate sanctions and safeguarding put in place.
- When all available evidence has been gathered a decision will be made by the head/deputy and assistant head (behaviour) as to the appropriate sanction which will include Fixed term or permanent exclusion or a direction from the head and governing body that it would be appropriate for the student to be educated off site.
- If a student has a fixed term or permanent exclusion, the legal procedures will be followed as per Local Authority and MAT guidelines.

## REVIEW

The Reviewing of this policy will take place at the start of each academic year.

## APPENDIX

### LINKED POLICIES

- Anti bullying policy
- Rewards policy
- Mobile phone policy
- Safeguarding policy
- SEND policy
- On site unit
- Alternative Provision Policy
- Allegations Against Staff