



## **Policy Reference P01** **Promoting Positive Behaviour Policy**

Every school within Cumbria Futures Federation aims to provide a safe and hardworking environment where every child can be successful, whatever their abilities.

### **Our Values**

- Courage and Compassion
- Inclusion and Equality
- Respect and Courtesy
- Optimism and Perseverance
- Forgiveness and Tolerance
- Ambition and Achievement

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01-2018	JR	August 2018	New policy created from Beacon Hill and Solway's existing policies		
01-2019	JR	Jan 2019	Reflecting adjustments to the behaviour policies at both schools		

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## 1. Introduction and Overview

This policy should be read in conjunction with the Home School Agreement and Attendance Policy.

Our aim is for every child, whatever their background or their circumstances, to have the support they need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Cumbria Futures Federation promotes high standards of behaviour and attendance based on the rights and responsibilities of all the members of our community. Our Federation seeks to create an environment in which effective teaching and learning can take place supported by an inclusive environment in which all students achieve their potential. Poor behaviour cannot be tolerated as it is the denial of the right of students to learn and teachers to teach. Cumbria Futures Federation believes that everyone, students and staff, should be treated with dignity and respect at all times.

## 2. Rights and Responsibilities

### Rights

Everyone in Cumbria Futures Federation has the right to

- feel safe and secure
- give and receive consideration and respect from students and staff
- work in a neat, orderly and attractive environment
- be equally and fairly treated

## **Responsibilities**

The quality of learning, teaching and behaviour in school are inseparable issues and are the responsibility of all staff. See APPENDIX VII for more details. Parents and students also have significant responsibilities too.

**Staff** therefore, have the responsibility to

- set an example of respectful behaviour and encouraging good behaviour
- create a positive working environment
- plan interesting and stimulating lessons and learning activities to meet the needs of individual students
- organise, structure and support students in the completion of homework tasks particularly at KS4
- encourage pupil's achievements for example by rewarding students fairly using verbal praise, Our Federation system of smart marks, the praise board, praise postcards, class certificates, etc
- carry out regular assessments and monitor the work of students
- provide a written report of individual pupil progress once a year in addition to regular progress checks providing levels or grades and motivation scores
- involve parents with any concerns of attendance and use of inappropriate language or behaviour
- respond quickly and positively to parental concerns
- meet with parents to discuss achievements and issues
- work with parents to resolve difficulties where they arise
- keep parents informed using the pupil planner, letters, newsletter, curriculum booklets, website and local press

**Parents** have the responsibility to

- support their child by ensuring that they have the proper equipment and uniform each day
- see that their child attends school each day on time and avoids any absences in the term including term time holidays
- support their child in the completion of homework and other opportunities for home learning
- let our Federation know about any concerns or problems that might affect their child's work or behaviour
- work with our Federation to devise and implement a plan to resolve any difficulties which may arise
- be actively and positively involved in supporting their child's learning and individual needs e.g. by attending parents evenings etc
- support our Federation's agreed and published policies

**Students** have the responsibility to

- respect and support the learning of others
- be aware of the results of poor behaviour on their own learning and that of others
- consider the feelings of others
- respect other pupil's space and privacy outside the classroom
- ask for help if there are any problems

- complete class work and homework to the best of their ability
- attend school regularly
- be on time for lessons and school
- bring the equipment needed every day
- wear the appropriate uniform and follow our Federation's dress code
- to be prepared for learning
- accept and support our Federation's discipline 4 learning and rewards system

#### Preparation Points for Students

- Be on time
- Bring all your equipment in a suitable school bag
- Wear your correct uniform
- No gum
- ...so valuable learning and teaching time is not lost
- ...so you can learn and let others learn.

### **3. How we manage behaviour**

#### **Code of conduct**

Our Code of Conduct sets out clear expectations for positive behaviour and promotes the shared values of the community [see [Appendix I](#)]. Every child has details of our Attitude to Learning matrix in their planner.

Classroom rules [displayed in every classroom] are agreed by staff and students and support the rights outlined above.

Classroom rules are outlined in [Appendix II](#).

#### **Positive consequences – recognising good behaviour**

The code of conduct is supported by the recognition of positive attitudes and good behaviour. Students are given opportunities to develop their social, emotional and behaviour skills to help them make a positive contribution to learning and are given frequent encouragement through praise and reward. Staff should establish a climate where praise and encouragement far outweigh the frequency of punishment and admonition. Praise begins with frequent use of encouraging language and gestures in lessons and around our Federation so that positive behaviour is instantly recognised.

