



Rednock School

Quality, Partnership, Success

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Proposed Policy:	Behaviour Policy	Responsibility Of:	Kerala Cole
Date of Ratification:	January 2020	Date of Review:	July 2021

BEHAVIOUR POLICY

Behaviour for Learning Handbook

Rednock School Rules

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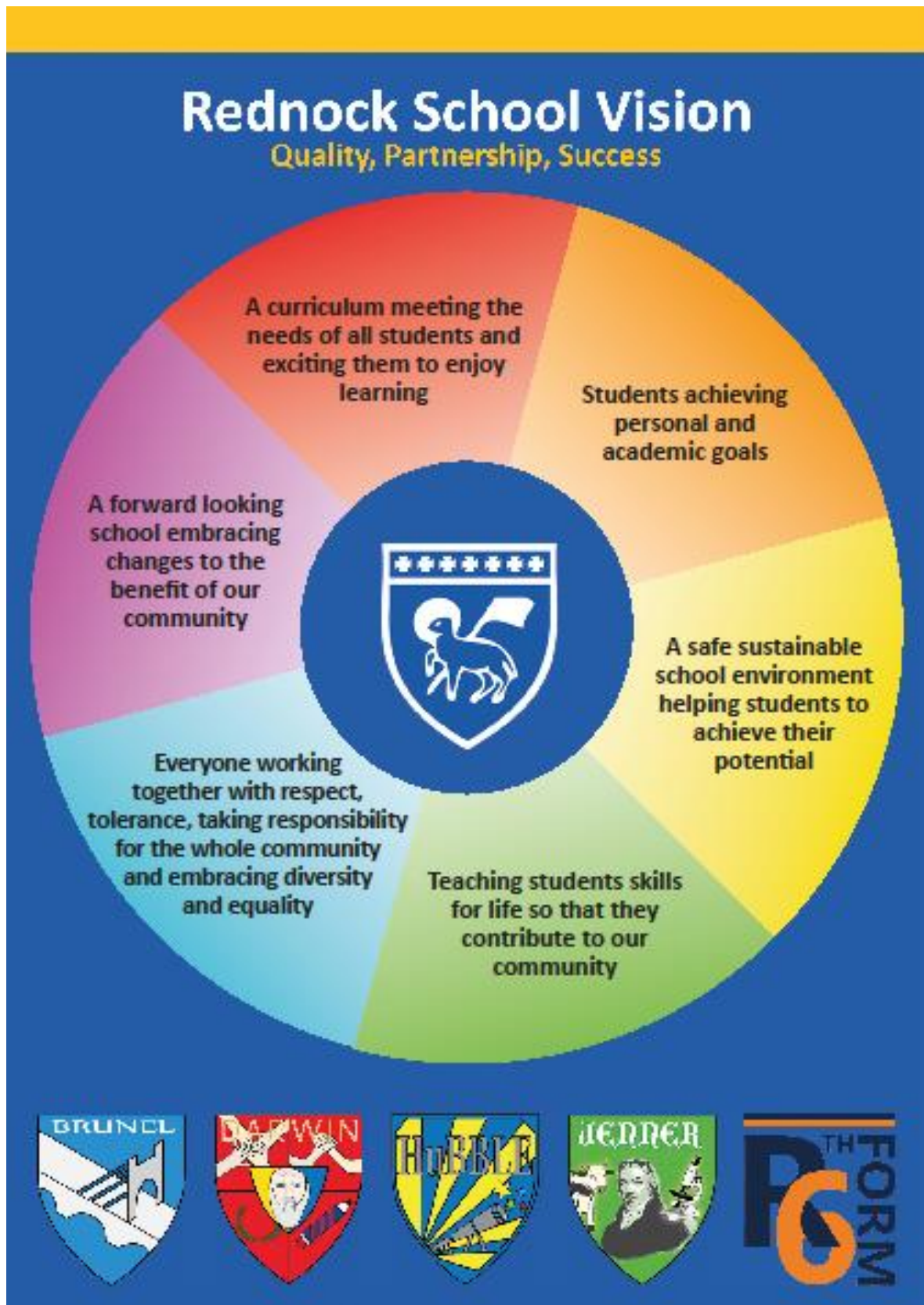
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*The School's Behaviour Policy is consistent with the Governing Body's
Written Statement of Behaviour Principles*

INTRODUCTION

Our Behaviour Policy is based on the high expectations that we have of Rednock students and supports our vision for the school.



