"THE MOOR PARK WAY"

Behaviour Management Policy

"'The Moor Park Way', a code of conduct that encapsulates the school's ethos. Students express strongly how safe they feel in school. They are also extremely confident that school will not tolerate negative behaviour. The school's shared values have a very positive effect on their sense of fairness and respect for others."

Ofsted Report February 2011

Presented to the Governing Body:	Signed
	Chair of Governing Body

This document should be read in conjunction with the School's policies on Inclusion, SEN, Equal Opportunities, Child Protection & Learning and Teaching.

Behaviour Management Policy

The Principles

In order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school by:

- Promoting good behaviour and discipline
- Promoting self esteem, self discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Providing a safe environment free from disruption, violence, bullying and any form of intimidation or harassment
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

The Moor Park Way

The underlying principles of the school in determining the behaviour in the classroom are outlined in the **'RIGHTS & RESPONSIBILITIES CHARTER'** enshrined in **'THE MOOR PARK WAY'** (See Appendix 1).

This acts as the Pupil Code of Conduct which forms the basis of accepted behaviour in the classroom and is based on respect and value for one another, emphasising the right of all pupils to learn and the right of all staff to teach.

Roles & Responsibilities

The school is aware that in order facilitate high standards of teaching and learning there must be high standards of behaviour at all times and therefore we are aware **behaviour management is a matter that concerns and involves all members of the school community:**

The school ensures that all staff job descriptions include appropriate reference to the school's behaviour policy. The Governing Body is advised of the implications of the Behaviour Policy for their own practice and relevant committees recognise their responsibilities under the terms of the policy and any other Regulations and Government guidance.

Pupils:

- All pupils will follow the Moor Park Way at all times
- All pupils are expected to behave in a polite, responsible and respectful manner towards all adults and towards each other
- Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.
- All pupils are expected to behave in a manner which does not adversely affect the health and safety of others
- At all times pupils are expected to take pride in their appearance, be considerate in their behaviour and act as ambassadors for the school
- All pupils are expected to behave responsibly on their journey to and from school and on school trips so as not to bring the name of the school into disrepute.
- Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations.

Teachers & Associate staff
- Be fully ware that behaviour management ins the responsibility of all staff
- All staff will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.
- Staff are responsible for dealing with unacceptable behaviour wherever they see it, in classrooms and corridors
- Have high expectations from pupils at all times and insist on high standards of behaviour, discipline, attendance, punctuality and uniform from all pupils
- Create a high quality learning environment, with well planned, engaging lessons that cater for the needs of all pupils in the lesson
- Follow and **consistently** apply The Moor Park Way, Guidelines for Dealing with Challenging Behaviour (see Appendix 2),
- Issue sanctions, including the on-call system (see Appendix 3) and detentions, for unacceptable behaviour (see Appendix 4)
- Confiscate inappropriate items from pupils (see Appendix 5)
- Ensure they are aware of their roles and responsibilities at all stages of the behaviour intervention hierarchy (see Appendix 6)

Parents & Carers
- Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school.
- Actively supporting all school policies
- Ensuring regular and prompt attendance is maintained
- Supporting any sanctions, such as detentions, that are issued
- Insisting on high standards of uniform, behaviour and discipline to and from school
- Checking their child's school planner and signing it weekly
- Responding in a positive way to all communication from the school

The Headteacher & SLT
- Support all staff in managing behaviour, including the use of consequences
- Support staff where they need to use "reasonable force" (see Appendix 7)
- The Headteacher, through the SLT will be responsible for the implementation and day-to-day management of the policy and procedures.
- Support for staff faced with challenging behaviour.
- The Headteacher is responsible for taking the decision to exclude any pupil should it become necessary (see Appendix 8)
- Report to the Governing Body with behaviour and attendance data

The Governing Body
- Ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear.
- Support the school in maintaining high standards of behaviour
- Ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.
- Will monitor the implementation of the policy

Developing Capacity

The School will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

The school is working to provide a comprehensive behaviour management training programme which will be reviewed to ensure that it is appropriate to the needs of staff and the circumstances of the school.

The school reviews regularly the health, safety and welfare of its entire staff and provides for professional and personal support.

The school will provide relevant information and training on behaviour management matters to all groups of staff, including:
- Support staff (e.g. learning support assistants, classroom assistants, technicians)
- Other school staff, as appropriate (e.g. canteen staff, building/grounds maintenance, cleaning staff)
- Newly qualified teachers during their formal induction period
- Pupils undertaking programmes of initial teacher training
- Supply teachers and cover supervisors
- Class teachers
- Management/leadership group

The school will provide for the training and development of all staff on behaviour management matters through induction training for all new staff, whole-school INSET and specific planned/tailored training.

The school undertakes annual reviews for the continuous professional development needs of all staff. The school provides opportunities for staff to develop their knowledge and skills in relation to such issues as:
- Implementing the school's behaviour policy
- Logging and recording of incidents
- Lunchtime supervision
- Classroom management
- Educational visits
- Learning styles
- Legislation affecting behaviour management (e.g. detention, exclusion, child protection, pupil restraint)
- Pastoral support
- Equal opportunities and anti-discrimination
- Techniques for promoting positive behaviour

Involvement of outside agencies
The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

Review
- The Headteacher, in consultation with staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent.
- The Headteacher will keep the Governing Body informed.
- The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and parents.
- The outcome of the review will be communicated to all those involved, as appropriate.

