

The Grove Academy

Behaviour Policy Document

Policy written:	April 2005
Policy compiled by:	Jane Reichert
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Appendices Added :-

- 1) Positive Handling
- 2) Points criteria Overview
- 3) Detention system Overview

Overview

As a Delta Academy, The Grove has adopted the behavioural policies published by the Delta Academies Trust: the Delta Behavioural Policy.

Violence, abusive or threatening behaviours are not unacceptable; see the Delta Violent and Abusive Behaviour Policy. The wellbeing and safeguarding of all staff and pupils is taken very seriously in line with national and Delta guidelines. Academy staff are trained in de-escalation and physical restraint techniques; in accordance with The Grove's Physical Intervention Policy.

This document outlines the specific Grove academy approaches to behaviour and those areas in which the Grove differs from these published Delta policies.

General Statement

The Grove is committed to ensuring that all staff and pupils are safe to learn and develop as human beings, free from the fear of any form of bullying, intimidation or verbal and physical aggression; see Delta Behavioural Policy.

Our culture is one of tolerant inclusivity and acceptance as outlined in our student code of conduct. The Grove prides itself on having high aspirations for all its pupils in terms of academic achievement, personal challenge and self-regulated behaviour.

Behavioural Approaches

As a pupil referral unit, The Grove is committed to understanding and addressing the underlying factors that influence socially-unacceptable pupil behaviour and which lead young people to being excluded from school. However, we have high expectations of pupil behaviour and patiently instil personal and social behavioural boundaries; we do not tolerate any forms of anti-social or abusive behaviour.

The Grove does not use the mainstream Delta 'consequence' system. Instead, each pupil has a weekly record book that records their attitude to learning and social behaviour using a points-based system. This is linked to a motivational system of extrinsic rewards and sanctions. Behaviour is reviewed weekly with pupils, who are encouraged to reflect on their behaviour and identify targets for improvement.

The ultimate aim of the Grove is to create a culture that facilitates the growth of intrinsic motivation for all its pupils. This is fostered by the curriculum and extra-curricular activities, as well as the personal development programme and reflective activities in pastoral groups.

The Grove offers:

- an initial placement meeting in which centre expectations and a pupil code of conduct based on the principles of mutual respect and tolerance are shared with parents/carers and the young person.
- a curriculum that puts an emphasis on therapeutic approaches to creativity, collaborative working, self-respect and social responsibility. All pupils are encouraged to reflect on their behaviour.
- numerous opportunities to learn outside the classroom and participate in challenging outdoor education opportunities that encourage the development of individual character, a sense of stewardship for the natural world and collective responsibility to other people.

- appropriate psychometric testing and uses the Strengths and Difficulties (SDQ) questionnaire to explore possible socio-emotional or cognitive factors that may influence behaviour.
- access to a Just B worker to discuss their problems and reflect on ways of improving their behaviour.
- an educational plan for each pupil that uses an evidence-based approach to tackling challenging behaviours.
- committed staff who receive regular training by mental health and psychological professionals based on the best practice of cognitive and developmental psychology and mental health.
- multi-agency collaboration with health care, social services, CAMHS and other mental health professionals to improve outcomes for pupils..
- weekly updates to parents on behaviour and attitude to learning
- close home-school liaison to address problem behaviours with regular reviews involve all relevant agencies.
- a pragmatic approach to sanctions tailored to the needs of the young person.
- a sophisticated data monitoring systems to enable staff to track student progress and behaviour.
- a dedicated Behaviour and Inclusion worker and Educational Welfare Officer who facilitate pastoral and family support, good attendance, communication with multi-agencies and structured support for school re-integration.
- an engaging and creative SMSC programme that emphasises communal responsibility and British values.
- a commitment to ongoing staff training in psychological and therapeutic approaches to working with student with behavioural and mental health challenges.

Physical Intervention

Staff at The Grove are deeply committed to the well-being of all pupils. There are occasions where staff will make a dynamic risk assessment that the physical handling of a pupil is necessary. This will only be undertaken when all other de-escalation techniques and options are exhausted.

Staff at the Grove take twice yearly training in de-escalation techniques and physical handling by a Securicare qualified instructor; only appropriately-trained staff can participate in the physical handling of students. Staff training is accredited by the Institute for Conflict Management.

As part of their continuous professional development, staff also receive ongoing training by various psychologically-trained and mental health professionals in a range of SEMH and cognitive factors such as attachment, trauma or autism, for example, that explain the underlying causes of challenging behaviour.

As a pupil referral unit, all staff act strictly in accordance with the DFE guidance on the use of reasonable force and in compliance with the Delta MAT behaviour policies, as well as our own Physical Intervention Policy.

