

**OUR VISION**  
Respect | Resilience | Celebrate | Pride | Aspire

**Behaviour Policy**

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| <b>Approved by:</b>      | Local Governing Body  | <b>Approved Date:</b> |
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| <b>Links</b>             | Exclusion Policy, Anti bullying policy, Home-school agreement |                       |
| <b>Staff responsible</b> | VP Personal Development, Behaviour and attitudes              |                       |

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**Section 1 Behaviour Expectations for Students**

**Section 1A – Philosophy**

Members of Cockshut Hill School have the right to feel safe, secure and respected to enable everyone to flourish. We have a firm commitment to “Nothing but the Best”. To achieve this aim, we will create an ethos where being smart, being organised, being aspirational and being respectful of others is what we expect as the norm and where students accept that these values are an expression of what polite society sees as acceptable behaviour. Co-operation and trust between parents/carers, students and the school are the best method of dealing with any problems which may arise; coupled with a pastoral care system where early intervention is the key to success.

The school’s uniform policy and our expectations system (SOAR-Smart, Organised, Ambitions, Respectful) play a vital role in creating a well organised and disciplined community. The former creates a spirit of unity where there is no distinction between students in terms of wealth or background and supports our belief that wearing uniform does affect standards of behaviour and therefore academic performance. The latter is designed to encourage students to take responsibility for both their actions and their progress. The framework ensures students meeting expectations receive regular praise and reward, whilst poor behaviour choices result in consistent sanctions and support being applied.

Students’ behaviour must enable both themselves and others to fully participate in lessons and make good progress. Good behaviour can be encouraged and promoted through effective teaching that has, at its heart, reflective, well planned lessons that encourage a positive classroom climate. There are a clear set of behaviour protocols that must be followed by all students in every lesson which facilitates this.

Class teachers consistently apply a tiered approach to classroom behavior management which provides students with the opportunity to self-correct their conduct. Appropriate behaviour referral ensures that the majority of well-behaved students continue to be taught effectively by addressing and correcting inappropriate behaviour quickly, fairly and consistently and if necessary and where appropriate, removing individuals who repeatedly disrupt the learning of others.

Cockshut Hill School has four values which underpin how students are expected to behave in and around school. These values prepare young people to be good citizens who are ambitious, empathetic and conduct themselves in a way in which we would expect polite society to behave.

## SOAR Values

### Smart

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Tie 5 stripes for KS3 or school badge displayed for KS4</li> <li>• Shirt tucked in</li> <li>• Blazer worn</li> <li>• Shoes</li> </ul> | <p><b>'Being smart'</b> means that you look presentable and means that your mindset will be in the right place for learning. Looking presentable will make a huge difference when you apply for jobs, have interviews or try and make a good first impression. 'Looking smart' means you feel smart which means you work smart. Wearing your uniform with pride and wearing it neatly will mean that you feel ready to achieve in lessons and are a positive advert/ambassador for the school.</p> |
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### Organised

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| <ul style="list-style-type: none"> <li>• School bag</li> <li>• Pencil case</li> <li>• Black pen</li> <li>• Green pen</li> <li>• Pencil</li> <li>• Rubber</li> <li>• Ruler</li> <li>• Planner</li> <li>• Homework folder</li> <li>• Reading Book</li> <li>• Plastic wallet</li> </ul> | <p><b>'Being organised'</b> is one of the most important life skills. When you get a job, you will be expected to be punctual, bring the right equipment in every day and meet deadlines. Doing these things every day will impress your boss and help you progress in a job. Without practicing these key skills at school, you will not be ready for the wider world where you are expected to be organised every day.</p> |
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### Ambitious

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| <ul style="list-style-type: none"> <li>• Completing all work expected by the teacher</li> <li>• Presenting work neatly</li> <li>• Completing challenge tasks and DIRT activities (Dedicated Improvement and Reflection Time)</li> <li>• Answering questions when asked</li> <li>• Asking for help when needed</li> <li>• Completing all KO and Homework Activities</li> </ul> | <p><b>Ambition</b> leads to success. No one is born smarter than others. No one is born better at sport than others. Through hard work and ambition, you will get better. It is a life skill. If you practice being ambitious every day it will become a habit. This will help you do well in life no matter what you choose to do.</p> |
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### Respectful

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|---|---|
| <ul style="list-style-type: none"> <li>• Listening when others, teachers or students, are talking</li> <li>• Following instructions first time</li> <li>• Going above and beyond to help someone</li> </ul> | <p><b>'Being respectful'</b> to others means you get respect back. Being respectful will help you get a job and keep that job. Being respectful helps you build</p> |
|---|---|

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Saying Sir/Miss, Please and Thank You</li> </ul> | relationships with others as it leads to positive feelings from both you and the person you are respectful to. |
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## Learning from mistakes

Cockshut Hill School is committed to ensuring not only that students take responsibility for their actions, but that they also learn from their mistakes. It is important for students to understand why their misbehaviour may have arisen and what they can do to prevent this from happening again in the future. It is important for students to understand why sanctions are imposed, and why the school considers these to be appropriate in their severity.