The formal reward system [[Appendix III](#)] is used to congratulate students when they set good examples or show improvement in their behaviour. This is a key element in our Federation's approach to promoting positive behaviour and the high profile of rewards is intended to encourage all students to behave well.

#### **Negative consequences – promoting positive behaviour**

Sanctions are designed to promote positive behaviour rather than punish. Discipline for Learning provides a coherent whole school discipline structure that is applied consistently by staff. Staff have been trained in positive intervention techniques with the aim of promoting positive behaviour without resorting to formal sanctions. When formal sanctions are required they are applied in line with the actions outlined in Discipline for Learning and Crossing the Line approaches [[Appendix IV](#) and [Appendix V](#)]

## **Support for students**

Our Federation is proactive in seeking to support students and parents when difficulties arise. The tutor is the first point of contact. The schools within our Federation operates form systems. Every student is allocated a specific member of staff from their house as a point of contact and it is often this member of staff who will keep in touch with parents over any issues. In addition, staff and students can access support from the Inclusion Manager at each school and other pastoral staff to provide additional guidance. Professionals from other agencies all provide support for individual students. These include Inspira Personal Advisers, Educational Psychology, Specialist Advisory Teaching Service, Community Police – see [Appendix VII](#).

## **4. Monitoring and reviewing policy and practice**

Our Federation monitors the distribution of rewards and sanctions and their impact on creating a positive learning environment. Patterns and trends are identified and the information used to inform school improvement planning. Rewards and consequences are monitored weekly and half termly.

### **Role of Governors**

Governors are involved in the review of data including the use of sanctions such as exclusions and rewards on a half termly basis.

Governors also form the Disciplinary Committee which meets to review students who have consistently breached our Federation’s code of conduct and rules.

There is a formal obligation for the Disciplinary Committee to review students who receive more than 15 days of exclusion within a term and to meet with parents at their request if a pupil receives more than 5 and less than 15 days of fixed term exclusion in a term. This follows guidance from the DfES.

## 5. Appendix I – Code of Conduct and Attitude to Learning

- 👍 Treat each other with respect
  - so we can all feel safe
  - so there is no bullying
  - so we can learn and let others learn
- 👍 Treat other people's space and the environment with care
  - so we can all feel safe
  - so you do not injure others or yourself
  - so we can create a calm and pleasant place to learn
- 👍 Listen to the person who is meant to be talking
  - so you can hear what they have to say
  - so you will understand what you have to do
  - so we all have a chance to contribute
- 👍 Follow instructions
  - so you know what to do
  - so you stay safe
  - so you achieve your potential
- 👍 REMEMBER – LEARN AND LET OTHERS LEARN














