



# **Behaviour & Discipline Policy**

**saltash.net** community school is committed to ensuring that all pupils are able to thrive and develop in a safe learning environment and so reach their full academic potential. This is achieved through a learning environment with high behaviour expectations. **saltash.net** is a calm but vibrant, purposeful learning community and all students and staff are committed to the highest standards of behaviour for learning. We do this through our basic philosophy of L.E.A.R.N.

- L – Listen to teachers and others and do not talk when someone else is talking
- E – Enter the school and classroom on time, with the correct equipment, ready to learn.
- A – Aim to produce work of the highest standard at all times.
- R – Respect the rights of others; do not disrupt their learning or their enjoyment of life.
- N - Never have anything but your best presentation in books; underlined, titled and dated.

## **Aims**

- To ensure that all pupils consider the impact of their actions on the school community.
- To enforce a fair and consistent approach to promoting positive behaviour for learning.
- To ensure that staff, students and parents are aware of our policy and their role in ensuring we achieve the highest standards of behaviour.
- To promote the school values of pride, passion and perseverance, which ensure we continue to move forward as an effective community.

*It is important that we act consistently as a staff in relation to what we expect of students and what we expect of staff. It is also important that we inform and involve parents/carers at the earliest opportunity.*

## **Role of Headteacher**

- To ensure the highest standards of behaviour are enforced and maintained.
- To actively promote positive behaviour for learning.
- To praise and reward students and conversely apply sanctions as appropriate.
- To ensure staff model exemplary behaviour and are positive role models for the students.

## **Pastoral Deputy Head**

- To devise, implement and review the behavioural policies and practice of saltash.net community school.
- To ensure the highest standards of behaviour through praise, reward and sanctions as appropriate.
- To oversee all behavioural incidents.
- To liaise with external agencies as appropriate.
- To provide CPD as appropriate.
- To support and develop the pastoral team to ensure they are effective and consistent in delivering positive behaviour for learning.
- To support and work with parents to support students.
- To authorise any and all exclusions to ensure consistency of approach

## **Senior Pastoral Lead**

- To act as a first point of escalation and advice for Heads of Year on issues of behaviour, reward and sanction.
- To collate and look at root cause for behavioural incidents in the school.
- To liaise with parents and external agencies as appropriate.
- To work with the SENDCo to ensure needs of all students are met.
- To promote positive behaviour for learning across the Key Stages.

## **Heads of Year**

- To promote positive behaviour for learning across the year group.
- To praise, reward and sanction as appropriate.
- To develop positive relationships with parents.
- To liaise with SENDCo to ensure all pupil needs are addressed.
- To liaise with outside agencies as appropriate.
- To provide CPD to year teams as appropriate.
- To lead assemblies/activities for their year group which enforce positive behaviour for learning.

## **Assistant Heads of Year**

- To support the Heads of Year in supporting and managing positive behaviours
- To act as 'parking attendants' if students need to be removed from a class and if no other arrangement is suitable
- To deliver Thrive support as applicable
- To be available at unstructured times to support student behaviour
- To be a first responder to parental enquiries around behaviour if the relevant teacher is unavailable.

## **Internal Exclusion Co-ordinator**

- To oversee and manage the Internal Exclusion (I.E).
- To liaise with parents regarding students that are placed into Internal Exclusion (I.E).
- To coordinate appropriate work to be completed by students during their placement in the Internal Exclusion (I.E).
- To support staff with creating and promoting a culture of positive behaviour across all Key Stages.
- To manage post internal exclusion reintegrations and to monitor student behaviour after any internal exclusions.
- To submit behavioural referrals to the Intervention Panel and to liaise with external agencies as appropriate.
- To provide CPD as appropriate.
- To support the pastoral team in delivering effective and consistent positive behaviour for learning.

## **Curriculum Leaders**

- To be the first port of call for behaviour issues related to subject area.
- To ensure that behaviour is a set agenda item at departmental meetings.
- To ensure that syllabus and scheme of work accommodates a differentiated approach to learning.
- To discuss good practice in terms of classroom management with team.
- To discuss corridor monitoring and ensure that department members have a visual presence in the corridor during lesson changeovers. Decide on consistent approach of lining up outside room.
- To give support to staff having difficulty with individual classes to complement induction programme.

