



**Meole Brace School**

Achievement · Respect · Community

# Behaviour Policy

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Governor Committee: Standards, Curriculum and Welfare

Revised: July 2019

Next Review Date: July 2021



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## Statement of intent

We are a caring school committed to:

**Achievement** – We will develop the personal, social and academic skills of students to the highest standards. This will enable them to lead happy and successful lives, both at school and when they leave. We want our students to be self-confident, enjoy learning and be motivated to achieve the best they can, now and in the future.

**Community** – We will show care, consideration and courtesy towards each other valuing the contributions, achievements and traditions of all. We encourage carers, parents and members of the local community to be active in the life of our school. We want students to form positive relationships and to be able to work cooperatively with others.

**Respect** – We will respect ourselves and each other making positive contributions to our school and community. We want students to have a sense of self-worth with secure values and beliefs, so that they make informed choices understanding the consequences of their actions on themselves and others.

**“We treat others as we would like to be treated”**

and

**“Follow the instructions of staff so that every student can learn and every teacher can teach”**

These are key foundations to successful education at Meole Brace School. We believe that effective teaching and learning is achieved by reinforcing positive behaviour rather than highlighting negative behaviour. We are committed to the celebration of all success - academic, sporting, artistic, personal or social achievement.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Developing positive relationships with students to enable early intervention.

The aim of this policy is to promote a whole school approach to behaviour enabling the highest quality of learning for each student.

## Legal framework

1.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

1.2 This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

## Roles and responsibilities

2.1 The governing board has overall responsibility for:

- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH/LAC/LAC-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

2.2 The headteacher is responsible for:

- Establishing the standard of behaviour expected by students at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and students.
- Reporting to the governing board on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH/LAC/LAC-related issues that could be driving disruptive behaviour.

2.3 The SENCO is responsible for:

- Collaborating with the governing board and headteacher to determine the strategic development of behavioural and SEMH/LAC/LAC policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH/LAC policies to support students with SEND.
- Supporting subject teachers in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support.

2.4 Teaching staff are responsible for:

- Being aware of the signs of SEMH/LAC-related behavioural difficulties.
- Setting high expectations for every student and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential.
- Being responsible and accountable for the progress and development of the students in their class.

2.5 All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all students do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the headteacher, punishing students who display poor levels of behaviour. This responsibility includes the power to discipline students even when they are not in school or in the charge of a member of staff.

2.6 Students are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Abiding by the Student Code of Conduct.

2.7 Parents are responsible for the behaviour of their child(ren) inside and outside of school.

## Definitions

3.1 For the purpose of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression

3.2 For the purpose of this policy, the school defines “low level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

- Lateness
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework

- Disruption on public transport/whilst cycling to/from school
- Use of mobile phones without permission
- Graffiti

3.3 “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour”, depending on the severity of the behaviour.

3.4 “Challenging behaviour” is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour – e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of students
- Any behaviour that requires the immediate attention of a staff member

## **Smoking and controlled substances**

4.1 In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

4.2 Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of students and/or encouraging students to smoke.

4.3 Students are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

4.4 In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.

4.5 The school has a zero-tolerance policy on illegal drugs and legal highs.

4.6 Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag (available from the school office) and include details of the date and time of the confiscation and any witness/witnesses present. The staff member will store the sample in the school safe.

4.7 The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols.

4.8 The school will not hesitate to name the student from whom the drugs were taken to the police, and a full incident report will be completed.

4.9 Any further measures will be undertaken in line with the school's Child Protection and Safeguarding Policy.

4.10 Where controlled substances are found on school trips away from the school premises, the parents of the student, as well as the local police, will be notified.

## **Prohibited sexual harassment**

5.1 The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

5.2 Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "up skirting", "down blousing", or flashing
- Purposefully cornering or hindering an individual's normal movements
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
  - Accessing, downloading or uploading pornography
  - Sharing pornography via the internet or email
  - Creating or maintaining websites with sexual content
  - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

5.3 The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.



5.4 Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

5.5 The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

## **Items banned from the school premises**

6.1 The following items are banned from the school premises:

- Fire lighting equipment:
  - Matches, lighters, etc.
- Drugs and smoking equipment:
  - Cigarettes
  - Tobacco
  - Cigarette papers
  - Electronic cigarettes (e-cigs)
  - Alcohol
  - Solvents
  - Any form of illegal drugs
  - Any other drugs, except medicines covered by the prescribed medicines procedure
- Weapons and other dangerous implements or substances:
  - Knives
  - Razors
  - Catapults
  - Guns (including replicas and BB guns)
  - Laser pens
  - Knuckle dusters and studded arm bands
  - Whips or similar items
  - Pepper sprays and gas canisters
  - Fireworks
  - Dangerous chemicals
- Other items:
  - Chewing gum
  - Caffeinated energy drinks
  - Offensive materials (i.e. pornographic, homophobic, racist, etc.)