These aims are often best achieved through a discussion between the student and teacher involved in a particular behaviour incident. Where appropriate, students will be spoken to about their misbehaviour with the teacher concerned. Such an approach is particularly useful, for example, when students have been referred for detention for lack of respect towards staff, walking away from a member of staff, refusal to follow instructions or if a student has been removed from a classroom to allow the learning of others to continue uninterrupted.

The outcomes of the meeting should be that:

- The student understands why their behaviour was wrong and apologises for the misbehaviour.
- The student and teacher understand why the misbehaviour may have arisen and what measures could be taken to reduce the likelihood of similar misbehaviour in the future.
- An agreement is reached as to what the appropriate sanction should be. In the vast majority of cases, this will involve the student completing the sanction that had already been set by the teacher. However, an alternative sanction may be reached by mutual agreement.

## Section 1B – Specific behaviours

### Behaviour within the community

Section 89(5) of the Education and Inspections Act 2006 gives the school a specific statutory power to regulate students' behaviour outside of the school premises and to discipline students for misbehaviour.

- Students in public places are expected to act as ambassadors and ensure that, through their conduct, the school's reputation is enhanced.
- Uniform – full school uniform must be worn at all times when in public
- Smoking – smoking is not permitted on the way to or from the school, or during unstructured times.
- Buses – when waiting for a bus, students should queue sensibly. When on a bus, they must behave sensibly and show courtesy towards the driver and members of the public
- The Local Shops – sensible behaviour is expected both inside and outside local shops, as is appropriate courtesy towards other customers and the shop owners
- Cycling/Walking – students should use pavements sensibly and be sure to leave plenty of room for members of the public to pass by in the opposite direction
- Language – the use of loud and bad language is unacceptable.

### Behaviour on corridors

- Students are expected to walk on the left-hand side of the corridor to ensure ease of movement around school.
- Students are expected to move around school in a quiet and calm manner ensuring they arrive to lessons promptly and mentally prepared for learning.

### Entry to classrooms

- Students will arrive at their lessons on time and ready to learn.
- Students will enter classrooms quietly.
- Students will take their seat as allocated by the teacher's seating plan.
- Students will take out and place on their desk their planners, pencil case and any other equipment/work required for the lesson.
- Students will neatly write and underline the date, title and directing question in their books.
- Students, at the start of each lesson, answer the register "yes Miss/Sir".

### **Behaviour in lessons**

- Students should raise their hands when needing to speak to teachers to ask for help or let their teacher know their work is completed.
- Students will make their best efforts to complete all work/tasks set to the best of their ability.
- Students will bring all equipment/work/homework required to be successful in lessons.
- Students will take pride in their work.
- Students are expected to respect all other persons in the classroom and allow them to be successful in their learning.
- Students should remain in their seats unless directed otherwise.
- Students will continue their learning until the teacher asks students to pack away.
- Students will leave the classroom when dismissed by teachers in a quiet and orderly fashion.

### **Behaviour in buildings**

- Students will begin to remove outdoor clothing as they enter a building.
- Students will ensure they move around the buildings in a calm and quiet manner.
- Students should access designated areas of the school site at times allowed.
- Students will respect the school environment at all times.
- Behaviour towards other students
- Students should speak to each other respectfully at all times.
- Students should greet each other in a respectful manner at all times.
- Students should show compassion and consideration to each other.
- Students should be supportive of each other at all times.
- Should peer to peer issues arise students will inform a member of the Pastoral team immediately.

### **Behaviour towards staff**

- Students should speak to all staff/adults respectfully at all times.
- Students should greet all staff/adults in a respectful and appropriate manner at all times. (Hello Miss, Hello Sir, Morning Miss, Morning Sir)
- Students will follow all staff/adult instructions without question or hesitation.

### **Behaviour towards the school**

- Students are expected to support the school's reputation both in public and across social media and report to the school any comments which brings the school into disrepute.
- Students are expected to respect the school site at all times.