HOME SCHOOL AGREEMENT

Quality, Partnership, Success

Rednock School



The Home School Agreement sets out the school's responsibilities towards the students, the responsibility of the parents and what the school expects of students

As staff, we will:	As a student, I will:	As a parent, I will:
<ul style="list-style-type: none"> provide an appropriate challenging curriculum so that your child may reach his/her full potential and achieve success 	<ul style="list-style-type: none"> do all my classwork and homework/extended learning opportunities as well as I can and work hard to reach my full potential 	<ul style="list-style-type: none"> provide support and encouragement for my child in his/her work
<ul style="list-style-type: none"> establish a clear code of conduct that is consistently applied across the school and thus provides a secure learning environment 	<ul style="list-style-type: none"> follow school rules and not let my behaviour disrupt lessons and prevent others from learning 	<ul style="list-style-type: none"> support the school's policies and guidelines for behaviour
<ul style="list-style-type: none"> recognise and reward good attendance and punctuality 	<ul style="list-style-type: none"> attend school regularly (above 96%) and arrive on time (before 8.30am) 	<ul style="list-style-type: none"> ensure that my child attends school regularly (target 96%), arriving on time (by 8.30am) and inform the school daily of the reason if they are not able to attend
<ul style="list-style-type: none"> provide a healthy, safe and happy environment, sensitive to cultural, spiritual and ethnic needs 	<ul style="list-style-type: none"> be polite and helpful to others; protect the school environment, helping to keep the school clean and tidy and free of litter 	<ul style="list-style-type: none"> encourage my child to look after the school environment
<ul style="list-style-type: none"> keep parents/carers informed about general school matters and about their child's progress in particular, on a regular basis 	<ul style="list-style-type: none"> take home all letters and information from the school to my parents/carers 	<ul style="list-style-type: none"> attend parents' consultation meetings and discussions about my child's progress
<ul style="list-style-type: none"> make parents/carers welcome to discuss their child's well-being 	<ul style="list-style-type: none"> tell a member of staff or someone at home if there is a problem at school 	<ul style="list-style-type: none"> make the school aware of any concerns or problems that might affect my child's work or behaviour
<ul style="list-style-type: none"> listen to ideas and suggestions made by students, parents and carers 	<ul style="list-style-type: none"> listen with tolerance to the ideas and suggestions of others 	<ul style="list-style-type: none"> listen to ideas and suggestions made by staff regarding the welfare of my child
<ul style="list-style-type: none"> recognise, encourage and support good organisation 	<ul style="list-style-type: none"> ensure that I am properly equipped for learning, bringing all that I need to school with me each day 	<ul style="list-style-type: none"> ensure that my child has the correct equipment required for learning
<ul style="list-style-type: none"> set and assess appropriate homework/extended learning opportunities regularly 	<ul style="list-style-type: none"> make sure that I can access Show My Homework to check what homework I have, complete it to the best of my ability and hand it in on time 	<ul style="list-style-type: none"> support my child to complete homework/extended learning opportunities and make sure my child completes it thoroughly and punctually and check the setting and completion through Show My Homework
<ul style="list-style-type: none"> set appropriate learning targets 	<ul style="list-style-type: none"> follow the advice of staff and talk to my parents/carers about my progress at school 	<ul style="list-style-type: none"> discuss my child's targets with him/her
<ul style="list-style-type: none"> provide clear guidance about school uniform and rules 	<ul style="list-style-type: none"> be tidy and wear school uniform correctly and with pride, promoting a positive, smart image for the school 	<ul style="list-style-type: none"> ensure that my child wears the correct uniform and is smart and tidy in appearance
<ul style="list-style-type: none"> allow mobile phones to be used in school in line with the published protocols 	<ul style="list-style-type: none"> use my mobile phone responsibly, in line with the published protocols written by the student council 	<ul style="list-style-type: none"> encourage my child to use their mobile phone responsibly and support the school in the removal of the mobile phone if protocols are not followed
<ul style="list-style-type: none"> expect and encourage excellence from all its members 	<ul style="list-style-type: none"> do my best to be excellent at everything I do 	<ul style="list-style-type: none"> encourage my child to pursue excellence in everything he/she does

