

# Bedford High School

A specialist Business and Enterprise College

To Care To Learn To Achieve



## Behaviour and Rewards Policy

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### Document control

Version	3.0
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Current author	Bridget Moss
Governing Committee	Curriculum
Electronic copies of this plan are available from	FROG VLN
Hard copies of this plan are available from	HR, Facilities & Communications Manager
Public sector equality duty guidance considered	Yes

### Changes History

Version	Date	Description	Changes
3.0	September 2014	Policy reviewed and updated	Full policy
	September 2017	Policy reviewed and updated	2.2, 3.0, 4.2, 4.3, RAID, 5.0, 6.0, 7.0, 8.0, 16.0
	March 2018	Ready, Respect, Safe; Appendix A Criminal Bullying information added	1.0, 2.1 pg 12 17.0

## 1.0 Our Vision

Our school is a happy harmonious learning community where staff and students feel safe and secure. School life is characterised by a calm, businesslike environment underpinned by relationships built upon mutual respect. Our expectation is that all students and staff will behave in appropriate and socially acceptable ways. Every member of staff has a key role to play in promoting and sustaining the highest standards of behaviour for learning.

The school and the governors will promote standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility for self and others.

All parents of Year 7 students are expected to sign a home-school agreement at the start of each year. If a student joins the school partway through a year, parents will sign it at their entry meeting. The home-school agreement can be found in the back of the school planner and provides the cornerstone to the partnership.

This policy addresses behaviour at Bedford High School. For emotional health and well-being, please refer to the EHWP policy.

### All students will:

Uphold the student promise (see Appendix A)

- Show that they are **READY** to learn at all times.
- Have **RESPECT** for all
- Keep themselves, others and the school **SAFE**

**READY**

**RESPECT**

**SAFE**

## 2.0 Learn to Behave

The school aims to provide a safe, secure, supportive environment where students can learn and teachers can teach. There is a direct link between the way young people learn and their behaviour. It is the job of staff at all levels to help and encourage students' understanding of socially acceptable and appropriate behaviour.

### 2.1 To encourage this, all staff will:

Uphold the teacher promise (see Appendix A)

- Have high expectations.
- Show consistent, calm adult behaviour
- Show first attention to best conduct
- Enforce routines stringently
- Build emotional currency and script difficult interventions
- Follow up with restorative intervention

### 2.2 We will not accept the following behaviour:

- Disrupting the learning of others
- Rudeness, defiance or inappropriate language
- Acts of aggression or any kind of physical violence
- Bullying or intimidation
- Racist, sexist or homophobic comments
- Vandalism
- Smoking
- Selling of any goods on school site

By consistently adopting whole-school protocols for teaching routines, student behaviour, engagement and learning is enhanced. Students will be guided to respond to teacher routines in the following way:

<b>When the teacher....</b>	<b>The student should.....</b>
Greets you at the door	Silently enter the classroom, sit down, sit up straight and complete the 'Do Now' task in silence
Teaches / Explains / Talks to the class	Listen, Never Interrupt, Watch the teacher
Asks questions	Listen, think, respond when asked to
Sets an individual practice task	Work in silence, when stuck use 3B4Me+, put your hand up if you are still stuck
Sets a collaborative task*	Listen, participate and talk about the learning as directed by the teacher
Leads a discussion	Listen, think, put up your hand when you want to make a contribution, respond when asked to
Finishes the lesson	Leave the class as you have found it. Leave silently.

### 2.3 Roles and Responsibilities

A list of the staff who have most involvement in school with dealing with behaviour and rewards is included in Appendix F.

### 3.0 Rewards

We expect our students to self-regulate and be keen to succeed for the own gains. We expect students to value the 'emotional currency' of doing well and receiving praise for it, but rewards for exceeding expectation are given. For every sanction issued there should be at least 9 rewards. Praise and reward will be used to motivate students and should be used more frequently than negative consequences. Doing so builds up a culture of achievement and success. Rewards range from teacher praise to more tangible rewards and are given using the professional judgment of staff. All staff are encouraged to reward good behaviour using an appropriate reward. Pastoral Managers will adapt rewards to encourage specific positive behaviours as appropriate. SIMS points are awarded for good work in class, academic progress and contribution to the school community. Bistro top-ups and certificates are awarded to students in Years 7-11 (through termly rewards assemblies) who reach the termly threshold of 25, 50 or 100 SIMS points and high street vouchers and certificates are awarded to students gaining 125 or 250 SIMS points.