### **Section 2: Supporting good behaviour for parents/carers**

At Cockshut Hill School we are very fortunate to have a parents/carers body which is supportive of the school and what it aims to achieve for its students, its staff and the local community. At Cockshut Hill School it is recognised that our success is dependent on a strong partnership between all members of the school community.

This partnership must be based on a polite, positive and respectful relationships. For this reason, we continue to encourage parents/carers to participate fully in the life of our school. As such we ask that all members of the school community follow these principles:

- Respect the caring ethos of our school.
- Parents/carers and staff need to work together for the benefit of the students.
- All members of the school community should be treated with respect and, therefore, we must all set a good example in our own speech, conduct and behaviour.

### **Parents/carers conduct**

Parents/carers are asked to communicate with each other and with other children, as well as all members of staff in a respectful and courteous manner; a manner in which they themselves would wish to be addressed.

### **Behavioural Incidents**

In order to support a peaceful and safe school environment, the school cannot accept parents/carers or visitors exhibiting the following:

- Conduct which undermines the safe and calm environment in school, either in the school office, classroom, around the school site, immediately outside the school or anywhere the school is being represented.
- Using loud or offensive language, such as swearing
- Displaying anger and aggression.
- Threatening physical violence to a member of the school community.
- Damaging school or personal property.
- Abusive telephone calls, emails, letters or other forms of written communication.
- Defamatory comments about school staff or other parents/carers on social media sites.
- The use of physical aggression towards another adult or child.
- Approaching someone else's child in order to chastise them.
- Entering the school premises without permission

### **Inappropriate use of social media sites**

Social media websites are being used increasingly to fuel campaigns and complaints against schools, Principals, school staff and in some cases other parents/carers/students. Cockshut Hill School considers the use of social media websites being used in this way as unacceptable and not in the best interests of the children or the whole school community. Any concerns you may have must be made through the appropriate channels by speaking to a member of the Pastoral Team or to one of the Senior Leadership Team so that the matter can be investigated in the appropriate manner.

In the event that any pupil or parent/carer is found to be posting libelous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report content or activity which breaches this. The school will also expect that any parents/carers or pupil removes such comments immediately.

In serious cases the school will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, and perhaps more importantly, is the issue of cyber bullying and the use by one child or a parent/carer to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying. Thankfully such incidents are extremely rare.

### **To support good progress of a student, parents/carers are expected to:**

- Support the school as per our Home School Agreement.

- Discuss the school behaviour policy with their child/children reinforcing that they
- are fully understanding the school's expectations and that they support them.
- Model positive behaviours to their child/children in line with school expectations.
- Contact the school pastoral team with any concerns/queries they may have immediately.
- Attend scheduled meetings with the pastoral team when requested.
- Support us in decisions that are made in response to their child's/children's behaviour.
- Follow the school complaints procedure should they wish to challenge a decision.
- Once the complaints procedure has been followed parents/carers must accept that the school's decision is final.
- Support the school's reputation both in public and across social media and report to the school any comments which brings the school into disrepute.

### **Section 3 Managing behaviour for staff and leaders**

All staff are expected to manage behaviour well. The school operates a system of standard operating procedures which aims to maintain good order and discipline to enable effective learning to take place for all students. These are communicated through formal staff training and staff briefings. Behaviour is monitored in lessons by:

- Analysis of recorded behaviour related incidents
- Lesson Observations and Learning Walks, including drop-ins
- Duty staff from the Senior Leadership Team staff patrolling the school
- Student surveys, student forums and via the school council.

#### **When addressing inappropriate behaviour staff are expected to:**

- Speak to students in a calm and respectful manner.
- Ensure that they are following the behaviour policy and code of conduct fairly and consistently.
- Identify for the student what their inappropriate behaviour is, why it is unacceptable and referencing the SOAR value which they are as a result not being successful in, along with the wider implications of this and then be explicit in what they want the student to do next to rectify the situation. Staff should also ensure that they turn the negative into a positive by also identifying what the student is doing well. For example if a student was interrupting learning staff should identify the behavior (what the student is doing which is interrupting learning) state that it isn't appropriate that students including themselves lose their right to make progress, that the student is therefore currently not being respectful or ambitious (SOAR values) which means they are hindering their and others chances of being successful and fulfilling their potential as well as promoting a poor impression of themselves which doesn't reflect all the positive things the student does.
- Ensure that any incidents which require formal reporting are done so in a timely manner and in the appropriate format.
- Schedule time for the student and the pastoral team to meet for restorative justice purposes to ensure incidents are not repeated in the future.
- Ensure that any referrals/reports/emails or otherwise are written in a professional, factual and non-judgemental manner having consideration for the fact that any written documentation may be requested to be viewed by parents/carers.