6.2 The Senior Leadership Team can use their power to search without consent for any of the items listed above.

6.3 Searches will be conducted by two members of staff, one of whom should be same-sex as the student, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

6.4 Staff members may instruct a student to remove outer clothing, including hats, scarves, shoes, boots and coats.

6.5 A student's possessions will only be searched in the presence of the student and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

6.6 A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

6.7 The school is not liable for any damage to, or loss of, any confiscated item.

6.8 The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

6.9 For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a student.

6.10 Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

6.11 The headteacher will always be notified when any item is confiscated.

## **Effective classroom management**

7.1 Common sense, courtesy and good manners are highly valued. Meole Brace School is a community in which we all show consideration and respect to other people and their property. Subject to reasonable adjustments (e.g. those made for students whose SEND may affect their behaviour), students will be expected to follow the school Student Code of Conduct which requires students to:

- Respect the rights of others
- Not be physically or verbally offensive to others
- Follow the school's rules and the rules for each work area
- Behave sensibly with a particular regard for safety
- Listen in silence
- Look after and respect our environment
- Arrive to school and lessons on time, correctly dressed, fully equipped and with your Homework Diary

- Attempt all work to the best of your ability.

7.2 In addition:

- Students should complete their homework on time
- Students should remain on site during the school day unless they have permission from their Community Leader
- Students should move around quietly, keeping to the left on corridors
- Students must wear correct school uniform
- A watch and one plain hoop or stud is acceptable jewellery. No facial piercing jewellery is allowed
- Students must not ride cycles on the school grounds – cycles parked in school are left at the owner's risk
- Students must not leave lessons without obtaining the permission of a member of staff. Students who have permission to be out of class should carry a 'pass card'. Students responsible for damage to the fabric of the school will be expected to pay part, or the whole of the cost of repair or replacement
- Our school is a no smoking school. Students smoking in school or when representing the school on the way to or from school should expect to be dealt with severely. Students found smoking on the bus face the possibility of being banned from the bus.

## **Routines**

7.4 The school understands that students work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine.

7.5 Teachers establish classroom routines at the beginning of the academic year in conjunction with students.

7.6 Routines may include activities such as the following:

### **Start of the Lesson:**

- Wait outside the classroom, line up quietly in single file
- Entering the room quietly and sensibly and go straight to their normal workplace, making sure that bags and coats are out of the way and are not causing an obstruction
- Taking out your equipment needed for the lesson
- Waiting quietly for your teacher's instructions/engage with the starter activity.

### **During the Lesson:**

- At any time during the lesson when the teacher speaks students listen carefully and in silence.

- Making sure students follow precisely all instructions about safety.
- Having the right equipment such as pen, pencil, ruler, homework diary and exercise book ready to hand.
- Not chewing and eating.

**End of the Lesson:**

- When told to do so, packing away your books and equipment, getting ready to leave with the minimum of fuss.
- Leaving your workplace tidy with the chair placed under the table and equipment/books put away as instructed.
- Standing behind your chair and, when your teacher tells you to do so, you may leave the room.

7.7 Teachers ensure that the routine remains consistent and is practised throughout the year to create a more productive and enjoyable environment.

7.8 Staff should follow the agreed non-negotiables found at appendix 3 as part of their classroom routine.

**Praise**

7.9 The school recognises that praise is key to making students feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive environment, and value amongst students.

7.10 When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only work produced.
- Perseverance and independence are encouraged.

7.11 Teachers ensure that praise is not given continuously without reason and only when a student's efforts, work or behaviour needs to be recognised.

7.12 Praise that is given is always sincere and is never followed with immediate criticism.

7.13 Teachers encourage students to praise one another, and praise another student to the teacher, if they see them modelling good behaviour.