<b>Behaviour</b>	<b>Reward</b>
Excellent homework Good effort Excellent classwork Excellent attitude Good progress Planner signed and well used 100% attendance and no lates Excellent uniform Attended an extra-curricular activity	SIMS achievement point
Consistent excellent work	Curriculum postcard
Excellent attitude out of lessons around school	Corridor card signed
Excellent attitude on a school trip/visit	Corridor card signed/call home
Standards card completed	5 SIMS points
Excellent improved attendance	RAG/assembly mention/prize draw/bistro rewards (refer to attendance policy for more info)

- Praise postcards are given to students by staff to congratulate students for their academic work or for their contribution to the school community. Students have the chance to earn 'quarter postcards' for small improvements, with a view to the full postcard being sent once they have shown sustained improvements.
- Phone calls home are made by staff to alert parents of student success.
- Pastoral Managers issue certificates, postcards, pizza passes etc. for 'going the extra mile'. Students who achieve and are mentioned in assembly can also nominate those students that have impressed them too; a Player's Player mention. Certificates are awarded by Pastoral Managers for 'going the extra mile' and by the attendance officer for good or improved attendance.
- A weekly attendance reward-giving is held at KS3 and 4. Students in the winning form are rewarded on a weekly basis, and three attendance weeks per year celebrate good attendance. Forms hitting 100% attendance are rewarded with extra bistro time and food items.
- Students should always walk on the left-hand side of corridors and stairwells. Staff greet students in the 'V' position (eyes on corridor and classroom) at the starts of lessons and teaching staff escort students out of school buildings in a calm and orderly fashion at the end of lesson 2, 4 and 5. Students carry corridor cards which are fixed on to the front of students' planners, which offer rewards for good behaviour around the school environment, outside of lessons. A complete corridor card (3 acts of good behaviour) credits the student with 5 achievement points.
- Once a year, the year group congregates for a special celebration assembly to reward students for their hard work all year round.
- Students who show an excellent attitude to school life can be rewarded with the role of Student Leader in Year 11.

#### **4.0 Sanctions**

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property and search coats, bags etc. It is good practice to do this with the support of a chaperone.

#### **4.1 Consequences for poor behaviour - what the law allows:**

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a sanction on that pupil.

To be lawful, the sanction (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher;
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that

account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. The pastoral team will be consulted regarding sanctions for SEN students and vulnerable students and – particularly for more serious breaches of the school code. Staff must use the full range of teaching strategies before resorting to sanctions. If there are any instances of inappropriate behaviour, students will always be warned about the consequences of their choices to either continue or take an alternative course of action. This will allow students to make an informed choice.

The headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment is illegal in all circumstances.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.

Bedford High School uses the Sims to log behaviour. A detail of sanctions and ranking is on Appendix D. Staff are expected to log within 24 hours of an incident and if intervention from the pastoral team is required, it would be expected that this would be initiated within 24 hours of the log.

#### **4.2 Sanctions which may be given by any member of Bedford High School staff:**

##### **Bedford Classroom Practice**

1. First warning to a student in a classroom that they need to improve their behaviour is to write their name on the board.
2. A second warning results in a tick next to the name, with the student being asked to move seat.
3. A third results in a tick next to the name and the student being 'buddied out' to the buddy room and a detention issued.

**Students should be encouraged to 'work off' their ticks with good behaviour.**

##### **First Intervention**

Every member of staff in the classroom expects good behaviour and challenges it when it falls short of expectation. Interventions that have been highlighted to be effective are as follows:

- Kagan structures used in classrooms to support excellent learning and create effective seating plans.
- The 'name and two ticks' system, which highlights to the student that they are risk of the buddy system being used.
- Naming those students in public, either verbally or on the whiteboard, who have exceeded expectation.
- Restorative conversations between student and member of staff to address the issues and agree a better approach for next time.
- Support from the T&L leader or co-ordinator to address the issues in or out of the classroom.
- An imposition form may be issued to a student who has failed to complete their learning to the expected standard. The work will be reissued with an expectation that the student completes it from home that day. The imposition form, together with the appropriate work, signed by the parent, should be given back to the teacher the next day. See Appendix G.