#### **Early intervention**

- At Cockshut Hill School we recognise the importance of early intervention and preventative work in its positive reinforcement approach to behavior management.
- Cockshut Hill School will take steps to encourage young people to take responsibility for their own behaviour (SOAR) and help them to recognise and accept the consequences of inappropriate behaviour.

- Leaders at Cockshut Hill School will provide training for staff in order to promote positive and consistent behaviour standards within the School in line with its standard operating procedures and behaviour policy.
- Parents/carers will be contacted promptly to notify them of any serious incidents of misbehaviour in which their child has been involved.
- The School will take steps to identify students who may benefit from early intervention through the effective management of transition points at all Key Stages.

### **Behaviour Support at Cockshut Hill School may include but is not limited to:**

- Mentoring - The School employs specialist staff who can work on a 1-2-1 basis with individual students or work with small groups as appropriate.
- Pastoral Leaders – Each year group is assigned a specific pastoral leader individually responsible for the management of behaviour and support within their year group.
- Access to alternative curriculum – The school uses several providers in the local area where appropriate.
- Teaching strategies - Leaders of both the Pastoral and Curriculum areas along with the school SENCO (special educational needs co-ordinator) will devise strategies for staff in order to make reasonable adjustments for students should their behaviour be the result of a learning difficulty, disability or medical condition.
- Planned “Time Out” - Students who experience difficulty with impulsive behavior can be offered a Time Out card where they will leave the lesson, if and when appropriate, for a short period of time and visit a designated space in the Pastoral area.
- Student reports – Cockshut Hill operated a hierarchy of student reports ranging across the curriculum teams, pastoral teams and the senior leadership teams. Students may be assigned to a specific member of one of these teams for targeted support as appropriate. Parents/carers will be contacted by the identified member of staff to discuss the rationale behind the support and collectively set targets for students to achieve based on both behaviour and progress areas.
- Student referral panel – Senior leaders and pastoral leaders meet on a weekly basis to discuss support for individual students and monitor the effectiveness of current strategies. All staff should refer students to the referral panel, via their pastoral year lead, should they become concerned that a student’s behaviour is either detracting or interfering with their own or other progress.
- Acceptable Behaviour Contract (ABC) - An ABC is used for a period of four weeks when a student returns from a fixed period of exclusion or Internal Exclusion. It outlines what the student has agreed to do in order to make positive choices.
- Individual Behaviour Plan (IBP) – An IBP is used for those students who struggle with their behaviour. It will identify targets for the student to improve and outline the strategies and support that is being provided for the them.
- Pastoral Support Programme (PSP) - The aim of a PSP is to promote social inclusion and help to reduce the need for permanent exclusion. The PSP procedure is designed to support those students for whom the normal school-based strategies have not been effective. A PSP is a structured intervention for students at risk of disaffection or permanent exclusion. The PSP must involve the student, parents/carers, school and where appropriate external agencies in the shared challenge of improving their behaviour and/or social skills.

### **Standard Operating Procedures and Classroom Management**

- Staff and students should be punctual to their lessons in order to maximise time for teaching and learning. This is particularly important after break and lunch time.
- Movement around corridors. Staff should be present on the corridors by their classroom during lesson changeover, ensuring students move on the left-hand side of a corridor in a swift orderly and safe manner from one lesson to the next.

- Members of the senior leadership team and pastoral teams will have corridor based duty spots to further support pupil movement around the school site.
- Entry into the classroom should be supervised and orderly and uniform infringements dealt with prior to their admission or at a discreet moment in the lesson so as not to distract from learning for the majority.
- Students should sit according to the teacher's seating plan. If an issue arises which means students feel they are unable to sit in a pre-designated seating plan it is the student's responsibility to address this prior to the lesson in order for a solution to be found, where appropriate, not at the start of the lesson itself.
- All students should remove their outdoor clothing and bags should be placed safely out of the way.
- Student planners and all equipment should be placed on the desk in front of the student, in preparation for the lesson ahead.
- Learning should be planned appropriately with appropriate resources and support materials available in order for all students to achieve. Where a Teaching Assistant or other adult is working in a lesson, their role must have been planned for.
- Rewards and sanctions, where appropriate, must be applied consistently and fairly.
- Teachers stamp students' planners at the end of each lesson highlighting how a student has responded throughout the lesson with respect to the SOAR policy.
- Tutors and parents/carers will then pick this up and be able to support the student in their organisational skills.

