



# Behaviour Policy

Date of last review	July 2023	Review period	3 years
Date of next review	July 2026	Author	L Pippin
Type of policy	Statutory	Approval	Head Teacher

**The original policy has now been reinstated and will be amended in line with any future covid-19 related government guidance.**

*“No student has the right to disrupt the learning of others. Teachers will have disruption free learning areas in which they can teach and students will have disruption free learning spaces in which they can learn.”*

Boldon School is committed to giving all students the best possible opportunity to succeed in education. Our aim is to support all students in school with academic excellence. The behaviour policy has been introduced to eradicate low level behaviour in all learning places and give teachers and students disruptive free learning environments and improve all outcomes for our young people.

### **Typical features of poor behaviour include students:**

- Talking unnecessarily or chatting.
- Calling out without permission.
- Being slow to start work or follow instructions.
- Showing a lack of respect for each other and staff.
- Name calling of other students
- Not bringing the right equipment.
- Using mobile devices inappropriately.

### **Expectations**

All members of the Boldon School community are expected to help maintain a positive atmosphere for learning which is coupled with positive relationships built on mutual respect.

### **Conduct in lessons**

#### **Students who are ready for learning at Boldon**

- Line up quietly outside the classroom prior to the start of the lesson or as instructed.
- Enter, stand silently behind the desks and are seated when invited to by the member of staff leading the lesson.
- Sit silently whilst the register is taken, acknowledging their name politely.
- Listen in silence whilst the member of staff leading the lessons speaks.
- Raise their hand to ask a question without calling out.
- Work exceptionally hard without disrupting other students' learning.

If a student fails to meet any of these simple expectations, teachers will use behaviour management strategies, followed by a formal warning, if students continue to disrupt. A formal warning will mean their name may be written on the whiteboard. The member of staff leading the lesson will briefly explain to the student why their name has been written on the board at the earliest opportunity and the student will be detained at the end of the day. The second time during a lesson that a student fails to meet these expectations they will be sent to the Faculty Lead. Should the student continue to be disruptive, they will be sent by the FL to the Behaviour Support Centre (BSC) for a period of one full day e.g. Lesson 3 – Lesson 3. Failure or refusal to go to the BSC will result in the student being housed by SLT. Any further disruption will result in a one day fixed term exclusion with the day in the BSC completed upon their re-admittance to the school.

#### **If a student is sent to the BSC:**

The member of staff who sent the student to BSC will meet with the student at the end of the day for a restorative conversation where they will be made aware of what they did wrong; why it disrupted learning and what needs to be done differently next lesson. To allow this to take place students sent to BSC will be required to remain in school until 3.15pm that day.

## **General conduct in school**

A student will always be issued with a fixed term exclusion if they:-

- Swear at a member of staff (even under their breath).
- Physically attacking another student or member of staff.
- Fail to follow instructions in the BSC or the Hive following a warning.

Parents must attend a meeting with a member of the Pastoral team following a fixed term exclusion. Failure to attend a meeting will result in the student remaining in the BSC until the meeting has taken place.

## **A student leaving the premises without permission**

A student who leaves the premises without permission will be placed in the BSC for two days on their return to school. Parents are expected to bring the student back to school the following day to meet the pastoral team to reinforce standards and expectations at Boldon.

## **Swearing/Verbal Abuse**

Students who use foul or abusive language in school or aimed at other students will be removed from the lesson and be given a FTE for up to 3 days. Students will also be placed in the BSC on return for a further two days.

## **Swearing/Verbal Abuse towards a member of staff**

Students who swear or use abusive language towards a member of staff will be issued with a fixed term exclusion for a period up to 5 days. This will be a combination of external and internal exclusion.

Inclusion Centre staff will work intensively with the students to ensure poor behaviour does not happen again. Persistent swearing/abuse to any member of staff will carry a sanction of a permanent exclusion.

## **Smoking/vaping**

No student will smoke or vape on the Boldon School site or when dressed in the uniform of the school. If a student smokes/vapes or chooses to associate with smokers/vapers the consequences will be as outlined below:-

- Smoking/associating with smokers will lead to time in the BSC.
- Refusal to hand over smoking paraphernalia when asked by the Head Teacher will lead to a three day fixed term exclusion.
- All tobacco and related paraphernalia or vapes will be destroyed.
- Referral to school nurse/cessation group.

**(Note: 'Smoking' is defined to include any tobacco based products and also e-cigarettes/vapes.)**

### **Mobile Communication Devices (Phones/Tablets etc.)**

No students are permitted to use their mobile phone/device during the course of the school day. It must be switched off and carried in their school bag.

- If a phone/tablet is seen it will be confiscated and parents/carers will be asked to collect it from the school's reception.
- The same applies to headphones. Headphones are not to be worn around the neck or within eyesight. They should be placed in bags during lesson time.
- If a student refuses to hand their phone over, they will be sent to the BSC for a period of one working day.
- Refusal to go to the BSC will result in a one day fixed term exclusion with the day in the BSC completed upon their re-admittance to the school.

### **School ICT resources**

- Any students identified by our ICT staff as playing games, downloading inappropriate images or music, or trying to interfere or gain access to the schools systems within school time, will be placed in the BSC for up to 2 days, depending on the severity of the offence. Parents will also be informed of the incident by the classroom teacher.

### **Failure to complete homework**

- Students are expected to hand in homework on the deadline date; students need to complete all homework within the designated time frame.
- Students are placed on a 30 minute detention with the classroom teacher or as long as it takes to complete the homework (under 30 minutes). Teachers need to contact parents via Phone or text to explain the non - homework issue. (No negative referral is issued)
- If a student fails to complete the 30 minute detention they are placed on a 1 hour detention with the classroom teacher. The classroom teacher needs to phone parents to explain the issue has not been resolved and it will go to the Faculty Leaders.
- Faculty leaders will liaise with Year Leads to ensure that the student is collected and brought to the detentions.
- If students fail to complete the 1 hour detention with subject leaders, a phone call from the leaders needs to be made to parents and the student will automatically receive a negative referral which will mean 1 day in the BSC.

### **Detentions**

Students who fail to attend for any detentions, usually 15-30 minutes, will receive further additional sanctions of 1 hour. If they fail to attend again the sanction will increase to one day in the BSC for continued defiance.

### **Likelihood of Permanent Exclusion**

Permanent exclusion from Boldon School is the final sanction and this will only apply in exceptional cases. The school expects all students to adhere to this behaviour policy at all times but repeatedly breaking this policy or being involved in a 'one off' extremely serious incident could lead to a permanent exclusion. An indicative but non exhaustive list would include:-

- Swearing/aggressive behaviour to any member of staff.
- Persistent swearing at a member/s of staff.
- Bringing alcohol, recreational drugs or paraphernalia into school.
- Being in school under the influence of alcohol or drugs.
- Bringing a weapon of any sort including pen knives and BB guns.
- Persistent bullying.
- Persistent disruption of lessons.
- An unprovoked physical assault on another student or a member of staff.