Any use of reasonable force is a last resort after all other means of managing the situation and compromise options to the student have been exhausted. When such incidents occur they are subject to MAT scrutiny and are recorded according to statutory requirements in a Bound and Numbered book. Staff always undertake a review of such physical incidents to ensure that procedures and guidance were correctly followed and to reflect on the lessons learnt for future best practice

Department for Education Guidance for The Grove Academy staff:

What is reasonable force?

1. 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 pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil 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.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. 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 pupil.

Who can use reasonable force?

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

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils 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.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil 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.

Source: Use of reasonable force: Advice for headteachers, staff and governing bodies July 2013; reviewed July 2015 <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

APPENDIX 1 – POSITIVE HANDLING POLICY



**The Grove Academy
Policy Document for Positive Handling**

Policy Reviewed:	November 2014
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Author:	Samantha Campbell
Policy Reviewed:	Catherine Farrell John Warren Feb 2016
Policy Reviewed:	Catherine Farrell John Warren Feb 2017
Policy Reviewed:	John Warren SLT Feb 2018

The guidance in this policy, on the use of force to control or restrain pupils in exceptional circumstances, applies to all staff working at the The Grove Academy at the direction of the Principal. It has been written in conjunction with updated guidance/legislation as per The Use of Force to Control or Restrain Pupils – DCSF publication, 2010

It is the policy of The Grove Academy that, under normal circumstances, the use of physical restraint in relation to controlling young people should be **absolutely avoided**.

The purpose of this policy is to clarify the situation for adults working with children and prevent any misunderstanding of their intentions.

It is accepted that there may be many situations where it is necessary to physically assist a pupil in the course of work. Examples of these would be a PE teacher assisting a pupil who is doing a difficult manoeuvre or giving support to an injured child. Perhaps the situation may arise that a member of staff involved in an outdoor education activity needs to assist a pupil in a strange environment. Younger pupils, and those exhibiting distinct special educational needs may require additional and specific physical assistance. In all cases, any action should be done carefully to avoid any misunderstanding.

Circular 10/98, followed up by 'Positive Handling Strategies for Pupils with Severe Behavioural Difficulties', allows for the physical restraint of pupils in exceptional situations. This must **not** include any form of corporal punishment (which is against the law) and should be limited to the force absolutely necessary to prevent injury to the pupil or any other member of staff, causing damage to property or behaving in a manner that is severely disruptive to a well-ordered lesson or activity.

Only staff who have been **fully** trained in the two day Securicare programme have authority to use limited force to support pupils in situations which require it. In the first instance, supervisors, ancillary staff and teaching assistants, should not use any sort of force but should seek immediately help from teaching staff. Teaching assistants may, however, assist any member of teaching staff once they have intervened. It is the expectation of the Principal, however, that if a pupil is putting themselves, or another, at direct risk (such as running onto a busy road for example) then staff should take immediate and necessary steps to ensure the welfare and safety of the young person(s). Under such circumstances, an immediate response would be required from any adult regardless of whether they had attended a Securicare programme.

If self-defence is required, then all staff are authorised to use the **minimum** force necessary. The force used must be proportionate and a well-judged adult would think it is a suitable response. It should **always** be the last resort and should never be used in anger or to inflict pain.

Staff must only use force to control or restrain pupils where absolutely necessary and in such a way so that they are not prevented from breathing and they must not be slapped, kicked or punched. Pupils must never be held face-down to the ground or pulled by hair or ears. Procedures must avoid causing unnecessary injury to the young person although, on occasion, restraining a pupil may result in reddening to their arms.

In Practice

If physical force is used in relation to a pupil, the Principal, or senior member of staff, must be notified **immediately**. The name of the pupil and details of the incident must be recorded on a Physical Intervention Form found in shared data and stored in the pupil's pupil information file in shared data. A copy must be forwarded to the Principal. Properly filled in, and following the criteria on the form, this form will hold a full record of the antecedents, what happened, who was involved, the follow up and the reactions of those involved. The incident should be written up and filed within 24 hours, the most senior member of staff available informed immediately (even if a copy has been forwarded to the principal) and parents/carers contacted as soon as possible after the event. Parent/carer comments/reaction must be noted in the form in the relevant section.

Wherever possible, parents/carers should be notified before the pupil gets home.

In the event of a complaint, the Principal or senior member of staff will follow the normal complaints procedures of The Grove Academy (these follow SPTA guidance).

In General

There is a rolling programme of Positive Handling training and staff are adept at defusing situations without the use of force. The Circular 10/98 and Use of Force guidance should not suddenly increase the need for physical intervention. Staff must continue to use the support mechanisms available to defuse impending problems.

