



The Derby High School
POL008
Behaviour Policy

Audience: Public

BEHAVIOUR POLICY

OUTLINE

We are very proud of our students, their attitudes to their learning and to each other. Ofsted inspectors have always been very impressed by our young people. Here is what they have had to say:

"There is a strong moral code in the school. Pupils' behaviour is good. Relationships between pupils and with staff are a strength of the school. Pupils feel safe because of the high levels of care shown by staff and the rigorous systems in place to support their well-being." Ofsted 2010

REVISION LOG

| Change Date | Reason for change | Details | Approved By |
|--------------------|--------------------------|----------------|-----------------------|
| Spring 2013 | Document Created | First Revision | School Governing Body |
| Spring 2014 | Annual Review | | School Governing Body |
| Spring 2015 | Annual Review | | School Governing Body |
| Spring 2016 | Annual Review | | School Governing Body |
| Summer 2017 | Annual Review | | School Governing Body |
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THE 7RS OF THE DERBY HIGH SCHOOL

The 7Rs help our students to really appreciate and understand what it means to be a good citizen. We want our students to make a difference to the world in which they live. Everyone at the Derby High School is expected to abide by the 7Rs. Through form activities and rewards assemblies all students understand what it means in practice and how to contribute positively to secure success in the future.

At The Derby School we aim to create a stimulating, safe, caring and positive learning environment where everyone can be happy and successful and where effective learning and teaching can take place. To this end, good behaviour, mutual respect and ultimately self-discipline in all aspects of school life is central. We promote this through an engaging curriculum, quality support systems, robust rewards / sanctioning procedure and positive role modelling.

All of our practices are underpinned by statutory requirements (Social Inclusion (10/99) and Improving Behaviour and Attendance (1/03)). Other policies support our Positive Behaviour Policy such as the Anti-Bullying Policy, Equal Opportunities Policy, Special Needs Policy and the Every Child Matters agenda. Ensuring Good Behaviour in Schools (DFE)

REWARDING POSITIVE BEHAVIOUR AND CREATING A POSITIVE CLIMATE FOR LEARNING

The best and most successful approach to creating a positive ethos is to treat pupils positively, by praising them, offering them encouragement and acknowledging their achievements both inside and outside of school.

We at The Derby School will ensure pupils know that their effort, achievement and good behaviour are recognised and valued by means of a range of rewards, and acknowledgement of good behaviour and work:-

- Reward points - Opportunities to gain reward points in every aspect of school life.
- Subject postcards sent home to recognise achievements.
- Positive praise in lessons for good and improved behaviour
- Parent/carers informed of good work
- Prefect and senior prefect status
- Certificates and prizes awarded termly for attendance and punctuality
- Offsite visits and visitors to the school
- School and subject related trips and offsite visits across the school year to all year groups.
- Termly year group award ceremonies which publicly acknowledge the success and achievements of students
- Annual leavers prize giving held at the town hall to publicly recognise the achievements and
- contributions of the previous year's year 11's.

NOTES

This Policy is supported by other relevant policies and by the Code of Conduct and Disciplinary Policy and a proactive commitment to a range of other strategies set out below. The booklet '**Whole School Behaviour - Expectations and Consequences**' are given to all parents/carers.

Staff should also refer to the Staff guidance on the management of Whole School Behaviour handbook.

STRATEGIES TO PROMOTE POSITIVE BEHAVIOUR AND EFFECTIVE LEARNING IN THE CLASSROOM

1. A high level of professional judgement amongst teaching staff which balances personal behavioural management techniques and the use of reward points to create a positive learning environment.
2. Having high quality teaching which challenges and engages students (all levels/learning styles). This increases motivation and promotes effective learning with good behaviour.
3. The use of the 7 Rs to help our students to really appreciate and understand what it means to be a good citizen.
4. All staff following clear discipline procedures in dealing with poor behaviour. This may lead to a variety of sanctions e.g. detentions, motivation reports, academic remove, internal exclusions, fixed term exclusions. In accordance with the Disability Discrimination Act all students will be treated as individuals and their needs will be met as appropriate.
5. Providing Support Systems such as, Relateen, Peer Support, Student Services, Teaching Assistants, a school counsellor, regular internal planning meetings, and referrals to outside agencies.
6. Working with multi-agencies to provide appropriate education for those for whom The Derby School is not the best option.
7. PSE and practices which promote positive behaviour, good interpersonal skills and a sense of responsibility, self-discipline and respect for individual differences.
8. The active involvement of all members of Senior Leadership Team and Governors.
9. The establishment of a close partnership with students, parent/carers and the community.
10. Regular review of behaviour, use of internal exclusion and fixed term exclusions.
11. A change of teaching set or class.
12. A PSP (Pastoral Support Plan).
13. Consideration by the Special Educational Needs coordinator (SENCO), with colleagues, of possible interventions within the school.
14. Assessment of Special Educational Needs, including possible placement in a special school.
15. Referral to a specific support service, such as the Education Welfare Service Children's Services or the Child and Adolescent Mental Health Service.
16. CAF- The Common Assessment Framework is a voluntary process, common to all children's services, to help identify a child's needs as early as possible and agree what support is appropriate.