- To co-ordinate departmental detentions and oversee reporting of these (or any necessary escalation) to Heads of Year.
- To design a 'parking' timetable within their department to enable students to be sent to other teachers within the department.

### **SENDCo**

- To ensure the social, emotional and mental health needs for students with SEND are effectively developed.
- To ensure appropriate CPD for staff to address the needs of SEND students to develop positive behaviour for learning.
- To liaise with outside agencies as appropriate.
- To ensure effective communication with parents.
- To provide teaching staff with strategies to support learning with the specific SEND students they teach.

### **All Staff**

- To be confident in enforcing the Behaviour Policy of saltash.net and use the appropriate sanctions in line with this policy.
- To be consistent in implementing all expectations (students and staff) and in applying rewards and sanctions.
- To deliver lessons that are well prepared and where students are provided with appropriate and differentiated activities.
- To ensure that the physical well-being and safety of students is protected.
- To provide a good role model particularly in terms of punctuality to school and lessons, attendance and appropriate dress.
- To treat students with courtesy and respect
- To praise good work and behaviour whenever possible.
- To promote positive attitude to learning through positive reinforcement and rewards.
- To inform parents and Heads of Year of any behavioural concerns.
- To apply sanctions fairly and consistently in line with school's policy.

## **Students**

- To demonstrate positive behaviour inside/outside of lessons and on the journey to and from school.
- To act as excellent ambassadors for saltash.net at all times.
- Older students are to be positive role models for younger students.
- To aspire to be a true 'TOP LEARNer', not just a student who attends saltash.net.
- To abide by School rules and understand that top LEARNers will:
  - Sit up, sit forward and show they are ready to LEARN
  - Listen hard to instructions to help them LEARN
  - Produce the best work they can, every time to assist their LEARNing
  - Respect others so that everyone has the best opportunity to LEARN
  - Help the LEARNing of others when asked
  - Present work neatly and clearly so that LEARNing is consistent and cemented
  - ACHIEVE!
- To complete a student survey each half term. This is confidential and provides students with the opportunity to share any concerns they have with regards to a range of issues, such as bullying or teaching and learning concerns.
- To adhere to the Home School Agreement that was agreed when all students started at saltash.net.

## **Parents**

- To be familiar with the saltash.net's behaviour policy.
- To communicate immediately with the school if they have any concerns.
- To reinforce positive behaviour for learning with their children
- To ensure that their children adhere to our school rules and to support school if there is a behavioural issue.
- To adhere to the Home School Agreement that was agreed when all students started at saltash.net.

## **How positive behaviour for learning is promoted**

The use of Rewards such as:

- Verbal Praise
- Smile / Positive body language
- Postcards/letters home
- The Commendation Points System
- Certificates sent home
- Attitude to Learning (A2L) Awards/Commendations
- Lead LEARNer Lunches
- Positive phone calls home
- Effort and Achievement Assemblies
- Award of school ties for consistently top LEARNING
- A2L Reward Day

## **Managing Behaviour at saltash.net**

Staff at saltash.net will always:

- Always remain calm and objective.
- Anticipate behaviour and try to prevent it from occurring.
- Make the distinction between the behaviour and the student.
- Try to ascertain the root cause of the problem and wherever possible talk to the students individually without an audience
- Communicate empathy by reflecting their viewpoint back so as to defuse the situation.
- Discuss the consequences of their actions and give students' choices. Help them to realise that they are in control and can bring about a change.
- Apologise/admit when they make mistakes.
- Wherever possible, use restorative justice techniques & conferences in resolving issues where there has been a victim or victims.

The school recognises the importance of leading by example and that modelling high expectations is essential in delivering a positive behaviour management strategy. A child centred approach is required at all times in order to respect the dignity of our students and staff. Students well-being and the development of their resilience is paramount to us and we take active steps to promote this. As a consequence, staff will not:

- make negative comments, especially about a person;
- punish a whole group;
- treat students differently;
- threaten and not carry through those threats;
- impose excessive sanctions
- shout aggressively;
- belittle students;
- ridicule or humiliate;
- compare students with their siblings;
- cause intentional embarrassment;
- label the child instead of challenging the action or behaviour.