# ATTITUDE TO LEARNING

	<b>EXCELLENT</b>	<b>GOOD</b>	<b>INSUFFICIENT</b>	<b>POOR</b>
<b>ATTITUDE TO LEARNING</b>	<ul style="list-style-type: none"> <li>• Excellent focus</li> <li>• Rarely off task</li> <li>• Seeks challenge</li> <li>• Preserves</li> <li>• Ask questions to extend thinking</li> <li>• Approaches learning with active interest</li> </ul>	<ul style="list-style-type: none"> <li>• Good focus</li> <li>• Responds positively to challenging activities</li> <li>• Completes all work set to good standard</li> <li>• Answers questions</li> <li>• Connects ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Poor focus</li> <li>• Avoids challenging tasks</li> <li>• Gives up easily</li> <li>• Passive in the classroom</li> <li>• Does as little possible</li> </ul>	<ul style="list-style-type: none"> <li>• Shows little focus</li> <li>• Disrupts the classroom</li> <li>• Work often incomplete or inadequate</li> </ul>
<b>RESPONSE TO FEEDBACK</b>	<ul style="list-style-type: none"> <li>• Invites feedback</li> <li>• Responds positively to praise and critique</li> <li>• Learns from setbacks and mistakes</li> <li>• Reviews own progress, acting on the outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Shows a desire to improve</li> <li>• Takes action based on feedback</li> <li>• Shows progress over time</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes attempts to act on feedback</li> <li>• Needs close direction to rectify errors or learn from mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• Does not attempt to act on feedback</li> <li>• Responds negatively to praise or critique</li> </ul>
<b>INDEPENDENT STUDY</b>	<ul style="list-style-type: none"> <li>• Seeks learning readily</li> <li>• Seeks own solutions to problems</li> <li>• Ask questions</li> <li>• Organises time effectively</li> <li>• Meets all deadlines</li> </ul>	<ul style="list-style-type: none"> <li>• Shows good application</li> <li>• Can find solutions to problems</li> <li>• Seeks help when needed</li> <li>• Organises time well</li> <li>• Meets deadlines</li> </ul>	<ul style="list-style-type: none"> <li>• Requires close supervision to attempt tasks</li> <li>• Gives up easily</li> <li>• Misses some deadlines</li> </ul>	<ul style="list-style-type: none"> <li>• Normally requires pressure to attempt learning tasks</li> <li>• Does not engage unless closely monitored</li> <li>• May refuse support</li> <li>• Misses most deadlines</li> </ul>
<b>BEHAVIOUR</b>	<ul style="list-style-type: none"> <li>• Seeks solutions to difficulties</li> <li>• Sets an example</li> <li>• Takes responsibility</li> <li>• Acts as an advocate for views and beliefs that may differ from their own</li> </ul>	<ul style="list-style-type: none"> <li>• Follows all instructions</li> <li>• Shows kindness, consideration and respect</li> <li>• Listens carefully</li> <li>• Understands views of others</li> </ul>	<ul style="list-style-type: none"> <li>• Requires supervision to ensure instructions are followed</li> <li>• May distract others</li> <li>• May be off task</li> <li>• Struggles to understand the views of others</li> </ul>	<ul style="list-style-type: none"> <li>• Does not listen</li> <li>• Distracts others</li> <li>• Disrupts the classroom or the school environment</li> </ul>








## 6. Appendix II – School Rules

Students are expected to behave respectfully and courteously and follow these rules

At all times

-  follow staff / prefect instructions promptly
-  wear correct uniform
-  remove jackets or outside clothing inside the building
-  show corridor courtesy; walk quietly, keep to the left and be considerate when using doors
-  ensure walkways are clear e.g by hanging bags on the hooks provided
-  avoid going to your locker in between lessons
-  line up outside classrooms in an orderly way
-  eat only in the dining room – at lunch/break time
-  put all litter in the bins provided
-  do not chew gum or bring it into school
-  do not use offensive language
-  stay on site unless going home to lunch or you have been given a signed permission slip by a member of staff
-  go outside at break and lunchtimes when the weather is reasonable

In lessons

-  sit in the seat designated by staff and stay in your seat unless given permission to move
-  have all your equipment ( planner, books, pen, pencil, ruler, eraser, etc)
-  put your bag away safely
-  be ready to start work promptly
-  switch off mobile phones in lessons and keep them in your bag unless your teacher has given you permission
-  listen when someone else is speaking
-  leave the lesson when instructed in an orderly manner



## 7. Appendix III - Rewards System

Good behaviour management is brought about by an appropriate classroom environment, classroom management and an appropriate and accessible curriculum

Praising students will raise their self-esteem, help them to learn to accept praise with good grace, enable them to recognise and appreciate their strengths and that of others.

Praise can be linked to attainment, achievement, motivation, effort, contribution, co-operation, teamwork and thoughtful action towards and for others

Students should be given praise at every opportunity for *behaving* in the desired way

Staff are encouraged to use a praise board in their classroom and identify students who are behaving and working well.

Praise may also be given in books where appropriate.

We operate a system of 'stamps' on cards and/or in planners to recognise good behaviour and class work. These are tallied up and result in individual, house/form and whole school rewards including rewards specific to each school, for example money off prom tickets, prize draws for vouchers.

### **Whole School Rewards**

Each year every school in our Federation holds an annual Prize Evening in which the achievements of individual students are recognised. Individual awards are sponsored by members of the local community and businesses. Success in sport, the community and in learning is acknowledged.

Town Councils sponsor the Citizenship Prize awarded to an individual or group of students who contribute most to our Federation and wider community.

### **Attendance Rewards**

We operate a tiered system of rewards for attendance, tailored to each school. Good attendance is rewarded by various methods including certificates, letters home, voucher rewards, free breakfast etc.

## 8. Appendix IV - Discipline for Learning

The staff at Cumbria Futures Federation have been trained in positive behaviour management techniques. This means that staff will use positive corrective techniques.