Resulting early intervention should help reduce the risk of problems reaching the point where exclusion is considered necessary. It may be particularly appropriate to carry out a CAF in cases of multiple fixed period exclusions.

17. A Positive Pupil Placement to another school, with the consent of all parties involved; this can be successful for pupils at risk of exclusion and as an alternative to permanent exclusion.
18. To review this policy on an annual basis and submitted to Governors for their continued acceptance.
19. Work in partnership with the L.A to resolve issues by exploring more appropriate provision for students in danger of permanent exclusion and wherever possible take steps to ensure appropriate provision for a student following permanent exclusion.
20. A number of options may be available to Headteachers/ teachers in charge in response to a serious breach of behaviour policy:
 - a) **Restorative Justice** which enables the offender to redress the harm that has been done to a 'victim', and enables all parties with a stake in the outcome to participate fully in the process. This has been used successfully to resolve situations that could otherwise have resulted in exclusion.
 - b) **Mediation** through a third party, usually a trained mediator, is another approach that may lead to a satisfactory outcome, particularly where there has been conflict between two parties, eg. a pupil and teacher, or two pupils.
 - c) **Internal Exclusion** which can be used to defuse situations that occur in schools that require a pupil to be removed from class but may not require removal from the school premises. The internal exclusion is a designated area within the school, with appropriate support and supervision. Internal exclusion should be for the shortest time possible and should be subject to review. Internal exclusion also provides the opportunity for a student to reflect on their actions or conduct.
 - d) **Positive Pupil Placement** to another school to enable the pupils to have a fresh start in a new school. The Headteacher may ask another Headteacher to admit the pupil. This should only be done with the full knowledge and co-operation of all the parties involved, including the parent/carers, governors and the LA, and in circumstances where it is in the best interests of the pupil concerned.
 - e) **External Exclusion** - always followed by a readmission meeting with parents/carers and the student. Reintegration plan put into place. If it is considered appropriate for the child to then an Individual Education Plan may be organised.
 - f) Permanent Exclusion

PUPIL PREMIUM

Particular care will be given to ensure that any pupils in receipt of pupil premium and Looked After Children with behaviour concerns will receive focused support and resources.

CONCLUSION

The Derby High School believes positive behaviour management is crucial to student's well-being and attainment. It is an evolving aspect, and we are committed to getting it right for our community of students.

ENSURING GOOD BEHAVIOUR AT THE DERBY HIGH SCHOOL

The role of the Government and LA is to give schools the power they need to provide a safe and structured environment in which teachers can teach and children can learn.

The Derby High School expects:

- All pupils to show respect and courtesy towards teachers, other staff and towards each other.
- Parent/carers to encourage their children to show that respect and support the school's authority to discipline its pupils.
- The Headteacher to help create that culture of respect by supporting her staff's authority to discipline pupils and ensure that this happens consistently across the school.
- That every teacher will be good at managing and improving children's behaviour.

This advice summarises the legal powers and duties that govern behaviour in school and explains how they apply to teachers, governing bodies, pupils and parent/carers.

POWERS TO DISCIPLINE

Teachers have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

Their power to discipline applies to pupil behaviour in school. It can also apply to outside school when for example the student is travelling to and from school, representing the school on a trip or at an extracurricular activity.

Where guidance is required concerning discipline then teachers should consult their Head of Department for any classroom related issues and the Year Coordinator/Head of Upper school/Head of Lower school.

PUNISHMENT

Teachers can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include: confiscation of a pupil's property and detention. Headteachers can also decide to exclude a pupil for a fixed period (to suspend) or to permanently exclude them.

SEARCHING PUPILS

Headteachers and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a “prohibited item”.

It is a criminal offence to have a knife or offensive weapon in school and the penalties for a pupil on conviction will be severe.

Prohibited items are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- If a pupil is suspected of carrying a weapon but school staff choose in this particular instance to call the police instead of using the power to search, school staff will manage the pupil in order to keep other pupils and staff reasonably safe while the police are not present.

CONFISCATION OF PROHIBITED ITEMS

School 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.

USE OF REASONABLE FORCE

Teachers have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property and to maintain good order and discipline in the classroom.

Individual members of staff cannot be required to use physical restraint. However, as teaching and nonteaching staff work in ‘loco parentis’ and should always operate with an appropriate ‘Duty of Care’, they could be liable for a claim of negligence if they fail to follow the guidance found in the **‘Restraint (Care & Control) including positive handling strategies’** policy.