Consultation & implementation
- The school's Behaviour Policy has been adopted by the Governing Body in June 2012.
- The school has ensured that parents/carers are fully informed of the Behaviour Policy by communicating it through the school rules, school prospectus, home-school agreements, pupil planners, newsletters and other normally used channels.
- The school aims to communicate expected behaviour to all new and existing pupils through the, school prospectus and website, pupil planners, school assemblies, and within the curriculum wherever relevant.
- The school will seek to ensure that the policy and procedures are accessible to parents/carers and pupils by providing these in appropriate formats where available.
- The school will ensure that all staff are consulted regularly about the policy and its implementation.

Acceptable and unacceptable behaviour
- The school defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all pupils in terms of their relationships with other pupils within/outside the school, teachers and other school staff and with visitors or other persons within/outside the school premises.
- The school has identified examples of unacceptable behaviour as that which includes name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment, including racist, sexual and homophobic abuse. See Appendix 1.

Communication with stakeholders:
- The school communicates regularly the standards of acceptable and unacceptable pupil
- behaviour to pupils and parents/carers through the school rules, school prospectus and website, home-school agreement, school assemblies, pupil newsletters, pupil planners and letters to parents/carers.
- The school communicates the standards of acceptable and unacceptable pupil behaviour to staff through the staff handbook and the staff PPD programme and staff meetings.

Recognition, sanctions and support:

Recognition
Good Behaviour at all times is an expectation at Moor Park Business & Enterprise School. A school ethos of encouragement is central to the promotion of good behaviour.   Staff will use praise and positive feedback; both to individuals and to groups of pupils or in public via assemblies to encourage and motivate pupils to maintain high standards of behaviour

Sanctions
Sanctions are needed to respond to inappropriate behaviour.

A range of sanctions are clearly defined in the procedures and their use will be characterized by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions.
The procedures make a clear distinction between the sanctions applied for minor and major offences.

The school will implement a range of strategies to deal with inappropriate behaviour by pupils (see Appendix 1) including:
- Talking 'privately' with the pupil
- Verbal reprimand
- Time out
- Use of the Behaviour Intervention Hierarchy
- Instituting pupil detentions as appropriate
- Withdrawal of school privileges
- Letters to parents/carers
- Meetings with parents/carers
- Referral to external agencies
- Seclusion
- Fixed-term or permanent exclusion (see Appendix 2)
- The school will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination.

Support:
The school will review the support available to individual pupils who may be at risk of disaffection or exclusion, including:
- Learning support
- Mentoring
- Individual Behaviour Plans (IBPs)
- Pastoral Support Programmes (PSPs)
- Curriculum and curriculum resources
- Teaching strategies
- Study support or alternative curriculum provision
- Seclusion
- Behaviour Counselling

Early intervention
The school will undertake reviews of the educational needs of pupils, as appropriate. Details of reviews undertaken will be included within each pupil's file.

The school will involve external agencies where it is appropriate to do so, for the purposes of pupil education and guidance.

The school will develop measures to encourage pupils to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour.

The school will provide appropriate training for all staff in order to promote positive and consistent behaviour standards within the school.

Parents/carers will be contacted promptly by the school to notify them of any reported serious incidents of misbehaviour in which their child has been involved.

The school will ensure that all relevant staff receive adequate and appropriate training for the conduct of any investigations.

The school will investigate, as appropriate, reported incidents of pupil misbehaviour and will:
- Provide adequate non-contact time for the conduct of investigations (as available).
- Notify the police and other relevant bodies of incidents where it is appropriate to do so.
- Complete investigations within a reasonable timescale.
- Ensure that appropriate feedback from any investigation undertaken is provided to relevant persons together with recommendations for action.

A copy of the results of all investigations undertaken will be held on record until such time as the pupil leaves the school. Where an investigation finds that there is no case to be heard, the report will be held by the school but will not be kept within the pupil's file.

Referral
- The school will undertake review of pupils' needs prior to identifying educational plans, strategies and alternatives for pupils.
- The school undertakes regular monitoring and review of its internal and external arrangements for pupil referral and support.
- The school has established a database of the main points of referral outside the school (including pupil counselling, education welfare officers, educational psychologists, voluntary sector, health authority/trust, children's services/child protection, police).
- The school maintains appropriate records on the use of referrals, using the relevant referral forms.
- The school ensures that the subject teacher/form tutor/appropriate staff are informed in full of the outcome of any referral.