In applying this behaviour policy the school will consider and make reasonable and proportionate steps to ensure students with different kinds of disabilities are not discriminated against.

Praise and Rewards

Rewards can take many forms, from a quiet word of encouragement given by the classroom teacher, to an award presented at a special event acknowledging the student's success.

The following are rewards which may be issued to Years 7 - 11:

- R1 One conduct point (entered on student's record.)
- R2 Between 2-5 conduct points (entered on student's record.)
- R3 Merit reward (10 conduct points for **exceptional** contribution, performance and effort - entered on student's record)
- R4 At intervals of 25 points, praise postcard issued by Community Leader
- R5 Bronze Certificate / Reward Card issued for 100 conduct points
- R6 Silver Certificate / Reward Card issued for 150 conduct points
- R7 Gold Certificate / Reward Card issued for 200 conduct points
- R8 Platinum Certificate / Reward Card issued for 300 conduct points

- R1L One conduct point for good use of literacy (entered on student's record).
- R1N One conduct point for good use of numeracy (entered on student's record).

Clean Slates - Positive Behaviour Strategies

At Rednock School we use Positive Behaviour Strategies to reinforce the rights and responsibilities of all members of the school in order to make Rednock a **safe, happy** and **successful** environment.

General Principles

- To reward positive behaviour;
- To build trust and establish positive relationships;
- To develop a pro-active response to discipline;
- To defuse confrontations with disaffected and challenging students.

Classroom Management through Positive Reinforcement

- Welcome the class on arrival (individually if possible);
- Use a seating plan which will maximise learning (directed by teacher, e.g. boy/girl where possible and changed regularly);
- Establish, teach and maintain routines (*see Classroom Expectations*);
- Have set routines for the start of the lesson, transition and prior to dismissal;
- Students should be taught how they are expected to behave and these routines must be reinforced and maintained through clear directions for behaviour;
- Show approval;
- Show appreciation (e.g. use 'I' statements – 'I'm very pleased with the quality of your work today'); and reinforce this with the use of reward points;
- Use positive language.

Issuing reward points

Reward points can be given to students in all years (7-13).

Any member of school staff can issue reward points (teaching staff, support staff, technicians, site team etc.)

Staff can use the following criteria for issuing reward points:

- Students who remain focused on their work for an extended period.
- Students who offer an oral contribution that helps to take the lesson forward.
- Students who show initiative when working alone or in a group.
- Students who show the ability to work independently.
- Students who visibly display adherence to our core values (e.g. modelling good behaviour).

Departments are encouraged to agree consistent criteria for issuing reward points to students.

An R3 Merit Reward is for students who make an **exceptional** contribution or effort. Please consider the value of this reward when issuing.

Due to ease of distribution, no comment is required for an R1, but staff are requested to enter a comment for an R2 or 3.

Reward points are entered on to SIMS.

Reward Trips / Events

Students who demonstrate **outstanding** behaviour and an impeccable attendance and punctuality record, will be rewarded. Students will also be expected to have an average 'Attitude to Learning' score of at least 'Good' on their reports. Where a student has an exceptional reason for not meeting the attendance criteria (e.g. medical condition, bereavement, or other reasons), Community Leader judgement will be applied.

