



IKB  
STUDIO  
SCHOOL

## Behaviour Policy

Who is responsible	Mrs D Gibbs
Statutory policy	Yes
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### Contents:

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### Introduction

Through discussions and activities with students, staff and governors the IKB school values have been distilled and form the basis of this behaviour policy. The language of values and choice underpin our reinforcement of behaviour expectations which are of the highest possible standards of behaviour. Students' behaviour around the school should be impeccable. Furthermore every lesson should be characterised by a relentless focus on learning and thirst for knowledge, free from distractions. Students will engage in learning and work placements off site and our expectations for behaviour extend to all places where our students are engaged in learning and enrichment. Every student and every member of staff should be able to feel relaxed and happy, confident that the working environment is one where people are kind, courteous and respectful at all times.

Our rewards and reporting allows students, teachers and their parents/carers to see how well they are progressing and where they are producing sustained good work, effort and progress. Students are encouraged both in class and through the coaching schemes to see that it is worth making an effort and persevering in all that they do. Teachers are sincere in their praise and relate it to specific and real achievement, which students know requires real effort. The aim is for students to develop learning behaviours without external reward.

We have very high expectations of our students and believe that every student is capable of meeting them. The rules are only there to reinforce and guide all to work within our common values. All members of the school community are expected to follow the rules so that the systems work and everyone benefits.

Mrs D. Gibbs, Principal

## **Promotion of Good Behavior through Rewards and Recognition**

We encourage our students to strive for excellence in all they do regardless of ability. Our system of house points allows us to celebrate real achievement, excellence and student contribution in all aspects of school life. Rewards are given for improvements or behaviours/achievement beyond our basic expectations and staff and students will understand that excessive praise and reward for compliance with our minimum standards is discouraged.

House Points can be awarded for all of the following:

- Demonstrating sustained or improved positive learning behaviours
- An excellent piece of work (relative to the individual)
- Excellent effort
- Good progress (relative to the individual)
- Improvement
- Attendance: 100% attendance to be rewarded at the end of the year
- A positive contribution to the lesson
- Taking part in Inter-House competitions and enrichment
- Activities and efforts at work experience
- Excellent project work
- Student responsibility

We will use digital displays to celebrate each House, tutor group and individual students and groups of students, to publicise achievement in all spheres of school life.

### **House Point Procedure**

As a guide a maximum of two House Points may be awarded during a lesson. House points can then also be awarded for particularly good pieces of coursework/homework/assessments.

- House Points will be recorded on SIMS by teachers
- Tutors will regularly monitor the number of House Points and draw attention to the data provided.
- Sub-totals will be calculated each term to facilitate a House Point competition.
- Weekly House Point totals will be displayed on the digital signage in the school
- Each (long) term house points will be awarded for 100% attendance
- Each (short) term student house point certificates will be given out in a celebration assembly.
- House points will equate to raffle tickets which will be used to draw term winners at each celebration assembly
- House points will be listed on reports to parents
- House Points will be recorded on a student's work by the teacher.

The following are other means of rewarding students available to staff at IKB:

- Assembly – praise from peers and teachers.
- Being sent to Principal/Director of Learning for 'well done' or to show work
- Comment in planners
- Curriculum Team achievement certificates – awarded in assembly
- Curriculum Team Students of the term
- Curriculum/Year Team letters of commendation
- Display work
- Principal praise postcard
- Marking – stamps, 'smileys', written comments.
- Notable mentions Assembly/newsletter/display
- Peer nomination
- Phone calls home
- Verbal praise

## Behaviour Management System at IKB

IKB encourage students to own their behaviour through making choices and being aware of the 'Consequences' of their actions. This approach is based on the principle that, students have been part of the values exercise and share the school's values that underpin the behaviour expectations. Once students know the rules and the consequences, they can make the right choices for themselves and for others. Clear boundaries and discipline are completely compatible with a caring and happy atmosphere. The rules have to be clear and the consequences need to be consistently applied for this to work and that is our aim in implementing this system. The term "behaviour" refers to the efforts students put into their work during a lesson as well as other actions.