Severe Behavioural Difficulties

All staff should adhere to the following guidance when dealing with pupils who display severe behavioural difficulties. From September 2010, all 'high-risk' pupils will have a completed Risk Assessment which should follow them from their previous educational provider. As per the usual processes involved with pupil familiarisation, staff must make themselves aware of the content of pupils' Risk Assessments in order to ensure that best practice is followed. In exceptional cases where no Risk Assessment follows and/or there is no evidence of previous 'risk', serious behaviours and associated measures that have assisted in the de-escalation of an incident must be written in to an individual's plan as a matter of urgency. The Grove Academy SENCo is responsible for the coordination of all pupil Risk Assessments and pertinent information must be passed to her, in detail, as a priority. The Grove Academy pupil Risk Assessment is written as a Behaviour Protocol, blank copies of which are in each pupil's information file in shared data and which are rolling, working documents in terms of behaviour and risk and filled in when appropriate.

Force should normally only be used as a last resort and it is essential that it is seen as just one element of the The Grove Academy's behaviour policy.

Staff deserve The Grove Academy's full support, both in practical and emotional terms, to work appropriately and safely in often highly charged situations. The pupil's best interests must always be taken into account. For example, if a pupil is attacked by a classmate and would be likely to suffer serious injury if the aggressor was not restrained, use of physical force would be necessary.

Those staff who need to use reasonable force should bear in mind the pupil's sensitivities and sensibilities, their likely perceptions, emotional state and levels of understanding. Different approaches may be necessary depending on age, gender, level of physical development and the characteristics of their special needs. Previous life experiences and reactions to The Grove Academy environment may also have a bearing. It is essential that staff are aware of any flash/triggers that may cause a pupil to behave in an inappropriate way and plan to manage that risk.

What is Reasonable Force?

As Circular 10/98 makes clear, the use of force will only be lawful if the circumstances of the particular incident warrant it. If not, the use of **any** force would be unlawful. Therefore, force could not be used to prevent a trivial misdemeanour neither should it be used as a punishment. The degree of force must be used in proportion to the circumstances, or the consequences it is intended to prevent. Any force should always be the minimum required to achieve the desired result. The use of force in response to the threat to trivial property is unlikely to be justified, e.g. a pupil snapping a pencil end on purpose.

Corporal Punishment

Physical intervention should **never** be used as a punishment. It is **illegal** to use corporal punishment in any school

Safety of Staff

Staff should always be mindful of their own safety and that of their pupils when dealing with potentially dangerous situations. Guidance cannot attempt to provide detailed advice on how to act in particular circumstances. Training in behaviour management and advance planning can only be of help to staff facing these situations.

Behaviour management is an issue for staff, pupils and their parents/carers. The use of physical intervention techniques is one aspect of behaviour management. Although physical intervention may be needed to resolve a particular situation, the long-term aim must be to help pupils manage and control their own behaviour.

Considerations Before Using Physical Intervention

The following key points should be considered before using physical intervention:

- The use of physical restraint should only be used as a **last resort** if all else fails to safeguard the child and other pupils and/or staff. Every effort should be made to look for effective ways of defusing difficult situations.
- The circumstances in which the use of force is appropriate can include those where it is imperative that pupils comply with instructions i.e. “stop hitting” etc.
- In the overwhelming majority of cases, staff should first give the pupil a warning, a clear direction and the opportunity to comply.
- Staff should attempt to follow a step-by-step procedure starting following ‘prompting’, ‘guiding’, ‘escorting’ and finally, ‘restraining’ actions although it is clear that, in certain circumstances, staff may need to ‘bypass’ initial phases.
- In most cases, force will not be justified in order to obtain compliance because other strategies will work if the issue is not serious enough to demand it.

What the Law Says

The following is a copy from the Criminal Law Act:

A person may use force as is **reasonable** in the circumstances in the **prevention** of crime, or in affecting or assisting in the lawful arrest of offenders or suspected offenders or of persons unlawfully at large.

‘A jury must decide whether a defendant honestly believed that the circumstances were such as required him to use force to defend himself from an attack or threatened attack. The jury then has to decide whether the force used was **reasonable** in the circumstances’. (R. v Owino 1996 and confirmed in DPP. V Armstrong-Braun 1998)

Exceptions to the Principle of Force as a Last Resort

Records of incidents involving particular pupils (those who may have a history) will sometimes show set patterns of behaviour. If left unchecked, this could lead to a dangerous or disruptive situation. In such circumstances, a mild degree of physical intervention at an early stage could be reasonable. Records of incidents and Risk Assessments must be reviewed regularly to ensure early intervention is only ever used when justified. It is the request of the Headteacher that staff should not physically restrain a ‘violent’ pupil. The policy is to enable the young person to ‘walk’ or, indeed, ensure the safety of other youngsters who may be present. **It is not suitable for staff to restrain a ‘violent’ pupil, in the first instance.**

It is useful to think in terms of strategies being grouped in gradients of control (prompting, guiding, escorting, restraining). For some pupils the gradient may be quite steep, allowing the option to use physical intervention to be reached relatively quickly. The use of physical intervention should never be seen as an inevitable outcome. These strategies are discussed with all parents/carers upon the offer of a placement at The Grove Academy.