Resources

The school undertakes an annual review of the resources needed to ensure the effective implementation of the behaviour management policy, including reviews of the following:

Staffing issues
- Staffing training and development
- Provision for non-contact time
- Workload
- Health and safety

Record keeping
- provision of administrative and record keeping systems (including use of ICT)
- monitoring arrangements (including use of ICT)

Curriculum review and alternative provision

- alternative education provisions for pupils, including the use of off-site provisions (where applicable)
- review of curriculum appropriateness
- use of curriculum flexibility, including disapplication (where applicable)

The school would seek secured access to appropriate specialist child and family support services (where available) including:
- Behaviour support service
- Pupil referral unit
- Education Psychology Service
- Health Services (including mental health)

Meeting Needs

Needs assessment / reviews
- The school has identified named person(s) to undertake assessments and reviews of the needs of pupils whose behaviour is disruptive (ref. Special Needs Register).
- The school provides appropriate training for all named person(s) responsible for the conduct of assessments and reviews.
- The school ensures that adequate time is given during the normal school day for the conduct of pupil assessments and reviews and for the development and implementation of the pastoral support programme.
- The school would try to ensure that teachers receive adequate non-contact time to provide support to individual pupils.

Curriculum flexibility
- The school's curriculum is appropriate to the needs of the pupils.
- The school's curriculum provides an opportunity for pupils to talk about behaviour issues and to formulate personal and group strategies to minimize and avoid conflict.

Pupil involvement
- The school encourages pupils to take responsibility for their own learning and behaviour.
- The school encourages pupils to take responsibility for developing a positive behaviour culture within the school through such measures as peer mediation, involvement and strategies for self- discipline.
- The school provides opportunities for pupils' positive involvement in the life of the school and community.

Parental/carer involvement
- The school ensures that parents/carers are informed promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs.
- The school provides opportunities to encourage parental involvement and support for the Behaviour Policy.

Community involvement
- The school liaises with a range of external and professional bodies as appropriate, including the LA, health and social services, police, voluntary sector and religious bodies, Children's services.

Reviewing Effectiveness Record keeping
- The prompt and accurate reporting of incidents in considered particularly important to the effectiveness of the schools' Behaviour Policy.
- The school maintains accurate records of behaviour incidents.
- The school has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents.
- The school provides for the use of ICT for logging of incidents and monitoring of trends as appropriate.
- The school deploys appropriate clerical staff to undertake routine administration and record keeping.

Monitoring and evaluation

The school monitors behaviour incidents in order to identify issues and trends.

The school makes effective use of ICT database facilities to support the implementation of its procedures.
Staff receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcome of referrals.

The school is developing the monitoring of incidents of disruptive behaviour in terms of:
- Type of incident (including racist, sexist and homophobic incidents)
- Critical days/times in the week
- Critical places within/outside the school
- Pupils involved
- Profile of pupils involved (ethnicity, gender, age, SEN)
- Outcomes

The school ensures that its pupil record keeping systems provide analysis of the impact of its behaviour policy on particular groups of pupils and in respect of special educational needs, disability, ethnic origin, gender and children in public care.

The school assures appropriate levels of confidentiality within its monitoring and reporting arrangements.

The school evaluates its policy against key improvement objectives which include:
- individual measures
- improvement of individual behaviour
- academic progress
- class/department/whole-school measures
- general behaviour patterns
- balance in the use of rewards and sanctions
- staff support and training needs
- curriculum access and academic progress
- equal opportunities
- behaviour management trends over time
- encouraging positive behaviours
- The school provides details of issues and trends to staff and the Governing Body as a basis for effective decision making.

The school will report to parents details of the implementation of the behaviour management programme.

Sharing good practice
The school shares information on good practice gleaned from:
- Reviews of individual practice
- Reviews of whole-school practice
- Reviews of practice in other schools
- Reviews of cross-phase practice
- Reviews of cross-departmental practice

Relevant information is shared with all members of staff and the Governing Body to better inform decision making, and to assist in meeting the educational needs of all pupils at the school.

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

The Governing Body must be satisfied that the measures proposed by the Head Teacher are lawful.

The Moor Park Way

Our Three Rights

The right to learn and to teach

The right to feel safe and secure

The right to dignity and respect

Our Responsibilities

TO GUARANTEE OUR RIGHT TO LEARN AND TEACH WE:

- Arrive on time and fully prepared for our lessons
- Settle to work quickly
- Try to complete work set in a positive way, even when it is difficult
- Listen when others are talking
- Put our hands up to ask a question
- Join in and co-operate with the teacher and other pupils
- Complete homework and classwork to the best of our ability
- Allow others to get on with their work

TO GUARANTEE OUR RIGHT TO RESPECT AND DIGNITY WE:

- Speak politely at all times in and outside school
- Respect the views, opinions and feelings of others
- Treat all in our community and each other with consideration at all times
- Welcome visitors and guests to our school
- Wear our full uniform always
- Take responsibility for our own actions and behaviour in and outside school
- Keep our school and the local community free of litter and graffiti

TO GUARANTEE OUR RIGHT TO FEEL SAFE AND SECURE WE:

- Look after our own property and that of others
- Move around school and the yard sensibly
- Take responsibility for our own safety and the safety of others
- Tell someone when we feel unhappy

Moor Park
Business & Enterprise School

On-Call Guidelines

The Purpose of the On-Call System

The On-Call system is to be used:
As a last resort, to **supplement normal disciplinary procedures** in the school – not to replace them.
If the class teacher feels a child needs to be removed from the classroom for a 'cooling off' period.
To help diffuse a potentially difficult classroom situation - where health and safety of pupils and staff is at risk
For **serious and persistent** behavioural incidents, not low level disruption
Support staff and pupils on an immediate basis.
To deal with a pupil who is sick or injured.