To make the system easy for everyone to understand, we have introduced a set of consequences called C1, C2, C3 and C4 as described below:

**C1: A first warning, firmly given.** This is a signal that a student's behaviour is unacceptable and needs to change. For a C1, a student's name will be listed on the whiteboard but if no further problems arise, no further action is taken.

**C2: The second warning.** This indicates that the student is on the edge of a significant consequence and must comply with the rules without fail. The student will have to attend a 15 minute detention which is run by the teacher and should include a restorative conversation. A tick is written next to the student's name on the board to reflect a second warning. The C1 and C2 consequences are only used in classrooms and allow teaching staff to refocus students on learning as firmly and as quickly as possible. At the teacher's discretion students can "work off" their C2 through improved behaviour

**C3: A half-hour after school detention or 20 minute lunchtime detention with the subject teacher. The student may be asked to move to an alternative room.** This will be logged by staff into SIMS. All detentions are taken in total silence, supervised by the member of teaching staff. As part of the detention the teacher will initiate a restorative conversation with the student. If a student is given a detention after school reception will 'phone home to arrange this.

Non attendance at a detention will result in the following actions:

- Non attendance at a C2 detention will lead to a C3 Teacher detention.
- Non attendance at a C3 Teacher detention will lead to a C4 detention.

**C4:**  
Students who disrupt learning persistently or significantly will be removed from the classroom. Another member of teaching staff will be called and the student will be sent to Isolation for that lesson. They will automatically receive a C4 consequence. They will only return to lessons on the day of the C4 if they are deemed to be in the right frame of mind to follow all instructions without further disruption. Any student who is removed from a lesson twice in one day will not return to lessons on that day.

A 30 minute after school SLT detention accompanies any C4 and C4 consequences will only take place if the incident logged on SIMS, a phone call will be made to the parents to inform them this detention will take place on the day of the C4.

Isolation – A student may be placed in isolation if they disrupt a C4 detention or display repeated poor behaviour. In addition the Principal/Director of Learning may decide a day in isolation is necessary for more serious offences. This will not however disrupt work placements.

These consequences will be displayed in classrooms.

Disruption within isolation or a more serious event can result in fixed term exclusion, however this is a last resort and it is hoped that other arrangements can be used to facilitate reintegration of students without the need for exclusion.

All exclusions will be monitored by the school and a student will be readmitted via a meeting with the Principal where support for reintegration will be arranged in order to avoid any further breaches of the school's behaviour expectations. Both internal and external behaviour support will be considered.

Permanent exclusion or a managed move will be considered for continued behaviour in breach of the school's policy or an extreme incident.

Where a student displays poor behaviour or standards below those expected of them on work placement or outside the school a meeting will be held with the student and their parents/carers to discuss this, the sanctions or repercussions will be discussed on an individual basis.

Students will receive detailed instruction and training on the expectations prior to taking up any work placement.

### Restorative Conversations

**All C3 and C4 detentions should include a restorative conversation covering the following.**

#### **Emotion Coaching/Restorative Conversation**

**1**

**What happened? Who has been affected? In what way?**

**How were you affected?**

Recognising, empathising, validating the feelings and labelling them

**2** (if needed)

**What was the rule?**

Setting limits on behaviour – rule/consequence reminder

**3** Problem-solving with the student

**What can you do next time instead?**

### Homework and classwork

Teachers should use C2 and C3 consequences if a student persistently fails to complete his/her homework or expected work in the lessons. If a student is not demonstrating the self-discipline and organisation skills to successfully complete homework then the teacher should liaise with parents/carers and the student's coach or tutor alongside putting in place consequences. We recognise the need to support students to become independent learners, which includes completing homework on time.

Prep time and facilities will be made available on the school site for students to complete homework. Students can be directed to attend if they do not complete homework on time.

### Detentions

In law the school has the right to detain students after school. This can be done with 'no notice' but it is our current policy to give prior notice to parents/carers.

It is the student's choice to behave or not to behave. Recent legislation makes it clear that schools do not require parental support to impose this sanction though we would of course prefer to have their support.

### Exclusions

If a student is excluded parents/carers will be expected to come into school before the excluded student restarts for a reintegration meeting. Parents/carers are also responsible for their children's welfare during the first five days of any exclusion and must be aware that they may face prosecution if their child is found in a public place unsupervised during this period of exclusion. If parents/carers would like to discuss any aspect of this system they are free to contact the Director of Learning.