'Consequences'

Students who misbehave during a lesson will be given a 'consequence' by their teacher. Students who continue to misbehave will move up the consequence scale. However it should be recognised that certain actions may result in a higher consequence being set immediately, rather than beginning at a C1 and moving up through the consequences. There are 8 consequences in all.

Classroom consequences range from C1 to C4:

C1 First warning

The teacher tells the student what is wrong with their behaviour and asks them to choose to behave differently. Then 'take up time' is given for the student to reflect. The teacher reminds the student of the instruction using the student's name and tells them what to do (not just what not to do) e.g. 'Student name – the instruction is to work in silence for the next 5 minutes. This is a reminder.' Then 'take up time' is given for the student to reflect. If the student complains, calm refocusing is used e.g. 'Student name – I know this is difficult for you, but the instruction is to work in silence now.'

C2 Second warning

The teacher tells the student 'You have not changed your behaviour. At this point an in class corrective action may be applied e.g. change of seat. Then 'take up time' should be given for the student to reflect.

C3 Final warning

Consequence in the form of an after school C3 detention is set. Teacher enters details on SIMs.

C4 Student moved to another class

Student sent to work with another teacher as per departmental safety net (must be accompanied by an explanatory note/email) and receives an after school C4 detention.

C5 Call out

The teacher requests assistance (using the SIMS facility or other nominated system) for a nominated person to remove a severely disruptive student.

The likely consequences of this are one of the following remaining consequences:

C5 The student is issued with an after school C5 detention.

C6a Internal Exclusion

The student spends a day (or several days if the situation requires) in the Internal Exclusion Room, or working in exclusion with their Community Leader or a member of the Senior Leadership Team.

C6b GL11

The student spends a day (or several days if the situation requires) at our off-site educational provision.

C7 Fixed Term Exclusion

The student is excluded from school for a fixed number of days.

C8 Permanent Exclusion

The student is permanently excluded and will have to leave the school.

Outside of the classroom

Consequences for misbehaviour outside of lessons range from C1 - C8

C1-3 Referral made to student's tutor

C4 Referral made to Community Leader

C5-8 Referral to Senior Leadership Team

Consequences for use of phones / MP3 players during lessons or earphones worn between lessons.

Phone 1 Phone/MP3 player confiscated and returned to student at 3 p.m.

Phone 2 Phone/MP3 player confiscated and returned to parent after 3 p.m.

Bullying Points

Students who 'bully' others will have B points recorded in SIMs.
B1-2 Verbal warnings, may be given by any member of staff
B3 – reported to CSOs, investigated and points recorded by CSOs/CLs.
B4 – reported to and recorded by CLs
B5 – reported to and recorded by SLT
B6-8 – reported to SLT and possibly police, recorded by SLT

Bullying points will carry behaviour points.

Beyond the School Gates

Consequences may be applied for misbehaviour whilst students are:

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

This is especially the case for incidents which:

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

Special Educational Needs and Disabilities (SEND)

The school will actively support students with special educational needs and disabilities in managing their behaviour and will make reasonable adjustments to managing poor behaviour for those students with a disability.

The school will always consider ways of supporting students with SEND to help address any poor behaviour, including positive reinforcement measures and reward systems as appropriate. Parents will be consulted to assist the school in managing any poor conduct, as appropriate.

Appeals Process

Every student has the right to appeal if they feel they have been treated unfairly provided that they do this politely and do not argue with staff or cause a confrontation

Students who wish to appeal should follow the following stages:

Stage 1:

- Speak with the member of staff concerned after the lesson.
- Explain any misunderstandings.
- Ask the teacher to re-consider the consequence if appropriate.
- If it remains unresolved – move to stage 2

Stage 2:

- Speak with their tutor.
- They should explain:
 - o when the incident happened
 - o where it happened
 - o what led to the incident
 - o the consequences issued
 - o why they feel it is unjust
 - o what they feel should have been the consequences
- If following discussion with the tutor and / or mediation by the tutor it remains unresolved – move to stage 3

Stage 3:

- Present the points in Stage 2 above to the Community Leader/ Head of relevant department in writing.
- If following mediation by CL / HoD it remains unresolved – move to stage 4

Stage 4:

- Present a written appeal to the SLT line manager for the relevant Community / Department, outlining the areas in Stage 2 above and the reasons why mediation has so far failed.
- The SLT line manager will consider the appeal and their decision will be final.