## Rewards

8.1 The school understands that when rewards are used following certain behaviour, students are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all students are fairly rewarded

8.2 Teachers may implement different types rewards as they see fit with approval from the headteacher; however, as a general rule, the following rewards are used:

- Tokens and stickers
- Raffle tickets
- Certificates
- Class celebrations
- Lucky dips
- Phone calls, post cards and emails home

8.3 Rewards at Meole Brace:

### Community Cup

Each Community will be part of a yearly competition with community events and school wide events contributing to the community points total. The top Community will win a collective prize.

### Achievers of the Term

At the end of each term Community Leaders identify 20 students who have achieved a sustained high level of performance in that term; these students are recognised by the award of a certificate signed by the Headteacher. The certificate is sent to the student and her/his parents.

### Annual Evening of Excellence

At the end of the year each department and community nominates one person from each year group who has made a significant impact within school. The student and their parents are invited to the event and are part of an award ceremony with prizes distributed by the Headteacher.

### Other Rewards

- Tokens are collected by students and given by staff and put into hoppers at the front of school.
- Half termly totals are collected and the community with the most tokens win a reward day and school makes a £50 donation to the community charity.

- We have end of term Golden Ticket events for students who are nominated by staff for having performed exceptionally well.
- We hold a week of reward events for all students at the end of the year.
- Staff are able to individually reward homework by awarding KUDOS points through Show My Homework. These points are collated and feed into the community reward scheme.

## Positive relationships and approach

9.1 Positive teacher-student relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their students and create a strong foundation from which behavioural change can take place.

9.2 Teachers will enforce a number of strategies to establish positive relationships with their students – these may include:

- Welcoming students as they enter the classroom.
- Ensuring students understand what is expected of them.
- Creating a positive environment where every student feels comfortable and respected.
- Showing an interest in each student's interests, talents, goals, likes and dislikes, and their family.
- Engaging with students during lunchtime and break time.
- Focussing on using positive language when interacting with students to guide them towards positive outcomes rather than highlighting their mistakes.

9.3 Within the classroom, teachers establish clear expectations for manners and respect for students – this includes:

- Acknowledging and giving praise when a student demonstrates good manners.
- Encouraging students to treat others with respect by modelling the desired behaviour.
- Informing students of the importance of treating others the same way they like to be treated.

9.4 The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and students are taught to be resilient, reducing the likelihood of SEMH/LAC-related behavioural issues.

9.5 The school aims to promote resilience as part of a whole-school approach, using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

- **Teaching** – the curriculum is used to develop students’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for students’ health and wellbeing

## **The classroom environment**

10.1 In order to prevent poor behaviour, the school understands that a well-structured environment is paramount.

10.2 Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early – this includes:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see students’ faces, that students can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

10.3 Wherever possible, teachers avoid standing with their backs to students and ensure they have full view of the room at all times.

10.4 Before starting lessons, teachers ensure they have the full attention of all students, then explain the task clearly so all students understand what they are supposed to be doing.

## **De-escalation strategies**

11.1 Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a student’s escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the student and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the student a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened

- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”

## Physical Intervention

12.1 All members of staff have the legal right to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

12.2 Physical intervention may be appropriate in the following situations:

- A student attacks a member of staff or another student
- A student tries to, or does, conduct deliberate damage or vandalism to property
- A student is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
- A student is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
- A student leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
- A student is behaving in a way that is seriously disrupting a lesson, event or educational visit
- A student is behaving a way that is seriously compromising good order and discipline
- A student persistently refuses to obey an order to leave the classroom

12.3 Physical intervention will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

12.4 All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

12.5 Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

12.6 After an instance of physical intervention, the headteacher will be informed immediately and the student’s parents will be contacted – parents may be asked to collect the student and take them home for the rest of the day. The incident will be recorded on CPOMs.

12.7 Any violent or threatening behaviour will not be tolerated by the school and may result in an exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.



12.8 When using reasonable force in response to risks presented by incidents involving students with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

## **Managing behaviour**

### **Sanctions**

13.1 All teachers and staff in charge of students at Meole Brace School are authorised by the Headteacher to discipline students in line with the school's behaviour policy. There are a series of responses that the school will make to poor student misbehaviour, for example:

- Apology made
- Verbal reprimand
- Break time/lunchtime detentions
- Contacting parents
- Put on report
- Lunchtime isolation
- After school detentions
- Internal isolation
- Fixed term exclusion
- Permanent exclusion

13.2 This list is not exhaustive. Generally, the school will use a graded response. However, the school reserves the right to decide what they consider to be the most appropriate level of sanction, taking into account the severity of misbehaviour (including the impact on others) and the previous track record of the student. The overriding purpose of any sanction is change future behaviour.