### Staff Guidance

Sanctions are more likely to promote positive behaviour if students see them as fair. To support this staff should ensure that:

- Clear expectations and routines underpin teaching – consistent enforcement of individual as well as school rules and expectations are recognised as characteristics of good teaching at IKB
- They make clear they are dealing with the behaviour, rather than the person;
- Sanctions should not be used where low-level interventions (such as giving a non-verbal signal or reminding a student of a rule) are all that is needed. Staff should also consider when it might be more effective to employ tactical ignoring of a very low level behaviour, rather than impose a sanction. This is left to the professional judgement and skill of the teacher, however consistency is recognised at IKB as a key feature of good teaching.
- Students to reflect on the harmful effects of their misbehaviour
- They avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- They avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding.)
- They avoid whole group sanctions that sanction the innocent as well as the guilty;
- They use sanctions to help the student and others to learn from mistakes and recognise how they can improve their behaviour and when appropriate put right harm caused;
- They never issue a sanction that is humiliating or degrading;
- They use sanctions in a calm and controlled manner;
- They ensure that sanctions are seen as inevitable and consistent (students should know that a sanction, when mentioned, will be used);
- They attempt to link the concept of sanctions to the language of values, choice and consequence, so that students see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.
- When setting detentions staff must take careful account of the circumstances of the detention known to them, for example family holidays and care duties or other commitments of the family. However a mere inconvenience or disagreement with the penalty on the part of the parent/carer is no excuse for non-attendance.
- They seek advice from other colleagues or the Director of Learning if they are feeling uncomfortable or that their use of sanctions is not having the desired effect.

### Special educational needs and disabilities

When issuing a sanction staff must bear in mind that a school discriminates if:

- it treats a disabled student or prospective student less favourably than another for a reason related to their disability and without justification; or
- It fails, without justification, to take reasonable steps to avoid placing disabled students at a substantial disadvantage. This is often known as the 'reasonable adjustments' duty. The school's actions could be challenged at, for example, a SEN and Disability Tribunal

### **In the Classroom**

Students are expected to:

Arrive on time, fully equipped to learn

Respond promptly and follow instructions from staff

Remain on task as directed

Show respect for others and their property e.g. Listen when others are speaking

Do their best, striving for the highest possible standards

Support other students in their learning

Reflect on their own learning asking questions and improving their work

A version of these expectations will be displayed in every learning space.

During lessons all adults will integrate a variety of behaviour management strategies combined with the use of emotion coaching to encourage students to take ownership of their behaviour and emotional state.

### **Additional rules to note:**

- **Toilet breaks are allowed at the discretion of a teacher during a lesson but should be kept to a minimum.**
- **No negative use of electronic devices in lessons.** The consequence for persistently using phones and other devices without permission is a C3 and confiscation of the item. Use of electronic devices inappropriately will be dealt with through the C system and at C3 level the item will be confiscated until the end of the day. If repeated we may only return the item to the parents. Refusal to cooperate with a confiscation will result in a C4 consequence. Limiting the use mobile 'phones in the classroom will avoid confusion and teachers are discouraged from allowing this e.g. smart 'phone used as a calculator

### **Behaviour Outside of the Classroom**

IKB is a place where students have the right to feel: **safe, respected and happy**. To achieve this there are certain rules which all members of the community must adhere to.

If students break rules, the member of staff may report the incident to the tutor. A version of these rules will be displayed in common areas and specific behaviours will be explained in assembly.

### **In corridors and the Avenue:**

Any member of staff has the authority to enforce the rules by giving students a C3 and asking a student to leave the building if at non lesson time. All the rules except those relating to uniform apply to Sixth Form students too.

When in the corridors and avenue students should demonstrate the highest levels of behaviour in the following ways:

- Wear full uniform correctly
- Show **respect** towards others by not shouting
- Show **respect** towards the safety of others by not running or playing ball games
- Show **respect** to others by working quietly to allow others to concentrate.