Sexual Abuse

A number of pupils who attend The Grove Academy have been sexually abused in the past. Staff should therefore endeavour to avoid the use of physical intervention, which may have sexual connotations or remind pupils of situations in which they were abused.

Reintegration of a Pupil into Mainstream

Physical intervention is part of a wider behaviour management policy. All pupils who return to mainstream schooling have a formally recorded Behaviour Protocol which includes behaviour management advice written by their key teacher, which is then passed on to a key person during transition. Amongst other things the document outlines strategies which can be adopted to diffuse situations in order to aid the pupils' integration.

Recording Incidents

This section includes general advice on recording information about serious incidents. It must be used in conjunction with SPTA and The Grove Academy's standing instructions in respect of Child Protection/Safeguarding where there is detailed guidance on how to report cases where abuse is suspected.

These are not issues where staff can 'go it alone'. Immediate reference must be made to the staff who have responsibilities in these matters and procedures must be followed.

Incident Reporting

In addition to the various forms of reporting, which is part of the general work of The Grove Academy in relation to curriculum and pupil welfare, The Grove Academy has a system for recording incidents of a more serious nature which may arise in dealing with pupils whose behaviour can be challenging, difficult or even dangerous.

All incidents of a physical nature from guiding to stage one or two holds, or where a pupil is violent against others or property must be recorded on the Physical Intervention form and saved in the pupil information file and a copy sent to the Principal.

Careful attention to this will ensure that the rights of staff and pupils are fully protected and it will also provide evidence which will help in the determination of what might be done to best help those involved.

The following framework is not intended as a definitive approach but it does include some of the key issues which should be considered:

What to Report

ALL incidents requiring:

- exclusion from an ongoing activity
- a physical restraining intervention

or of:

- self-absenting behaviour
- assault on peers or staff
- behaviour requiring the supporting intervention of colleagues
- use of physical barriers to restrict movement around the building (eg locking certain doors)

other disturbing or disruptive incidents/behaviours should be recorded at the discretion of individual staff or at the request of senior staff

Each record should be completed as soon as possible after the event (certainly within 24 hours) and be limited to one specific incident. It must be clearly stated whether the incident is a cause of concern because it is representative of the typical behaviour of the pupil or significant because it is strikingly different from their usual behaviour.

Each report should contain details which take into account the following headings:

Antecedents

It is important to provide a sufficiently full description of the setting to give the event meaning. It should include details of location, on-going activity, behaviour/proximity of peers, role of adult and specific interactions that may have contributed to the incident.

Behaviour

Detail the precise, observable problematic behaviour and at whom it was directed. If the behaviour was reported by someone else and not observed, make this clear.

Intervention

Describe the initial adult intervention/response to the behaviour, which may include planned ignoring. Was the pupil reprimanded verbally, restrained, required to leave the group, confronted directly and defused by humour?

Response

What was the pupil's response to the initial adult intervention? Did they respond in an aggressive way, were they verbally insolent or tearful? Was the situation escalated, defused, or complicated by the adult's action?

Consequences

- How was the incident resolved?
- Were other adults/pupils involved?
- What further action is to be taken?

Interpretation/Analysis

The report can include interpretation and evaluation, but this should be clearly separated from the descriptive, factual observations. Non-judgmental words should be used wherever possible in describing the event and interpretations should be expressed in tentative terms only. This might include, upon reflection, an analysis of the writer's part of the incident

Further Action

Further action which the writer intends to take, or wishes to have considered/approved by senior staff.

Reporting Format/System

Reports are to be made using the appropriate Physical Intervention proforma as detailed above. Once written, the report must be passed to the headteacher or senior member of staff where it will be read and discussed. Parents/carers must be informed **immediately** and in a sensitive manner in order to avoid confrontation or upset. If necessary, parents/carers will be invited into The Grove Academy in order to discuss the matter further. The appropriate documentation will be filed in the pupils' records. Following any incidents of a concerning nature, staff will meet to discuss ways forward in order to avoid/prevent similar experiences in the future.

Any member of staff who has concerns with regards to handling pupils in difficult situations should seek advice from a senior member of staff as a matter of urgency.