Reasonable adjustments will be made to the appeals process to accommodate any disability, in accordance with the school's obligation under the Equality Act 2010.

Classroom Expectations

- Follow the teacher's instructions without complaint; ask politely if you do not understand the instruction.
- If you feel something unfair has happened in the lesson speak with the teacher at a time they agree is appropriate.
- Respect others - Keep hands, feet and objects to yourself
- Only those who are meant to be speaking should be heard in the classroom and they must use appropriate language.
- Only plain water in a clear bottle may be consumed in the classroom

Equipment for Learning

The following equipment should be taken to every lesson:

Pens (blue & black), pencils (including coloured), ruler, eraser, pencil sharpener, pocket English dictionary, student planner, calculator, memory stick (optional).

In addition to the basic equipment, some subjects will need special equipment:

A pair of compasses, protractor, foreign language dictionary, apron.

Text books and specialist equipment will be issued on loan and students will be required to pay for any loss or damage to school property.

It is the student's responsibility to come to school every day with this equipment. Their tutor will regularly check that they have their basic equipment.

Students are able to purchase equipment from the LRC before school starts each morning.

Consequences of Failure to Wear Correct Uniform

If a student fails to wear full uniform, the following consequences will apply:

1. On the first occasion the school will contact parents and agree a date for the issue to be resolved (usually the next day). A uniform card will be issued. *
2. On the second occasion within a school week the student will be referred to the Community Leader or a member of SLT and a detention may be set, or the student may be isolated for the day.
3. A letter will be sent to the parent/carer informing them of the detention, the reason it was issued and the date it will be held.

A student whose uniform is deemed to be inappropriate for the classroom, may be obliged to work in isolation.

*Please note – the school has a small number of pairs of shoes, and skirts/trousers. Students coming to school in inappropriate footwear/skirt/trousers will be expected to wear a school item until the situation can be resolved at home.

Please refer to the School Uniform Policy for details.

The Head Teacher will consider requests from parents and students for variations in the uniform for reasons related to disability, gender reassignment and / or religious grounds provided they are consistent with the school's policy on health and safety and it is reasonable in all the circumstances including in light of the school's obligation under the Equality Act 2010.

Other Consequences

Homework Detentions:

C3H – homework not done; detention set = no behaviour points

C4H – C3H not attended = 1 behaviour point

C5H – C4H not attended = 2 behaviour points

Equipment:

EQ1 – lack of equipment; first offence = no behaviour points

EQ2 – lack of equipment; repeated offence = 1 behaviour point

ICT:

IT1 – misuse of ICT = 0 behaviour points

IT2 – misuse of ICT; 2 week ban = 3 behaviour points

IT3 – misuse of ICT; term ban = 5 behaviour points

IT4 – misuse of ICT; length of ban to be confirmed = 6 behaviour points

ITES – misuse of ICT; E-Safety log = 3 – 8 behaviour points depending on severity

School Tie:

Tie 1 – school tie borrowed; first occasion = 0 behaviour points

Tie 2 – school tie borrowed for second time in a term = 1 behaviour point

Catch-Ups:

These are set to support students to complete work and do not carry behaviour points. However, failure to attend may result in a C3H.

Prohibited Items & Offensive Weapons

Students are not permitted to bring onto school premises any prohibited items (e.g. alcohol, illegal drugs, fireworks, pornography)* or an offensive weapon of any kind (including folding knives e.g. pen-knives). The school has the authority to conduct a search of students suspected of carrying such items, or suspected of being in possession of stolen goods. The search will wherever possible be carried out in the presence of a senior member of staff, it will be conducted in a private office, unless it is a student locker that is to be searched. If considered appropriate the police will be called upon to conduct such a search. Parents will be notified if such items are found, as serious consequences will follow. Please note that parent's permission does not need to be sought in order for a search to take place.