### **Students out of lessons**

Students should only be allowed to leave a lesson in exceptional circumstances, such as when in need of First Aid. Teachers must give students an out of class pass if they leave the room. Students should not be left outside of a classroom unsupervised.

### **End of lessons**

Students should be asked to pack away and stand quietly behind their chairs to await an orderly dismissal, when the room is tidy, and uniform has again been checked. Teaching staff should give clear instructions to students as to when it is time to leave the classroom.

### **Around School**

All staff are corridor teachers and as such are responsible for challenging poor behaviour choices around the School. Staff should be aware of and note any problems around the site. They should encourage students to move quickly and quietly in corridors by reminding them of the need to be orderly. Teachers should be in the corridor, outside the classroom at the change of lesson, wherever possible, supervising students generally and awaiting the arrival of their group.

### **Uniform**

All staff should ensure that students are in the correct school uniform at the beginning and end of every lesson.

### **On-Call Procedures**

Cockshut Hill School operates an On-Call system for teaching staff. All lessons are timetabled with members of the School's Senior Leadership/pastoral team on duty. As a rule, On-Call should only be used for matters of emergencies or when, after exhaustion of all other teacher behaviour management techniques, the learning of other students continues to be disrupted. Following a classroom removal, support will also be offered to the teacher who has initiated the removal by the Heads of department, the pastoral teams, or senior leaders where appropriate.

### **Developing Capacity**

The School will develop a comprehensive training programme which is reviewed annually to ensure that it is responsive to the needs of its staff and students. The School provides relevant information and training on behaviour management matters to all groups of staff, including:

- Lunchtime Supervisors
- Support staff (e.g. Learning Support Assistants and Teaching Assistants)
- Other school staff (e.g. buildings and maintenance, administrative and technical support)
- Students undertaking Initial Teacher Training
- Supply Teachers
- Teachers

## **Reviewing Effectiveness**

The School advises all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and will advise staff on the correct procedures for recording statements.

The School monitors behaviour incidents in order to identify issues and trends and will evaluate its policy against key improvement objectives which will include:

- General behaviour patterns across the School and within Departments and Year Groups
- Balance in the use of rewards and sanctions
- Behaviour management trends over time
- Effectiveness of the policy in encouraging positive behaviours

The School provides details of issues and trends to the staff and the Governing Body as a basis for effective future decision making. Heads of Department monitor the behaviour of students, application of sanctions and the balance of rewards/sanctions within their subject areas. Heads of Department will, along with the pastoral team and the senior leadership team, support both teaching staff and students in ensuring inappropriate behaviour does not interfere with the learning and progress of the majority of students. Pastoral year leaders will monitor and support behaviour infringements within their year group and refer students where appropriate for further support if a student's behaviour continues to contravene the school behaviour policy.

## **Section 4 Rewards for high standards**

Rewards at Cockshut Hill are provided for following SOAR expectations throughout the school day. We believe that through focusing on the positives and rewarding students for doing the right thing, students will meet our expectations.

Students are issued positive stamps in their planners for following the SOAR expectations in form, lessons and around school. These stamps are then converted into SOAR points which allows students to gain rewards. There is a maximum of 50 points available in a week plus a bonus 5 points if a student is rewarded by the "Principal Stamp". Students can use their points to gain numerous rewards. Points can be converted into credits on the Learn2Earn website (L2E) which allows students to buy a large variety of products from sweets and make-up to speakers and experiences. Students can also convert their SOAR points into gift cards up to the value of £20 if they wish.

On top of tangible rewards, a yearly Rewards Trip to Drayton Manor will be organized which students will be invited to attend if they have surpassed a certain number of SOAR points, specified at the start of each academic year. If students wish they could use their SOAR points to subsidise the cost of this trip. For year 11 students we provide the opportunity for students to convert their SOAR points into money off Prom which can reduce prom tickets by up to £20. Smaller, more frequent rewards are also provided for passing SOAR point milestones such as "skip the lunch queue passes"

Lastly, half termly reward assemblies are organised which rewards students in each house for their SOAR points, attendance, reading or contribution to their house. Students will receive a certificate and will be congratulated by a senior member of staff. Form groups also get the opportunity to win "form cups" and chocolates for being the form which has accumulated the most SOAR points that half term. At the end of each year, a prestigious SOAR shield is presented by the Principal in these

assemblies to the one student who has collected the most SOAR points in a year.