The On-Call System is not to be used:
To remove a pupil as soon as they have done something wrong – follow guidelines for staff attached
By staff to send messages around school
Not be used to remove pupils who have not got the correct equipment
For pupils with headaches or minor ailments or TLC - The best and only place for a child with a slight head or tummy ache is in the classroom by an open window.

Roles & Responsibilities

Class Teacher Responsibilities
Follow above guidelines for use of on-call and use all other strategies before removing pupils
Provide pupils with work to complete fro the remainder of the lesson
Log the incident on ON THE RELEVANT INCIDENT FORM
Issue pupil removed via on-call with a 30 minute detention
If the problem is persistent refer pupil to relevant Learning Manager

Learning Manager Responsibilities
Take pupils removed by staff in their department when they are bought by on-call teacher
Support class teachers in managing behaviour of pupils in their class
Ensure staff are providing pupils with appropriate sanctions for unacceptable behaviour

On-Call Teacher Responsibilities
Needs to collect a radio handset from the office and keep it switched on! It should be returned to the office at the end of the on-call period.
Needs to complete the 'On-Call Log' as this information is used to track pupils removed from class

PLEASE NOTE:
The on-call teacher is **not** responsible for dealing with the incident or for deciding upon any subsequent course of action.

Behavioural Problems

The on-call teacher must judge the severity of the situation and decide the best option, which may include:-
Counselling the pupil and returning her/him to class.
Placing the pupil in the relevant Learning Manager's room for part of the lesson or for its duration.

If Learning Manager cannot take any pupils because they already pupils from previous On-Calls that period, place offending pupils with the Pastoral Manager

If the incident is so serious that immediate action is required i.e. a physical assault has occurred resulting in injury to another pupil or member of staff, remove the pupil and take him/her directly to SLT.

Health Problems

The on-call teacher must judge the severity of the situation and decide the best option, which can include:-

Placing the child in the medical room and closely monitoring them. The school office MUST be informed when this is done. Pupils should not be left sitting in the entrance area. This is intended for guests and visitors only.

Arranging for a first aider to assess the pupil if you feel it is urgent – the Office will have a list of appropriately trained staff

Sending the pupil home after discussion with SLT and contacting the parent / carer

PLEASE NOTE:

If a child is so ill that he/she cannot make their own way home, it is the responsibility of the parent / carer to make arrangements to come and collect the pupil otherwise the pupil must remain in the medical room.

The school cannot administer any medication without parental permission

The medical room must not be used for pupils temporarily removed from the classroom for discipline problems. The medical room is for injured or sick pupils only.

<u>Confiscation of Pupil property</u>

Confiscation is a sanction applied as part of the whole school behaviour policy. It has a range of legal implications and staff will need to follow this guidance to ensure they are acting at all times within the law. Whilst the Education Act 2006 gives the power to confiscate items as a disciplinary sanction, as with other sanctions, the law requires that it must be applied in a reasonable and proportionate way.

Reasons supported by law for staff to confiscate pupil property
An item poses a threat to good order for learning: for example, a pupil uses a personal music-player in class
An item is against school uniform rules: for example, a pupil refuses to take off a baseball cap on entering a classroom
An item poses a health or safety threat: for example, a pupil wearing large ornate rings in PE may present a safety threat to other pupils
Any item that is banned in school: for example mobile phones
Any other item that is likely to commit and offence, or to cause personal injury, or damage to the property of any pupil, including the student being searched

Mobile Phones / pagers / ipods and other music players /Fizzy drinks
- If any of these items are being used or are visible at any time on school property they will be confiscated.
- They must be collected by a parent(s)/carer(s)/carer by appointment with Miss Ishtiaq or Mrs. Elcomb.

Where a Confiscated item is a prohibited electronic article:
- The person who confiscated the item must pass it to a member of SLT via the office
- The item may be examined for any data or files on the device if it is thought there is good reason for doing so
- Following the examination the person seizing the article may erase the data or files if they believe there is a good reason for doing so

Other items for which confiscation is appropriate.
- an item which is counter to the ethos of the school: for example, material which might cause tension between one community and another
- an item which is illegal for a child to have: for example, racist or pornographic material
- an item poses a threat to others: for example, a laser pen is being used to distract and possibly harm other pupils or staff
- In all these cases the item should be confiscated and the matter referred to a member of SLT.
- The member of SLT will decide which action is to be taken in accordance with the school's behaviour policy.

School procedure
- Before confiscation takes place the pupil should be asked to remove any item which is against school uniform rules.
- If the pupil repeatedly wears an inappropriate item; confiscation is the sanction.
- If pupils do not comply with staff requests to hand over the item/s then refusal to follow instructions should be dealt with according to the behaviour policy.