Smoking

Cigarettes and smoking paraphernalia (tobacco, rizla papers, lighters, e-cigarettes) are not permitted on school site. If students are suspected of carrying such items the school reserves the right to search the student and confiscate such items which are subsequently disposed of. Students who smoke whilst in school uniform and students who are seen in the company of smokers may receive a C5.

Aerosols

Aerosols are not permitted in school, students are encouraged to use roll-on deodorant when required following PE lessons.

Relationships

Students should act in a professional manner at all times. They should not take part in displays of excessive affection or physical intimacy on school site, during school hours.

Searching of Students

The school follows the best practice control measures as detailed by the LA Jan 2016:

- Where staff feel threatened the police will be called to undertake the search
- 2 staff will be present at all times
- Confiscated items will be handled with care and locked in secure storage until disposal
- Where appropriate police will be contacted (e.g. for illegal substances)
- If considered necessary a de-brief with staff involved in the search will follow
- If considered necessary counselling or other support as appropriate will be offered

Brandished Weapons

In the event that a teacher is faced with a pupil or other person brandishing a weapon, they should use their professional judgement on action to take.

When faced with a weapon good practice indicates:

- Recognise potential dangers, be empathetic and spot growing tension or hostility early. Use conflict resolution or de-fusing techniques. Be non-confrontational, polite and professional at all times;
- Be aware of the effect staff and other students may have on the situation through verbal and non-verbal communication;
- Take steps to avoid provocation and a patronising tone of voice but try to calm the situation;
- Consider how to alert others
- If there are other students in the room, where possible get them to leave;
- In some circumstances activating the evacuation alarm may be an option, but be aware that this can potentially put more people in harm's way depending on where the threat exists;
- Position yourself with your back to the door so that you can leave quickly if necessary;
- Avoid conflict at all costs
- Faced with an imminent threat staff are entitled to use such force as is 'reasonably necessary' in the circumstances to control students and to restrain them;
- In a self-defence situation the aim of using force should be to create a window of opportunity for escape from the situation.

Confiscation

The school has the authority to confiscate and dispose of inappropriate items and will do so in line with the guidance given by the Local Authority (Jan 2016) – Please note this list is not exhaustive.

Physical Intervention

The law allows members of school staff to use reasonable force in particular circumstances.

The expectation is that physical intervention:

- should only be used as a last resort.
- should only be used in the best interest of the young person or other young people
- should only be used after all preventative measures have been explored
- should never be punitive
- should be reasonable, proportional and necessary

Physical intervention can take several forms. It might involve staff:

- physically interposing between students;
- blocking a student's path;
- holding;
- pushing;
- pulling;
- leading a student by the hand or arm;
- shepherding a student away by placing a hand in the centre of the back; or
- (in extreme circumstances) using more restrictive holds.

All incidents of physical restraint will be recorded and senior staff informed.