### **In the servery area of the avenue:**

Again, the consequence for breaking these rules is a C3 detention:

- Wear full uniform correctly
- Show **respect** towards your school environment by clearing away debris, plates and cutlery including putting all rubbish in the bins
- Show **respect** towards your school environment by eating where permitted and not dropping litter
- Show **respect** towards others by not pushing in when queuing for lunch
- Show **respect** towards members of staff by following instructions from them

### **Outside of the School:**

- Wear full uniform correctly
- Show **respect** towards members of the community by not shouting in residential areas
- Show **respect** towards members of the community by crossing the roads in a safe, disciplined manner
- To remain **safe** take great care when entering and leaving the school grounds because of the number of cars and buses using the site.
- If you cycle or scooter to school, you must dismount and walk with your bike to the lockable bike compound.
- All cyclists are strongly advised to wear a cycle helmet to remain **safe**.
- Only owners of bicycles are allowed to go to the compound, and you must never interfere with someone else's bike or scooter.
- The car parks are out of bounds at all times.

All school rules and codes of conduct are equally applicable at off site locations and there may be additional expectations that students will agree to prior to any off site activity or work placement.

### **Serious Incidents:**

There are a number of behaviours that are non-negotiable and will be dealt with by issuing a C4, Isolation or a Fixed Term Exclusion

- Blatant defiance, including walking away when being spoken to by any member of staff
- Violence of any kind
- Abusive language to any staff member
- Prejudiced based language
- Harassment or bullying.
- Anti-social behaviour: spitting, graffiti, vandalism
- Damage to property or theft

Any act in public that brings the school into disrepute, any crime relating to violence, drugs or carrying weapons, is likely to result in permanent exclusion.

### **Uniform**

- Students should be wearing their IKB jumpers at all times if they are in or around the main school buildings. If students are involved in some form of physical activity in an open space then jumpers may be removed.

### **Eating**

- Students can only eat in designated areas. If any of these spaces are left in an untidy state individuals will be banned from the building at break and dinner times
- Students must not eat in classrooms, corridors or foyer areas.
- Students who leave areas untidy or littered should be reported to a member of the teaching staff.

### **Lunch Passes(Year 10)**

Applications for a pass to go home are available from reception. Students cannot leave the site without a pass.

- Students **MUST** remain on site at lunchtime unless they are returning to their own homes for lunch.
- Students who go home for lunch **MUST** apply for a lunch pass through director of learning, who will give them an application form.
- The lunch pass **WILL** be withdrawn if students break the rules about behaviour or punctuality.

Appendix A - Our School and its Relationship with Students and Families

Appendix B - The scope of this Policy

Appendix C - Standards of Uniform and Appearance

Appendix D - Confiscation of Items

Appendix E - Day-to-day Staff Practice and Procedures

Appendix F - Our Mechanisms to Support and Correct Student Behaviour

Appendix G - The Use of Reasonable Force

Appendix H - Searching with and without consent

Appendix I - The Isolation Room

Appendix J – OFSTED

Appendix A

### Our School and its Relationship with Students and Families

The behaviour policy incorporates all aspects of the school that contribute to the development and maintenance of good behaviour and to the promotion of a positive attitude by all. All members of the school community are expected to uphold this policy by establishing and maintaining an atmosphere conducive to learning in a secure and orderly environment. Courtesy and mutual respect is expected from all.

### The Role of Parents/Carers

To ensure that parents/carers do all they can to maximise the potential of their children they are specifically asked to help through the Home School Agreement. We will contact parents at the earliest opportunity to seek their support in matters of behaviour and see parents as key to the behaviour of their child.

### The Role of the School Staff

In their school lives we realise that children are impacted upon a great deal by staff working in the classroom. The skilled delivery of a teacher or teaching assistant: enthusing, encouraging and praising effort can make a huge difference in the life of a student and their engagement and achievement.

We believe that understanding how to behave has to be taught by parents and is reinforced by classroom staff. Through our work in the classroom we adopt procedures and practices that help students learn how to behave appropriately. Through the information that we hold on our students we plan lessons to meet those needs to ensure that learning takes place.