Safeguarding
- Staff should take particular care when confiscating items of clothing or jewellery. In particular, they should have appropriate regard to whether the item in question has religious or cultural significance to the pupil and in order to safeguard themselves and the pupil they should avoid physical contact or interference with pupils' clothing of any kind.
- In order to minimise risk, staff should ensure that if an item of clothing or jewellery is confiscated; this is done by a member of staff in the presence of another member of staff wherever possible
- Confiscation of any item that would leave the pupil only partly dressed must be avoided.

What to do with confiscated items
- By law pupils have a right to expect that confiscated items, especially those of monetary or emotional value, will be

stored safely until they can be returned.

- Confiscated items must be clearly labelled with the pupil's name, and the date of confiscation. They should be given to the staff at reception so that return appointments and collection by parent(s)/carer(s) can be arranged. Items of value can therefore be kept secure. If they are to be kept overnight the items will be stored in the school safe.

There may be some more serious circumstances, although rare, when it is important to confiscate and refer the matter immediately.

Screening and Searching

Searching with consent
School staff can search pupils with their consent for any item which is banned by the school rules.

Searching without consent
Anytime there are reasonable grounds for suspecting that a pupil is in possession of an item referred to in the legislation as "prohibited item." This can include: Knives or weapons, alcohol, illegal drugs and stolen items.

The only members of staff who are authorised to carry out a search are the Headteacher and any member of SLT the same gender as the pupil can carry out the search

For the duration of the search, there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched. For example, it is possible for a female teacher to witness a search of a male pupil where there is only one male member of staff in a school or taking part in a school trip.

Items found as a result of a "without consent" search:
- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
- Where a person conducting a search finds **alcohol,** they may retain or dispose of it.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible unless there is a good reason not to do so – in which case the drugs must be disposed of.
- Where they find **other substances** which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called "legal highs". Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find **stolen items**, these must be delivered to the police unless there is a good reason not do so – in which case the stolen item should be returned to the owner. These stolen items may be retained or disposed of if returning them to their owner is not practicable.
- In determining what is a "good reason" for not delivering Controlled drugs or stolen items to the police the member of staff must have regard to guidance issued by the Secretary of State.
- Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.
- It is up to teachers to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police

Behaviour Intervention Heirachy

Green Behaviour - Roles & Responsibilities

Unacceptable behaviour on corridors

It is the responsibility of the member of staff witnessing the incident to ensure the pupil's behaviour is dealt with. This reflects the professional responsibility of all staff for the maintenance of high standards of behaviour across the school

A serious incident or persistent refusal to co-operate needs to be reported via the ON THE RELEVANT INCIDENT FORM system

Unacceptable Classroom Behaviour

Classroom Teacher's Responsibility

- It is the responsibility of the class teacher to deal with the behaviour of pupils in class.
- The class teacher must put the appropriate strategies and sanctions in place to deal with inappropriate behaviour in the classroom
- Green incidents need to recorded via ON THE RELEVANT INCIDENT FORM
- All evidence of sanctions / strategies used previously should be provided on the ON THE RELEVANT INCIDENT FORM report

Head of Key Stage Responsibility

- Meet weekly with Pastoral Manager to discuss specific pupils and their behaviour
- Ensure pupils who are presenting areas of concern are placed on Green Report Card

Progress Tutor Responsibility

- Speak to the pupil about the concerns raised about behaviour during the Tutor-pupil mentoring sessions
- Monitor pupil's Green Report Card daily
- Ensure liaison with Pastoral Managers for rewards / sanctions

Pastoral Managers Responsibility

- Be a source of advice and support for class teacher in their effort to correct the behaviour of the student
- Meet Weekly with Heads of Key Stage Progress to ensure that information is exchanged at all levels
- Support Progress Tutors with the administration / monitoring of report cards

Amber Behaviour - Roles & Responsibilities

Learning Manager Responsibility

- Refer the pupil via ON THE RELEVANT INCIDENT FORM system after departmental sanctions / strategies have been used (evidence to be provided for these sanctions)
- Support the class teacher in the management of the pupil's behaviour

Head of Key Stage Progress Responsibility

- Meet weekly with Pastoral Manager to discuss specific pupils and their behaviour
- Ensure pupils who are presenting areas of concern in 3 or more subjects for half a term are placed on Amber Report Card
- Meet with the pupil to set targets
- Daily monitoring of the pupil's report card.
- Contact parents in writing to inform them of the pupil being put on report card

Classroom Teacher Responsibility
    Monitor the targets every lesson
    Teacher comments on progress towards targets every lesson
    Appropriate reward / sanction to be given to pupil

Progress Tutor Responsibility
- Mentors the pupil about staff concerns about behaviour during the tutor-pupil mentoring sessions. Support is available for Tutors to be relieved from duties to mentor pupils during Progress Tutor Time

Pastoral Managers Responsibility:
    Meet Weekly with Head of Key Stage Progress to ensure that information is exchanged at all levels
    To support relevant departments / class teachers with advice on strategies for dealing with Amber Behaviour
    Support Heads of Key Stage with the administration / monitoring of report cards and the provision of rewards /sanctions

Red Behaviour Stage 1 - Roles & Responsibilities

Case Review meeting held attended by AHT (pupil support and guidance), Head of Key Stage, Progress Tutor and Pastoral Manager and to review strategies and discuss way forward