##### **Second Intervention**

###### **The Buddy System**

All faculties and departments operate a buddy system, in order that a disruptive student can be sent to a named classroom to 'cool down' and continue work. Heads of faculty are responsible for ensuring this buddy system is publicised, kept up to date and is used when needed. If the buddy system is used, the student may still need to do a detention with the class teacher after the event if the work has not been completed and the issue has not been resolved. A copy of the buddy rooms for each lesson should be displayed in all faculty areas.

## **Third Intervention**

### **Detentions**

Staff may issue 10 minutes detentions at break, 25 minutes at lunchtime or 10 minutes after school without prior notice. If a student is to be detained longer than 10 minutes at the end of the school day, then parents will be contacted by phone. Detentions will be given for lack of work, poor behaviour, lack of co-operation with staff, lack of work etc. If a student is late to school in the morning, without good reason, they will be placed on lunchtime detention that day. Failure to attend results in a detention after school with their learning manager, and failure to attend that results in a hour detention on Friday after with SLT. Inclusion is used to sanction persistent lateness to school.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- any school day where the pupil does not have permission to be absent;
- weekends - except the weekend preceding or following the half term break; and
- non-teaching days – usually referred to as "INSET days".

Other points to note:

- Parental consent is not required for detentions.
- As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, when imposing a detention.
- With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

Whether the detention is likely to put the pupil at risk.

Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.

Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely.

Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

***The outcome of any sanction should include restoring the relationship between the teacher and the student.***

## **Fourth Intervention**

### **Duty Officer Referral**

If a student is disrupting the learning of others then the PGO will be called. The PGO may need to refer to the duty officer (a senior member of school staff) who will be on patrol at the time. The student will be removed from the lesson and work either in another classroom or with the duty officer. An appropriate sanction will also be applied.

### **4.3 Interventions that any member of school staff may implement:**

#### **Confiscation**

Mobile phones, iPods, MP3 players and earphones should not be seen, heard or their use suspected in school. Students are discouraged from bringing expensive equipment to school but if they do bring it in then school is not liable for loss or damage, and it must be switched off and kept in bags. If any of these items are seen by a member of staff they will be confiscated and passed a pupil guidance officer to be returned at the end of the school day if a first offence. Parents will need to come into school to collect equipment if it is confiscated for a second or subsequent time.

#### **Community Service**

Any member of school staff may issue a 'community service' type sanction, though the Pastoral Manager should be consulted with first. This kind of sanction may consist of litter picking, tidying classrooms, gardening etc. This kind of sanction is most appropriate for instances of damage to school site, smoking in school or a disregard for the environment, to provide the student with a chance to put right the undesirable behaviour. Community service is arranged between Pastoral Manager and our school-based police officer.

#### **Detentions**

Detentions are often issued by staff as a sanction to a behaviour that has been deemed unacceptable. Staff may issue a detention without 24 hours notice but will always ensure that parents are aware their child is being detained. If a student is to be detained longer than 10 minutes at the end of the school day, then parents will be contacted by phone. Detentions will be given for lack of work, poor behaviour, lack of co-operation with staff, lack of work etc. If a student is late to school in the morning, without good reason, they will be placed on lunchtime detention that day.

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- weekends - except the weekend preceding or following the half term break; and
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- Parental consent is not required for detentions.
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- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely.
- Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent and it will not prevent the detention taking place.

Every year group and every curriculum area has an SLT link, and students should be made aware of who this is. SLT links should ensure they are high profile in the year group/curriculum area and conduct walk rounds and drop-ins to support learning and behaviour.

***The outcome of any sanction should include restoring the relationship between the teacher and the student.***

## **RAID**

After the completion of each screening, teacher assessment of attitude to learning (ATL – behaviour, effort and readiness for learning) is scored 1-4 and then analysed to produce an average figure. Those students in Years 7-10 who fail to reach an average ATL score of **2.50** will be placed on the RAID list. This qualifies them for a same-day 90-minute detention with the member of staff issuing the RAID. RAID is overseen by the senior leadership team and only ever issued as a last resort, if student has engaged in repeated or significant disruption, defiance or failure to respond to support to improve their attainment.