### **Detention system**

13.3 The school operates a tiered detention system starting with break time detentions for minor incidents and moving to after school detentions for more serious offences. If a student misses one break time detention, they will be given an after school detention; if this is missed it changes into a day in isolation. After School Detentions are issued for the following day except for Thursdays when they will be issued for the following Monday. If a student receives two or more detentions in a week they will receive an SLT detention on Friday after school.

13.4 A 'late' detention is also run for students who are persistently late to school and/or lessons.

### **Report System**

13.5 In the event of a student exhibiting unacceptable behaviour either in or out of the classroom, a range of report options is available to monitor the student and address any issues identified. A student may be placed on report to his/her Form Teacher, Community Leader or a member of the school's Senior Leadership Team (SLT). All report referrals are logged on CPOMS. The duration and focus of a report are flexible and this ensures both an effective and prompt response by the school to each individual case. Contact home

during a report process is important as it maintains the student's focus and keeps parents involved in the welfare of their child.

### **On Call System**

13.6 The school operates an emergency 'on call' system where a member of staff will, in extreme circumstances, call for the assistance of a member of staff to remove a pupil from the area. This will help to diffuse the situation and allow time for facts to be established and a decision to be made on the appropriate course of action. It would be exceptional for the 'on call' teacher to be sent for unless all other strategies have been employed.

- The on-call system is designed to support teachers during lessons by aiding them to, either, reintroduce students back into the classroom, remove students from the classroom and arrange a target setting meeting.
- Staff 'on-call' will need to pick up a radio from reception at the beginning of their designated session. These must be returned at the end of each session. This is very important; please do not rely on the phone system.
- A logbook must be filled in for each incident dealt with. This information will be passed to Community Leaders at the end of each day, if required
- If a student is removed from a lesson the on-call staff need to take the student to a senior or middle leader for the duration of that period.

### **Internal Isolation**

13.7 The school operates an inclusion policy and tries to deal with unacceptable behaviour in school wherever possible. For repeated failure to adhere to school expectations, or for a serious offence internal isolation may be used. Students are placed with a member of staff, in their teaching room, and are provided with work to complete during the isolation period.

### **Exclusion**

13.8 For repeated failure to adhere to the school behaviour policy, or for single serious offences, a student may be excluded from school for a fixed period of time. If the decision is taken to permanently exclude a student, it is seen as the final step in the process of dealing with disciplinary offences. There may however be exceptional circumstances where, in the Headteacher's judgment, it is appropriate to permanently exclude a student for a "one off" offence. These include:

- serious actual or threatened violence against another student or member of staff.
- carrying or supplying an illegal drug.
- carrying an offensive weapon.

13.9 When dealing with all exclusions, either fixed term or permanent, the Governing Body adheres to the DfE guidance on exclusions.

## Step System

13.10 We have a consistent approach to managing challenges within school. All staff and students adhere to the following system:

Step	Description	Teacher Action
Step 1	First disruption by the student	Warning
Step 2	Second disruption by the student	Warning and name recorded on <b>yellow</b> . Possible move to another area of classroom.
Step 3	Third disruption by same student	Student sent to stand outside and name recorded on <b>red</b> . After 3/4 minutes, teacher discusses behaviour with student outside the room. Remind student of consequence of moving to Step 4. Student returns to lesson. Teacher records incident on SIMS.
Step 4	Student disrupts again	Student removed from lesson to other identified classroom, usually within the department and/or room of STL. ASD issued by teacher. Teacher records incident on SIMS.
Step 5	Student misbehaves in classroom they have been moved to	On-call used. Student removed. Internal isolation and parents informed. Teacher records incident on SIMS.

N.B.

Other than for Step 5, on-call should only be used for serious events.

Students persistently offending at Steps 3 and 4 in a variety of subjects will be dealt with by their Community Leader – e.g. on report, parents in for meeting, etc.

Break detentions are to be used for lack of work in lesson or no homework.