### **Managing Behaviour in Lessons**

Students deserve an opportunity to correct any low level poor behaviour. Teachers should adhere to the following steps in lessons before behavioural concerns are escalated.

### **Step Process to tackle low level disruption and poor A2L.**

There are clear, unambiguous signs in all classrooms as to what behaviours constitute positive and negative behaviours and A2L. Teachers will refer to these specifically at any time where there is poor LEARNing behaviour and if required will then take the following actions.



#### **4 Steps to Level 1**

- 1 Verbal Warning - First Warning - Student given opportunity to correct their behaviour.
- 2 Record name on Non-LEARNer board. One strike.
- 3 Second strike on Non-LEARNer board.
- 4 If student would require a third strike they are issued a departmental detention. A letter is generated and sent home to parents explaining what has happened. The student is expected to attend the after school detention on the date set by the department, without discussion or excuse. This will be recorded on the student information management system by the class teacher. This detention will be thirty minutes and will require additional curriculum work to be completed before the detention has been successfully served. If a student fails to behave appropriately in the detention (or fails to attend) it will be immediately escalated to the Senior Pastoral Lead for consideration of placing on a pastoral report and necessitating a parental meeting or placing in a whole school detention or having to spend a day in our internal exclusion provision known as IE.

#### **A departmental detention is a LEVEL 1 sanction/intervention.**

The teacher will record this sanction in their planner/class information system.

If a student's actions mean that they should receive a third departmental detention in any term, it will be escalated from classroom teacher to Head of Year (using a standard behaviour referral form via email) and will become a pastoral behavioural intervention.

#### **A pastoral behavioural intervention is a LEVEL 2 sanction/intervention.**

A pastoral intervention will consist of a detention which will be held by the individual student's Head of Year. In addition the student will be placed on a pastoral behaviour monitoring report, which will require a weekly face to face meeting between a member of the pastoral team, parent/carer and student for a period of three weeks from its onset. This will be used to recognise positive steps in behavioural improvement wherever possible. This intervention will be recorded on SIMS and a written record with targets from each meeting will be kept. The Head of Year will use this intervention as an opportunity to investigate behavioural patterns and to conduct root cause analysis of the student's positive and negative LEARNING behaviours.

If a student fails to keep their targets or requires two pastoral behavioural interventions in any two rolling terms the Head of Year will;

Make a referral to the pastoral Deputy Headteacher.

Make a referral to the SENDCo. (Please note a consultation with the SENDCO *may*, in some cases, lead to an individual behaviour management strategy being agreed on the basis of identified SEND)

Make a referral to the Intervention Panel.

### **A referral to the Deputy Headteacher – Pastoral is a level 3 sanction/intervention.**

At this point the Deputy Headteacher may issue a period in the learning recovery centre, a short or longer term internal exclusion, a fixed term exclusion or, in extreme cases, may recommend moving the student to alternative provision. The action taken will depend on the severity of the issue, a student's previous behavioural record and any other mitigating factors which the Deputy Headteacher may take into consideration.

The student will also be monitored by the SENDCo to ascertain if their behaviour is due to a specific undiagnosed and unaddressed difficulty.

The intervention panel may look to ask our Educational Psychologist to work with and monitor the student to help them address their behaviours.

### **Example of behaviours requiring sanctions**

The following seeks to give a non-exhaustive list of examples of behaviours and the appropriate sanction. It should be noted that although we seek to work through an escalation process to tackle low-level disruption there are behaviours and actions which will skip parts of the process because of their seriousness or severity

### **Level 1 behaviours – Classroom teachers and tutors to follow '3 strike' process and issue departmental detention if required.**

Lateness to lesson

Talking over others/teacher

Failing to produce work of their best standard

Disrespecting others

Tapping pens

Being out of seat without permission

Lack of co-operation with staff

Calling out

Failing to follow instructions

Eating in class

Having mobile phone out without permission

Not presenting work appropriately (failing to date, title, underline with a ruler)