Every half term the attendance team draft a log of each students RAID's and the pastoral team intervene when more than 2 RAIDS have been issued, as follows:

2 x RAIDS – form tutor warning

4 x RAIDS – letter from pastoral manager, sent recorded delivery, warning of next stage.

6 x RAIDS – PM or PGO meeting with parent.

8 x RAIDS – SLT link involvement.

10 x RAIDS – governors panel.

If RAID is issued, the member of staff responsible must log the detention in the students planner. Planners have space for recording rewards and sanctions and this is to be found at the back of the book.

A RAID should only be used in circumstances where other interventions (restorative conversations, faculty lead involvement, shorter detention etc) have either been attempted or unsuccessful. If a student is given a RAID, they will be given the opportunity to reduce the time stayed in school from 90 minutes to 60 minutes for good behaviour and attitude while on the detention.

## **5.0 Homework**

Homework not completed or done to the expected standard will lead to intervention as decided by the teacher. The class teacher will log this via Sims. It will also be activated in the 'behaviour summary' in the 'rewards and sanctions' tab on Frog. The teacher might decide that a student will benefit from extra time

after school to help the student close gaps in their learning. This additional tuition is an opportunity for students to gain extra support and intervention from the teacher. Students will be expected to attend this. An automated text will be sent to parents when a 'failure to complete homework' has been sanctioned.

The number of accumulated 'failure to complete homework' sanctions will help to inform teachers when assigning a score for homework as part of the attitude to learning section of the screening reports. From the screening reports students who are identified as falling below expected homework standards will be targeted for homework improvements. These targeted students may be put on a homework report which will be monitored by their Form Teacher, Pastoral Manager, Subject Leader or Senior Year Link. Targeted students may need to attend a compulsory Period 6 homework club. This opportunity will take place at the end of the school day. Failure to attend Period 6 homework club will result in the supervising staff logging a 'failure to complete Period 6' incident on SIMS and intervention from the faculty being triggered. If it is a problem, sustained over time and in several subjects, Pastoral Manager involvement as a raising achievement issue. The pastoral team will collect students likely to abscond from their lessons, wherever possible.

Students will need to bring the following to all Homework club sessions:

- Knowledge organisers for each of their subjects
- Their school planners
- Any resources required to support the completion of incomplete homework. This includes the relevant subject exercise books.

Key online resources such as Doodle and Frog will often be used to close gaps as part of the intervention.

### **Period 6**

If a student fails to complete a homework assignment to the best of his/her ability, the teacher will record this in SIMS as '1-failure to complete homework to the expected standard'. The student will attend 'Period 6' after school the same day to complete the homework. Each day the Attendance Team will generate a list of students who have such an incident logged in SIMS. This will be sent out with the RAID list during Period 5. The cut off for staff to log an absent homework is 1.15pm. The following text will be sent home;

"<FORENAME> failed to complete/hand in homework to the expected standard today. They will now attend Period 6 for up to 1 hour after school'

Staff teaching students on the Period 6 list during Period 5 direct students on the list to the Period 6 room. This will be staffed by Teaching Assistants so that all levels of ability can be supported. SLT on RAID duty will visit to support supervision. Whenever possible, the subject teacher who has recorded the incident should visit Period 6. In some cases, the subject teacher might choose to work with the student separately.

### **6.0 Uniform**

Form tutors will check uniform at the start of the day. Twice per week SLT will conduct inspections of their linked year groups. Students not in uniform will have their parents contacted. Parents will be asked to bring the missing item to school or authorize their child to return home to collect it. Where parents cannot be contacted then it may be possible for students to borrow the item of uniform from the school. Failure to be in full school uniform will result in the student being placed on form tutor report with a 30 minute detention for each day they breach the uniform code. This is overseen by form tutors and referred to pastoral managers should there be a need for further intervention after an initial two week period.

### **7.0 Monitoring**

Students may be placed on report to their form tutor, PGO, Pastoral Manager, assistant headteacher or deputy headteacher where student behaviour or work ethic has been a cause for concern over a period of time. When this happens teachers will write a comment either on a report card or on an electronic record and this will be checked by the appropriate person at the end of each day. Parents will be asked to sign this daily. See Appendix E for more information on different types of reporting.