### The Role of the Students

IKB School expects that students will follow the code of conduct and :

- Be fully engaged with learning and the life of the school.
- Take responsibility for their own behaviour and learning.
- Show independence in and develop control over their own behaviour and learning.
- Enjoy confidence in oneself as a learner.
- Display maturity in all relationships, marked by mutual respect.
- Act as an active partner in the design, implementation and evaluation of their education.
- Contribute to the positive learning of others

### Appendix B - The Scope of This Policy

## Discipline in schools

### Summary of the teacher's power

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

### Students' conduct outside the school gates

What the law allows:

Teachers have the power to discipline students for misbehaving outside of the school premises.

This might include:

- 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 the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

Where behaviour meets the above criteria the incident will be allocated a tariff and dealt with in accordance with the behaviour framework.

## **Appendix C**

### **Standards of Uniform and Appearance (Uniform Year 10/11)**

At IKB we expect our students to be appropriately dressed in the school uniform when attending the school (Year 10 and 11). When offsite, appropriate dress is required. If, as a result of monitoring by staff, a student's uniform and appearance is found not to be in line with expectations then we will make contact with our Parents/Carers. Teachers and tutors will do this by telephone or letter. We expect all of our students to come to school and go home looking smart and a credit to the school.

The school uniform for Year 10/11 students is:

School Logo jumper

Grey Trousers or skirt – no jeans, leggings, tight trousers or other fashion items

White shirt

School tie

Black shoes.

Parents/Carers are asked to support us by being vigilant with regard to:

- Jumpers to be worn to and from school unless the Principal has given special permission to dispense with them in hot weather.

- Ties being worn at all times.
- Fashion blouses, skirts and trousers are not permitted.
- The length of school skirts can be no shorter than 8cm above the knee.
- Hoodies, caps and other fashion items are not allowed.
- Natural hair colours only.
- No facial piercings.
- Scarves may only be worn in terms 2 and 3 and not during lesson times.
- Hair bands and clips must be discrete. Larger hair ornaments are not permitted.
- Jewellery: students may wear a watch, religious symbol or ear stud (no more than one in each ear and no hoop earrings).
- Coats should be plain and in keeping with the school uniform. Denim or leather jackets should not be worn to school.
- Shoes should be black (not trainers or boots), substantial, waterproof and appropriate for school.
- Make up should not be visible.

**In making a decision about what constitutes acceptable uniform and appearance the decision of the Principal is final.**

Year 12 and 13 students will comply to a dress code that reflects the business and professional nature of the school. For example shorts are not allowed and tops need to have integral sleeves. Skirt length must be appropriate for a work environment. Shoes must comply with Health and safety guidelines.

Appendix D -Confiscation of Items

**Confiscation of inappropriate items**

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from students:

1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

2) Power to search without consent for "prohibited items" including:

- 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; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

THE ITEMS ABOVE ARE PROHIBITED AT IKB.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

### What to do with confiscated items

Staff must take particular care when deciding whether to confiscate items of clothing or jewellery. In particular, staff should have appropriate regard to whether the item in question has religious or cultural significance to the student and should avoid physical contact or interference with students' clothing. Staff should ensure that if an item of clothing or jewellery is confiscated, this is done by a staff member of the same gender as the student and with another staff member present where possible.

Staff are advised to keep records of confiscated items and the grounds for the action, so that they may justify them later if challenged. Staff should write a note in the student planner to inform the student's parent/carer that an item has been confiscated, and that is countersigned on return.

Students have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned. Items of obvious value should be stored in a safe, in reception. All reasonable steps must be taken to make such arrangements secure.

If a member of staff suspects a student is in possession of drugs or items which might be used as weapons then that member of staff should consult School Leadership Team who may choose to seek specialist advice.

It is perfectly acceptable to confiscate a mobile telephone but staff must give consideration to the safety of the student on the journey home on the day of the confiscation, and parental concerns over this issue. Staff are advised to return confiscated phones before the student leaves the school premises, if these are relevant factors.

The Education Act 2011 extends the power given to school staff to search a student or their possessions. The power to search can be invoked if the member of staff believes that the student has with them a possession or possessions which may have been, or may be used, to commit a criminal offence, cause personal injury or to damage property. This could involve, drugs, weapons, contraband items, stolen items or mobile communication devices.