### **Behaviour and eating in corridors**

During changeovers between lessons, students will act appropriately. This includes walking purposefully around the school on the left hand side of the corridor, no running, shouting or whistling in public places in school, showing respect and supporting fellow students especially in younger year groups.

During social times students are expected to do the following: -

- To sit/stand with their friends before school, break, lunch and after school in either their Break Out areas, Bistro or outside - not in the corridors.
- To eat only in the Bistro or other designated area at break and lunchtimes, not in the corridors. Once finished eating students are expected to go outside weather dependent.
- Students who fail to follow these rules may be placed on detention or in the BSC at the discretion of the Year Leads.

### **The journey to and from home**

Students are expected to demonstrate a high standard of conduct on the journey to and from school as they are ambassadors for past and future generations of children who will attend Boldon School.

Students must arrive at school and leave school in full uniform. Students are not permitted to wear outside coats, jackets and hoodies inside the school building.

Students are expected to:

- Arrive at school promptly and in full uniform.
- Using the cycle pathways and roads is a sensible and safe manner at all times.
- Take any litter home and dispose of it properly.
- Respect our neighbours and all local residents.
- To be considerate to the local community.

### **Truancy / Walking out of school without permission**

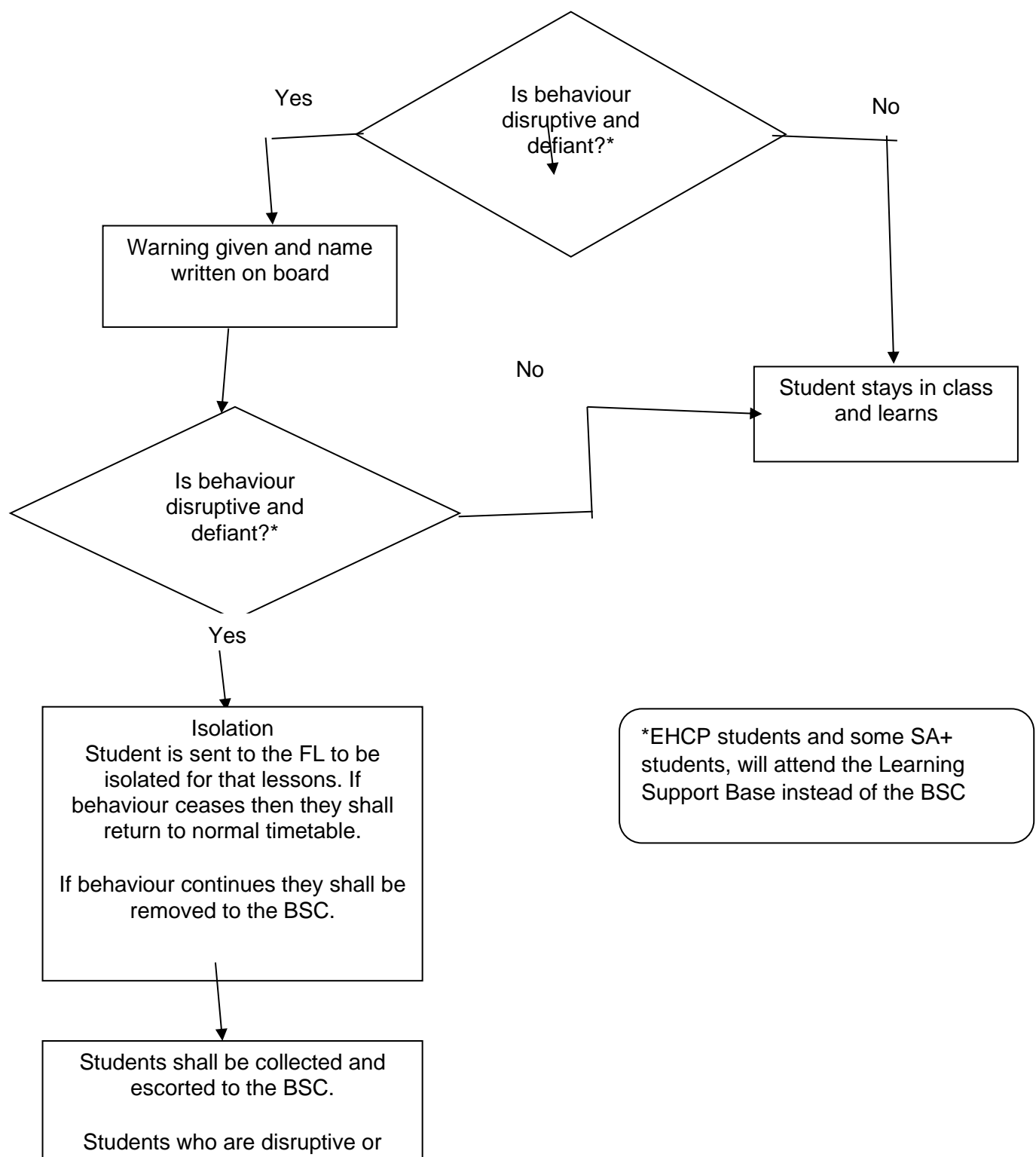
Students who walk off site without permission will be given a day in the BSC. Parents will be contacted as soon it is confirmed that students are not on the school site to let them know that their child has left the premises. Parents need to attend a meeting with their child with pastoral staff the following

day as they will not be allowed into the school until the meetings have taken place. The student will complete any time owed in the BSC and any additional time incurred due to their truancy.

### Code 8 referrals (lesson warning)

Students who are given multiple lesson warnings during the week will be given a 1 hour detention with their Year Lead/ SLT during the week. If these issues are not resolved by the student then a further 1 hour detention will be issued to the student on a Thursday evening with SLT. All detention sessions will last from 3.15pm until 4.15pm

### Behaviour Management Flowchart





## What Happens Next?

**Please remember to email reception to ask for the stroller and record the incident on class charts.**

Students shall be collected by the “stroller” and escorted to the BSC.

There are a number of things that will happen once a student has been sent to the BSC. The following is a simplified version of this process:

### 1. **The student arrives at BSC:**

- The student hands over their mobile phone.
- The student completes work from either their own teacher or from work provided in the BSC
- At the end of the day the student is expected to engage in a restorative conversation with the teacher.
- The student remains in the BSC the next day until the time they were sent out of lessons (e.g. sent out P3 remains isolated until the end of P3 the following day).
- If the student does not engage with any of the above expectations, they will be given up to 5 days fixed term exclusion (FTE) and will be required to repeat the day in the BSC on return.

### 2. **Parents will be contacted by the administration faculty to inform them their child has been placed in isolation**

- The teacher will have a restorative conversation with the student.
- The teacher will then contact home to explain/discuss the incident.
- Refer to FAQs for further information about this stage.