### **Section 5 Sanctions and consequences for non-compliance**

Students have the right to expect fair and consistently applied sanctions for wrong behaviour choices which make a clear distinction between serious and minor infringements of the Code of Conduct. An appropriate sanction is one that is designed to put matters right and encourage better behaviour in the future. Thus, it is inappropriate to punish whole groups of students for the misdemeanours of a few. The School has developed and will implement a consistent range of strategies and sanctions to deal with inappropriate behaviour by students. The Education Acts of 2006 and 2011 and the Education and Inspections Act 2006 gives all schools the 'Power to Discipline'. Teachers have a statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff (Principal) with responsibility for students, such as teaching assistants.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate students' property.

### **Behaviour for Learning in the classroom**

The most common forms of misbehaviour are incessant chatter, calling out, inattention and other forms of nuisance that interrupt learning. The consequences of this behaviour are:

#### **Years 7,8,9:**

- First misbehaviour: verbal warning (C1)
- Second misbehaviour: verbal warning (C2)
- Inconvenience
- Third misbehaviour: detention for 45 minutes (C3)
- Fourth misbehaviour: isolation – student is removed from the classroom (C4)

#### **Years 10 and 11**

- First misbehaviour: verbal warning (C1)
- Inconvenience
- Second misbehaviour: detention for 45 minutes (C2)
- Third misbehaviour: isolation – student is removed from the classroom (C3)

These consequences are sequential and should never be jumped.

(NB See below – notes on extreme behaviour leading to immediate C3, C4 or exclusion)

### **Boundaries**

Good behaviour has to be learned. The role of the tutor and classroom teachers is to ensure that:

#### **CtL towards the individual**

Any physical violence may result in the student being excluded for an agreed period:

- Bullying, verbal violence or swearing at another student can result in a warning or a C3, C4 or exclusion. The Principal and Vice Principal make a decision depending on the gravity of the situation
- Verbal violence towards a member of staff by a student is likely to result in exclusion
- Any student carrying inappropriate objects on the school site (e.g. weapons, drugs) may be permanently excluded

### **Bad language**

Inappropriate and offensive language:

- If staff can hear bad language directed to them or about them, the student must be removed from the classroom resulting in C4 or exclusion
- If two students are using bad language between them a C3 is given
- A student shouting bad language across the classroom in the hearing of other students will receive a C4
- 'Loud enough to be heard – loud enough to be punished'

#### **Advice to staff**

- Staff should always be aware of the language they use when speaking to students.
- We should model the idea that we speak as we would like to be spoken to
- Language should be used to engage not enrage
- All the very best staff have empathy
- Always behave with the integrity of our profession

#### **CtL around school**

There are no warnings for misbehaviour around school. C3 (45 minute) detention is given for:

- Running or shouting in school (if a student continues to run and does not stop to give their name they will get a C4)
- Chewing gum
- Being late to lessons by more than five minutes
- Truancy from lessons
- In 'out of bounds areas' or in buildings during unstructured time, including before school.

#### **Advice to students about their behaviour around school**

- Behaviour in all corridors should be quiet and orderly – no shouting, screaming or running – 'Calm corridors, private voices'
- Standards violation (C3) will be issued for students who fail to comply with the uniform guidance.

#### **Behaviours warranting being sent home/parents/carersal meetings/alternative to exclusion/fixed term exclusions/school councillor warnings/permanent exclusions**

- Verbal or physical abuse of staff. This may include - pushing past staff - swearing at staff- rudeness and name calling.
- defiance (refusal to carry out a reasonable request made by a member of staff)
- Fighting - any kind of physical violence is not acceptable
- Possession or use of alcohol or drugs - alcohol is not allowed on the school site - consuming alcohol on the school site or before coming onto the school site – as above with drugs or substances that can cause damage to self or others
- Possession or bringing a weapon/dangerous item onto the school site - any object which can cause harm to yourself or others - this includes knives of any sort, bars or tools
- Malicious setting off of the fire alarm - it is a criminal act - potentially putting self and others at risk
- Deliberate damage to, or theft of, property. We should all work in an environment where we respect all property - we should treat everyone else's property as we would treat our own property.
- Smoking in school - smoking is not permitted anywhere on the school campus (NB any student who is standing or talking with a student while they are smoking will also be sanctioned)
- Bullying/racist/homophobic/gender discrimination behaviours. We should all feel safe and comfortable in our school environment- bullying can take the form of physical attacks, verbal comments, exclusion from groups - Cyberbullying can take the form of offensive text messages/emails/social networking or malicious use of other Internet sites

#### **Detention**

Members of staff who have the right to hand out detentions include teachers who work at the school and in addition any other person who has the authority of the Principal,

these include cover supervisors, administrative staff, supply teaching staff, teaching assistants and staff on duty at break and lunchtime.