Failing to produce homework

Failing to listen to instructions

Using bad language

### **Breaches additional to the three strike rule.**

1) Within PE, a 'kit mark' will be issued if a student fails to bring kit to a practical lesson and will not use any kit supplied. A kit mark will earn the student a twenty minute 'call back' at the next available break which the teacher will record on the system. If two 'kit marks' are recorded in any half term, the student will be allocated a formal detention with parents notified by letter as above

2) If homework is not completed a thirty-minute detention can be issued independently of the three strikes system

### **Level 2 behaviours – Heads of Year/Assistant Heads of Year to issue pastoral behavioural intervention**

Accumulating three departmental detentions from same department in any school term

Persistent disrespectful behaviour to others

Repeated removal from lessons by Attitude to learning (A2L) team

Persistent low level disruption

Persistent uniform violation

Challenging or defiant behaviour

Aggressive behaviour (verbal or physical)

Internal or external truancy

Deliberately blocking exits/doors

Bullying/Harassment/Cyber bullying

Fighting

Disrespect towards the school's environment/equipment/property

Poor behaviour on school transport

### **Level 3 behaviours – Deputy Headteacher Intervention**

Persistent challenging or defiant behaviour

Unprovoked assault of another student

Confrontational response to staff

Verbal abuse to a member of staff

Persistent internal or external truancy

Refusal to hand over banned items

Failure to respond to pastoral behavioural intervention

## **Level 4 behaviours and Attitude to learning, internal or fixed term exclusions**

### **Types of Exclusion**

Attitude to learning (A2L).

The school has an internal system called A2L. If a student is failing to co-operate or behaving in a lesson to the degree that it is dangerous to others or persistently disturbing others they will be removed from the class by a member of the A2L team (made up of senior staff). The student will usually be placed in the prescribed departmental parking area, at the pastoral hub, in the I.E or kept with the A2L staff member until the end of that lesson. On occasion the student's behaviour or reaction may be such that they are excluded in the I.E for the remainder of the school day. Parents will be informed by the I.E. Co-ordinator and it will be recorded on SIMS as an internal exclusion if this is the case.

Internal Exclusion (IE).

Students are placed in IE for a serious breach or breaches of the school's behavioural expectations or because they have failed to respond to earlier sanctions. In the IE, Key Stage 3 students will concentrate on English, Maths and Science schoolwork. Key Stage 4 students may additionally work on subject specific material/coursework if it is deemed appropriate. They will also engage with some behaviour realisation work and will have a reintegration meeting (post-exclusion) with IE co-ordinator, pastoral representative and parents. They will be set targets for their mainstream reintegration and this will be regularly monitored by the IE co-ordinator for a period of not less than two weeks.

Fixed term exclusion (FTE)

Only the Headteacher/Deputy Headteacher - Pastoral may use this sanction. If over 5 days in aggregate, in any one term, only the Headteacher (or named senior member of staff if the Head is absent or unavailable) should do this. A reintegration meeting will be held with parents/carers before the child is allowed to return to the mainstream school environment.

### **Length of Exclusion**

The period of fixed term exclusion is between 1 and 45 days. However, the most usual period would be between 1 and 5 days. If any student is excluded for more than 5 days in any term (in aggregate as well as total), they and their parents/carers must be interviewed by the Governors.

### **Examples of Level 4 behaviours which may necessitate immediate internal or fixed term exclusion.**

- Continuous/frequent disruptive behaviour
- Extreme rudeness/poor behaviour, aggressive/confrontational behaviour
- Behaviour which is considered unsafe, whether it be towards themselves or others
- Deliberate damage of school property or property of others
- Inappropriate / Unsafe / Illegal use of social media.
- Bullying

- Smoking / Vaping in or around the school premises.
- Being in possession of, or distributing any prohibited substance/material. This can be whilst in school or outside of school.

### **Examples of Level 5 behaviours and permanent exclusion**

Permanent exclusion will be considered for serious or multiple/persistent breaches of the school rules. This may relate to a first or one-off offence. Only the Headteacher (or named Acting Headteacher) may use this sanction. Example (though not exhaustively) of behaviours include;

Persistent defiant behaviour

Persistent disruptive behaviour

Violence (actual or threatened) towards another student, member of staff or visitor.