### **8.0. Inclusion**

Inclusion is reserved for students who commit a severe breach of the code of conduct or for persistent refusal to co-operate. It is used only as an alternative to exclusion and students are booked in advance with

a set of learning objectives agreed. Students spend the whole day (including break and lunch time) in a room with a member of staff and have to complete self-testing on their Knowledge Organisers. They will be expected to complete restorative work that reflects on the incident and encourages them to take responsibility for improving the situation and their behaviour. Parents will be informed of the isolation and will in repeat cases need to attend a meeting with the SLT year link to discuss the incident. The student will have to request to return to mainstream school at this meeting.

### **9.0 ABC (Acceptable Behaviour Contract), IBP (Individual Behaviour Plan) and PSP (Pastoral Support Plan)**

If a student reaches 3 or more inclusions in any year, an ABC, which imposes a 2 week-only monitoring period, is triggered. The contract is set up with parents and focuses on a benchmark of expectation. The ABC is not personalised, but a set of 6 rules that all students are expected to follow. During the two week period, student and Pastoral Manager must meet to review progress towards meeting these targets. At the end of the period, the student comes off the ABC and is either praised or escalates to the next stage, IBP. Failed IBP results in a respite placement (see below) and PSP.

### **10.0 Fixed-Term Exclusion**

Fixed-term exclusion means that the student is kept at home for one or more days. Parents will be telephoned and given a full explanation as to why the exclusion has been put in place. Parents will be expected to come into school and agree targets with the school and student at a return to school meeting with either the deputy headteacher or assistant head responsible for behaviour. Examples of the types of behaviour which could result in a fixed term exclusion are: physical violence towards another student, racial, sexual or homophobic harassment, persistent bullying, theft, graffiti or property damage, swearing at or being abusive towards a member of staff, persistent disruptive behaviour. Excluded students will be given work to complete at home when the exclusion is for five days or less. The work will be marked when the student returns to school.

### **11.0 Respite Placements and Supported Transfer**

This is Wigan policy and a formal step in a concerted process for dealing with discipline offences following the use of a wide range of other strategies, including fixed-term exclusion, which have been used without success. The student will have been given an Individual Behaviour Plan (IBP), a respite placement at another school and Pastoral Support Plan (PSP) which will have been carefully monitored with appropriate targets set.

A respite placement is used, post IBP, as a 'cooling off' to support the student reflecting on staying at their 'home school'. It may last up to 6 weeks, and may take place at another school, or at the school's internal support centre, then the student returns on a PSP. Failed PSP results in a supported transfer. The supported transfer results in the student moving from Bedford and subsequent support for behaviour being placed in the hands of another school or pupil referral unit. Once the supported transfer process has started, the student will not return to school.

### **12.0 Permanent Exclusion**

The decision to exclude a student permanently is a serious one. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This is only used where there are exceptional circumstances and it is not appropriate to implement other strategies to deal with a first or 'one off' offence. These might include: serious actual or threatened violence against another student or a member of staff, carrying a weapon, supplying or being in possession of an illegal drug or alcohol, arson.

### **13.0 Investigating Incidents**

Any member of the pastoral team or SLT may investigate an incident, but the correct incident investigation form must be used (see Appendix B). The investigation should canvas statements from the involved parties, witnesses and if necessary staff. Statements must be passed to the Pastoral Manager or SLT for decision following an investigation.

### **14.0 Searching for prohibited items**

If a member of staff suspects that a student is in possession of a prohibited object the student may be searched, in the company of a chaperone or witness. This search should be conducted by the Headteacher or a member of staff authorised by the Headteacher (usually SLT, PGO or Pastoral Manager). This search will be conducted by a member of staff of the same gender as the student and with another adult (where

possible of the same gender). Before any search is undertaken consent will be sought from the student. If consent is refused, the student will be asked to give a reason for the refusal and this will be recorded. Where there is suspicion of knives or weapons, alcohol, illegal drugs or stolen items (referred to in the legislation as 'prohibited items') the student may be searched without their consent. When being searched, students cannot be required to remove any clothing other than 'outer clothing' such as a coat or blazer. Searching a student's possessions includes searching a student's goods over which they have or appear to have control such as their school bag. Searches will be conducted in such a manner as to minimise embarrassment or distress.