APPENDIX 2 - Points Criteria Overview

Teacher reference criteria	Positive Behaviour			Disruptive behaviour	
	Gold	Silver	Bronze	Inadequate	Poor/incident
	Excellent	Good	Satisfactory. Possible warning: ('first chance')	Unsatisfactory. Two warnings ('second chances') and possible sanction	Poor/disruptive. Verbal warnings, sanctions and centre support staff involvement
	5 points	4 points	3 points	2 points	1/0 points
Lesson points	<ul style="list-style-type: none"> No teacher prompting; excellent – exemplary behaviour Remains focused despite the behaviour of others 	<ul style="list-style-type: none"> Minimal prompts; very good – excellent behaviour Enthusiastic and positive in lesson 	<ul style="list-style-type: none"> Several prompts; satisfactory - good behaviour Only minor lapses in behaviour Work rate is at least satisfactory May be given a 'first chance' verbal warning 	<ul style="list-style-type: none"> Frequent prompts; affects the learning of others Frequent lapses in behaviour that prevent completing lesson tasks Requires 'second chance' warning and sanction 	<ul style="list-style-type: none"> Persistent refusal to comply Persistent and serious disruption of lesson Requires 'chances', sanctions and centre support staff involvement
Show positive attitude to learning	<ul style="list-style-type: none"> Self-motivated, independent learning with minimal staff guidance Tries to problem-solve independently before asking for help Takes risks through asking or responding fully to questions or discussing with others Expresses own ideas Maintains work rate throughout lesson, following all task without digression, procrastination or distraction Pushes him or herself to succeed, such as completing extension work 	<ul style="list-style-type: none"> Enthusiastic attitude to work (possibly over-eager on occasion) Works collaboratively with others Does not adversely affect the pace of the lesson or the completion of lesson objectives Engages positively with set tasks, although may require some support or scaffolding Some independent work with only occasional refocusing from staff Completes all set tasks and asks for help if necessary 	<ul style="list-style-type: none"> Generally interested and motivated but may require pushing from staff May be slow or reluctant to get started at first, but then works well May be given a 'first chance' warning which results in subsequently good behaviour Generally completes work, but may be passive rather than active; reactive rather than proactive Tries to negotiate for easier work Interrupts the flow of the lesson from time to time May make repeated and unnecessary demands for attention or help rather than tackle task following teacher advice 	<ul style="list-style-type: none"> Frequently refuses to work: may have head on desk or may be 'hyperactive' and unable to settle Lethargic and unwilling to engage. Needs frequent cajoling to attempt work 'Stop-start' approach to work; frequent digression or deflection behaviour to avoid work evident Frequently attempts to negotiate with staff instructions Does not engage with others in the group Disputes teacher advice and/or unwilling to accept advice or support Requires warning or sanction to motivate them to work 	<ul style="list-style-type: none"> Persistently refuses to engage with lesson or complete work Disruptive of other students or 'shut down' or refusing to speak or comply with instructions; or even 'blanking' staff Attitude is persistently or stubbornly defiant Persistently refuses to work. Persistently argumentative Does not respond to warnings or sanctions. Behaviour requires centre support staff intervention

<p>Show positive social behaviour</p>	<ul style="list-style-type: none"> ▪ Arrives on time ready to work without prompting ▪ No requests for drinks or toilet ▪ No inappropriate use of equipment ▪ Listens respectfully to the views of others and works effectively within groups, perhaps, taking lead role ▪ Polite and well-mannered to both staff and students ▪ No swearing or inappropriate comments. 	<ul style="list-style-type: none"> ▪ Arrives on time ▪ Overall, complies with routines with only one or two prompts in the lesson ▪ Generally polite and well-mannered, interacting with staff and students with respect ▪ Any impoliteness or over-familiarity will be good-natured rather than malicious, and the student responds positively to staff advice ▪ No swearing at people. Self corrects. 	<ul style="list-style-type: none"> ▪ Arrives on time: possible prompt ▪ Good-natured and compliant overall, but prompts required ▪ May misuse equipment or doodle on yellow book ▪ Some inappropriate behaviour but apologetic in attitude; remains polite and respectful overall ▪ Swearing is uncommon and exclamatory rather than used maliciously ▪ May be some banter with other students, but stops if directed by teacher ▪ Allows teacher to help them although may be impatient or demanding at times. 	<ul style="list-style-type: none"> ▪ Late to lesson (5-10 min) ▪ Leaves lesson ▪ inappropriate use of equipment / student book requiring frequent staff intervention ▪ Persistent nagging for drink or toilet ▪ Frequently argumentative with staff or students ▪ Some swearing at either staff or students ▪ Manner may be hostile and uncooperative ▪ Stubborn refusal to comply or demands attention without respect for the needs of others ▪ Requires warning or sanction to motivate them to behave ▪ Exacerbates behavioural situation when teacher is dealing with other student's behaviour 	<ul style="list-style-type: none"> ▪ Persistently defiant in following rules and routines ▪ Very late to lesson(10+ min) or refuses to attend ▪ Leaves lesson without permission more than once ▪ Inappropriate and destructive treatment of equipment ▪ Behaviour seriously impacts on the learning of others ▪ Behaviour is aggressive, hostile or threatening and impacts negatively on the wellbeing and learning of other students or staff ▪ Aggressive and repeated swearing. Incites or encourages another student's disruptive behaviour
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<p>Personal learning target</p>	<ul style="list-style-type: none"> ▪ Target is met 100% of the time; no teacher prompting ▪ Remains focused despite the behaviour of others 	<ul style="list-style-type: none"> ▪ Target is met at least 90% of the time ▪ Occasional teacher prompts or scaffolding ▪ Only occasional digression 	<ul style="list-style-type: none"> ▪ Target is met at least 75% of the time; Several teacher prompts ▪ May be given a 'first chance' verbal warning 	<ul style="list-style-type: none"> ▪ Target is met less than 75% of the time; frequent teacher intervention ▪ Requires 1st and 2nd chance verbal warnings and sanctions. 	<ul style="list-style-type: none"> ▪ Does not meet target ▪ Requires 'chances', sanctions and centre support staff involvement
<p>Sanctions applied</p>		<ul style="list-style-type: none"> ▪ Informal prompts on behaviour or attitude to work. 	<ul style="list-style-type: none"> ▪ May be given a 'first chance' verbal warning 	<ul style="list-style-type: none"> ▪ Breaktime or after school detention may be given (or similar in-class sanction) following two verbal warnings. 	<ul style="list-style-type: none"> ▪ Student removed from class ▪ 1 mark may be given at teacher's discretion if student showed some element of compliance; for example, they completed work following removal from lesson.