Always aim to develop good classroom routines

- standing at the door to greet students
- students entering the room quietly and moving to their assigned seats
- students encouraged to take out equipment including planner, pen, pencil etc
- engaging students with a starter activity
- providing lesson objectives and key words at the start of the lesson (if appropriate) for students to note on their arrival; giving time to respond to dialogic marking if appropriate
- taking the register once the students are engaged so that there is more time for learning
- collecting homework in during an activity so that the class is not waiting to learn
- gaining the attention of the class by giving a warning to the class 30 secs before they need to stop the activity
- using the hands up signal to prompt attention, if appropriate
- lending a pupil a pen or pencil so that the teacher does not have to engage in a dispute but noting down lack of equipment to be addressed later and or inform tutor
- assigning students to tasks to assist in clearing away. This means only a few students need to move round the room and there is more time for teaching and learning during the lesson.
- ensuring that students leave the lesson on time so that they are not late for their next lesson

Staff use positive corrective language as part of good classroom practice which contributes to the 4 phases of discipline

- preventative – teaching, learning, social, organised
- supportive - repairing and rebuilding relationships with students
- encouraging and corrective
- consequential - immediate and deferred

This encourages

- ownership of the behaviour by the students and within the class room by the teacher and outside the classroom by all staff and students
- self-discipline
- mutual respect
- high self esteem
- positive relationships

Staff use assertive seating plans to support discipline for learning. These seating plans are held with the Cover Supervisor in case of absence. This plan involves seating students in the best place to learn as determined by the teacher. The teacher has the right to determine where a student should sit.

In some cases bespoke behaviour expectations and consequences are used for specific individuals and groups. For example, the behaviour of some year groups might be supported by a system of 'good neighbour' single lesson isolations, allowing for immediate and time bound consequences for unacceptable behaviour for a specific period of time, for example one term. This is in addition to and compliments our 'crossing the line' policy outlined below.

Other techniques used by staff include

- a focus on **primary** behaviours
- **using incidental language** – directs or reminds a pupil without directly telling them e.g. “There is a lot of mess in this room and it is nearly time for lunch.”
- **distraction/diversion** – to prevent a scenario from escalating.e.g. where a pupil shows early signs of losing focus on a task, ask them to help give out some materials and thank them for their help before asking them to return to the task.
- **behavioural direction** – directs a group or individuals by referring explicitly to the expected behaviour. e.g. “David – Listening to instructions... Thank you”
- **rule reminder** – briefly reminds the group or individuals about an agreed rule. e.g. “Remember our rule about listening (Listen to the person who is meant to be talking)
- **tactical pausing** – pausing briefly in spoken direction to emphasise attention and focus
- **tactical ignoring** – may be appropriate for attention seeking behaviour. Ignore the Target pupil but praise the nearby pupil exhibiting the desired behaviour e.g. “Well done Ben. You have remembered to put your hand up to answer a question.”
- **take up time** – allowing students not to lose face. Follows an instruction with a pause to allow students time to comply. e.g “Could you open your book and start work now, Carl. I’m going to see Adam who needs some help and I’ll come back in a minute if you need any.”
- **non-verbal reminders** – smile, nod, thumbs up, hand outstretched to “hold” a pupil who wants to answer a questions
- **proximal control** – moving position in class whilst avoiding any sense of threat
- **simple brief directions** – using questions such as “what”, “when” and “how” rather than “why” or “are you”. These sorts of questions direct responsibility towards the students rather than asking for reasons. e.g. “What should you be doing now?” rather than “Why aren’t you working?”
- **choice** – giving a pupil some control over a situation which is less likely to initiate point –blank refusal e.g. “You agreed not to get your phone out during lessons. Put it in your bag or on my desk. Thanks.”
- **when-then direction** – avoids the negative by expressing the situation positively e.g. “When you have finished your work, then you can go out.”
- **partial agreement** – deflects confrontation with students by acknowledging concerns, feelings and actions. e.g. “Yes, you may have been talking about your work but I would like you to....”
- **redirection** – remind students about what they should be doing and avoid getting into discussion about what the students are doing wrong. e.g. “Ok Natalie, We’re looking at the diagram on page 34 of your books”
- directing students to work aside ( away from peers)
- **deferred consequences** – deal with a pupil who is misbehaving later and therefore removes the “audience”, the rest of the class. This is more likely to have a positive outcome and gives more time for teaching and learning. e.g. “I’d like to sort this out now, Emma but we can’t do it now. I will talk with you at 10:35.”
- **Separating the inappropriate behaviour from the pupil** - make the behaviour unacceptable not the pupil. e.g. “Throwing books is not acceptable in this room” rather than “**Stop** throwing books in this room”

## 9. Appendix V – Consequences: Crossing the line

We have a crossing the line approach for any behaviour which prevents or hinders the learning of any student or prevents a teacher teaching as they want to.