Reasonable force can be used by staff to confiscate items, as well as setting out the process to be followed if specified items are found. Teachers are also given the power to examine data files on electronic devices and delete them if they believe there is good reason to do so.

## **Appendix E - Day to day (not already covered)**

### **Anti-Bullying**

Please see the school's separate Anti-Bullying Policy.

### **Students needing support**

Staff may refer to the Director of Learning for further guidance.

Examples of such referrals are:

- Persistent truants (see separate attendance policy)
- Those needing an individual education and/or behaviour plan
- Those students experiencing a particular problem where counselling may be needed.

Any students who may be classed as needing extra pastoral support should be initially referred to the Director of Learning.

These referrals may be:

- a. for pastoral support from a member of the school pastoral team
- b. for external intervention. The school may make referrals to a variety of external agencies that may be able to offer support to students and their families. The Director of learning will regularly review cases of students who may need greater support than that which can be offered by the school alone. Referrals will be made and families and students involved, where appropriate, in this referral. A good source of information on various supports in the region can be found on [www.onebigdatabase.org](http://www.onebigdatabase.org). 1Big Database is the on-line directory of services, organisations and groups for children and young people aged 0 to 19 and their parents/carers and carers in Bath and North East Somerset (B&NES), Bristol and South Gloucestershire. A number of local partners have worked together to develop this directory to provide one place where information on services is accessible for children, young people, families and those that work with them.

Any intervention should have paperwork copied to the student's file and recorded. This should be organised in conjunction with the student's parents/carers who must give full written consent if the intervention is to be led by the school. Further clarification can be sought from the Director of Learning

- c. of a Child Protection nature, via urgent contact to the Designated Safeguarding Lead or in their absence the Principal.
- d. Please refer to the School's Child Protection Policy for more specific detail.

Any students who are deemed as 'vulnerable' and at danger of permanent exclusion or disaffection will be assessed using the Common Assessment Framework

#### Appendix F - Other Mechanisms to Support and Correct Student Behaviour

##### **Daily Reports - Staff issuing report**

These are used by: Tutors, Coaches, Teachers and School Leadership Team members when a student has been disruptive either in a particular lesson or across a number of curriculum areas. Students should be placed on report for an initial period of two weeks following which their progress will be reviewed. These targets should be 'SMART':

SPECIFIC	Focusing clearly on identified areas of concern.
MEASURABLE	To prove that a target has been met
ACHIEVABLE	Should be able to be reached within a few weeks.
REALISTIC	Within the capability of a student
TIME-RELATED	There is a defined timeframe.

This report is viewed as a short term monitoring device with a debriefing element.

Parents/carers should be notified if a student is placed on a report at any level.

Records of students currently on report must be kept and the completed report stored in the student file. It is very likely that a student on report with a member of SLT will be on Step 1 or above in the behaviour strategy.

##### **Contact with Parents/carers**

Working with parents/carers can be amongst the most powerful ways of correcting student behaviour.

a. Individual staff may contact parents/carers by telephone if they have a particular concern but if in doubt they should consult a senior leader in the first instance. The results of calls home may be recorded on SIMS or passed to colleagues if it will benefit a student's progress.

b. Director of Learning/Principal may contact parents/carers, both by telephone, email or letter, when there has been a specific cause for concern by an individual student or on-going problems.

c. Parental/Carer interviews are used by School Leadership Team members for more persistent or serious misdemeanours.

### **Step System**

The Step System reflects procedures of informing parents/carers of their child's position in the school's behaviour management system. Step one, two and three will be decided upon following a review with the Director of Learning. Step four will be decided upon by the Principal only. If a student is unable to take advantage of the range of interventions put in place to support them and continues to behave inappropriately then, after a period of review, it may be decided to move that student to the next step. The step system is for students who are not responding to other school behaviour strategies.

The Step System is communicated as follows in each student's planner:

If there is no improvement in your work and behaviour you may be placed on the Step System. This means we are seriously concerned and your tutor and teachers will work closely with you and your parents/carers to ensure that the situation improves quickly.