Since September 2011 parents/carers consent is not required for any detentions.

There is no longer a requirement to give parents/carers 24 hours' notice of a detention.

Teachers have a legal power to put students aged under 18 in detention, this includes detention outside of school hours. However, in order to work successfully with parents/carers 24 hours' notice will continue to be provided at Cockshut Hill School for all detentions after 3.00pm. This is due to the fact many of our students collect younger siblings from other schools, providing 24 hours' notice allows parents/carers to make other arrangements.

However:

- A member of staff can contact a parent/carer on the day of the detention and inform them of the detention and they must come to a practical decision of whether it is appropriate, taking into account the circumstances of the student.
- A member of the pastoral team or a Member of the Senior Leadership Team makes the decision to retain the student after School hours for their own safety, this would not count as detention.

Late detention is given to any student who arrives late to school without a valid reason more than twice in a week.

#### **Failure to attend a detention.**

If a student fails to attend an after-school detention for a disciplinary offence without reasonable excuse an additional detention will be set alongside the original detention and parents/carers informed. If a student persistently fails to attend an after-school detention, parents/carers will be required to attend a meeting with the pastoral year lead to discuss the matter further and ensure that consequences are followed as per the school policy.

#### **The use of force or restraint in order to control students**

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- committing an offence;
- causing personal injury to, or damage to the property of, any person (including themselves);
- prejudicing the maintenance of good order and discipline at the school or among students receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies is any teacher who works at the school and any other person whom the Principal has authorised to have control or charge of students. Cockshut Hill School expects staff to always try and diffuse a situation without physical intervention. We also do not expect staff to put themselves at risk. However, should the need arise the member of staff available must use their judgement on whether to intervene. There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a duty of care towards their students and it might be argued that failing to take action (including a failure to use reasonable force) may breach that duty.

The term 'reasonable force' covers the broad range of actions used by teachers at some point in their career that involve a degree of physical contact with students. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or restraining a student to prevent violence or injury. The judgement on whether to use force with students with SEN or disabilities should not only depend on the circumstances of the case but also on information and understanding of the needs of the student concerned.

Schools do not require parents'/carers' consent to use force on a student. The Principal and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could

be used to commit an offence or cause harm. If physical intervention/restraint is used in any manner it must clearly be written and recorded on a referral form for negative behaviour and processed/followed up in the normal way with the addition that the designated Child Protection Officer must be notified. The student, restraint is used on, must also be given the opportunity to be examined, should they wish, by the School's Medical Staff and/or Child Protection Officer.

### **The Right to Search Students Education Act 1996:**

School staff can search a student for any item if the student agrees. Formal written consent from the student is not required, it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.

The Principal 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 Shisha pens
- fireworks
- pornographic images including contents of ipads and phones
- 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 pupil)
  - the Principal and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for

Should a member of staff suspect a student of carrying such items and they have refused their consent to be searched the following members of staff have the authorisation to search without consent. All members of the Senior Leadership Team, Pastoral Leaders in addition all members of staff whilst carrying out their 'On Call' duty. However, all members of staff can search if they believe there is an immediate risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.

A member of staff conducting a search must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the student being searched. There is a limited exception to this rule. You can carry out a search of a student of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff. The search must take place in a suitably private area and never in front of another student, unless a group of students (the same sex) are being search and it is with their consent.

Any search of a student must be recorded on an incident form and processed in the normal manner. In addition, should any member of staff conduct a search without consent the member of the Senior Leadership Team responsible for behaviour must be informed, in their absence a Child Protection Officer. Searches must be recorded even if nothing is found. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has

lawful control or charge of the student, for example on school trips. The powers only apply in England. Therefore, a member of staff conducting a search without consent, whilst on school trip in Wales, would be acting unlawfully.