### 3. **If the student receives four FTEs or six isolations they will be required to attend a three day assessment programme in the Inclusion Centre.**

- Parents will be required to meet with the Year Lead and/or Assistant Head and will be contacted with progress updates.
- As a result of the baseline testing that has taken place a report will be created for the student.

### 4. **An additional four exclusions or six isolations will result in a five week period spent in the Inclusion Centre.**

- A Behaviour Action Plan will be completed.
- Students will complete intervention programmes in all subjects. They will also take part in key intervention courses. Students will engage in lessons with subject specialists.



## Behaviour Hierarchical Protocol

***For a student to become deemed at risk of a 3 day intervention programme they will have:***

- Had 6 isolations
- Had 4 Fixed Term exclusions

Phase 1 – Student receives 4 Fixed term exclusions or 6 isolations	Intervention	Who/When?
	<ul style="list-style-type: none"> <li>Students will be identified by Year Lead, Inclusion Manager or Assistant Head through weekly reviews of the behaviour system.</li> </ul>	YL/ KSC/ Every Week
	<ul style="list-style-type: none"> <li>Identify interventions through the 3 day programme.</li> </ul>	Assistant head, Inclusion centre manager, Year Lead
	<ul style="list-style-type: none"> <li>A student who is at risk of a 3 day intervention will have had a ‘sharing concern’ phone call with the Year lead, student and parents. This will take place after 3 isolations or 2 fixed term exclusions. A “sharing concerns” letter shall be sent to confirm this.</li> </ul>	Year Lead phone call/ send letter
	<ul style="list-style-type: none"> <li>On the 4<sup>th</sup> isolation, parents, student and Year Lead will communicate and a Year Lead warning is given. Students placed on YL report for 2 weeks.</li> </ul>	Year Lead 2 day assessment warning meeting YL report issued for 2 weeks.
	<ul style="list-style-type: none"> <li>On the 5<sup>th</sup> isolation or 3<sup>rd</sup> fixed term exclusion the student has to attend school with parents to meet the YL to discuss the 3 day intervention programme.</li> </ul>	Year Lead/Inclusion Manager meeting. Behaviour contract initiated.
	<ul style="list-style-type: none"> <li>On 6<sup>th</sup> isolation or 4<sup>th</sup> FT exclusion parents and student in school to agree 3 day intervention programme.</li> </ul> <p>The 3 day intervention programme starts immediately after the parental meeting.</p>	YL/KSC/AHT meet with parents/ student. 3 day inclusion contract signed by all.
	<ul style="list-style-type: none"> <li>Parental meeting/phone call to give an overview of the findings of the 3 days and key targets for reintegration back into school.</li> <li>Student’s behaviour to be reviewed every 2 weeks for a six week period. Parents will receive a phone call from YL/KSC every fortnight.</li> </ul>	Year Lead/Inclusion manager  Year Lead Monitoring

<p><b>Phase 2 – After returning to lessons, the student receives another 4 FTE or 6 isolations.</b></p>	<p>Students who pass through Phase 1 move on to Phase 2 where a series of further interventions, milestones and support is strategically designed to facilitate improvements in behaviour.</p> <ul style="list-style-type: none"> <li>On the first isolation/fixed term exclusion the YL speaks with parents to explain the stages that the student is likely to go through.</li> <li>On the 2nd isolation/fixed term exclusion, parents and students engage with the YL to introduce the 5 week programme and talk about next steps. Assistant Head Teacher AHT warning is discussed.</li> <li>On the 3rd isolation or/Fixed Term Exclusion, parents and students are contacted by the Assistant Headteacher where the student's next steps are discussed as becoming a reality. (2<sup>nd</sup> FTE – a head warning letter is issued.</li> <li>On the 4th isolation a Head Teacher warning letter is issued and the Assistant Head teacher will discuss concerns with parents and students.</li> <li>If a student has received 6 isolations or 4 fixed term exclusions then they will immediately be admitted to the 5 week programme.</li> <li>An early help plan will be discussed with parents to support the parent and students.</li> <li>If a student fails the 5 week placement by receiving 2 negative referrals or attendance falling below 90%. A meeting will take place with parents to discuss a Managed Move.</li> <li>If the student receives another 2 referrals in a term or 1 FT exclusion, a meeting would be arranged to discuss a MM with parents. This step may come before inclusion placement dependent upon inclusion timetabling/ availability.</li> <li>Student behaviour shall continue to be recorded in the behaviour hierarchy until a MM can be arranged. MM shall take place in a school where there is capacity YL's shall try to take into account parent/ student choice but ultimately the decision shall be based on availability.</li> </ul>	<p>Year Lead Phone Call</p> <p>YL/KSC meeting with parents in school to discuss Phase 2 in depth. Memo of understanding signed by parent, student, YL</p> <p>Assistant Head Teacher phone call /warning letter issued</p> <p>Head Teacher warning letter issued / AHT meeting with parents.</p> <p>Inclusion Manager meeting to discuss the 5 week placement. Contract signed by parent, student and Inc manager</p> <p>KSC / inclusion manager</p> <p>AHT/KSC/Year Lead/Parents</p>
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<p><b>Phase 3 – Following an unsuccessful managed move – students will be reintroduced to lessons</b></p>	<ul style="list-style-type: none"> <li>● Student returns to Boldon School and is issued with a behaviour contract for an 8 week period.</li> <li>● If a student receives a negative weekly report or a further 2 isolations/ 2 FTE's then parents shall be invited in for a progress meeting.</li> <li>● 3 negative weekly reports or 4 isolations/ 3FTE's (in total) shall result in a second Head teacher letter issued)</li> <li>● If 5 negative weekly reports, 5 isolations or 4 FTE's are reached then a meeting shall be arranged in school between DHT/HT, parents, student, YL/KSC to discuss options and prepare for inclusion placement. Parents and student to complete an inclusion contract.</li> <li>● If 6 negative weekly reports, 6 isolations or 5 FTE's are reached then inclusion placement shall be timetabled for next possible opportunity.</li> <li>● Students will complete another 5 week inclusion programme and a series of warnings/ interventions will take place (Refer to phase 2).</li> <li>● If a student fails the 5 week placement by receiving 2 negative referrals or attendance falling below 90%. A meeting will take place with parents to discuss a Managed Move.</li> <li>● If the student receives another 2 referrals in a term or 1 FT exclusion, a meeting would be arranged to discuss a MM with parents. This step may come before inclusion placement dependent upon inclusion timetabling/ availability.</li> <li>● Student behaviour shall continue to be recorded in the behaviour hierarchy until a MM can be arranged. MM shall take place in a school where there is capacity YL's shall try to take into account parent/ student choice but ultimately the decision shall be based on availability.</li> <li>● Behaviour reviewed every 2 weeks for a period of 6 weeks.</li> </ul>	<p>Assistant Head / Year Lead to monitor and report back weekly to KSC/AHT</p> <p>YL/KSC/AHT</p> <p>Assistant Head / Year Lead/Inclusion Manager</p> <p>YL,KSC,AHT,DHT/Inc manager</p> <p>KSC, Inc manager</p> <p>Inclusion Manager</p> <p>YL/KSC, AHT</p> <p>AHT / Year Lead /Inclusion Manager</p>
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If the student fails or refuses a 2 <sup>nd</sup> 5 week intervention programme a 2 <sup>nd</sup> managed move will be discussed and offered by Year Lead to parents and student.		
<b>Phase 4 – Following a 2<sup>nd</sup> unsuccessful managed move</b>	<ul style="list-style-type: none"> <li>Students will return to learning and be given a 2<sup>nd</sup> behaviour contract for an 8 week period.</li> </ul>	Monitored by Year Lead/ Inclusion Manager
	<ul style="list-style-type: none"> <li>If students fail to comply with the behaviour contract and continue to disrupt learning this will result in a permanent exclusion meeting.</li> <li>The student will be asked to attend with parents to a Permanent Exclusion Panel where the permanent exclusion will be discussed and, if appropriate, upheld.</li> </ul>	Assistant Head Teacher  Head Teacher/ Assistant Head Teacher / Governors