**1<sup>st</sup> warning** The member of staff warns the student that continued misbehaviour will result in a consequence. If the student responds offer praise.

**2<sup>nd</sup> warning** The member of staff gives the student a 2<sup>nd</sup> warning that continued misbehaviour will result in an immediate internal isolation. If the student responds offer praise, if they continue to misbehave then a member of senior staff is contacted via reception to remove the student from the class. The student is given the opportunity to reflect on their poor behaviour and the consequences of this with staff, and is then given appropriate work to complete. The isolation lasts for one day (or equivalent). Parents are immediately contacted. Following the isolation, the student is put on tutor report for a week to prevent any reoccurrence of the offence.

An immediate isolation (without warnings as outlined above) will be given for:

- Swearing directly at staff
- Serious breach of health and safety
- Fighting
- Smoking
- Any other behaviour considered serious enough for isolation in consultation with the Headteacher, Deputy Headteacher and/or Head of Faculty

### Mobile Phones/ Jewellery

Students who bring a mobile phone into school, should switch it off in lessons.

If a mobile phone goes off in a lesson or is brought out by a pupil, the pupil is asked to hand it to the teacher unless the teacher has given permission.

Permission could be given to students to use a phone as an MP3 player or recording device to facilitate learning between home and school.

Students who wear jewellery other than specified in our Federation's agreed uniform policy can be a health and safety risk.

There is stepped approach to persistent misuse of mobile phones/ ipods / mp3/ jewellery.

First occasion

- Item is taken by the member of staff and placed in envelope with name and date on envelope
- Item placed safely in Reception and returned to the pupil at the end of that day
- name and date recorded in log in the office
- Pupil is asked to sign when his or her Item has been returned to them

Second occasion

- as before but the Item is returned after 5 days

Third occasion

- as before
- letter sent home via the office
- Item is returned to parents

This strategy is throughout the students' school career and does not start afresh each year.

### **Students out of school**

Students who leave school other than to go home to lunch or with a signed note from a member of staff are at risk. There is stepped approach to students who persistently leave our Federation site

First occasion

- pupil is placed in detention the following break and lunchtime

Second occasion

- pupil is placed in detention for 3 breaks and lunchtimes

Third occasion

- as before and letter sent home via the office – parents invited into school to discuss persistent misbehaviour.

## 10. Appendix VI - Exclusions

Our Federation seeks to avoid excluding students from school. However it is important that there is a planned consequence for students who are involved in serious inappropriate behaviour. Our Federation will always pay due regard to the Equality Act 2010 when managing incidents of inappropriate behaviour, individual circumstances and SEND will always be considered.

### Internal isolation

This option is available if staff time is available. Students are withdrawn from lessons and supervised during break and lunchtime.

### Fixed term and Permanent exclusion

Our Federation will issue a fixed term exclusion for a student who is involved in a serious breach of discipline such as physical or verbal aggression directed towards other students or staff. The circumstance of each incident is considered before a decision is taken. The Headteacher's response should be proportionate, reasonable, fair and lawful.

Our Federation will follow the advice and procedures laid out in "Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion" (September 2017). This guidance can be requested and is available on our Federation Website.

Our Federation will endeavour to avoid exclusion through the management of behaviour set out in this policy.

Exclusion will only be for serious breaches of this policy or where the student remaining in school would seriously harm the education or welfare of others.

The Headteacher may exclude a student for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also recommend that a student is excluded permanently, this may be the result of two processes. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and or use of an illegal drug on school premises. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon \*.
- Arson.

Our Federation will consider police involvement for any of the above offences.

\* *Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him."*

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well being of our Federation.

Our Federation has the responsibility to provide education during a fixed term exclusion. Where a student is excluded

for 6 or more days our Federation has the duty to arrange full time (24 hours in Years 7 to 10 and 25 hours in Year 11), off site education provision. Our Federation will provide education, this may be provided by the following agencies:

- Inspira (via the Youth work scheme)
- Pupil Referral Unit, Distington
- Consortium response
- West Cumbria Achievement Zone
- Other Vocational providers

Our Federation will liaise with the outside education provider to ensure that the student continues with their programme of study. In most cases our Federation will set the work to be completed and ensure that it is completed appropriately.