When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the school rules. It is not necessary to inform parents before or after a search takes place or to seek their consent to search their child. Where objects are found however, the individual student's parents will be contacted when what is found constitutes a significant breach of the school code of conduct and especially where a 'prohibited item' is found.

## **15.0 Data Analysis**

Behaviour data is collated and analysed, in detail, on a regular basis by SLT and Pastoral Managers. A six weekly behaviour report is produced by the AHT in charge of pastoral guidance. This data is used to identify trends and issues for year groups, specific groupings of students and the whole school. SLT and Pastoral Managers use the analysis to adjust behaviour management strategies within the school in order to support students and staff in improving behaviour. Staff may use behaviour incident data for the following reasons:

- To provide them with information about a specific incident.
- To consider a student's overall behaviour in preparation for the parents' evening.
- For meetings with parents to discuss persistent issues with student behaviour.
- For meetings when a student's behaviour involves external intervention.
- For carrying out analysis of behaviour for a year group or the whole school.

## **16.0 Reasonable Force and Restraint**

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'.

## **16.0 The role of the Police**

The school makes use of the police service through the Wigan School Co-ordinators service and is supported by a named officer who is in regular contact. The officer may meet with students, parents or both in school if they or the school are concerned that they may be at risk (or already are) offending. Parents will usually be contacted before any meeting takes place. Good Behaviour Agreement with students who are perceived to be on the 'edge' of petty or serious crime. A GBA is set up in conjunction with the police and runs for an agreed period of time with clear targets.

## **17.0 Criminal Bullying**

If a bullying incident is reported to a member of staff which gives immediate concern that an offence may have been committed, there is a clear protocol to follow:

- The member of staff should alert the designated safeguarding lead as a child could be at immediate risk.
- The DSL will follow up immediately with the AHT i/c behaviour to involve the police and impose a sanction
- Parents will be contacted, the sanction imposed and police will visit school to follow up with the perpetrator(s)

## **18.0 Beyond the School Gate**

Teachers have the power to discipline students for misbehaving outside of the school premises "to such an extent as is reasonable". When non-criminal bad behaviour or bullying is witnessed and reported by staff

or a member of the public while the student(s) are off the school premises, it should be dealt with by the deputy head and passed to the pastoral team for an appropriate sanction. If necessary, statements or interviews with members of the public will take place.

Staff may discipline student for misbehaviour when the student is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

## **Appendix A**

### **The student promise**

1. I arrive in plenty of time and enter the classroom respectfully and greet my teacher and say hello.
2. I take out my planner and all equipment needed for the lesson.
3. I show the teacher that I want to learn: dress smartly, sit up straight and follow instructions.
4. I take pride in my work, take pride in good presentation and try my best.
5. I drink water to stay alert.
6. I respect my fellow students and listen to my teacher as well as others.
7. I get involved in the lesson at all times.
8. I show excellent manners to my teacher and others.
9. I respect my learning environment and leave the classroom tidy.
10. I leave the classroom in an orderly manner – say goodbye to the teacher.
11. I don't smoke on school site.
12. I help safeguard others by not using my mobile phone unless directed to by a teacher.

### **The teacher promise**

1. I organise all of my teaching resources in advance.
2. I am punctual to lessons.
3. I greet my class at the door with a smile.
4. I prepare a seating plan and it is adhered to every lesson.
5. I ask students to make their planners and pencil case visible on the desk.
6. I prepare learning tasks for students when they enter the classroom and make sure that objectives are on the board.
7. I take a register at the start of the lesson.
8. I run an orderly lesson and don't allow students to shout out.
9. I plan out social dynamics for group and paired work.
10. I have clear and consistent boundaries with sanctions that follow the school behaviour policy.
11. I keep the learning environment suitable for my students and for the next class to use the room.
12. I ask students to stand behind their chairs and check their uniforms at the beginnings and ends of lessons.
13. I recognise student achievements and keep parents informed about success, efforts and achievements

# Incident Investigation Form



Print Name.....

Form.....