**Students will exit the protocol at any stage, if their behaviour improves to an extent where they can access their curriculum without further disruption.**

## Strategies for the Classroom

### Before the lesson starts:

<ul style="list-style-type: none"> <li>● Be in your room on time.</li> <li>● Prepare the learning environment.</li> <li>● Read your behavioural support booklet.</li> <li>● Plan for your LSAs.</li> <li>● Brief your LSAs before the lesson begins.</li> <li>● Have a meaningful starter ready.</li> </ul>	<ul style="list-style-type: none"> <li>● Consider your seating plans carefully.</li> <li>● Meet students at the door</li> <li>● Engage with students.</li> <li>● Differentiate fully.</li> </ul>	<ul style="list-style-type: none"> <li>● Use students to help with 'housekeeping' tasks.</li> <li>● Check information supplied by year teams and faculties.</li> <li>● Implement a routine for borrowing equipment.</li> <li>● Be a presence around school.</li> </ul>
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### During the lesson:

<ul style="list-style-type: none"> <li>● Make your expectations clear.</li> <li>● Implement school support strategies.</li> <li>● Provide opportunities to succeed.</li> <li>● Model positive behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>● Change the task for the student.</li> <li>● Actively reward positive behaviours.</li> <li>● Celebrate moments of success.</li> <li>● Encourage positive and respectful language (sir/miss etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Involve students in teaching.</li> <li>● Employ LSAs effectively.</li> <li>● Talk to students that could become an issue.</li> <li>● Use peer mentors/experts.</li> <li>● Change your seating plan.</li> </ul>
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### After the lesson ends:

<ul style="list-style-type: none"> <li>● Prepare for an orderly dismissal.</li> <li>● Organise students to leave orderly and quietly (support their next teacher).</li> <li>● Make positive phone calls home.</li> <li>● Send postcards home.</li> <li>● Identify colleagues that are successful with issue students.</li> </ul>	<ul style="list-style-type: none"> <li>● Work with Directors of Learning, Assistant Pastoral Leaders, SENCO and Inclusion Team.</li> <li>● Use the restorative conversation to build relationships.</li> <li>● Discuss strategies with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>● Set behaviour management targets in your CPD/Appraisal meetings.</li> <li>● Document any issues/rewards on SIMs as soon as possible.</li> <li>● Prepare for a 'fresh start' next lesson.</li> </ul>
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## Restorative Conversation

The restorative conversation is an opportunity to rebuild the relationship with the student that has been sent to isolation. The conversation is not to be used as another telling off/administration of punishment – that has been done by sending the student to isolation. The conversation should:

- Help the student reflect on their behaviour.
- Move the student on from that behaviour.

### ***Reflecting on incident:***

Why do you think you were sent to isolation?  
 How were you behaving when you were sent to isolation?  
 Why were you behaving that way? (See difficulties below)  
 How can we/you make things better when you are back in the lesson?  
 How can I support you when you are back in the lesson?

### ***Moving on from the behaviour incident:***

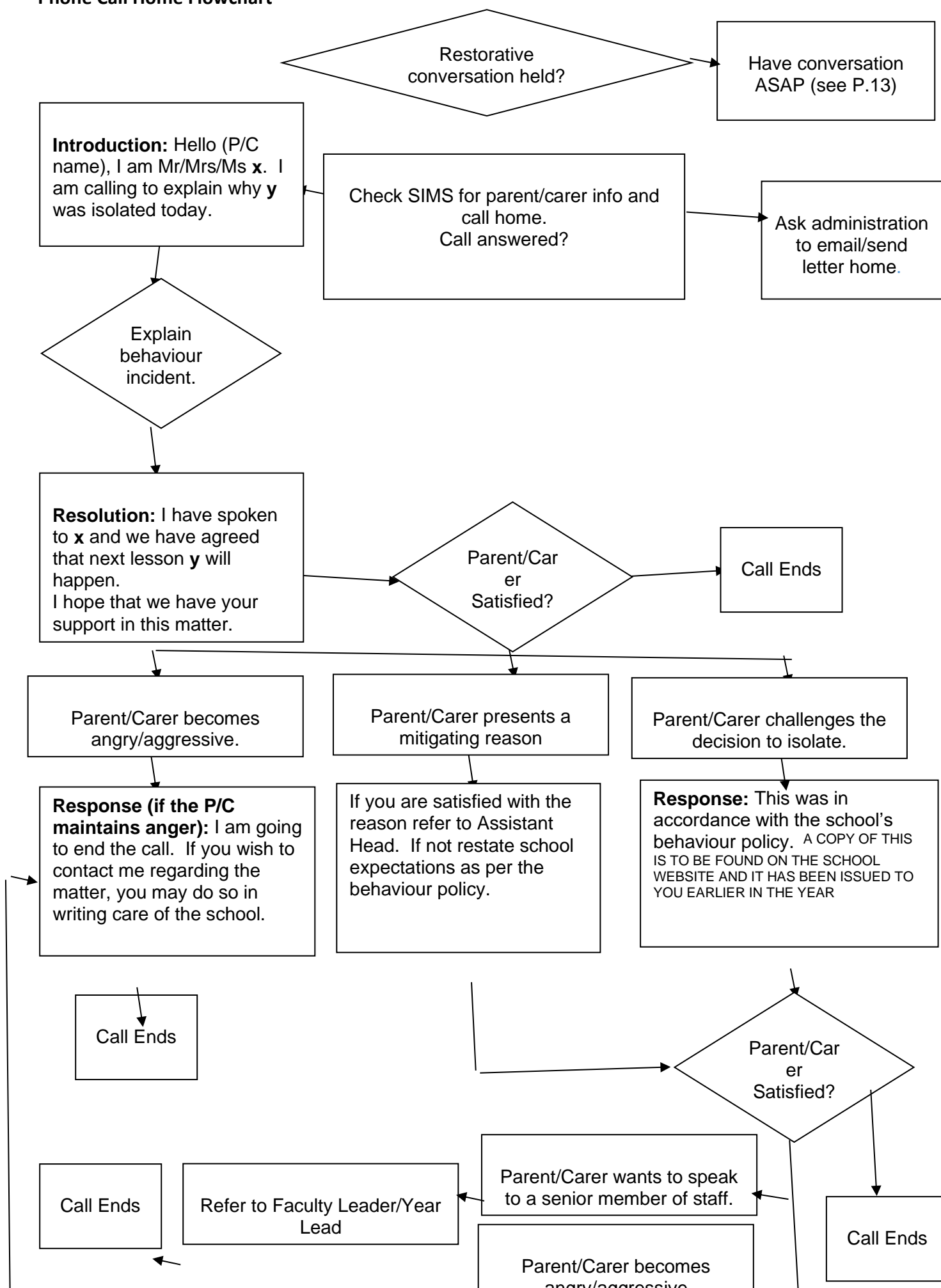
Reinforce your expectations for behaviour in the lesson.  
 How could you improve next lesson?  
 Reinforce positive aspirations.  
 Provide support for positive behaviours.  
 Agree on a strategy to improve the student's behaviour in your lesson over the long term.  
 Agree on a change that may benefit the student (level of difficulty of work, place in the seating plan etc.).