Step 1            This may indicate a marked reduction in attainment due to poor behaviour, effort and/or attendance. In your free time your behaviour may also be consistently unacceptable and anti-social to others. This may also be resulting in reduced learning and attainment for other students in your groups. Action :tutor to work closely with teachers to arrange appropriate curricular and Pastoral Support Interventions. Letter home. Review in 4-7 weeks

Step 2            Following a review there has been no improvement from Step 1. External agencies to become involved (such as, MAT, LA BSS, Ed. Psych) Action: Director of Learning to work closely with teachers to arrange appropriate curricular and Pastoral Support Interventions and individual behaviour plan. Letter home. Review in 4-7 weeks.

Step 3            You are now at risk of Permanent Exclusion due to an inability to follow school rules and to take advantage of what is on offer at IKB. There have been a wide range of internal and external supports implemented, monitored and evaluated. You may now require a Pastoral Support Programme. Action: Letter home, Pastoral Support Programme, continued involvement of external agencies. Governors panel and review after an appropriate period and Pastoral Support Programme.

Step 4            Permanent exclusion – for students whose extreme behaviour consistently threatens the learning or health and safety of others

All students on the Step System are expected to work positively with their parents/carers and all their teachers in order to come off the Step by the end of the review period.

### **Pastoral Support Programmes (PSP)**

This is put into place when other strategies i.e. up to and including Individual Behaviour Plan and advice from a specialist Behaviour Support colleague where one is available have not been successful. Usually at step 3

A PSP is an attempt to work with a seriously disaffected student who, in particular, may be at risk of permanent exclusion. It is only used in extreme cases, but is a necessary step to take in those circumstances.

A PSP typically runs for 16 weeks with a mid-term review after 8 weeks. It is put into place after a meeting between the Director of Learning, parents/carers, student and sometimes a governor and/or Behaviour Support Worker. It is made very clear to both the student and parents/carers at the meeting that this is a very serious and rare response to the issues arising from a student's poor behaviour.

Short and long term targets are discussed and agreed on at this meeting as are rewards and sanctions (by both the school and home). The student is put on a supportive programme which involves her/him reporting on a daily basis to pastoral staff on a regular basis (normally daily). There is close monitoring throughout and weekly reports on a student's progress and are provided by staff for director of learning.

After 8 weeks another meeting takes place involving all parties. At this meeting, targets may be amended. If the programme is not having the desired effect then strategies will be changed. A warning may be given and the Principal will be informed. Hopefully, the student will have improved and after the full 16 weeks will have met their targets. Students can then be taken off the PSP and still monitored, but to a lesser degree.

If a PSP does not help to change a student's behaviour then a strategy meeting will be called that will involve the student, parents/carers and other invited guests. This meeting will be called by the Principal.

### **Fixed Term Exclusion**

Fixed term exclusion should be a rarity and used following the most serious of incidents and NOT, IN GENERAL, AS A SANCTION FOR DAY-TO-DAY BEHAVIOUR ISSUES. These are only recommended by School Leadership Team members and have to be agreed by the Principal. In the absence of other School Leadership Team members please inform the Principal about the incident. Fixed-term exclusions may be extended if it is felt that students are not willing to comply with the expectations of the school. Wherever possible readmission interviews with the Principal will take place before the day of re-admittance in order to ensure that the student and her/his family has the time to reflect on matters discussed. This will also give time for families to develop and discuss strategies to improve behaviour prior to re-admittance.

### **Permanent Exclusion**

Permanent exclusion will be used as a rarity and last resort. This measure will be used in line with guidance produced by the Department for Education.

### **Praise for Students**

In order to balance actions that could be viewed as punitive by our students we must also ensure that we fully utilise all reasonable methods to praise our students and recognise this with their parents/carers when appropriate. The simplest and most profitable method involves building good relationships built on positive attitudes, positive language and respect for students by staff and vice-versa. This is best achieved by using the following methodologies:

- through consistent application of our B4L system for classroom management;
- using teaching methods such as Assessment for Learning which build trust and confidence;
- by being a role model for our students. Using positive, respectful communication and actions which will motivate and demonstrate the correct way to behave. This also includes wearing professional and appropriate clothing for our teaching role;

- by consistent use of our Rewards System;
- by ensuring our classrooms are appropriately and safely prepared as a motivational teaching space, suitable for the activity that will be undertaken in that area;
- by using appropriate methods of communication to parents/carers throughout the course of the school year that communicate academic and behavioural progress to parents/carers;
- by using assemblies to communicate positive messages that will inform, reward and educate our students.