Pastoral Manager Responsibility
- To organise a Review Meeting to discuss IBP targets following people to attend: Head of Key Stage progress, Progress Tutor, Classroom Teachers (where behaviour concerns are caused)
- Put in place IBP (in liaison with Inclusion Manager) for pupil
- IBP to be circulated to ALL teachers of the pupil for information
- Keep all staff informed and monitors pupil progress towards IBP targets
- Weekly meetings with pupils to review IBP targets
- To support AHT / SLT with the administration / monitoring of red report cards and the provision of rewards /sanctions

AHT (Pupil support and Guidance) Responsibility
- Interviews pupil and meets parents to discuss concerns with behaviour and to agree the IBP targets
- Puts pupil on Red Report Card for ALL subjects – report card to be carried by pupil
- Red report Card to be monitored by AHT (or another member of SLT) as arranged with Pupil
- Second meeting arranged with parents to discuss progress with IBP targets
- Possible referral to counsellors

Class Teacher Responsibility
- Targets and strategies to be used by ALL teachers to ensure consistency

Red Behaviour Stage 2 - Roles & Responsibilities

If after one half term on Stage 1, there has been no improvement in the pupil's behaviour the pupil will be moved onto Stage 2

<u>AHT (Pupil Support & Guidance) Responsibility</u>
- Refer pupil to inclusion if there is no change in behaviour

<u>Pastoral Manager Responsibility</u>
- To provide Inclusion Manager with all relevant information on pupil

<u>Inclusion Manager Responsibility</u>
- PSP to be put in place for pupil, monitored and reviewed in accordance with school policy
- Inclusion Manager to put in place strategies / support to cater for pupil needs
- Inclusion Manager to refer pupil for support from external agencies
- Pupil to remain in inclusion for ½ a term

Red Behaviour Stage 3

Description

This stage is designed to address major "one-off" incidents. Depending on the severity of the breach of school rules, this behaviour may lead to exclusion. Action taken will depend on the seriousness of the incident and will take into account the pupils school record.

Examples include persistent bullying, stealing, serious assault, serious misconduct, seriously damaging school property, fighting, verbal abuse, bringing an offensive weapon or illegal items such as fireworks into school, drug or illegal substance abuse in school, repeated failure to attend School Detention/Seclusion

Roles & Responsibilities

<u>SMT Responsibility</u>
- To inform Head of Key Stage Progress, Pastoral Manager, Progress Tutor & Inclusion Manager of any action taken
- To refer any pupil who has been excluded 2 or more times to the Inclusion Manger

<u>Inclusion Manager Responsibility</u>
- PSP to be put in place, monitored and reviewed according to school policy

Green, Amber & Red Stage Descriptions & Strategies

Stage of Behaviour	Descriptions	Strategies
Green	Minor disruptive behaviour. Examples include: lateness to lesson, failure to bring equipment to lessons, chewing, failure to complete classwork / homework, failure to follow reasonable instructions, answering back, graffiti in books, insufficient work in lessons, underachievement, inappropriate behaviour, incorrect uniform, dropping litter	**At time** Firm clear reprimand, Change in seating arrangements, Give warning of possible sanctions, including detention **Follow up** 1:1 talk to student, Short, sharp relevant reparations e.g. cleaning desks of graffiti done by pupil Break detention, Lunch detention, After-school detention, Removal of privileges (short term) Verbal apology by student, Written apology by student, Note in planner to parents, Phone-call to parents, Letter home, Make up time and work missed
Amber	Pupils are moved onto Amber stage following referrals to Pastoral Manager from **THREE** different Learning Managers Examples include: Continuation of green behaviour, low level vandalism, low level verbal abuse to staff, failure to attend class/ departmental detention, truanting from a lesson, persistent un-cooperative behaviour	**Class Teacher:** Continues with Green Sanctions, Meetings with pupils to agree and discuss progress towards targets, rewards for good behaviour, phoning parents **Learning Manager:** Praise for when pupil is meeting targets, School / Departmental Detention, removal from class (buddy system), Change set, bring staff and pupil together to discuss a way forward
Red	The continuation of Amber behaviour by a pupil whose Amber Report Cards have been monitored for a half term and who have no improvement in their behaviour	

Strategies for Tackling Low Level Disruptive Behaviour

Strategy	Examples
Choose to tactically ignore the behaviour	Decide what can be ignored and what cannot and what you will do next if ignoring does not work There are two kinds of ignoring: **Brutal Ignoring:** simply ignore what is going on and ideally acknowledge pupils doing the right thing e.g. putting up their hands **Prefaced Ignoring:** when you give e brief instruction before ignoring e.g. *"when you are in your seat with your hand up then I will help you"* followed by turning away and ignoring
Use simple, brief directional statement or rule reminders	*"Sean….(pause)….facing this way and listening….thanks"* *"Jenny…..(pause)…what's our rule for respective language? use it please"*
Give non-verbal and non-confrontational statements	Non-verbal signals for things like noise level, well done, back to your seat, hands up, back to work and many others help to soften the nature of directions especially when accompanied by a smile!
Use direct rule statements – expect compliance	*"Darren….(pause)….we have a rule for asking questions and I expect you to use it. Thanks"* *"Asif…(pause)…..Disturbing others is against the rules…back to work quietly. Thanks"*
Use "When……Then" directions	*"When you talk loudly then I can't teach"* *"When the lesson's over then I will listen to your side of the story"*