Where inappropriate behaviour is sustained over a longer period of time, Our Federation will use the Special Needs Code of Practice and consider drawing up an Individual Education Plan, This could result in referral to a specialist teacher with particular expertise in working with students with behavioural, emotional or social difficulties.

These plans will always involve the student and parent.

### **Alternatives to Exclusion**

Our Federation works closely with other local secondary schools to undertake managed moves where such a course of action would be of benefit both to the student and the two schools concerned. However, the threat of a permanent exclusion will never be used as the means to persuade parents to move their child to another school.

### **Lunchtime Exclusion**

Students whose behaviour at lunchtime is disruptive may be excluded from our Federation premises for the duration of the lunchtime period. This will be treated as fixed term exclusion and parents will have the same right to gain information and to appeal.

### **Behaviour Outside School**

Students' behaviour outside School on school "business" for example school trips and journeys, away school sports fixtures or a work experience placement is subject to our Federation's Behaviour Policy. Bad behaviour in these circumstances will be dealt with as if it had taken place in School. For behaviour outside School but not on school business this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. If students' behaviour in the immediate vicinity of our Federation or on a journey to and from school is poor and meets our Federation criteria for exclusion then the Head may decide to exclude.

### **Drug Related Exclusions**

In making a decision on whether or not to exclude for a drug-related offence the Headteacher will have regard to our Federation's published policy on drugs and will also seek advice from the LA. The decision will depend on the precise circumstances of the case and the evidence available. In some cases fixed term exclusion will be more appropriate than permanent exclusion. The Head will make a judgment set against the criteria in our Federation's Drugs Policy.

### **Damage to property**

Our Federation would seek to recover the cost of repair to furniture, fixtures and the building in the event of deliberate or malicious damage. Our Federation Council has the responsibility to advise the Governors and Headteacher of the improvements which they wish to see to the facilities within school. Each year, our Federation set a budget for repairs. Our Federation Council is involved in the monitoring of this budget. School Council is able to advocate for the use of any under spend of this budget to improve our Federation.

In some cases a student or parent/carer may be unable to afford the cost of repair. Students will be asked to complete “work” at a specified rate to pay off the debt. Such work might include picking up litter, sweeping the yard, cleaning windows etc. These activities will have due regard to health and safety. Work hours will be agreed in advance and signed off.

### **Substance Misuse**

Students suspected of being under the influence of alcohol or other illegal substances are reported immediately to the Headteacher or designated deputy. The student will be removed from the classroom and parents or carers contacted. Other support agencies may be contacted to offer support to the student and parent. An incident of this nature is likely to result in a fixed term exclusion.

Supplying alcohol or illegal substances in school is likely to lead to permanent exclusion in accordance with guidance from the LA and DfE. The matter would be referred to the police.



# 11. Appendix VII – Support for Students

## The role of the tutor

Each tutor is responsible for monitoring the attainment, achievement and behaviour of the students within his or her tutor group.

Tutors are expected to contribute to and attend reviews of IEPs and PSPs for students from his or her form whenever possible.

Tutors are expected to review the SIMS data completed by teachers and other staff on a regular basis. Tutors can use assembly time or support staff to create an opportunity to review the behaviour incidents for an individual student.

Possible outcomes of such a review might include

- analysis of the data to determine subject, time, nature of inappropriate behaviour
- agreeing a target for improvement with the student
- placing the student on report to the tutor for a specified time. This report is always green

Tutors complete the report request form and hand into to the office.

When a student is placed on report, parents are informed by letter with a date to review the reports.

At the review, the tutor will have collated the reports, with the student.

Data to be included in the review

- number of completed reports
- number of targets achieved each day
- attendance of the student during the report period
- attainment data

After each reporting period, a tutor and Head of House will review the attainment, achievement and motivation scores for the students within the tutor group.

Students with an average motivation score below 5 are interviewed by the tutor and placed on a report for 2 weeks.

A review follows this and a decision taken to

- take the student off report as motivation has improved
  - keep the student on report for a further 2 weeks
  - refer the student for discussion at the Inclusion Panel
  - move the student upwards to a Deputy Headteacher report
- } in all cases contact parents

## Form Lead

This role monitors the achievement, attainment and behaviour of students within the house.

Students causing concern may be monitored closely by the Head of House using a pink report. Students and parents may meet regularly to review PSPs or IEPs with the Inclusion Manager, tutor, Head of House and Faculty Heads.

