



Behaviour Policy

including Exclusions, Sanctions and Rewards
guidance

A handwritten signature in blue ink that reads 'Parneet Kang'.

Parneet Kang
Principal

A handwritten signature in blue ink that reads 'William Holland'.

William Holland
Chair of Trustees

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Three things to remember about ensuring the good behaviour of our students:

1. Be consistent

Follow our agreed procedure - it affects everyone- don't turn a blind eye to students not meeting the expectations we have at The Emscote School

2. Be positive

Reward students and tell them why they have done good things! Students will work better for you if you are positive with them.

3. Relationships are vital

Working hard to have good relationships with students is essential if they are to do as you want - it's worth the hard work!

Our Behaviour Policy

1. Introduction

It is a government requirement that every independent school has a behaviour policy that reflects the school's recognition of the duty of care placed on the local authority by the Children Act, working in conjunction the Health and Safety at Work Act 1974, Keeping Children Safe in Education 2020 and alongside all school policies to keep students safe from harm. The Principal and senior leaders will ensure that the policy is implemented effectively.

This guidance takes account of Department for Education (DfE) guidance 'Behaviour and discipline in schools- guidance for governing bodies 2011.

2. Key features of the school's approach to behaviour management

As policy has developed in recent years, certain key features that have emerged and have been positively encouraged by all of the board of trustees, staff, parents/carers and students:

- (i) This policy aims to ensure that:
 - ✓ there is a sense of pride, respect and responsibility
 - ✓ every individual is held in high esteem
 - ✓ there is a business like and purposeful atmosphere which is conducive to everyone achieving as high a standard of conduct as is always possible in all areas of the curriculum and behave well
 - ✓ sensitivity, tolerance, self-discipline, respect and goodwill towards others are encouraged in all and are exemplified in the day to day life of the organisation
 - ✓ there is access to equal opportunities for all and all students, staff and others who work in school are free from harassment and discrimination.
- (ii) Policy will always reflect an approach in which the board of trustees, staff, parents/carers and students work together: guidelines on behaviour policy can never be mutually exclusive to any one of these groups.
- (iii) (iii) The behaviour policy cannot be applied on its own, separate from other school policies. We aim for an integrated whole school approach.
- (iv) (iv) Physical intervention is only used as a last resort. There is separate physical restraint policy guidance below, which all staff must read and implement.

The aims of the behaviour policy

1. To encourage a whole school approach to behaviour and discipline in order to create the most effective conditions for teaching and learning and to create a safe and well disciplined working environment in school. The aim is to ensure appropriate rather than inappropriate behaviour is promoted to ensure a positive learning environment is created and students are kept safe from harm.

2. Students' behaviour must be managed as effectively as possible in order:

- a) to develop students' ability to exercise self-control;

- b) to encourage students to take responsibility for and be accountable for their own actions;
- c) to raise their awareness that actions and choices have consequences;
- d) to provide them with opportunities to take pride and demonstrate positive abilities and attitudes.

3. To promote a safe, happy learning and working environment for students, staff and visitors.

4. To ensure that staff are appropriately trained in dealing with de-escalation and conflict management so that behaviour is managed effectively.

Corporal punishment

The School Standards and Framework Act 1998 prohibits corporal punishment in independent schools. Therefore corporal punishment or undue physical force in any form is prohibited.

Rewards and celebration of achievements and successes

Rewarding students effectively is the main way to teach students what types of behaviour are valued and productive so students can modify their behaviour and emulate and repeat good learning behaviours. The following are some strategies for rewarding students.

Points are achieved for good work, positive days / behaviour, positive encouragement with other students. The number of points are given to students on a weekly basis. These points are 'cashed in' at the end of term/year for vouchers.

Some of these must happen regularly and some are at the professional discretion of staff.

Consequence System – sanctions adopted

The system is in place to allow all students the right to learn and take responsibility for their learning.

Application of the Consequence System

Informal warning and reminder of expected behaviour.

1st Incident: Highlight the issue with the student. No further action is taken. It may be considered that there are several '1st incidents' in a lesson, but if the student responds then no further action is necessary. Praise for following instructions.

(C1): Highlight the issue with the student and remind them that they could lose reward points and why. Begin sanction system and give student first sanction. Consider moving support staff to work alongside the student.

(C2): (10 points lost). Highlight the issue with the student. Give second sanction and explain why. Tell student this will be their final warning before further action is taken.

(C3): (20 Points lost) + time out. Direct the student to take time out, enabling them an opportunity to refocus and return to the lesson. You will need to supervise students or direct them to where you would like them to sit. Should the poor behaviour continue then then the student will be given a D1sanction.

(D1): (30 minute lunch time detention and 30 points lost). This sanction takes place in a supervised room. Parents are not made aware of the misbehaviour at this stage.

(D2): (40 Points Lost). Failure to complete the D1 detention will automatically result in the student being isolated for the rest of the day with appropriate tasks to complete under supervision, plus losing ALL break times.

(D3): (60 Points Lost). Continuation of challenging behaviours will result in a 45 minute after school detention issued by SLT. Parents will be made aware of all behaviours at the end of the day. Detention will be arranged for the next school day, parents/carers will transport student home.

The student cannot have a “carry over” of consequences between lessons. Each new lesson is a new start.

After an incident – Student support workers, and SLT will...

- ensure the student is effectively reintegrated into the lesson
- ensure other staff are aware of any incidences.

Should the student choose to continue to misbehave then sanctions will be escalated further in line with the above process.

Detention

The law states *“Detention is one of the sanctions schools can use against poor behaviour. The Education Act 1997 gives schools legal backing to detain pupils after the end of a school session on disciplinary grounds.”*

Process for detention is as follows:

A lunchtime detention will be carried out the same day.