The application of any form of physical control places staff in a vulnerable situation. It can only be justified according to the circumstances described in the specific. Staff, therefore, have a responsibility to follow that policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

Any parental concerns in relation to the use of reasonable force will be taken seriously and the school will do its utmost to deal with the concern in a timely and efficient way.

SERIOUS BREACH OF THE SCHOOL'S BEHAVIOUR POLICY

THE HEADTEACHER'S POWER TO EXCLUDE

1. Only the Headteacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.
2. Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the Headteacher's duty to notify parent/carers, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.
3. The behaviour of pupils outside school (when for example the student is travelling to and from school, representing the school on a trip or at an extracurricular activity) can be considered as grounds for exclusion.
4. The Headteacher may withdraw an exclusion that has not been reviewed by the governing body.
5. When establishing the facts in relation to an exclusion decision the Headteacher must apply the civil standard of proof i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.
6. Headteachers and governing bodies must take account of their statutory duties in relation to Special Educational Needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice.

For full documentation and DFE Guidance see 'Exclusion from Maintained Schools, Academies and Pupil Referral Units in England' – a guide for those with legal responsibilities in relation to exclusion.

THE HEADTEACHER'S DECISION TO SANCTION A FIXED TERM EXCLUSION

Decision: Headteacher, acting Headteacher, or teacher in charge of a PRU takes the decision to exclude a pupil for a fixed period.

Contact parent/carer: The Headteacher should ensure that a parent/carer/carer has been contacted, ideally by telephone and is available, if appropriate, to arrange collection and supervision of the pupil. The child's welfare must always be the prime consideration.

Written notice:

The Headteacher / Senior member of staff must give a written notice to the parent/carers informing them of:

- The precise period and the reasons of the exclusion
- The parent/carers duties during the first five days
- The parent/carers right to make representation to the Governing Body and how the pupil may be involved in this
- The name of the person that the parent/carer should contact if they wish to make such representation
- The arrangement made by the school to set and mark work for the pupil during the Initial 5 days of the exclusion
- If relevant, the school day on which the pupil will be provided with full-time education and
- If relevant details of a reintegration interview

The Headteacher must inform the Governing Body if a pupil is being excluded for more than 15 days in any one term. Pupils can be excluded for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one school year.

Reintegration interview:

The Headteacher or a senior member of staff should arrange and conduct a reintegration interview with a parent/carer and the pupil at the end of the exclusion at a date and time convenient for the parent/carer on the school premises.

If the school or the LA considers that parent/carer influence could be better brought to bear in the behaviour of the pupil, a parent/carer contract may be offered.

THE HEADTEACHER'S DECISION TO REQUEST A PERMANENT EXCLUSION

1. Headteacher or acting Headteacher decides to exclude permanently
2. Notify the parent/carer immediately ideally by telephone, followed by a letter. Notice must be in writing and state all the required facts.
3. Governing Body and the LA must be Informed within one day (and the 'home' LA if different).
4. Provision must be made by LA from the 6th school day of exclusion
5. On receiving notice of the exclusion, the Governing Body must convene a meeting between the 6th and 15th school day after the date of receipt of the notice to consider the exclusion. They must invite the parent/carer, the Headteacher and an LA Officer. They should circulate, at least 5 days before the meeting any written statements (including witness statement) and a list of attendees.
6. The Governing Body might ask the LA officer for advice but must take its decision alone, asking the other parties to withdraw. Only the clerk may stay.
7. The Governing Body must inform the parent/carer, the Headteacher and the LA Officer of its decision in writing within one school day of the hearing, stating the reasons. They must also state the last day for lodging an appeal and explain that the grounds for the appeal must be set out in writing. A copy of the letter should be placed on the pupil's school record with copies of relevant papers.
8. The LA should write to the parent/carer within 3 working days of the meeting indicating the latest date by which an appeal may be lodged and how and whom to appeal to.

Parent/carers have the right to an appeal hearing even if they did not attend the meeting.

9. If parent/carer appeals within the time limit, an appeal panel should aim to meet no later than the 15th school day after the day on which the appeal was lodged.
10. The appeals panel may direct or recommend that the Governing body reconsiders their decision. Appeals panels cannot direct a governing body to reinstate a pupil.

RELATED DOCUMENTS

- Staff Handbook
- Staff Guidance on the management of whole school Behaviour booklet.

(This provides further detail regarding procedures, letters and advice regarding parental contact)

- Whole School Behaviour-Expectations and Consequences booklet
- Screening and Searching of Pupils for Weapons: Guidance for School Staff
- Restraint (Care & Control) including positive handling strategies
- Code of Conduct and Disciplinary Policy