### ***Difficulties you may face:***

Prepare for a difficult or challenging answer. A CP issue may be a mitigating factor in the behaviour and you may need to raise this with the Inclusion Manager. There may be another revelation that you may have to address. Always pass on any safeguarding concern no matter how small.  
 Prepare to apologise. You may have missed something or sent the wrong student out. An apology can be a vital tool for building a strong relationship in the classroom.



## Phone Call Home Flowchart





## Behaviour FAQs

### What does disruptive and defiant behaviour look like?

Disruptive behaviour is anything that stops a student/students from learning. Defiant behaviour is any time the student refuses, directly or indirectly, to follow your instructions. Behaviours may include:

Calling out	Lack of work	Using a mobile phone
Off task chatter	Lack of immediate cooperation	Non completion of work
Talking over teacher	Lateness	Damaging equipment/ property
Distracting others	Poor choice of language	Name calling
Bickering	Chewing/eating in class	Headphones in or on display

### What happens if?

#### I can't get in touch with home?

- Administration staff update contact details regularly. If these are not accurate when you do try to contact home, record the attempt to contact home and inform administration that the details are incorrect. Then, either a) ask administration to send a letter home or b) try again the day after the incident in question.

#### I have an after school duty and can't make it to the restorative conversation?

- Students will be required to stay in school until 3:15pm on the day they have been isolated. If this is not enough time, you may need to see the student during break, lunch or a free period. However you must go and meet with the student at the end of the day after duty if necessary.

#### I miss the restorative conversation?

- The first missed conversation will result in your Faculty Leader having an informal conversation with you.
- The second missed conversation will result in the Behaviour lead having a more formal conversation with you.
- The third missed conversation will result in a formal conversation with the behaviour lead, accompanied by a formal letter.
- The fourth missed conversation will result in a formal proceedings and guidance from the Head Teacher which will remain on your file for one year.
- The fifth missed conversation will result in disciplinary action.

#### A student persists with negative behaviour in my classroom?

- If you have been following the system then the student will be picked up by the BSC for a three day referral. If negative behaviour still continues there will be a longer time spent in the BSC and you should speak to your Head of Faculty, Year Lead or behaviour lead.

## **What happens if?**

### **A student leaves my class, but does not arrive at the BSC?**

- Staff on stroller duty shall collect students. If no staff are available to collect then the student has five minutes to reach the BSC. If they do not arrive at this time they will receive a FTE.

### **I don't give many warnings or send many students to the BSC?**

- If it is because you employ a wide range of behaviour management strategies and have strong relationships with your students then nothing will happen. You may be asked by your faculty leader or another school leader to mentor someone who is having difficulty with behaviour and model the systems you have in place.
- If it is because you are not using the system fully so it doesn't appear that you are having problems in your lessons, don't worry. The system is there to be used and you will not be judged for sending students to the BSC. It is much better to use the system and be consistent to support your colleagues (and get support) than it is to avoid a problem.

### **I send lots of students to the Isolation Room?**

- If it is because you have a class with lots of behaviour issues and you are using the system correctly then nothing will happen. You should speak to your Faculty Leader, Year lead or Assistant Head to gain extra support in that lesson.

### **Who can I speak to if I have any issues or concerns about behaviour in my classes?**

- Someone within your faculty or a colleague that is having success with a particular student.
- Faculty Leader.
- A member of the pastoral team.
- Learning Mentors.
- SENDCO
- Inclusion Manager.
- Member of SLT.

### **Student x is a well-known problem in lessons. How will he/she be dealt with?**

Students who are 'well known' for their regular poor behaviour will be identified for conversations with YL/KSC/SLT regarding their current conduct.

## Useful Links/Suggested Reading

This is by no means an exhaustive list of the resources out there to help with your behaviour management practice, but it is a starting point of useful material.

### Books

- Behaviour Management Pocketbook by *Peter Hook and Andy Vass*
- Classroom behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support by *Bill Rogers*
- The behaviour Guru: Behaviour Management Solutions for Teachers by *Tom Bennett*
- Why are you shouting at us?: The do's and don'ts of behaviour management by *Phil Beadle and John Murphy*

### Websites

- [Can-do-course.co.uk](http://can-do-course.co.uk)
- [www.bethe1.org.uk](http://www.bethe1.org.uk)
- [teachersupport.info](http://teachersupport.info)

### Articles/Resources

- <http://teachersupport.info/get-support/practical-guides/studentbehaviour?gclid=CNDzvpfe2r4CFYXKtAodRAYAvw>
- <http://www.teachingtimes.com/kb/37/behaviour-management-series.htm>
- <http://www.teacher.org.uk/node/12842>

### Twitter

- @TeacherToolkit
- @TechnoTeaching
- @pivotalpaul
- @HilaryNunns (FE focus)
- @TraceyBethe1 (Primary focus, but useful)



## **Boldon School Uniform Policy – Please see separate policy**

### **Hair**

Hair should be of an acceptable colour and style. Students are not allowed to dye hair that is not a natural colour i.e. red, blue, purple, dip dyed etc. or have any form of extreme hairstyle such as tramlines, Mohican, skinhead. Long hair is required to be tied up during practical lessons such as PE, Science and Technology. Students with inappropriate hair will be placed in the Behaviour Support Centre until their hair is acceptable.