Student guide Lesson Points	Positive behaviour			Disruptive behaviour	
	Gold	Silver	Bronze	Inadequate	Poor/incident
	5 points	4 points	3 points	2 points	1/0 points
	Outstanding	Excellent	Good Possible 1 st chance	Unsatisfactory Two chances and possible sanction such as minus points	Poor & disruptive Chances, sanctions and centre support staff involvement.
Demonstrate positive attitude to learning	You are willing to work independently. You take the lead in class discussions, but listen respectfully to others, too. You cooperate fully with the teacher.	You are positive and enthusiastic in attitude. You work well with others and do not interrupt the teacher or the learning of others.	You are generally interested in the lesson but may require pushing from staff. You may be slow or reluctant to get started at first, but then work well. May be given a 'first chance' verbal warning which subsequently results in good behaviour.	You are too tired or unwilling to work. You may have head on desk and refuse to work. Or, you may be 'hyperactive' and unable to settle. You argue with the teachers and other students.	You refuse to engage with the lesson or complete work. You disrupt others or 'shut down', refusing to speak or do as you're told; You may 'blank' staff. You are stubbornly and persistently defiant.
	You work hard throughout the whole lesson, even when others are misbehaving. You push yourself to learn and think for yourself before asking for help. You do not try to avoid work and look to complete extension work.	You can work on your own, but may need some teacher help or a reminder to work. You ask for help when you need it rather than give up, and complete all set tasks.	You do some work, but may look for 'easy way out' work. At times, you try to avoid working hard by talking too much or giving up too easily. You don't always listen to the teacher's advice.	Your teacher has to keep telling you to work. You try to avoid work by talking too much. You argue with advice or won't accept staff help.	You refuse to work and/or argue aggressively with instructions. You do not respond to warnings or sanctions. Your behaviour requires centre support staff intervention.
Demonstrate positive social behaviour	You arrive on time ready to work with a positive 'can do' attitude without the teacher telling you how to behave. You do not ask for drinks or toilet breaks and do not misuse equipment.	You arrive on time and respect all class routines with maybe an occasional teacher reminder. You do not have a 'CBA' or apathetic attitude.	You may be slow to attend lesson. You generally respect class routines with teacher reminders. You sometimes use equipment inappropriately, such as doodling on books or throwing things. Your behaviour has only minor 'silly' lapses.	You are 5-10 minutes late to lessons or from breaks. You request the toilet immediately after break. You keep nagging for drinks or to go to the toilet during lesson. You leave the lesson without permission. You damage equipment or books.	You are significantly late to the lesson or refuse to attend. You try to leave the lesson more than once. You are persistently defiant in following rules and routines. You misuse or damage equipment.
	You work well with others in group work, treating everyone with respect and kindness. You are polite and well-mannered to both staff and students with no swearing or inappropriate comments.	You are polite and well-mannered, interacting with staff and students with respect. Any impoliteness or over-familiarity with staff will be good-natured rather than rude, and you will correct your behaviour without arguing. You do not swear.	You are polite and respectful overall. Swearing is rare and not done to insult people. You can be too demanding of the teacher's time at the cost of other students, behave in a silly way or talk too much. You stop and say sorry when spoken to.	Your attitude to people is aggressive, rude or unfriendly. You swear at either staff or students. You refuse to do as you're told and carry on behaving badly, even after warnings. You 'wind up' other students and try to get other students to misbehave.	You seriously disrupt or threaten others. You stop the lesson taking place. Your behaviour or attitude is aggressive and you swear at people. You have to be removed from the class.
Personal learning target	Your target is met 100% of the time with no teacher prompting. You are not distracted by others.	Your target is met at least 90% of the time. You may be reminded once or twice about inappropriate behaviour.	Your target is met at least 75% of the time, but you need several teacher prompts.	Your target is met less than 75% of the time; you are frequently spoken to by the teacher about your lack of work.	You do not meet target.
Sanctions applied	None.	Informal prompts on behaviour or attitude to work.	You may be given a 'first chance' warning	Second chance warning and/or class sanction; possible detention	Requires warnings, sanctions and other staff involvement. Removed from class. Detention or review.