## Appendix G -The Use of Reasonable Force

### Power to use reasonable force

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

Principals 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.

#### 1. What is 'reasonable force'?

- The term 'reasonable force' covers the broad range of actions used by most 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 where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

#### 2. Who can use reasonable force?

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

#### 3. When can reasonable force be used?

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control students or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

In deciding what a serious incident is staff should use their professional judgement and also consider the following:

- The student's behaviour and level of risk presented at the time of the incident
- The degree of force used
- The effect on the student or member of staff
- The child's age

4. Reasonable force can be used to:

- (i) remove a disruptive child from the classroom where he/she has refused to follow an instruction to do so;
- (ii) prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- (iii) prevent a student leaving the classroom where allowing the student to leave would risk her/his safety or lead to behaviour that disrupts the behaviour of others;
- (iv) prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and restrain a student at risk of harming her/himself through physical outbursts.
- (V) restrain a student at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

5. Staff should always record incidents where force has been used on a Serious Misconduct Form. This should be handed to the Director of Learning.

6. Telling parents when force has been used on their child

Parents must be informed about serious incidents involving the use of force and the incident should be recorded on a Serious Misconduct Form and handed to the Director of Learning.

#### Appendix H -Searching With or Without Consent

##### **Searching with consent**

Who can undertake a search with consent?

This can only be done by the Principal or Director of Learning. The Principal or the Director of Learning may authorise other members of school staff to undertake search.

When can this take place?

- School staff can search students with their consent for any item.
- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.

##### **Searching without consent**

Who can undertake a search without consent?

This can only be done by the Principal or the Director of Learning. The Principal may authorise other members of school staff to undertake search.

When can this take place?

- If a member of staff has reasonable grounds for suspecting that a pupil is in possession of a prohibited item

What can be searched for?

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

## **Appendix I -The Isolation Room**

Use of Isolation

Schools can adopt a policy which allows disruptive students to be placed in isolation away from other students for a limited period.

Due consideration has also been given to the Equality Act 2010 and students with special educational needs (SEN). Our Equalities Policy which explains how the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, political activities, spent convictions or socio-economic background and where the person lives.

### **The Isolation Room**

Staff Instructions for use and rules for students can be found in the Isolation Room.

### **The Purpose of the Isolation Room**

- The purpose of our Isolation room is to isolate students who have committed an act of serious or repeated misconduct.
- IR can also act as a holding area whilst serious incidents are investigated.
- IR can be used as a final step before a formal fixed-term exclusion from school.

### **The aims of IR**

- To give students the opportunity to consider their actions and prepare to re-integrate themselves back in to school life.
- Staff in the room should not involve themselves in the 'rights or wrongs' of the student's situation but may wish to offer quiet guidance on how to move forward.
- Staff supervising the room will issue each student with appropriate work from the store of curriculum materials and other restorative exercises.

## Monitoring of IR

- The Director of Learning will monitor who is in IR and suggest any further action that may be required.

## Appendix J - OFSTED Framework Jan 2015

All staff will work to achieve outstanding behaviour from students

The behaviour and safety of pupils at the school

### Outstanding (1)

- Pupils consistently display a thirst for knowledge and understanding and a love of learning, including when being taught as a whole class or working on their own or in small groups. This has a very strong impact on their progress in lessons.
- Pupils' attitudes to learning are of an equally high standard across subjects, years and classes and with different staff. Incidences of low-level disruption in lessons are extremely rare.
- Parents, staff and pupils are unreservedly positive about both behaviour and safety. Pupils are keenly aware how good attitudes and behaviour contribute to school life, adult life and work.
- Pupils' behaviour outside lessons is impeccable. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality.
- Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are very rare and dealt with highly effectively.
- Pupils' excellent conduct and behaviour reflects the school's effective strategies to promote high standards; this makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.
- All groups of pupils are safe and feel safe in school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety.