Date of

Incident.....Lesson/Time.....

Location.....

.....

Who was Involved

Describe what exactly happened (the facts & the cause)

What did you do? Were you just a witness? How were you involved?

Other witnesses/people who could help?

Other comments/Views/What should happen next?

Signed.....Supervised/Interview

by.....Date.....

Action Taken by Supervising staff?

Signed.....





**Appendix C**

**ACCEPTABLE BEHAVIOUR CONTRACT**

THIS CONTRACT is made on \_\_\_\_\_  
BETWEEN \_\_\_\_\_ and BHS.

\_\_\_\_\_ AGREES the following in respect of  
future conduct

1. **I will follow school rules.**
2. **I will not truant.**
3. **I will not threaten fellow students or staff within the school. This includes swearing.**
4. **I will not disturb the learning of others.**
5. **I will not behave in a way that would bring the school into disrepute. This includes my behaviour outside of the school.**

*FURTHER \_\_\_\_\_ enters into a commitment with BHS not to act in a manner that causes or is likely to cause harassment, alarm or distress to anyone within the school.*

**Action on breaking the agreement**

If \_\_\_\_\_ does anything which he/she has agreed not to do under this contract, and which BHS considers amounts to anti-social behaviour, an internal isolation period or fixed term or possible permanent exclusion may be given.

SIGNED \_\_\_\_\_ School  
Representative

DATE \_\_\_\_\_

**DECLARATION**

I confirm that I understand the meaning of this contract and that the consequences of breaking the contract have been explained to me.

SIGNED \_\_\_\_\_ Student  
(Signature of individual)

DATE \_\_\_\_\_

SIGNED \_\_\_\_\_ Parent/Carer  
(Signature of parent or guardian)

DATE \_\_\_\_\_

## Appendix D SIMS Sanction Levels

Level	Behaviour	Consequence	Teaching and Learning action
1	Failure to attend catch up session	Teacher detention	Provide focused work to ensure progress
1	Failure to follow the learning code	Teacher detention	Provide focused work to ensure progress
1	Persistent lack of equipment	Teacher detention	Provide focused work to ensure progress
1	Failure to complete all work	Teacher detention	Provide focused work to ensure progress
1	Persistently late to lesson	Teacher detention	Provide focused work to ensure progress
2	Persistently refusing to follow the learning code	Departmental sanction	Provide learning action plan and previous interventions
2	Failure to attend teacher detention	Departmental sanction	Complete work from teacher detention
2	Walking away from class teacher	Departmental sanction	Provide focused work to ensure progress
2	Leaving lesson without permission	Departmental sanction	Provide focused work to ensure progress
2	Using electrical equipment in class	Departmental sanction	Work set by department
2	Arguing with staff	Departmental sanction	Work set by department
2	Rude and abusive behaviour	Departmental sanction	Work set by department
3	Persistent uniform infringement or lateness	Form Tutor report with daily 30 minute detentions for each day without correction	Work set by department/restorative work
3	Failure to hand over electrical equipment	Call for PGO	Restorative work
3	Vandalism in any form	Call for PGO	Restorative work/Community Service
3	Truancy during the day	Subject teacher/Head of Department detention (1 hour for every lesson missed)	Work set by department
3	Fighting	Pastoral Manager detention	Restorative work
3	Smoking or in company of smokers (inc electronic devices)	Pastoral Manager detention	Restorative work/Community Service
3	leaving school premises	Pastoral Manager detention	Work set by department/restorative work
3	Aggressive towards staff	Call for PGO	Restorative work
3	Walking away from staff	Call for PGO	Restorative work
3	Bullying in any form	Inclusion	Restorative work
4	Assault on a pupil	Inclusion or Exclusion	Restorative work
4	Obscene behaviour	Inclusion	Coursework and restorative work
4	Racial abuse	Inclusion	Coursework and restorative work
4	Swearing at staff	Exclusion	
4	Persistent truancy	Pastoral Manager detention and report	Coursework and restorative work
4	Assault on staff	Exclusion	
4	Selling goods on school site	1 hour SLT detention on day of offence	Restorative work
4	Smoking in building (inc electronic devices)	Community Service/Inclusion/Exclusion	
5	Attempting to supply others with illegal substances	Refer to Head via SLT Behaviour	
5	Possession of illegal substances	Refer to Head via SLT Behaviour	
5	Possession of a weapon	Refer to Head via SLT Behaviour	
5	Serious one-off	Refer to Head via SLT Behaviour	
5	Setting off fire alarm	Refer to Head via SLT Behaviour	
5	Theft from pupil/staff/school	Refer to Head via SLT Behaviour	
5	Bringing the school into disrepute	Refer to Head via SLT Behaviour	

## Appendix E - Reports

The following information shows the possible progression of student on report. SLT behaviour will decide on appropriate level of report along with Pastoral Managers.