Teacher criteria	Positive Behaviour			Disruptive behaviour	
	Gold	Silver	Bronze	Inadequate	Poor/incident
	5 points	4 points	3 points	2 points	1/0 points
Social Time points	<ul style="list-style-type: none"> ▪ Excellent to exemplary behaviour ▪ Rare teacher prompting 	<ul style="list-style-type: none"> ▪ Very good to excellent behaviour ▪ Minimal prompts 	<ul style="list-style-type: none"> ▪ Satisfactory - good behaviour ▪ Only minor lapses in behaviour ▪ May be given a 'first chance' warning 	<ul style="list-style-type: none"> ▪ Frequent lapses in behaviour. ▪ Requires second verbal warnings ('chances') and sanction (minus points) 	<ul style="list-style-type: none"> ▪ Persistent and sustained refusal to comply ▪ Requires verbal warnings, sanctions and centre support staff involvement
Demonstrate positive social behaviour	<ul style="list-style-type: none"> ▪ No incidents: exemplary behaviour ▪ Interacts positively and sociably with all staff and students ▪ Listens respectfully to the views of others and works effectively within groups ▪ Polite and well-mannered to both staff and students ▪ No swearing or inappropriate comments 	<ul style="list-style-type: none"> ▪ Occasional prompts for low level behaviours i.e. feet on chairs ▪ Occasional over-familiarity: but good natured rather than malicious ▪ Finishes games when required ▪ Punctual in returning from break, finishing food and starting lessons ▪ Generally polite and well-mannered, interacting with staff and students with respect ▪ Any impoliteness or over-familiarity will be good-natured rather than malicious, and the student responds positively to staff advice ▪ Swearing is rare: self corrects 	<ul style="list-style-type: none"> ▪ May be slow to attend lesson (no more than 5 minutes late) ▪ May have to be asked more than once to stop inappropriate behaviour ▪ Generally attitude is compliant and good-natured ▪ Polite and respectful overall ▪ Some silly behaviour but apologetic in attitude ▪ Swearing is rare and exclamatory rather than used maliciously about someone ▪ Some banter with other students, but stops if directed by teacher 	<ul style="list-style-type: none"> ▪ Late to lessons (5-10 minutes) ▪ Late from break (5-10 minutes) ▪ Frequently argumentative with staff ▪ Slow to comply with repeated instructions ▪ 'Ignores' instructions ▪ Inappropriate use of equipment or food ▪ Continues with social activity when told to stop ▪ Inappropriate use of equipment ▪ Inappropriate conversation or comments; possibly swears ▪ Frequently demands attention without respect for the needs of others ▪ Requires warning or sanction to motivate them to behave ▪ Aggressive or threatening attitude or behaviour. Inappropriate physical contact with others ▪ Exacerbates behavioural situation when teacher is dealing with other student's behaviour 	<ul style="list-style-type: none"> ▪ Persistently defiant in following rules and routines or complying with staff instructions ▪ Very late to lesson (10 minutes plus) or refuses to attend ▪ Destructive treatment of equipment or food ▪ Behaviour maybe aggressive, hostile or threatening and impacts negatively on the wellbeing and learning of other students or staff ▪ Aggressive and repeated swearing. Maliciously intended personal remarks directed towards staff or students ▪ Incites or encourages another student's disruptive behaviour. Violence or inappropriate comment towards others
Social behaviour target	<ul style="list-style-type: none"> ▪ Target is met 100% of the time; no teacher prompting ▪ Remains focused despite the behaviour of others 	<ul style="list-style-type: none"> ▪ Target is met at least 90% of the time ▪ Occasional teacher prompts or scaffolding ▪ Only occasional digression 	<ul style="list-style-type: none"> ▪ Target is met at least 75% of the time; several teacher prompts ▪ May be given a 'first chance' verbal warning 	<ul style="list-style-type: none"> ▪ Target is met less than 75% of the time; frequent teacher intervention ▪ Requires 1st and 2nd chance verbal warnings and sanctions. 	<ul style="list-style-type: none"> ▪ Does not meet target ▪ Requires 'chances', sanctions and centre support staff involvement