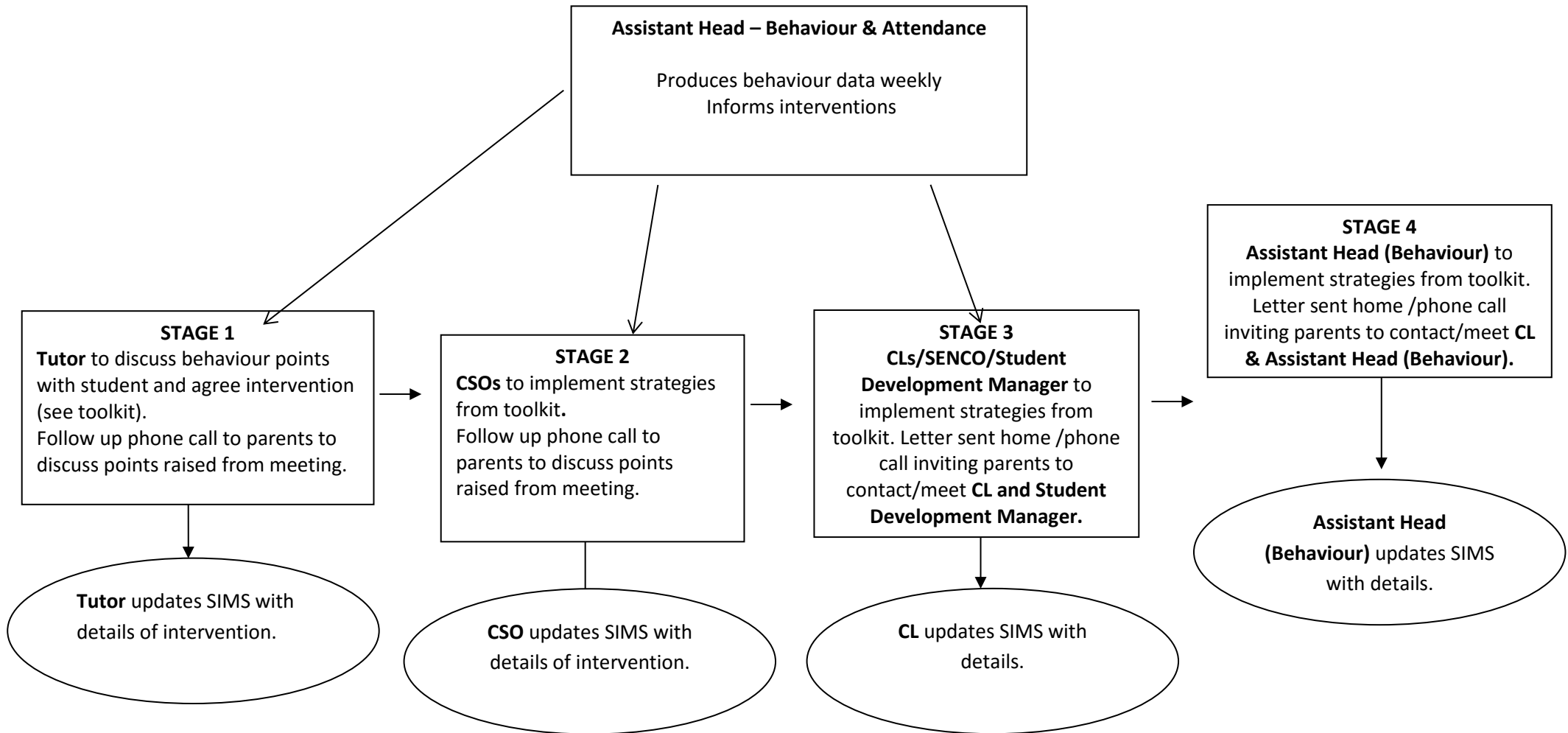
Reasonable adjustments will be made when behaviour relates to any learning difficulty, special educational needs or disability of a student.

(See Physical Restraint Policy for further details on the school's use of reasonable force.)

Safeguarding and Pastoral Considerations

All sanctions are reasonable and must be proportionate to the circumstances of each case, taking into account the student's age, any SEN or disability and any religious requirements affecting the student. All staff are responsible for considering whether any misbehaviour gives cause to suspect whether a student is suffering, or is likely to suffer, significant harm. If such suspicions exist, staff must follow the school's Child Protection Policy. The school will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether support systems are needed to be put in place and whether liaising with external agencies is necessary and appropriate.

Behaviour Monitoring & Intervention Strategy



Detentions

Lunchtime Detentions

C3 detentions can be set by the Classroom Teacher, Tutor or a member of Support Staff and can include incidents which occur inside and outside of the classroom. C3 detentions will last 40 mins (15.05hrs to 15.45hrs).