## 14. Behaviour off school premises

14.1 Students at the school must agree to represent the school in a positive manner.

14.2 The guidance laid out in the Student Code of Conduct applies both inside school and out in the wider community, particularly if the student is dressed in school uniform.

14.3 Staff can punish students for misbehaviour outside of the school premises.

14.4 Staff may discipline students for misbehaviour off the school premises when the student is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a student at the school.

14.5 Staff may also discipline students for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another student, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

14.6 Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.

14.7 The school will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.

14.8 In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the student has returned to the school premises or when under the supervision of a member of staff.

14.9 Complaints from members of the public about misbehaviour by students at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

## Appendix 1

### Actions and Consequences

Some examples of standard punishments at Meole Brace School

	Break/Lunch Detention	Lunchtime exclusion	After School Detention	SLT Detention	Internal Isolation	External Exclusion
Reprimand/continuing problems with homework	✓		✓	✓	✓	
Poor attitude to learning/lack of effort	✓		✓	✓	✓	
Misuse of planner	✓	✓	✓	✓		
Disrupting lessons	✓		✓	✓	✓	✓
Persistent lateness	✓	✓	✓	✓	✓	
Eating/chewing in class	✓		✓	✓	✓	
Incorrect uniform e.g. wearing trainers	✓		✓	✓	✓	
Bad language	✓		✓		✓	✓
Extreme appearance e.g. hair colour		✓			✓	
Wearing jewellery	✓	✓	✓	✓	✓	
Wearing excessive make-up	✓	✓	✓	✓	✓	
Poor behaviour out of lessons e.g. in the canteen	✓	✓	✓	✓	✓	✓
Poor behaviour on bus or whilst coming to and from school e.g. by bike	✓	✓	✓	✓	✓	✓
Possession of smoking materials, e-cigarettes, alcohol					✓	✓
Associating with those who are smoking (etc)		✓	✓	✓	✓	
Possession of drugs						✓
Blatant rudeness to any member of staff/defiance		✓	✓	✓	✓	✓
Fighting/aggressive behaviour	✓	✓	✓	✓	✓	✓
Possession of an offensive weapon						✓
Bullying, including cyber-bullying	✓	✓	✓	✓	✓	✓
Inappropriate use of social media/photographs		✓	✓	✓	✓	✓
Racism or homophobic language				✓	✓	✓
Deliberate vandalism		✓		✓	✓	✓
Theft					✓	✓
Acts likely to endanger others	✓	✓	✓	✓	✓	✓
Failure to report for breaktime/lunchtime detention			✓			
Failure to report for after school detention				✓	✓	
Use of mobiles phones (etc) – see separate rules		✓	✓	✓	✓	

## **Appendix 2**

### **The Student Code of Conduct**

#### **Contribute to a happy school by:**

working to the best of their ability in lessons and on homework tasks and ensuring that all work is submitted on time

show kindness to those in our school community

#### **Show respect for others by:**

being polite to each other and not bullying, fighting or name-calling

being polite to staff and listening to and carrying out instructions

#### **Be responsible by:**

doing nothing to endanger a healthy, safe and secure environment

ensuring banned items are not brought to school

keeping the school buildings and grounds clean and tidy, moving about school in a sensible manner, avoiding areas which are deemed out of bounds.

#### **Ensure the best possible attendance and punctuality**

#### **Promote a positive image of the school by:**

taking a pride in their appearance, being smartly and correctly dressed for any school activity and when travelling to and from school

behaving in a sensible and courteous manner when travelling to and from school

being polite and courteous to visitors

## **Appendix 3**

### **Non-Negotiables:**

We all need to apply these non-negotiables in a consistent way:

- 1) Climate: Meet and greet, (ideally) at the door. You set the tone for the lesson and bring positivity from outset.
- 2) Rules: Enforce the school rules on entry: uniform, chewing, phone/headphones, seat plan, equipment etc.
- 3) Smart Start: There should be a challenging activity for students ready to engage with.
- 4) Pride: Demand high levels of engagement from ALL and reinforce your expectations for high achievement. No excuses or exceptions.
- 5) Respect: We want an environment of mutual respect, manners and courtesy. Everyone needs to speak and listen in a polite way.
- 6) Effort: Celebrate effort, mistakes and struggles through positive language. Build trust and relationships.
- 7) Finish: End lessons well. Students should stand behind their chairs and leave the classroom in an orderly fashion.