APPENDIX 3 – Detention Policy

Our school day from September 2018:

2018-19 Timetable		M	T	W	Th	F
Staff Briefing AM	8.00-8.15	Staff Briefing AM				
Tutor Time 1	8.15 - 8.45	Taxi duty				
Period 1	8.45 – 9.30					
Break 1	9.30-9.45					
Period 2	9.45 – 10.30					
Period 3	10.30 – 11.15					
Break 2; Tuck	11.15-11.30	Tutor detention				
Period 4	11.30 – 12.15					
Period 5	12.15 – 1.00					
Tutor Time 2	1.00 – 1.15	Taxi duty				
Lunch	1.15-1.45	MLT/ Attendance Detention				
Period 6	1.45 – 2.20					Staff Briefing PM
Period 7	2.25 – 3.00					SLT Detention 1.15-3.00 Tutor Reports
PM Dismissal	3.00	Taxi duty				
Staff Briefing PM	3.00-3.20	Staff Briefing PM	Staff Briefing PM	Staff Briefing PM	Staff Briefing PM	3.20 Finish

To ensure fairness rotas will be devised for:

- Break duties
- Taxi duty

There will be an expectation that staff who receive TLR or additional monies for specialism will take a greater burden in respect of duties:

- There will be middle leadership lunchtime detention, staffed by a rota of middle leaders.
- There will be a longer Friday detention staffed by SLT.

Staff Briefing will need to be more focussed and effective. Detailed comments on incidents should be recorded in the student record (purple) books. Tutors need to be able to rely on the purple book as a detailed and accurate record of the student's behaviour and attitude to learning. There will be an expectation that the points system is used consistently and effectively. All point should be able to be justified by criteria set out in the points' guides.

Need to determine policy on detentions: sanctions should arise for the most part from the points system to avoid inconsistent and unilateral ad hoc punishments. We need a graded response. Serious incidents may supersede points system, but this needs to be determined by SLT following consultation.

Tutor detention	KS3 & 4 tutors	First sanction	15 minutes
MLT detention	PT, ABO, CK, KK	Second sanction	30 minutes
SLT detention	JW, SM, ABY	Third Sanction; serious incidents	1.45 minutes
Attendance detention	MLT/CM	See attendance policy	30 minutes

Need clear and consistent attendance policy on uniform; uniform policy to be revised and clarified:

Incorrect Uniform	Student Consequence	Further action	Refuses to attend detention
First instance in term	- 25 points	Phone call home/ report	
Second instance in term	Tutor Detention	Phone call home/ report	MLT detention
Third instance in term	MLT Detention	Phone call home/ report	SLT detention
Fourth Instance in term	SLT Detention	Possible review; SLT to contact parents	Parental Review

There is a new Admission's Pack created; this will include:

- The code of conduct
- Medical and preventative policies
- An explanation of points system
- The Behavioural, Uniform and Attendance policies, including the new sanction systems
- Revised re-integration policy

Need clear and consistent attendance policy on lateness and truancy:

Attendance Issue	Student Consequence	Refusal to attend detention	TGA action
Late before register closes (before 9.00am)			
Late – first instance	-15 points		CM warning; CM to question student for reason

Late – second instance	- 25 points		for lateness.
Late – third instance	Tutor Detention	MLT detention	CM call home/ mention in tutor report
Late after register closes (after 9.00); valid explanation for lateness given to CM			
Late – first instance	Tutor Detention	MLT Detention	CM warning; CM to question student for reason for lateness.
Late – second instance	Attendance Detention	SLT detention	Unauthorised absence recorded; CM call home/ mention in tutor report.
Late – third instance	SLT detention	Parental Review/SLT sanction	
Persistent Lateness	Parental review; SLT detention	Possible further SLT sanction.	CM/SLT to meet with parents to discuss issue. Invite Prevention Service worker/ Possible referral to Prevention Service. Mention in tutor report.
Leaving Centre briefly and returning.	MLT detention	SLT detention	Safeguarding procedures to be followed. CM call home/ mention in tutor report
Absconson (no return)	SLT Detention	Parental Review/SLT sanction	SLT/CM parental meeting; Safeguarding procedures to be followed. Contact police (101 call); parents contacted & relevant multi-agencies. Mention in tutor report
Truancy (deliberate intent to miss school)	SLT Detention	Parental Review/SLT sanction	Safeguarding procedures to be followed. Fast Track process to be followed for repeated instances of truancy. Mention in tutor report.
Persistent Absence (Below 85%)	Attendance review		SLT/CM parental meeting; CM to warn parents & student. Invite Prevention Service/ CSS worker/ Possible referral to Prevention Service. Fast Track process to be followed for persistent absence. Possible further SLT sanction. Mention in tutor report.