The possession or selling or being under the influence of illegal or prohibited substances

The possession or supplying of alcohol

Carrying or use of an offensive weapon

Deliberate damage to property

Theft

Being in possession of materials that may cause injury/damage/offence to self or others

Abusive behaviour of a racist, sexist or homophobic or gender prejudiced manner.

Malicious or false allegations

Sexual misconduct or assault

Bringing the school or the school community into disrepute.

### **Positive Behaviour Outside of Lessons/Around the School**

#### **Movement around the school**

All students must behave appropriately and safely in school and behave accordingly in a professional and mature manner at all times. Students should keep to the left on corridors. Teaching staff should usually be waiting outside their classroom to greet their class during lesson changeover. Students should enter classes immediately to avoid congestion on corridors.

## **Punctuality to Lessons**

Attendance and Punctuality to be logged on SIMs for all lessons to enable students' attendance and punctuality to be tracked throughout the day.

Students are expected to arrive on time to all lessons. When a student arrives late for lessons it is the responsibility of the classroom teacher to investigate and set appropriate sanctions in place. If any student has been detained by a member of staff that will result in them being late for their lessons then a note must be clearly written in their planner/diary.

Students are not allowed to leave lessons at any point unless they have a teacher pass.

## **End of break and lunch.**

A warning bell will sound at 1125 and 1325. This bell signals students and teachers should make their way to their classrooms to commence periods 3 and 5. Students and teachers should not wait for the second bell (at 1130 and 1330) to move towards their classroom. The second bell signals the start of learning time.

## **Dress Code**

Students are expected to adhere to the saltash.net uniform and appearance code at all times. The expectations are clearly set out on the school website and in the pastoral hub.

Not adhering to the uniform and appearance code will result in an appropriate sanction being applied by the Head of Year. The expectations of the code include the following:

- Students must wear full school uniform unless instructed to do otherwise.
- Students must wear black 'polishable' shoes.
- Outside coats should not be worn in the school building.
- Only natural hair colours are permitted. Haircuts must not be of an extreme nature.
- Eyebrows - no slits or lines are to be cut into eyebrows.
- Only one pair of stud earrings may be worn. No other visible piercings are permitted. No additional items of jewellery are permitted.
- saltash.net PE kit must be worn for PE lessons. Failure to do so will result in a kit mark.

### **Searching and Confiscation**

- Mobile phones are not permitted to be out in lessons without explicit permission from the teacher. If seen in learning time without permission, they will be confiscated and held until the end of the school day.
- Students can be searched for any item that is believed to be against school rules or is of a potential danger to other students. Parental pre-notification is not required. If a student does not co-operate they will be subject to disciplinary action as decided by the Deputy Headteacher – Pastoral/Headteacher.

### **List of banned items that are not to be brought onto school premises**

- Any weapons or anything modified to become offensive
- Any drugs, alcohol or cigarettes
- Hoodies/Sweatshirts (other than school sweatshirts in uniform changeover period)
- Any inappropriate written material or pictures
- Items that are intended to be sold to other students.
- Fireworks

### **Conduct outside the school premises.**

The school reserves the right to discipline students for misbehaving outside the school premises "to such an extent as is reasonable" (Section 90 of the Education and Inspections Act 2006). The school may discipline students for misbehaviour when the student is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a student at the school;

The school may discipline students for misbehaviour at any time, whether or not the conditions above apply, if it is felt that it:

- could have repercussions for the orderly running of the school;
- involves cyberbullying or inappropriate use of social media affecting any member of the school community;
- poses a threat to another pupil;
- poses a threat to a member of the public;
- could adversely affect the reputation of the school.

### **Directed Off-Site**

At times, a student will be disrupting the learning of other students on a persistent basis. At times, this may not be significant enough to require a permanent exclusion but is still detrimental to the good order of the school. On these occasions, the Headteacher or Deputy Headteacher- Pastoral may direct a student to appropriate off-site or alternative provision. Parents have a right to meet with the Headteacher or a member of the local governing committee but they have no right to appeal this decision.

**JS**

**November 2017**