An after-school detention generally will be carried out the next day. Parents/carers will be made aware of this no less than 24 hours before the detention is to take place.

Exclusions

The Principal has the right to exclude a student if their behaviour is deemed serious enough and occurs on school premises or not. **What happens when a student is excluded?**

Parents/carers will be informed about an exclusion as soon as possible. Following contact a letter will be sent to parents/ carers, and if relevant the students’ school, specifying how long the student is excluded for and why.

Parents/carers should also be informed of how to [challenge the exclusion](#), if they want to.

Exclusions can start on the same day that the incident takes place. Parents will not be expect to collect their child straight away unless a major incident has occurred.

Risk of prosecution if a student is found in public place

For the first five school days of an exclusion, it is parental responsibility to ensure that student is not in a public place during normal school hours unless there is a good reason. Parents may be prosecuted if this rule is not enforced by parents.

Types of exclusion

There are two types of exclusion - fixed period (suspended) and permanent (expelled).

Fixed period exclusion

A fixed period exclusion is where a student is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they have changed school.

If a student has been excluded for a fixed period, The school will set and mark work for the first five school days.

If the exclusion is longer than five school days, the school will arrange suitable full-time education from the sixth school day e.g. at a pupil referral unit or other suitable place

Permanent exclusion

Permanent exclusion means a student is expelled. The local authority in which the student resides must arrange full-time education from the sixth school day.

There are two main reasons for exclusion: a serious breach of the school's behaviour policy, or a situation where it is feared that the safety and wellbeing, or education, of other students is at risk.

In line with the school's behaviour policy, the following actions constitute unacceptable behaviour and may result in permanent or fixed-term exclusions:

- verbal abuse to staff and others

- verbal abuse to students
- physical abuse to/attack on staff
- physical abuse to/attack on students
- indecent behaviour
- damage to property
- misuse of illegal drugs
 - misuse of other substances
- theft
- bringing dangerous objects into school with intent to cause damage eg fireworks
- 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
- unacceptable behaviour which has previously been reported, and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.

NB: additional behaviours deemed to be unacceptable may also be included in this list. Exclusion of students policy 2 Types of exclusion Permanent exclusion

Permanent exclusion is an extremely serious sanction, and a step taken by the school only as an absolute last resort. In most cases, permanent exclusion will be used only after various alternative strategies have been tried to improve behaviour but have been unsuccessful. There are, however, some situations in which permanent exclusion on the first offence is the only option.

These 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.

It may be necessary for the school to involve the police if the offence warrants it. All permanent exclusions will be reviewed by the governing body to ensure that they are justified and fair. The headteacher can withdraw an exclusion that has not yet been reviewed by the governing body.

Alternative education and exclusion

The school and/ or local authority will tell parents/carers and others about any alternative education that is arranged. It is parental responsibility to make sure the student attends the agreed provision.

Making a complaint (see complaints policy)

If alternative education is not arranged within five days, or the parent/ carer is not happy with the proposed education, they can complain to:

- The school for fixed period exclusions. The local authority in which the student resides for permanent exclusions.

If a parent/carer is not happy with the response to the complaint, they can complain to the Department for Education (DfE). They will need to demonstrate that they have followed the school or council's complaints procedure in the first instance.

Mobile Phones

- We advise students not to bring mobile phones into school.
- If phones are brought into school, they will not be used during lessons. If they are used students will immediately receive a warning, indicating that further use will result in a C3 warning from the staff member.
- As students are advised not to bring mobile phones into school, the school will not be liable for any loss or damage of a mobile phone. Time will not be spent investigating damage or loss as students take sole responsibility for their mobile phone security.
- Police advice states that it is reasonable for a member of staff/SLT to ask a student to reveal a message for the purpose of establishing whether cyber bullying/child sexual exploitation or another safeguarding incident has occurred.

Further to this, should the mobile phone contain inappropriate or malicious content it will be confiscated by law and will be handed over to the police for further investigation.

Uniform

- All pupils should abide with uniform policy. Staff should deal with uniform issues to ensure consistency of practice.
- Students who are wearing inappropriate uniform will be asked to cover up. If they are unable to do so, they will be provided clothing to improve things.
- Students who are picked up from home will be asked to return to their houses before getting into vehicle to ensure proper uniform is in place.
- The management team will alert parents/carers about uniform issues when they arise.

The following is deemed as acceptable uniform:

- Well turned out, clean and safe clothing that is fit for learning.
- No rude, vulgar slogans on clothing.
- Tops are not to show cleavage, mid-drift, or be see through.
- No caps, hats or hoods.
- No flip flops or sliders, sandals are fine if they are securely fitted.

The following procedure is in place if students attend wearing inappropriate clothing;

- Student is sent to the office.
- Students will be asked to cover up, if they are unable to do so, they will be provided with clothing to ensure this happens.
- The management team will alert parents/carers about uniform issues when they arise.

Monitoring;

All incident forms, fixed term and permanent exclusions will be reported to the board of trustees. Monitoring of exclusions, rewards and sanctions will be regularly undertaken to identify patterns by senior leaders. They will monitor patterns to learn lessons to inform improvement actions. The school will report to home schools or the Area Behaviour Partnership (ABP) the number of incident reports and exclusions. Analysis of exclusions, rewards and sanction outcomes and effectiveness implementation will be an agenda item at SLT meetings and board of trustees. Data analysis and recording will take account of whether the individual has special needs, is eligible for pupil premium funding, disadvantaged or vulnerable, race and gender type and whether the student is a young carer or is looked after.