### Form Teacher Report

2 weeks, followed by 1 week review (monitor with SIMS).  
Small card  
2 personalised targets set by form tutor

### PGO

2 weeks, followed by 1 week review (monitor with SIMS).  
A5 card  
2 personalised targets set by PGO  
PGO Comment at bottom

### Pastoral Manager

2 weeks, followed by 1 week review (monitor with SIMS).  
A5 card  
2 personalised targets set by LM  
LM Comment at bottom

### SLT

2 weeks, followed by 1 week review (PGO to report to SLT).  
2 personalised targets set by PGO/LM  
SLT Comment at bottom

Prior to an IBP starting, Pastoral Managers will present case for IBP with support package including strategies for behaviour as agreed with SENCO. Pastoral Managers will present case one of two ways.

- a. Present to Governors Panel Meeting  
Governors to be part of process of moving to IBP and providing additional support strategies.
- b. Present to SLT behaviour

### ABC

2 weeks, with interim review. Triggered at the stage before IBP or after 3 inclusions, at the SLT link's discretion.

### IBP Report

12 weeks, with 6 week review.  
Pastoral Managers to set 3 targets with support package.  
Operated by PGO.  
Pastoral Manager and PGO in review meetings.  
Failed IBP leads to respite placement.

### PSP Report

16 Weeks, with 8 week review.  
Pastoral Managers to set 3 targets with support package.  
Pastoral Managers operate and review.  
Supported Transfer if they fail.

## **Appendix F - Pastoral Team Roles and Responsibility**

### **Deputy Headteacher**

Strategic lead on all pastoral systems in school

### **AHT – Pastoral Support and Guidance**

Implementation of all pastoral systems in school

### **DOL – Designated Safeguarding Lead**

Safeguarding lead  
Achievement of CLA  
Destinations  
Form Time

### **Pastoral Managers**

Raising achievement  
Behaviour  
Attendance

### **Pastoral Guidance Officers**

Behaviour  
Attendance

### **Safeguarding Mentor**

Caseload of CP, CIN and CLA cases  
Achievement of CLA

### **Alternative Curriculum Co-ordinator**

Caseload of All About Me students  
Attendance visits

### **Attendance Team**

General attendance actions  
Generation of the RAID and P6 list each day



Appendix G – Imposition Form

Lesson Imposition Form

Student's name \_\_\_\_\_ Form \_\_\_\_\_

Staff setting this work: \_\_\_\_\_ Subject: \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

Student

You have been requested to complete work that was either not completed or not completed to a good standard in the lesson today. You will be expected to complete this work from home today and hand it back to your teacher for marking by the deadline stated. Failure to do this will result in an after-school detention being issued by the teacher.

Reason for this imposition form being issued:

- Did not complete work to expected standard [ ]
Late to lesson [ ]
Behaviour issue (detailed on SIMS) [ ]
Other \_\_\_\_\_ [ ]

Explanation of the work necessary (any support materials worksheets should be stapled to this form):

- Worksheet [ ] Detailed in book [ ] Other (state below) [ ]
Details on Frog [ ] Attached to this form [ ]

[Empty box for explanation details]

Deadline for this work (usually the next day):

[Empty box for deadline]

Parent or Guardian

Please supervise your child in completing this work, sign when it is completed to a standard you deem acceptable and ensure your child puts it into their school bag to hand in to the teacher who has issued the form on or before the deadline. Please sign below to show that you have seen this form, given guidance to your child and have seen the final piece of work. If you encounter any problems with the work, please contact your child's teacher as soon as possible.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Relationship to the child \_\_\_\_\_