Strategies for Tackling Medium Level Disruptive Behaviour

Strategy	Examples
Use Casual Questions to Re-Focus	*"How's it going there?"* *"Do you need a hand?"* *"Is there a reason you are out of your seat?"* *"Remember this needs to be finished in 10 minutes are you on target?"*
Use Distractions or Diversions	*"Sarah…. I need you to show me your work…thanks"* *"I can see you are upset Adam. If you want to cool down take a seat over there and I will be with you in a minute"* *"United did play well didn't they? Now how is it going with those equations?"*
Diffuse low level conflict with redirection	ach – repeat the direction 2 or 3 times without arguing and accompanying this with an open handed block (like a Or distract from disruption with another request like asking them to come and show you their work
Use Humour to defuse conflict	Use appropriate humour (not sarcasm) as an effective tool for defusing potential conflict Remember its equally powerful to be able to laugh at ourselves
Use "double what" questioning	Teacher: *"Jimmy, you're out of your seat. What are you doing?"* (in a pleasant, casual manner) Jimmy: *"Nothing!!"* Teacher: *"What should you be doing?"* Jimmy: *"Dunno"* Teacher: *"you are supposed to be finishing your report. back to work now thanks. I'll come and check it in a minute"* Some pupils will argue back. just apply the same skill ensuring you keep calm and ensure pupil knows you are not getting angry.
Briefly take student to one side or out of the room	Avoiding an audience / audience participation increases the likelihood of compliance. When no other pupils can hear repeat earlier strategies and re-state expectations
Give simple and realistic choices	Leave the pupil with direct responsibility for their actions by using an *"if……then……."* kind of direction *"If you continue to work loudly and disrupt others then I will ask you to work over here"* *"if you don't finish your classwork, then you will need to stay behind at work""*

Strategies for Tackling High Level Disruptive Behaviour

Strategy	Examples (Depending on the severity of behaviour)
Use In Class Withdrawal	If possible relocate the pupil within the teaching area, ideally on their own or away from friends
Learning Manager / Departmental Withdrawal	Using a departmental buddy system or the Learning Manager – pupils can be moved to another classroom. If this is done the class teacher will need to ensure a follow up strategy is used – e.g. detention etc
Give the choice between compliance or deferred consequence	Initially this is likely to be an after class chat about the unacceptable behaviour or it can be a longer discussion where the class teacher may wish to have support form their Learning Manager / Pastoral Manager / Head of Key Stage
Follow up with a given consequence	Accompanied by the pupil returning to being on task and further compliance
Use of "cool off" time	3/5 minutes (not the whole lesson!) outside the room to calm down and reflect on behaviour A brief chat and firm restatement of expectation must preface the return to class Refer to the Moor Park Way / Code of Conduct and previously good behaviour to trigger compliance
Agreed Exit Procedures	Remember when using On-Call Teacher it still remains the class teacher's responsibility to follow up the removal with an appropriate sanction for the student. If needed support can be provided via Learning Manager / Pastoral Managers / heads of Key Stage to re-establish conditions for return to the class
Very Serious Misconduct	In such cases the member of staff should seek support via on-call and inform a member of the Senior Leadership Team.

APPENDIX 5

Guidance on the use of restraint at Moor Park Business & Enterprise School

The Legal Provisions for restraint
These provisions are contained in the Education Act 1997 which came into force on 1st April 1998 to clarify the position regarding the legitimate use of physical force by inserting a new section 550A in the Education Act 1996

The wording of this provision states:

1) A member of the staff of a school may use, in relation to any pupil at the school such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:
- committing any offence
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether behaviour occurs during a teaching session or otherwise.

2) This applies where a member of the staff of a school is:
- on the premises of the school; or
- Elsewhere at a time when as a member of its staff, he has lawful control or charge of the pupil concerned.

Definitions

"Member of staff": in relation to a school, means any teacher who works at the school and any other person who, with the authority of the head teacher, has lawful control or charge of pupils at the school.

"Offence": includes anything which would be an offence but for "the operation of any presumption that a person under a particular age is incapable of committing an offence".

DfE guidance: to date has tended to concentrate on the use of force in an emergency only, for example: where pupils place themselves at risk of physical injury and where damage to property can be limited by the use of restraint, without endangering the physical safety of pupils or staff. The new provisions make it clear that teachers and other authorised members of staff are entitled to intervene in other, less extreme situations. Additional guidance was provided to schools by the DfE in 2011.

"Reasonable force": there is no definition in the Act of "reasonable force", only a description of the circumstances where it might be used in schools by teachers and authorised staff. It should be noted that **the use of any degree of force is unlawful if the particular circumstances do not warrant it**. The degree of force should be in proportion to the circumstances and seriousness of the behaviour or consequences it is intended to prevent**. The level and duration of the force used should be the minimum necessary to achieve the desired result,** such as to restore safety.