### **Make up**

Minimal/ no make-up should be worn by students. This includes foundation, lipstick and eyeliner. Nails should be of a reasonable length and false nails and eyelashes are not permitted. Students who refuse to remove makeup will be placed in the Behaviour Support Centre and parents will be expected to meet with the pastoral team the following day to reinforce expected standards.

Spray tans are not permitted in school. Students who arrive with spray tans will be educated in the BSC until the fake tan has been removed.

### **Jewellery**

The only jewellery allowed is 1 pair of ear studs (no other earrings including spacers or expanders are allowed) and 1 watch. The wearing of any chin/nose/lip/tongue rings or studs or visible body piercings is strictly prohibited and students will be housed in the Behaviour Support Centre until they are removed.

### **Punctuality**

Students who are late to school or late to lessons will be given the following detentions from the Director of Learning or Assistant Pastoral Leader.

- 1 late per week: 15 minutes with Year Lead.
- 2 lates per week: 30 minutes with Year Lead.
- 3 lates per week: 60 minute Year Lead detention and 1 hour SLT detention.
- 4 lates per week: Behaviour Support Centre for 1 day.

If lateness persists, parents will be asked to attend a meeting with the child to discuss punctuality. Students who refuse to attend these detentions will be placed in the BSC. If lateness continues, students will be withdrawn from lessons and placed in the BSC or Inclusion Centre until the situation improves.

### **Fire Exits:**

Any students using fire exits inappropriately in school will be placed in the Behaviour Support Centre. Fire exits are strictly prohibited from being used by students unless in an emergency.

### **Equipment:**

All students are expected to have the minimum learning equipment of pen, pencil, eraser and ruler. Students will be checked on a daily basis for the correct equipment. If students persist in failing to bring the minimum equipment to school, they will be placed on a Friday detention for 30 minutes. Parents will be notified if students do not have equipment. All equipment can be purchased at school reception before, during and after school.

### **Litter:**

Students purposely dropping litter or food within school or deliberately messing up the Bistro or break out areas will be placed in the BSC for a day. They will also be required to clear up the mess they have created.

### **Cycles/Scooters:**

The school strongly supports all students who wish to travel to school on a cycle or scooter. Students who bring cycles or scooters to school are strongly advised to wear a helmet for protection in case of an accident and also bring a high quality bike lock in order to secure their cycles in the designated cycle shed. Any students found either riding a bike or scooter during school time or tampering with cycles or within the cycle shed will be placed in the BSC for one day.

### **Fizzy or Energy Drinks and eating during lessons:**

Fizzy drinks are not permitted in school at any time. Students who bring fizzy drinks into school will be warned and if a second warning is given, a 1 day BSC punishment will occur. The drinks will be taken from the young person and not returned. Parental contact will be made on the 2<sup>nd</sup> occasion.

Eating is not permitted at any time during lessons or registration. Students who are eating within classrooms or corridors will be placed on a classroom detention. Further disruption will result in further disciplinary measures being taken with the student. Students may drink soft drinks or water during lessons but only after asking permission from an adult.

### **School Bistro**

All students are expected to behave responsibly in the school bistro as this is part of our school.

Students can bring their own food and drink into school but this is only to be consumed at breaks and lunchtimes and in the bistro.

All students will have their thumbprint recorded at the bistro and this is used for the cashless catering system operated by Chartwells (our catering provider). Students use the recharger machines around the school to put money into their account. No money is accepted at the bistro.

No student is allowed to have money from other students on their accounts. Students who have parents/grandparents working at Chartwells and who operate the tills will not serve their offspring. Other cashiers must be used.

## Background

Amongst the stated aims of the school are:

- To provide a working environment that is both supportive and challenging.
- To provide an environment with a positive atmosphere in which students can learn.
- To foster the philosophy that everyone matters.

We expect all members of the Boldon School community to behave at all times in an appropriate way.

## General Principles

- Any system of discipline must be regarded as a positive and constructive process; the mainstay of a system must be the encouragement and rewarding of good behaviour rather than the punishment of unacceptable behaviour. Praise should be used whenever possible.
- Any system of discipline must have the full and active support of all members of staff if it is to be successful. It is vital that individuals see it as part of their responsibility towards colleagues that unacceptable behaviour is dealt with on the spot.
- Consistency in the application of the system of discipline is also necessary to its effectiveness; this again emphasises the collective responsibility that all members of staff must accept.

## Code of Conduct for Students

The one rule for all of us is:

- Everyone will act with courtesy and consideration to others at all times.

This means that:

- You always try to understand other peoples' points of view.
- In lessons you make it as easy as possible for everyone to learn and for the teacher to teach. (This means arriving on time with everything you need for that lesson, beginning and ending the lesson in a courteous and orderly way, listening carefully, following instructions, helping each other when appropriate and being quiet and sensible at all times.)

We all move around the school with consideration. (This means never running, barging or shouting, but being ready to help by opening doors, standing back to let people pass and helping to carry things.) In crowded areas please keep to the right.

- We always speak politely to everyone (even if you feel bad-tempered!).

- We are silent whenever required.
- We keep the school clean and tidy so that it is a welcoming place for everyone. (This means putting all litter in bins, keeping walls and furniture clean and unmarked and taking great care of the displays, particularly of other peoples' work.)
- Out of school, walking locally or with a school group, or using the school bus, you always remember that the school's reputation depends upon the way you behave.
- You keep yourself clean and tidy at all times. (This means observing normal rules of hygiene, not using makeup or wearing jewellery other than that which is permitted and meeting the requirements of school uniform.)
- You must not bring to school any materials or objects which may cause harm to yourself or others. The senior staff at school have the authority to search students in accordance with DFE guidelines on Screening, Searching and Confiscation January 2018 as follows:

Head teachers and staff authorised by them have a statutory power \* to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items are:

- Knives or weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers, including electronic cigarettes/ vapes.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, to cause personal injury to, or damage to the property of, any person (including the student).

*\*See guidance from DFE "Searching, screening and confiscation" – Advice for head teachers, school staff and governing bodies – February 2014.*

### **Reasonable Force\***

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control students or to restrain them.
- 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.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used. (Section 93, Education and Inspections Act 2006)



Schools can use reasonable force to:

- remove disruptive students from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.

*\* See guidance from DFE "Use of reasonable force" – Advice for head teachers, school staff and governing bodies – July 2013.*

The school works closely with the police and will seek support from officers if the situation is very serious or if a young person fails to cooperate with all adults at the school.

## **Expectations in all Learning Environments**

Learning spaces (including classrooms, labs, sports facilities etc) are your places of work. Just as in any factory or office, there needs to be clearly understood rules and expectations to allow everyone to work successfully, safely and enjoyably.

### **1. Start of Lessons**

- Enter rooms sensibly and go straight to your workplace.
- Take out books, pens and equipment.
- Put bags away (not on desks).
- Remain silent during the register (except when your name is called!).