## The Headteacher

The Headteacher takes the lead role in monitoring the achievement, attainment and behaviour of students who are deemed to be at significant risk of permanent exclusion.

Students may be placed on a red report. Students and parents may meet regularly to review PSPs or IEPs with the Headteacher, SENCO, tutor and Head of House and Faculty.

## The Inclusion Panel/Multi Agency Support Team

This is a multi-agency meeting in which the needs of individual students are discussed and support or action to meet those needs identified.

Membership of the panel includes:-

tutors wishing to refer students, teacher with responsibility for monitoring attendance, SENCO, Inspira PA, School Nurse, Community Police, Head of House as appropriate.

Other staff who may attend include specialist staff from Inspira –Young Women’s Sexual Health worker, Young Men’s sexual health worker, representatives from CAMHS, Straightline, Parachute, NSPCC, Inclusion Officers, Educational Psychologist etc

The meeting takes place at least once a half term on a Thursday.

The panel also maintains a strategic overview of behaviour and SENs within our Federation and advises the leadership team.

### **Key worker**

Students causing concern may be allocated a key worker by the Inclusion Panel. This person will take a lead role in working with parents and the student and to co-ordinate other services offering support.

### **Records**

Our Federation now uses the SIMS system to record information behaviour and achievements as well as attendance and academic records.

In the past, our Federation developed a data base located on the teacher drive to record information and ensure that it is accessible to tutors, Head of Form, Headteacher, Inclusion Manager .

Additional information regarding an incident can be recorded electronically and attached to individual students records on SIMS. A signed paper copy is included in pupil files as appropriate.

### **Exclusions**

Records of all types of exclusions are maintained on SIMS and centrally by admin and Headteacher.

## 12. Appendix VIII – Consideration for Off-site provision following exclusion of more than 5 days.

<p><b>Arrangements:</b> Where to go / Who to report to / What time – Start and finish / Registration procedures / Mealtimes and breaks / Transport</p>
<p><b>Pupil Expectations:</b> Uniform/clothing / Behaviour</p>
<p><b>Information Sharing :</b> The provider must be informed of the Child’s emergency contact details and any medical needs/allergies. It would be good practice for the provider to be given other relevant information as necessary, for example if the pupil has any special needs; academic profile of the pupil; any risk assessment; IEP; PSP; PEP.</p>
<p><b>Safeguarding:</b> The provider must be provided with any relevant safeguarding information. / What are the registration procedures / What will happen if the young person fails to attend.  <b>Curriculum and Staffing:</b> Who will deliver the provision (receiving or excluding school) What if the pupil requires additional support. Will a LSA/Other member of staff be provided to go with the pupil. / How the work will be provided (Excluding School/Receiving School) / Will the work follow the national Curriculum or will it be alternative provision          If a variety of alternative providers are to be used, these should be named</p>
<p><b>Curriculum and Staffing:</b> Who will deliver the provision (receiving or excluding school) What if the pupil requires additional support. Will a LSA/Other member of staff be provided to go with the pupil. / How the work will be provided (Excluding School/Receiving School) / Will the work follow the national Curriculum or will it be alternative provision          If a variety of alternative providers are to be used, these should be named</p>
<p><b>Dual registration/Alternative curriculum:</b> If the pupil is dual registered or attends alternative provision, will that provision continue or be suspended during the period of the exclusion.</p>
<p><b>Reintegration procedures:</b> What does the pupil do when the exclusion finishes / how will be pupil be reintegrated</p>

## 13. Appendix IX - Discipline in schools: teachers' powers

### Key Points

1. Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break our Federation rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
2. The power also applies to all paid staff with responsibility for students, such as teaching assistants.
3. Teachers can discipline students at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
4. Teachers can also discipline students in certain circumstances when a pupil's misbehaviour occurs outside of school.
5. Teachers have a power to impose detention outside school hours.
6. Teachers can confiscate students' property.

### What the law allows:

Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil. When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. Good schools will have a range of disciplinary measures clearly communicated to school staff, students and parents. These can include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day.
- Missing break time.
- Detention including during lunch-time, after school and at weekends.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- Extra physical activity such as running around a playing field; and
- In more extreme cases schools may use temporary or permanent exclusion.

Subject to the behaviour policy, teachers may discipline students for:

- a) misbehaviour when the pupil is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at our Federation.
- b) or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of our Federation or
  - poses a threat to another pupil or member of the public or

- could adversely affect the reputation of our Federation.