It is impossible to describe definitively when it is reasonable to use force and how much may be used, beyond stating that this will depend on the circumstances of the case. Relevant considerations as to whether it might be reasonable to use for and the degree of force to be used could include for example

the age and sex of the child and whether the child is disabled or has SEN. In some circumstances it will, of course, be inadvisable for a teacher to intervene without help, such as where a number of pupils are involved; where the pupil is older and physically mature, and where the teacher might be at risk of injury.

In all circumstances, if a teacher intervenes to restrain a child, **it is better to find a second responsible adult to assist or to witness.** However, a teacher could be held to be negligent if (s)he did not intervene to stop an injury, because there was no adult help nearby.

The duty to act

Although the Act does not address the point, it is also relevant that failure to take action in circumstances which merit it can be as serious as over-reacting. In many circumstances **it is not a safer option for a teacher to do nothing** or to take very limited action when to take action could restore safety. So far as a teacher's duty of care is concerned, an omission can be significant if there were to be a subsequent claim for negligence. Again, the circumstances of the case are the deciding factor and a teacher would not be expected to intervene to restore safety, at all costs, or with risk to his or her personal safety.

Violent behaviour is a criminal act and the police can be called where children are out of control and need restraining physically, or where a child is not obeying a lawful instruction (such as to leave the premises when excluded).

Incidents of restraint should be logged on a red incident for this purpose and monitored by a senior member of staff.

The School policy cannot indicate that a teacher will never restrain a child: this would weaken the teacher's position if restraint has to be used.

Physical contact with pupils

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:-
When a pupil is being congratulated or praised – hand shake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid.

Use of exclusion

Under the law, the Headteacher, Governing Body, LA and independent appeals panel must have regard to the relevant DFE guidance when deciding:
- Whether to exclude a pupil or (where applicable) to uphold an exclusion
- The period of exclusion
- (where applicable) whether to direct the Headteacher to reinstate an excluded pupil

The Governing Body and Headteacher of the school are responsible for promoting good behaviour and discipline on the part of the school's pupils and for securing an orderly and safe environment for pupils and staff.

The school's response to challenging and disruptive behaviour will be made in the context of the behaviour policy, and will encompass a range of strategies, with exclusions as one option. The school will ensure that the interests of the whole school are considered within any action taken.

Deciding whether to exclude a pupil

Only the Headteacher or, in his absence, a senior teacher acting with his authority, can exclude a pupil from school. A decision to exclude a pupil will be taken only:
- In response to serious breaches of the school's discipline policy; and
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The decision to exclude a pupil is a matter of judgment for the Headteacher, who will take into account the likely impact of the misconduct on the life of the school. This may include behaviour on or off school premises which is in breach of the standards of behaviour expected by the school.

Before reaching a decision to exclude either permanently or for a fixed period, the Headteacher will:
- Consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the school's behaviour and equal opportunities policies
- Allow the pupil to give his or her version of events
- Check whether the incident may have been provoked, for example by racial or sexual harassment
- (If necessary) consult others, being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example members of the Governing Body's Discipline Committee.

Permanent Exclusions
Permanent exclusions will normally be used only as a last resort when a range of other strategies has been exhausted.

In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a child for a first or one-off offence. Such circumstances might include: where there has been serious actual or threatened violence against another pupil or member of staff; Sexual misconduct; Supplying an illegal drug or carrying an offensive weapon.

Fixed-term exclusion

In the case of fixed-term exclusions, the Headteacher may exclude a pupil for up to 45 days in any one school year.

In the cases where fixed term exclusions are longer than 5 days, the school is responsible for providing provision of education from day 6.

Lunchtime exclusions

Pupils whose behaviour at lunchtimes is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunchtime exclusion is treated in the same way as any other fixed- period exclusion.

Reintegration

A reintegration meeting following the expiry of all fixed-period exclusion will be arranged by the school prior to a pupil returning to school. The meeting will establish a risk assessment of the pupil and identify the resources needed to provide the necessary support to the pupil and targets for the pupil to work towards. This may also lead to the implementation of a Behaviour/Pastoral Support Plan.

Setting work

The School will provide work for all pupils on roll who are excluded from school for up to 5 days

In the case of a permanently excluded pupil, the School will set work for the pupil's continued education pending the Discipline Committee's meeting to consider the exclusion. If an appeal panel decides not to direct reinstatement, the pupil's name will be deleted from the school roll. The Headteacher will immediately inform the LA of any permanently excluded pupil.

Informing parents/carers

The Headteacher will inform the parent/carer of the period of the exclusion (it may not run for an indefinite period), the reasons for it and to inform parents/carers of their responsibility to supervise their son/daughter during the first five days of any exclusion. The parent/carer has the right to make representations about the exclusion to the Discipline Committee.

Where a parent/carer refuses to comply with the terms of an exclusion, the school may notify the Local Authority and the police if, in the Headteacher's view, the child or any other person may be at risk as a result of a failure to meet the terms of the exclusion.

Other considerations

The school will implement its behaviour policy with due regard to the implications arising from the Special Education Needs and Disability Act 2001, the Race Relations (Amendment) Act 2000, the Human Rights Act 1998 and any other relevant legislation.