### **2. During Lessons**

- When your teacher talks to the whole class, remain silent and concentrate.
- If the class is asked a question, put up your hand to answer - do not call out (unless you are asked for quick ideas).
- You must have a pen, pencil, ruler, planner and any books, folders or other equipment as needed.
- You are expected to work sensibly with your classmates: do not distract others.
- If you arrive late without justifiable cause you must expect to be detained for the amount of time you missed in order to make up the work.
- Homework will be set online/given in class.
- Eating, drinking and chewing are not allowed. If you wish to have a drink of water etc that you have brought to school, ask the person in charge of the lesson.
- Mobile phones; iPods or other distractions are not allowed during learning time: they will be confiscated and families will have to come to school to collect them from reception.

- You must not leave a lesson without a note from a teacher.

### 3. End of Lessons

- You should not begin to pack away or put on outdoor wear until your teacher tells you to do so.
- When told, stand and push in or put up your chairs; any litter should be picked up.
- Only when your teacher finally tells you to go may you leave the room.

### 4. Finally, but most importantly:

All adults at our school are responsible for your safety while you are at Boldon. This means in particular that:

- There is no excuse for rudeness, disrespect or insolence towards any adult at Boldon.
- Any reasonable request from an adult should be carried out at once and without argument
- Breaking either of these basic rules will be treated as a VERY serious matter.

## Inclusion Centre

The Inclusion Centre is a specialist centre based in school where students are referred to complete internal exclusions or placements following a period of poor behaviour. If a student displays behaviour and actions that warrant a fixed term exclusion, they will now be referred to the Inclusion Centre for a specified amount of time.

Referred students will complete their sanction in the Inclusion Centre. They will continue with their curriculum work with additional support as well as following an individual learning plan with a personalised focus for improvement (a specific intervention relevant to the student's individual behavioural, social or emotional needs).

The procedure in the Inclusion Centre is as follows:

- Parents/carers are contacted by telephone or letter prior to the commencement of the sanction.
- Students are to arrive at school at 9.50am and will be collected from the main reception by a member of the Inclusion team.
- They must be dressed in full and correct uniform.
- They will remain in the centre all day (including during lunch and break time; therefore they need to either bring a packed lunch with them or order their lunch from the Bistro).
- They will complete curriculum work sent by their class teachers.
- They will follow a programme of support with a personalised focus for improvement.
- They will be supervised and monitored throughout the day by Inclusion staff.
- They will receive rewards (in line with the school's rewards system) for positive behaviour, attitude and work rate.
- They will repeat time in the centre if their behaviour, attitude and work rate are not acceptable.
- They will be escorted off site at 2.45pm.

On successful completion of the sanction, the student will follow a reintegration programme.

- They will be assigned a member of the Inclusion team.
- They will be on the inclusion centre report for 2 weeks.
- The student will meet with inclusion to review their re-integration and /or support in identified lessons.
- The student will be closely monitored to ensure continued improvements.

### **Behaviour Support Centre (BSC)**

The BSC is the isolation room for students who are removed from a lesson. This can cater for up to 16 students at a time. All work is provided for students within the centre.

The centre operates from 8.45am until 3.30pm every day. Students will not leave the centre during the day including lunch times and breaks. Toilets are located next to the centre.

Students will complete the day in silence. Any student who misbehaves in the centre will receive a warning, code 8 and then be removed to be housed with SLT for the remainder of the day. Students who continue to misbehave shall have a fixed term exclusion for one day and then return with parents the following day to repeat their time in the BSC. Teachers and behaviour support staff supervise the centre throughout the day.

Students are scored with a positive tick or a negative cross for each lesson. Students who do not score positively for all lessons will repeat the day in the BSC until an acceptable standard is reached.

Students are expected to be in the centre at 8.45am. Students who are 5 minutes late or deliberately attend their normal lesson instead of BSC will incur additional time in the BSC.

### **Students with Special Educational Needs**

Prior to the exclusion of an SEND student a review of their needs must be held to consider the appropriateness of the exclusion.

### **Looked After Children**

Exclusion for children in care should be an absolute last resort. It is vital that schools and social workers work together in partnership with other professionals and try every practicable means to maintain these students in school and only exclude them in the most exceptional circumstances. Before excluding, schools, in conjunction with the local authority, should first consider alternative options for supporting the child or young person in care. No child in care should be excluded from a school without discussion with the local authority to ensure that there is suitable alternative provision available elsewhere.

Although the Education and Inspections Act 2006 only requires full time education to be provided from the sixth day of exclusion, such a break in education will have an impact on the education of children in care. To ensure there is minimal disruption to their education where a child or young person in care is excluded, it is the Government's view that schools and local authorities as appropriate should **arrange alternative provision from the first day** of the exclusion.

## **Types of exclusion**

Two types of exclusion exist:

**Fixed term** exclusions can be for one or more fixed periods not exceeding 45 days in one school year.

**Permanent Exclusion** constitutes the most severe sanction and is used only as a last resort

- Where there is persistent challenging behaviour, to the detriment of the education and/or welfare of other students, following the application of a hierarchy of sanctions.
- Where a serious single critical incident of misbehaviour requires an immediate exclusion.

**Behaviours which *may* warrant fixed term (internal or external) exclusion include:-**

- **Physical assault against student**  
Such as fighting/violent behaviour/wounding/obstruction and jostling or similar behaviours.
- **Physical assault against adult**  
Such as violent behaviour/wounding/obstruction and jostling or similar behaviours.
- **Verbal abuse / threatening behaviour against student**  
Such as threatened violence/aggressive behaviour/swearing/homophobic abuse and harassment/verbal intimidation/carrying an offensive weapon/ endangering the health of students or similar behaviours.
- **Verbal abuse / threatening behaviour against adult**  
Such as threatened violence/aggressive behaviour/swearing/homophobic abuse and harassment/verbal intimidation/carrying an offensive weapon/ endangering the health of adult members of the school community or its visitors or similar behaviours.
- **Bullying**  
Such as verbal bullying/physical bullying/homophobic/transphobic bullying/racist bullying/cyber bullying or similar behaviours.
- **Racist abuse**  
Such as racist taunting and harassment/derogatory racist statements/ actions /swearing that can be attributed to racist characteristics/racist bullying/racist graffiti or similar behaviours.
- **Sexual misconduct**  
Such as sexual abuse/sexual assault/sexual harassment/lewd behaviour/sexual bullying/sexual graffiti or similar behaviours. Any student involved in such behaviour will be referred to the sexual health team.
- **Damage**  
Includes damage to school or personal property belonging to any member of the school community/vandalism/arson/graffiti or similar behaviours.
- **Theft**  
Such as stealing school property/stealing personal property (student or adult)/stealing from local shops on a school outing/selling and dealing in stolen property or similar behaviours.
- **Persistent disruptive behaviour**  
Repeated disruption to the education of other students – despite the application of appropriate intervention strategies and a hierarchy of sanctions such as challenging behaviour/disobedience by repeated refusal to accept the authority of staff /persistent violation of school rules/bringing the school into disrepute or similar behaviours.
- **False allegations**

Making false and/or malicious allegations towards another member of the school community.