## **Screening**

Schools can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students. Any member of school staff can screen students. If a student refuses to be screened, the school may refuse to have the student on the premises. Health and safety legislation require a school to be managed in a way which does not expose students or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance. If a student fails to comply, and the school does not let the student in, the school has not excluded the student and the student's absence should be treated as unauthorised. This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

## **Confiscation**

Staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. If the following items are found, they must be given to the Principal or Vice Principal and the police will be contacted to collect the item and if necessary, arrest the student:

- Knives
- Guns, genuine or imitation
- Any object thought to be a weapon
- Illegal substances of any class
- Stolen items (unless they are stolen in school and the decision is made to return them to their owner and the School follows its own disciplinary procedures)
- Pornographic images where the possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police. If the following items are found a member of the Senior Leadership team should be consulted in order to arrange for their disposal.
- Alcohol
- Cigarettes, tobacco and papers, Shisha pens
- Fireworks
- Laser Pens
- Other substances which are not believed to be controlled drugs, (e.g. legal highs)

If the following items are confiscated because they are against the School rules, they should be placed in the school student services for parents/carers to collect where appropriate, for example if a student's mobile phone was repeatedly confiscated, they should be clearly labelled with the student's name and who confiscated it and when.

- Mobile Phones
- Any other item which though not dangerous or illegal would be better collected by a parent/carer rather than returned to the student. Large sums of money or expensive

Many other items may be confiscated from students, normally because it is either against uniform requirements or it has disrupted or has the potential to disrupt learning or health and safety. Examples could include inappropriate clothing; food being consumed during a lesson or high caffeine content energy drinks. These items can be returned to a student at the end of the lesson or day (whichever is more appropriate).

## **Internal Exclusion**

A full investigation needs to occur with recommendations for the sanctioning of the student being discussed with SLT line managers. The same process as for a Fixed Term Exclusion. Should the

decision be an Internal Exclusion then liaison must then go through Vice Principal with responsibility for behaviour or any member of the Senior Leadership Team in their absence. A letter will be sent home on the day informing parents/carers of internal exclusion and a phone call must be made home.

Students that are Internally Excluded must report to school at 8:30am in the normal manner. Students will then be collected from either form tutor time or at the start of period 1, whichever is appropriate. Any misbehaviour/refusal/defiance whilst internally excluded may lead to Fixed Term Exclusion. Parents/carers will be called for a reintegration meeting before the student can return to normal lessons. The meeting will be with the pastoral leader of their year. A record of this meeting will be taken. An ABC will be completed and monitored by the leader of their year and tailored behavior interventions put in place to enable the student to move forward positively. The record of the meeting together with a copy of the ABC should be sent to the parents/carers concerned.

Staff who normally teach a student who is internally excluded must provide suitable learning for the student.

### **Fixed Term Exclusion**

The School will use exclusion (fixed term or permanent) if a student has seriously broken school rules, internal exclusion has had limited impact or allowing them to stay in school would seriously harm their education or welfare, or the education and welfare of other students. The School will make appropriate educational arrangements for a student on their 6th day of Fixed Term Exclusion. For exclusion lasting 1 – 5 days pastoral Leader of their Year will ensure appropriate work is provided. During a fixed term exclusion parents/carers must ensure their child is not found in a public place during school hours and to attend a reintegration interview with the School at the end of a fixed period exclusion. School will notify parents/carers of the decision to exclude by telephone on the day of exclusion. The reason for and length of exclusion will be outlined. This will be followed by a letter which also outlines how a parents/carers/carer can complain or challenge the decision should they wish. A re-admission meeting will occur before the student attends school again. A parent/carer must be in attendance. The re-admission meeting must always be conducted by a member of the SLT with the appropriate Year Leader in attendance.

The purpose of the re-admission meeting is for the student to reflect on the behavior which led to exclusion and how they will ensure that it does not happen again. Staff at the re-admission should set up strategies in order to aid the student make positive choices. A re-admission meeting form and an ABC must be completed, copies of which will then be required to be sent home.

### **Permanent Exclusion (including Managed Move)**

A decision to exclude a student permanently, as befitting its gravity, will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been attempted but to no avail, or if an exceptional 'one-off' offence has been committed, such as:

- Serious violence, actual or threatened, against a student or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Or any other one-off offence considered by the Principal to be exceptionally serious.

Parents/carers have the right to make representations to the governing body (or discipline committee) about exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion, parents/carers have the right to appeal the decision to an independent appeal panel.

Schools are under a duty to provide suitable full-time education for an excluded

student from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable fulltime education from the sixth school day of a permanent exclusion.

The Principal, at his/her discretion, may offer a parent/carer a 'Managed Move' instead of a permanent exclusion should the protocol be in existence. This will only be offered once, parents/carers cannot negotiate this process. Acceptance of a Managed Transfer means that a parents/carer will not dispute the original reason for exclusion and cannot change their mind once a new school has been allocated. Students will attend the new school on a trial basis and should the receiving school fail the student in this trial they will automatically be returned to Cockshut Hill School where a Permanent Exclusion will formally take place.