C4 detentions will be set by the Head of Department or by Community Leader and will last 55 mins (15.05hrs to 16.00hrs).

C5 detentions will be set by the Senior Leadership Team and will last 70 mins (15.05hrs to 16.15hrs).

All detentions will be set after school.

Parents/carers will receive courtesy 24 hours notification of after school detentions.

If students misbehave in the detention they will be given a verbal warning. If they continue to misbehave, they will then be issued with a second verbal warning and may progress to the next consequence within the same detention.

For example:

- A C3 detention student will elevate to a C4 detention and stay a further 15 mins;
- A C4 detention student will elevate to a C5 detention and stay a further 15 mins;
- A C5 detention student will receive further consequences following the detention.

Parents/carers who refuse to support after school detentions may be asked to attend a meeting with Governors and/or the Head Teacher.

Failure to attend a detention

If a student fails to attend a detention and has not been given prior agreement, they will receive the next consequence (e.g. a missed C3 detention will be reset as a C4 detention). Students who fail to attend a C5 detention, will be given one day in the IER and will also sit a C5 detention. Wherever possible, the IER and C5 detention will be on the same day and as soon as possible after the original detention.

C6a Internal Exclusion Room

The Internal Exclusion Room is an extremely serious sanction. Students will be 'isolated' in the fullest sense of the word. At no time during the day (including break or lunchtime) will the isolated student be allowed to socialise with other students.

The aims of the Internal Exclusion Room:

- To improve student behaviour;
- To ensure that student learning can continue while sanctions are in place;
- To enable students to reflect upon the consequences of severely disruptive behaviour.

Consequences in the Internal Exclusion Room

Students who fail to obey the rules of the Internal Exclusion Room will follow similar procedures to the classroom sanctions. However, given that the students are already part of the sanction process, there will be a slightly different route through. The procedure will be as follows: -

- C1** Issued as a first warning;
- C3** Final warning - a Senior Leader will be called at this point to issue this warning.
- C7** Student Excluded - a Senior Leader to be called. Student will be removed from the room and parents/carers contacted to collect student.

Communication with Parents/Carers

Consequences will be communicated to you in the following ways:

Positive Consequences

- ❖ Comments in exercise books;
- ❖ Reward points on SIMS;
- ❖ Reward cards / certificates;
- ❖ Community Leaders reward postcards;
- ❖ Invitations to Awards Evenings;
- ❖ Positive emails

Consequences as a result of inappropriate actions

- ❖ Comments in exercise books;
- ❖ Comments in student planners;
- ❖ Detention notification letters;
- ❖ Letter giving notification of support/intervention strategies;
- ❖ Letter/phone call as notification of a day in the Internal Exclusion Room.

Notification of a Fixed Term Exclusion

- ❖ You will be telephoned in the first instance and a letter put in the post. The school will also notify the Local Authority.

Fixed Term Exclusions are issued as a result of a serious breach of the student's responsibilities.

Fixed Term exclusions will be recorded permanently on a student's record and cannot be removed.

Students will be issued with work / or advised on study which they should complete during the period of their exclusion.

On return to school following a fixed term exclusion student and parent/carer will be expected to attend a re-admission meeting with the Head Teacher or a member of the Senior Leadership Team.

If it is considered appropriate, the student will spend a period of time in 'Student Development' to aid re-integration into school.

Notification of a Permanent Exclusion

- ❖ You will be telephoned in the first instance and a letter put in the post. The school will also notify the Local Authority.

Parents/carers are welcome to view their child's conduct log at any time. They may make an appointment with their child's tutor or Community Leader to do so, giving at least 24 hours' notice.

Associated Policies

Equality & Diversity Policy & Equality Duty
Student Support & Guidance Policy
Uniform Policy
Anti-Bullying Policy
E-Safety Policy
Homework Policy
Attendance Policy
Offensive Weapons Policy
Drugs & Substance Misuse Policy
Physical Intervention Policy