- **Other**

Such as *the use proxy or filter sites to access banned sites and other serious violations of the Students' Acceptable Use Policy; and other incidents* which are not covered by the categories above; this category to be used sparingly.

The above list is not exhaustive.

**Behaviours which *may* warrant Permanent Exclusion include:-**

- Serious or persistent physical assault towards any student or adult of the school community or its visitors; this will include serious actual or threatened violence against another student or member of staff.
- Serious or persistent verbal abuse/threatening behaviour against students or adults of the school community or its visitors.
- Serious or persistent verbal bullying/physical bullying/homophobic bullying/racist bullying or similar.
- Serious or persistent racist abuse.
- Serious or persistent sexual misconduct.
- Any drug and alcohol related incidents such as possessing illegal substances or equipment for taking them, or supplying illegal drugs or equipment for taking them on school premises. Any student involved in any drugs incident will be referred to Local Authority support programmes and the police may be involved.
- Serious or persistent deliberate damage to school or personal property.
- Serious or persistent theft or burglary, or persistent minor theft.
- Serious and persistent disruption to the education of other students by repeated refusal to accept the authority of staff – despite the application of a hierarchy of sanctions including fixed-term exclusion.
- Making serious false and/or malicious allegations towards another member of the school community.
- Other serious incidents which are not covered by the categories above such as carrying an offensive weapon as defined in the *Prevention of Crime Act 1953*.

The school will inform the police where a criminal offence may have taken place.

The above list is not exhaustive.

**The decision to exclude**

Only the Head Teacher may permanently exclude a student from school. The decision to exclude will only be taken after:

- A thorough investigation has been carried out.
- Evidence available to support the allegations has been considered, taking account of the school's behaviour and equal opportunity policies and Anti-Discrimination legislation where applicable.
- The student has been allowed to give his or her version of events.

Where a student engages in persistent disruptive behaviour and all sanctions short of exclusion have

been applied, parents will be informed that exclusion will follow if their child's behaviour does not improve. This may be done at the Individual Learning Behaviour Plan meeting, or sooner if necessary. In such cases, the relevant Year Lead and appropriate adult will consult with the Head Teacher before informing parents.

All behaviour contributing to a decision to exclude will be fully documented.

### **The procedure to be followed in the event of an exclusion**

#### **Notification of parents, governors, Executive Director Children and Young People's Service, teachers**

The Head Teacher, or person delegated by him/her (usually Year Lead or Assistant Head Teacher) must inform the student's parents of the exclusion without delay. Notification must normally take place on the day before the exclusion and may be by telephone, but must be followed by formal notification in writing.

Parents must be informed of the length of, and the reasons for, the exclusion. The notification letter should contain sufficient information to ensure that the precise reason for the exclusion is fully understood. The letter will inform parents of their right to make representations to the Governing Body and the appropriate timescales for doing so. These depend on the nature and length of the exclusion.

Where the exclusion is permanent, parents have the right to see written evidence of the reasons for the exclusion, and any disciplinary measures taken prior to the exclusion including details of previous warnings and fixed term exclusions which have been imposed.

As this will take time to collate, it is available on request within 5 working days of any permanent exclusion.

The Main School Office will immediately send duplicates of the exclusion letter to:

- Governor Support.
- Services for Young People.
- Alternative Education Behaviour Support Services.

A copy will also be placed in the student's school record file.

Governors will be informed in the termly summary of all exclusions.

### **During exclusion**

- Excluded students will be marked as 'authorised absences' during the period of their exclusion. An 'E' symbol will be used to indicate the reason for absence for up to 5 days and then other symbols used from the 6<sup>th</sup> day depending on circumstances.
- Excluded students must not be involved in any school activity or enter the school premises when school is in session. To do so will be deemed unlawful. The Head Teacher has the authority to allow a student to attend school to complete examinations.
- During the initial period of up to five school days of any exclusion, the parent of the excluded student **must** ensure that he or she is not present in a public place during normal school hours without

justifiable reason. Failure to comply is an offence and a fixed penalty notice can be given if parents fail to do this.

- For exclusions of more than one day and less than 6 days students must be set schoolwork until they return to school or are removed from the school roll. The Year Lead will make necessary arrangements for such work to be despatched and returned for marking. It will be made clear it is the responsibility of the parent/carer to ensure the work is completed and returned to school.
- For exclusions of more than 5 days students must be set schoolwork for the first 5 days. The Year Lead will make necessary arrangements for such work to be despatched and returned for marking. From the 6<sup>th</sup> day of exclusion the school will make arrangements with the LA for the student to receive full time education until they return to school or are removed from the school roll.

### **Return to school after exclusion**

Following the expiry of a fixed term exclusion

- The Head Teacher (or someone delegated by him/her) should arrange a reintegration contact with the parent/carer where the excluded student and his or her parent/carer will reaffirm their commitment to support the school. The reason for exclusion will be discussed.
- Where the exclusion period was 6 days and longer the Year Lead will liaise with LA to ensure curriculum continuity.

### ***The procedure to be followed in the event of an exclusion***

The parents of a student excluded for fewer than 5 days may make representations to the School's governing body in relation to that exclusion. The governing body cannot however direct reinstatement.

The parents of a student excluded for between 5 days and up to and including 15 days can request the School's governing body to review the decision of the Head Teacher. This request must be made in writing as soon as possible. The governing body must meet no later than 50 school days following notification of the exclusion.

Where a student has been excluded for more than 15 days in one term or permanently the School's governing body **must** meet no later than the 15<sup>th</sup> school day following notification. They meet to consider the exclusion and must:

- Invite the parent, Head Teacher and LA officer to a meeting which is convenient to all parties.
- Have appropriate documentation in advance of the meeting

The role of the governing body is to review the decision of the Head Teacher. It cannot increase the severity of the exclusion. The governing body can:

- **Either** uphold the exclusion
- **Or** direct the student's reinstatement (either immediately or by a particular date)

The governing body will inform the parent, the Head Teacher and the LA of its decision in writing.

Parents of a student who has been permanently excluded have a further right of appeal to an Independent Appeals Panel within 15 school days of receiving the decision of the governing body.

## **Permanent Exclusions**

The Head Teacher and relevant Year Lead will produce a written report detailing the circumstances of the offence or persistent behaviours which triggered a permanent exclusion and provide a record of the student's behaviour prior to the exclusion. This report will be sent to the parents of the excluded student before the appeal meeting, and also to governors present at the meeting.

Information on the various stages of a Governors' meeting convened to consider an appeal against exclusion is contained in 'School Governors': a Guide to the law' (DCSF, 2009).

A record of all decisions made during all stages of the exclusion process will be placed in the student's school record file.