Parental consent is not required for detentions.

Staff will exercise professional judgement in situations where behaviour is challenged in order to minimise risk to themselves and to the students.

As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, when imposing a detention **or any other sanction**. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

## 14. Appendix X – Conducting a search

Living and working in our Federation community at Solway is firmly based on mutual trust and respect; however, there may be occasions when for the health or safety of the students themselves, or of others, it may be necessary to conduct a search for a prohibited item such as those listed in our Federation rules, examples of which are given below.

Any search should be conducted with sensitivity and in such a manner as to avoid embarrassment or distress to students and where possible to respect their privacy. A search should be preceded by an explanation of the reason for conducting a search and an opportunity should be provided for any prohibited items to be handed over voluntarily.

### What items are prohibited?

Our Federation rules currently identify the following prohibited items:

- Stolen items and counterfeit goods
- Illegal or dangerous drugs, including alcohol and tobacco
- Matches, lighters and cigarette papers, e-cigarettes or any smoking paraphernalia
- Solvents
- Fireworks
- Knives or sharp weapons
- Firearms, BB guns, laser pointers, explosives
- Pornographic images
- Any item that a member of staff might reasonably suspect has been or is likely to be used to commit an offence

Because of the potential damage to the environment or the risk of triggering a fire alarm that an aerosol presents, these items may also be confiscated.

### Who can conduct a search?

Any member of teaching or non teaching staff who has reasonable grounds to suspect that a pupil has a prohibited item in their possession may conduct a search **with pupil consent** and co-operation. For example a pupil might be asked to empty the contents of their pockets or to show someone the contents of a bag or locker.

If a **pupil refuses consent**, a search may still be undertaken if there are grounds to suspect that a pupil is in possession of a prohibited item. In such circumstances two members of staff should be present, so the assistance of a senior member of staff should be sought, either Head of Faculty or Headteacher.

Consideration should be given to having a member of staff of the appropriate gender present to conduct the search. Outer clothing may be searched but students should be asked to remove items first. This policy does not authorise an intimate search or physical compulsion in removing clothing. If a pupil refuses to co-operate, parents or the police would be called.

### Where can a search take place?

A search without a pupil's consent may only take place on school premises or anywhere that a member of staff is in charge of a pupil, on a school trip for example.

### **What happens to confiscated items?**

Any item that is confiscated may be retained; disposed of; returned to parents at the next available opportunity; or it may be given to the police. Confiscated items should be passed directly to the Headteacher who will decide the appropriate course of action in accordance with the latest DfE guidance.

### **Dealing with electronic devices**

Where a member of staff conducts a search for an electronic device it may be retained and passed to the Headteacher who may examine any data or files on it if they have good reason to do so. The member of staff must reasonably suspect that the data or file has been, or could be, used to cause harm, to disrupt teaching, or to break our Federation rules.

If inappropriate material is found on the device, it is up to the Headteacher to decide whether the material should be deleted, retained as evidence (of a breach of school discipline or a criminal offence) or whether it requires the involvement of an external agency.

### **Notifying parents**

There is no legal requirement to inform parents before a search takes place, nor to seek specific consent but where alcohol or potentially harmful substances are found, parents will be informed as part of our Federation's disciplinary procedures.

### **Record keeping**

The Heads of House will keep a record of any search and its outcome in a disciplinary log. Additionally the search record form will be completed. See [appendix XI](#).

### **Complaints**

Any complaints by a pupil or parent about the way in which a search has been carried out should be made following our Federation's complaints procedure.

## 15. Appendix XI – Recording Searches

Record of 'Search' With or Without Consent

Name of Student	
Form	
Consent Obtained	Y / N
Date, time and location of search	
Name(s) of staff involved (directly or as witnesses) - MUST be 2 members of staff at all times involved in search	
Would you consider the student to be vulnerable e.g. SEND, CLA, medical or social reasons?	
Description of the incident which caused the search to be initiated	
Identify reason for search e.g. specific prohibited items	
Follow up and any disciplinary action taken against the student	
Any information about the incident shared with staff not involved in it and external agencies – include details of who and why	
When and how those with parental responsibility were informed about the	



incident and any views they have expressed		
Has any complaint been lodged	Y/N	
Report compiled by: (name and role)		
Signed:		Date:
Report countersigned by: (name and role)		
Signed:		Date: