



# The Athelstan Trust Behaviour Policy

**(Includes Searching with or without consent and confiscation)**

Date of Review	Approved by	Date of Approval	Next Review	Website
March 2019	Board	4/4/2019	March 2022	Yes

## 1. Principles

The Trust has high expectations of all its students.

The central task of the schools within the Trust is to develop as fully as possible the potential of all students. The Trust acknowledges that its role should not be confined to its students' academic development; it should also prepare them to become responsible citizens within the wider community. Good behaviour and the ability to work well with others are essential ingredients in the educational process. Education of students will encourage them to safeguard the health, safety, security and learning of themselves and others.

The Trust recognises that inappropriate behaviour, which disrupts the learning process, prevents students from achieving their potential.

1.1 The Trust acknowledges its responsibility for creating a positive atmosphere of achievement and enjoyment where high standards of teaching and learning engage students, all students feel a strong sense of community and where standards of behaviour are commonly agreed and accepted.

1.2 The behaviour of adults has a powerful influence on the way that young people behave. Teachers' ability to form good working relationships based on mutual respect is essential in encouraging students to behave well.

1.3 All staff in the Trust will model the behaviours we expect of our students. The schools will give students opportunities to contribute to the setting of expectations and to take leadership responsibilities.

1.4 The best way in which a young person can be prepared to take a valuable part in society is to have respect, for themselves, for others and for the environment. The schools will encourage students to develop these qualities.

1.5 We believe that students should learn in a positive atmosphere where praise and encouragement are the norm.

1.6 The Trust recognises the importance of rewards in promoting good behaviour and aims to teach its students to develop self-respect, self-discipline and self-motivation.

1.7 Vulnerable students including those listed under the Equality Act 2010 and those with Special Educational Needs, will be identified and offered the support and guidance they need to help overcome disadvantages and obstacles.

1.8 The Trust's response to the behaviour of students, particularly those who are vulnerable including those listed under the Equality Act 2010 and those with Special Educational Needs, will be informed by their individual circumstances and needs.

1.9 The Trust recognises the difficulty that some students experience in adapting their behaviour to the Trust's expectations. In such circumstances, the schools within the Trust will use a variety of strategies to support the student in developing a range of appropriate responses to meet expectations.



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1.10 The Trust values and encourages the support and involvement of parents and carers in promoting good behaviour at home, at school and in the community and will make every effort to develop supportive, co-operative relationships in which all parties work in the best interests of the student.

1.11 The Trust looks to parents' active involvement in their children's education, including their support of the Trust's behaviour policy.

1.12 Each school within the Trust reserves the right to exclude a student from going on a trip. For example, when a student has misbehaved on a previous trip, or whose general behaviour in lessons and around the school has been persistently below the standard expected, and when a student could be seen as a risk to their personal safety and the safety of others. Full reasons will be given to the parents/carers.

## 2. Other Related Policies

2.1 This policy will be used in conjunction with the following policies and procedures:

- Bullying Policy
- Equal Opportunities Policy
- Drugs Policy
- Complaints Procedure
- Home School Agreement
- School Uniform Procedure
- DfE Searching, Screening and Confiscation Advice for Headteachers, school staff and governing bodies

- Athelstan Trust Employment Manual – Code of Conduct – The use of force or physical restraint; Disciplinary Procedure

2.2 Paper copies of all these policies are available, on request, from the Headteacher's PA.

2.3 Copies of the Bullying and Equal Opportunities policies are available on each school's website.

## 3. Responsibilities

3.1 The local governing body is responsible for defining the procedures underlying the behaviour policy.

3.2 The Headteacher is responsible for ensuring that the school establishes an environment which encourages, acknowledges and rewards good behaviour and regular attendance and which discourages bullying, disruptive or disorderly behaviour.

3.3 The governing body, Headteacher and staff are responsible for ensuring that this policy and its application promote equality for all students.

3.4 The Senior Leadership Team is responsible for ensuring that there is a high level of support for those implementing the policy.

3.5 All staff are responsible for implementing the policy fairly and consistently, for ensuring that students are taught how to behave well and attend regularly and for modelling the standards of behaviour expected of students.

3.6 The Headteacher is responsible for ensuring that appropriate adjustments are made to normal procedures when disciplining students with Special Educational Needs.

3.7 Parents and carers are responsible for working with the school to ensure their child's appropriate



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behaviour inside and outside school.

3.8 All staff will use their knowledge of students in their care to set them appropriate challenges and to ensure they are supported in reaching the highest standards. In each school, rewards and sanctions will be applied in response to behaviours which meet or fail to meet the rights and responsibilities agreed by the community.

3.9 The standards agreed by the school community apply to students throughout the school day.

3.10 According to DfE Behaviour and Discipline in Schools guidelines, Teachers can discipline students for misbehaving outside of the school premises to such an extent as is reasonable, not just for journeys to and from school and on school trips and visits.

3.11 The whole school community is responsible working for the implementation of this policy.

#### 4. Use of Reasonable Force

Should circumstances so dictate, the school reserves the right to use reasonable force to:

- prevent students hurting themselves or others
- prevent students damaging property, including their own
- prevent students causing disorder
- prevent students committing a criminal offence

#### 5. Allegations Against Members of Staff

5.1 If a student makes an allegation against a member of Trust staff, or another adult working in any of the schools, the student will be asked to give details of the allegation in writing. If the student would find this to be a barrier, a member of the support staff will be asked to write the account, verbatim, as told to them by the student.

5.2 Any allegation against a member of staff in any of the schools will be fully investigated by senior staff unless it is against the Headteacher, in which case it will be investigated by the Chair of Governors.

5.3 Allegations against other adults working in any of the schools may be passed to their manager or investigated internally by the individual school, as is appropriate.

5.4 Where an allegation against a member of staff is found to be true, action will be taken in line with Trust policy and teachers/non teacher contracts and conditions of service.

5.5 If an allegation is found to be false, sanctions will be used to discipline the student. In determining the appropriate sanction the Headteacher will consider factors such as the nature of the allegation and its impact on the member of staff involved.

#### 6. Searching

6.1 School staff can search a student for any item if the student agrees.

6.2 Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited items. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items



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- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

#### **7. Confiscation**

**7.1** School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

#### **8. Searching without consent**

**8.1** The member of staff conducting the search must be the same sex as the student being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the student being searched.

**8.2** There is a limited exception to this rule. Staff can carry out a search of a student of the opposite sex and without a witness present, but only where it is reasonably believed that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

**8.3 Establishing grounds for a search:** Staff can only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in their possession a prohibited item. Staff must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to suspect that the student is concealing a prohibited item.

**8.4** In the exceptional circumstances when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a student's expectation of privacy increases, as they get older.

**8.5** Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the student, for example on school trips in England or in training settings.

#### **9. Extent of the search – clothes, possessions, desks and lockers**

**9.1** The person conducting the search may not require the student to remove any clothing other than outer clothing.

**9.2** 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

**9.3** The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets but not an intimate search. It also includes lockers, desks and school bags.

#### **10. Use of force**

**10.1** Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks,



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pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

#### **11. The power to seize and confiscate items**

**11.1** A member of staff can confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. Where items are reasonably suspected to be an offensive weapon they **must** be passed to the police. More details regarding confiscating items can be found in the DfE Searching, screening and confiscation Advice for Headteachers, school staff and governing bodies:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)

#### **12. Telling parents and dealing with complaints**

**12.1** Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

**12.2** Schools should inform the individual student's parents or carers where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.

**12.3** Complaints about searching will be dealt with through the normal complaints procedure.



# Bradon Forest Procedure Behaviour for Learning

## Purpose

- To ensure that all Governors, staff, students and parents are aware of the high expectations of the school in terms of Behaviour for Learning.
- To promote positive behaviour and self discipline to create a safe, calm and productive environment for all
- To facilitate the schools mission statement
- To promote Section 61 of the Schools Standards and Framework Act 1998 which requires a Governing Body to ensure that its school pursues policies to promote positive behaviour.

## Aims and Objectives

This policy will set the boundaries for the detailed operating procedures for a system that:

- Rewards and reinforces the right behaviours.
- Delivers consistent consequences for the wrong behaviour.
- Outlines a system where the roles and responsibilities are clear and staff take responsibility for students' learning.
- Seeks to ensure that all students are treated equally and fairly in the implementation of rewards and sanctions.
- Enables staff to teach effectively by removing disturbances to learning and promoting respect and positive attitudes to learning.
- Supports and promotes the Anti-bullying Policy, the Disability Discrimination Policy, Equality Policy and Mobile Phone Policy.

## Behaviour for Learning Code

### Rights

The school believes that the following rights apply to all within Bradon Forest School:

- All students have the right to learn to the best of their ability, allowing them to achieve their potential.
- All teachers have the right to teach.



# Bradon Forest Procedure Behaviour for Learning

- Everyone has the right:
  - To feel safe.
  - To be listened to and be treated with respect.
  - To be treated fairly.
  - To be free from discrimination.

We, as a community, agree to the following rights and **responsibilities**:

- To learn and let others learn.
- To show respect for others and their property.
- To arrive on time, equipped ready to work and dressed correctly.
- To follow instructions straight away.

## **Rewards**

A reward scheme will be in place that recognises and promotes:

- Positive attitudes to learning.
- Outstanding achievement and learning.
- Students' teamwork and independent learning.

(Please see Appendix A on Rewards)

Sanctions are in place in order to:

- Deter poor behaviour.
- Ensure consequences for poor behaviour.
- Establish a levelled and proportionate response to poor behaviour.
- Identify clear roles and responsibilities for operation.
- Re-establish appropriate expectations of behaviour and to restore teacher-student relationships.

In order to create an environment conducive to learning, Bradon Forest School uses five levels of sanctions for behaviour:

***Consequence 1, 2, 3 and 4***  
***Detention (break, lunch and after school)***  
***Isolation***  
***Fixed Period Exclusion***  
***Permanent Exclusion***



# Bradon Forest Procedure Behaviour for Learning

## Detention

It is essential that every teacher responds in exactly the same way using the C1, C2, C3 system:

C1 = Consequence is a verbal warning

C2 = 15-30 minute detention with the class teacher and e mail or telephone call home informing the parent.

C3 = Placed with the Team Leader/Safety Netted and followed by a Lunchtime Detention with an email or phone call home.

The member of staff issuing a C3 would enter the information on to SIMS and the Team Leader will send the details of the Lunchtime Detention to the Pastoral/Detentions Secretary who will send an email or make a phone call to parents and will issue a reminder to the student on the day of the detention through the register.

For persistent offenders the school will impose detentions outside of normal school hours by informing parents but does not require parental consent. These can be evenings and certain non-teaching days (days which have been set aside wholly or mainly for members of staff to work but not to teach students, sometimes referred to as 'training days', 'INSET days' or 'non-contact days'.)

## Analysis and Further Pastoral Support

If any student does not respond to the consequences and seems not to understand the consequences of continued poor behaviour the school will:

- In the first instance, act to ensure that the learning of others is not disrupted.
- Analyse the reasons for the continued poor behaviour, calling upon experts as required, engaging the student's family group.
- Deliver a focussed support plan that meets the student's individual needs. This may include some of the following: restorative justice, school action plan, mentoring, counselling





# Bradon Forest Procedure - Behaviour for Learning

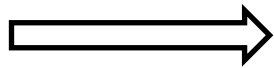
## Classroom Behaviour (Lessons and Tutor Time)

A C1 should be a verbal reprimand and is used to re-engage students with the task. If the off task behaviour continues and the student does not respond to the C1 then a C2 should be issued.

### Consequence

**1**

Consequence:



Verbal reprimand

Please make it clear to the student that a C1 has been issued and any other infringement will lead to a C2

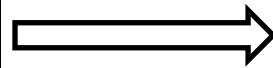
#### Example Behaviour

1. Off task behaviour
2. Out of seat without permission
3. Inappropriate language (minor)

### Consequence

**2**

Consequence:



15-30 minutes detention with the class teacher at break

Logged on SIMS

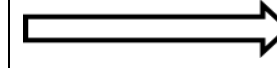
Teacher issuing C2 to phone/email home

#### Example Behaviour

1. Refusing to complete work
2. Constantly ignoring instructions
3. One-off offensive comment
4. Minor acts of vandalism
5. Use of offensive language
6. Persistent C1 behaviour
7. Lack of equipment

### Consequence

**3**



Action:

Removed from lesson and placed with Head of Faculty: Use Call Out if necessary

Faculty lunchtime detention on same day. Red slip given to student.

Logged on SIMS. Teacher issuing C3 to phone/e mail home.

#### Example Behaviour

1. Continuous refusal to follow instructions
2. Persistent disruption of class activity or one off major act of disruption
3. Repeated low level disruption of learning
4. Damage of equipment and property
5. Threatening behaviour
6. Repeated offensive comments – investigation to follow

**Covid-19 Guidance:** In addition to the standard Bradon Forest School behaviour expectations, students will also need to adhere to the additional expectations set out by the school because of the COVID-19 response. Most importantly, a student will need to adhere to reasonable social distancing measures, keeping a **2-metre distance** from staff and **1-metre plus** distance where reasonably possible from other students. Students should not socialise with students outside their year group and follow the school's rules around hubs. If a student willingly fails to follow this guidance, appropriate consequences for the student(s) in question will be issued.

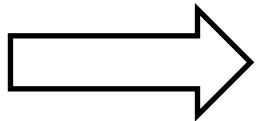


# Bradon Forest Procedure - Behaviour for Learning

## Classroom Behaviour (Lessons and Mentoring) and Extreme Behaviour

### Consequence

4



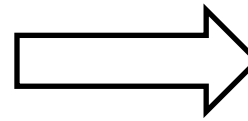
If a student receives more than one C3 in a term, they must be placed on Faculty Report.

To be used if a student receives 2 or more C3s in a term within one Faculty.

### Consequence:

- |                            |  |
|----------------------------|--|
| 1 <sup>st</sup> C4         | Isolated from next lesson, Senior Staff Detention, Pastoral Report   |
| 2 <sup>nd</sup> C4 or more | Isolated from next 3 lessons, Pastoral Report, Senior Staff Detention and meeting of Parents, Year Leader and Faculty Leader. Consideration of Fixed Term Exclusion for persistent disruptive behaviour. |

### Extreme Behaviour



Immediate removal to the Isolation room

Informing Senior Staff and Head of Key Stage and Inclusion Manager.

### Consequence: Isolation or Exclusion

1. Any form of violence
2. Bad language directed at a member of staff
3. Dangerous behaviour
4. Threatening behaviour to staff or other students
5. Refusal to leave the room following a C3
6. Extreme breaches of the uniform policy
7. Violation of the drugs and substance misuse policy
8. Bullying or racism
9. Any behavior judged to be extreme by a senior member of staff

**Covid-19 Guidance:** In addition to the standard Bradon Forest School behaviour expectations, students will also need to adhere to the additional expectations set out by the school because of the COVID-19 response. Most importantly, a student will need to adhere to reasonable social distancing measures, keeping a **2-metre** distance from staff and **1-metre plus** distance where reasonably possible from other students. Students should not socialise with students outside their year group and follow the school's rules around hubs. If a student willingly fails to follow this guidance, appropriate consequences for the student(s) in question will be issued.



# Bradon Forest Procedure Behaviour for Learning

## Exclusions

The Headteacher (or a Deputy in the Headteacher's absence) will decide if a serious incident is worthy of a Fixed Period Exclusion.

- On a first Exclusion a student will have reached Level 1 of the Exclusion Levels. At this level a student can be excluded for 1 or 2 days at the discretion of the Headteacher
- On a second occasion, a student will have reached Level 2 of the Exclusion Levels. At this level a student can be excluded for 2 or 3 days at the discretion of the Headteacher
- On a third occasion, a student will have reached Level 3 of the Exclusion Levels. At this level a student can be excluded for 4 or 5 days at the discretion of the Headteacher
- The Headteacher may, on occasion, decide that an incident is particularly serious and consider placing a student on a higher level e.g. a student could go from being on no level to a level 2 or move from a level 1 to a level 3.
- When a student reaches Level 3 of the Exclusion Levels, this is considered to be a Final Warning Stage. Any further incidents which lead to an Exclusion could mean that the Headteacher may consider a Permanent Exclusion.
- Levels are reviewed twice yearly. If a student has managed to go through 6 months of no exclusions and improved behaviour evidenced by C2/C3s then he/she may go down an exclusion level.

At each stage of this process, the school will put in place support to help the student improve their behaviour, go down exclusion levels and therefore improve their capacity to learn in class.

Typical strategies would be as follows:

Level 1: Target Card to Year Leader, Re-admittance Meeting between Parents/Carers, Year Leader and Head of Key Stage, information to staff.

Level 2: Target Card to Year Leader, Individual Behaviour Plan, Re-admittance Meeting between Parents/Carers, Year Leader, Head of Key Stage, Deputy Headteacher, outside agencies engaged where appropriate.

Level 3: Target Card to Head of Key Stage, Pastoral Support Plan, Re-admittance meeting between Head of Year, Parents/Carers, Head of Key Stage, Deputy Headteacher, Outside Agencies, consideration of a CAF/TAC.

## Exceptions to the Level Procedure

There will be, however, exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence.

Possible incidents where this **may** be considered are as follows:

- a) Serious actual or threatened violence against another student or a member of staff.
- b) Sexual abuse or assault.
- c) Supplying or in possession of an illegal drug.
- d) Carrying an offensive weapon.



# Bradon Forest Procedure Behaviour for Learning

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community. In cases where the Headteacher has permanently excluded a student for:

- a) **one of the above offences; or**
- b) **Persistent and defiant misbehaviour** including **bullying** or repeated possession and/or use of an illegal drug on school premises. And where the basic facts of the case have been clearly established on the balance of probabilities, the Secretary of State would not normally expect the governing body or an independent appeal panel to reinstate the student.

## Out of Classroom Behaviour

All staff have a responsibility to maintain a calm environment around the school at all times regardless of duty allocations.

At Bradon Forest School, we believe that everyone has a right to learn in a safe and secure environment and in a community where people feel free to be themselves. Behaviour which challenges this community will result in consequences. For incidents at the following times use the procedures laid out below:

- Before school
- Break
- Lunchtime
- Bus Duty and during journey
- Between lessons
- School trips and visits

### Consequence 1

Minor incidents e.g. running in corridors, litter etc.

**Action – Verbal reprimand, student moved on**



### Consequence 2

Incidents e.g. pushing, intimidating behaviour **Action – Head of Year's Office**

**Pastoral Lunchtime Detention – give details to Detention secretary**

**Log on SIMS** by the member of staff dealing with the incident



### Consequence 3

Serious incidents e.g. refusal to follow instructions, threatening behaviour or reported persistent bullying/racist behaviour, damage of equipment and property.

**Action – Escorted to Key Stage Office**

**Senior Team Detention**

**Email or phone call home**

**Log on SIMS** by the member of staff dealing with the incident

**Removal to the Isolation Room pending further investigation**



# Bradon Forest Procedure Behaviour for Learning

## Pastoral Support and Early Intervention

### Tutors

All students are in tutor groups and see their Tutors five times a week, first thing in the morning. Tutors communicate with home at least once a term and in particular, communicate with home over referrals and rewards. The tutor programme promotes good behaviour and has a strong SEAL (Social, Emotional Aspects of Learning) programme which encourages students to be aware of their emotional needs and to share concerns with their tutor. All Y7 Mentor groups have peer mentors who work with the group under the supervision of the mentor.

### Subject Teachers

Teachers are encouraged to use positive behaviour strategies in their teaching and use praise to reprimand in a ratio of 4:1. The Consequence system has been established within the school and the vast majority of students respond to a C1 and C2 without further levels needed to be used. Students who exhibit challenging behaviour within a subject will face a number of strategies including, withdrawal from lessons, subject report, faculty afterschool detention and if necessary, a change to another teaching group.

### Assistant Heads of Key Stage

Assistant Heads of Key Stage work with students who are referred to them by either their Tutors or Faculty Leaders. They will discuss with the Heads of Key Stage 3 and 4, strategies for intervention such as the writing of IBPs (Individual Behaviour Plans) and PSPs (Pastoral Support Plans). They will discuss the need for intervention of outside agencies such as CAMHS or a CAF (Common Assessment Form) with their teams, Head of KS3 and 4 and the Assistant Headteacher in charge of KS3 and KS4.

### Attendance

The Head of KS3 and KS4 meet weekly the Educational Welfare Officer and fortnightly with the Assistant Headteacher in charge of KS3 and KS4. Students whose attendance is below 85% are discussed and interventions put in place to secure improved attendance

### Inclusion Centre

If a student is not responding to a Team Leader using the strategies available to them and has received 2 or more C3s, then a Team Leader issues a C4. The student will then spend the next lesson for that subject in the Inclusion Centre. The Heads of Key Stage 3 and 4 along with the Senior Team will be the gatekeepers for this centre. The number of lessons or days spent in the room are documented in the student's SIMS record. Students within the session could be there for a variety of reasons including support. The Inclusion Centre is also used for isolating students from lessons when serious incidents are being investigated or as a consequence for a serious incident. Isolation is considered by the school to be its most serious consequence other than excluding a student for a fixed period.



# Bradon Forest Procedure Behaviour for Learning

## Disciplinary Stages/Fixed Term Exclusions

### Level 1 readmission meeting

- Parents asked into school to meet with the Assistant Head of Key Stage and, if possible the Tutor. The student will attend.
- Behaviour Targets to be set up and monitored by the Tutor.
- Student Action Plan/Report system set up.
- Readmission Report Card

### Level 2 readmission meeting

- Parents asked into school to meet with the Assistant Headteacher in charge of KS3/KS4, the Assistant Head of KS and, where possible, the Tutor will attend. The student will attend.
- Individual Behaviour Plan is set up and monitored by The Assistant Head in charge of KS3/KS4.
- Pastoral report required.

### Level 3 readmission meeting

- Parents asked into school to meet with the Assistant Headteacher in charge of KS3/KS4 and the Assistant Head of KS The student will attend.
- Pastoral Support Plan is set up and outside agencies identified as necessary.
- Alternative Education pathways considered e.g. Managed Move, External Provider

### Level 4 Permanent Exclusion repeated offence following Level 3

- Parents invited into the school for the permanent exclusion meeting with Assistant Head of KS representatives from SLT, 3 Governors and LA representative.
- Permanent Exclusion paperwork fully documenting issues and actions taken.



# Bradon Forest Procedure Behaviour for Learning

## Students' Conduct Outside the School Gates – Teachers' Powers

What the law allows:

A teacher may discipline a student for:

- Any misbehaviour when the child 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.

## Detention

What the law allows:

Teachers have a legal power to put students (aged under 18) in detention.

Schools must make clear to students and parents that they use detention (including detention outside of school hours) as a sanction. Where detention is outside school hours they will give parents 24 hours' notice, in writing. They do not have to give 24 hours notice for a lunchtime detention.

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

- Any school day where the student does not have permission to be absent.
- Weekends - except the weekend preceding or following the half term break.
- Non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

## Matters Schools should Consider when Imposing Detentions

Parental consent is not required for detentions.

The school must act reasonably when imposing a detention as with any disciplinary penalty. In addition, when deciding the timing, the teacher should consider whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient.

With lunchtime detentions, schools should allow reasonable time for the student to eat, drink and use the toilet.



# Bradon Forest Procedure Behaviour for Learning

## What about other physical contact with students?

- (i) It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.
- (ii) Examples of where touching a student might be proper or necessary:
  - Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school.
  - When comforting a distressed student.
  - When a student is being congratulated or praised.
  - To demonstrate how to use a musical instrument.
  - To demonstrate exercises or techniques during PE lessons or sports coaching.
  - To give first aid.

## Reports: Examples and Expectations

### Tutor Report

A student who receives 3 or more C1s in a term should be placed on report by the tutor.

- This should last for a period of at least two weeks.
- The student should have three daily targets.
- When the Tutor has chosen the targets with the student he/she will contact outlining these.
- This will be logged on SIMS by the Tutor.

As the name of the report suggests, the Tutor should be monitoring and reviewing this report in Tutor sessions and contacting the student's home to discuss progress and achievement each week of the report period.





# Bradon Forest Procedure Behaviour for Learning

## Year Leader Report

A student who does not respond to the Tutor report, or who receives several C3s in a fortnight should be placed on a Assistant Head of Key Stage Report

- This should last for a period of at least two weeks.
- The student should have three daily targets.
- The Year Leader will discuss the targets with the student and send an email home outlining these.
- This will be logged on SIMS by the Year Leader.

The report will be checked daily by the Assistant Head of Key Stage. The Tutor should continue to review and discuss the students' progress as part of the learning conversation between Tutor and student during mentoring sessions.

## Post-Exclusion Report

These reports will be set up by the Assistant Head of Key Stage/Head of Key Stage during a re-admittance meeting, following a period of exclusion. Targets will be agreed by the parent/carer, the student and the Head of Year/Key Stage. The type of report is dependent on which exclusion level the student is at.

- This should last for a period of at least two weeks.
- The student should have three daily targets.
- This will be logged on SIMS by the Year Leader.

The Tutor should be involved in reviewing and discussing the students' progress as part of the learning conversation between tutor and student during tutor sessions.



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Appendix A

## Rewards at Bradon Forest School

### House Points

Reward Type	Behaviour	Contact home
200 House Points	Exosphere Certificate	Awarded by in Celebration Assembly. Student takes home.
175 House Points	Thermosphere Certificate	
150 House Points	Mesosphere Certificate	
125 House Points	Stratosphere Certificate	
100 House Points	Platinum Certificate	
75 House Points	Gold Certificate	
50 House Points	Silver Certificate	
25 House Points	Bronze Certificate	Awarded by tutor or in Celebration Assembly. Student takes home
10 House Points	Postcard	Awarded by Tutor. Student takes home.
Student House Points	<ul style="list-style-type: none"> <li>▪ Completing homework or classwork to an excellent standard</li> <li>▪ Excellent sustained effort</li> <li>▪ Working beyond target level</li> <li>▪ Full participation in class</li> <li>▪ An active student in tutor time</li> <li>▪ Participation in House/Extra-curricular activities.</li> </ul>	Exercise book. Teacher stamps planner.
Teacher verbal praise in class	<ul style="list-style-type: none"> <li>▪ Answering questions in class</li> <li>▪ Active listening</li> <li>▪ Correct equipment</li> </ul>	Teacher feedback to student.

### Bradon Values

Teacher verbal praise	Praise issued for students demonstrating Bradon Values	Teacher feedback to student
House Points	Tokens issued for students demonstrating Bradon Values	Students place token in house collector
Postcard	Postcards issued to staff and pupils for excellent demonstration of Bradon Values. Placed in box and cards drawn out and read in assembly/briefing and prizes issued.	Postcards taken home by students/staff



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## Termly Celebrations

Top 2 students for attitude to learning for each tutor group	Meet the Headteacher	Letter home
Any student achieving target grades in 5 or more subjects	5 House Points	Letter home
Any student who does not receive any Consequences (C1, H1 or U1 etc) to Christmas and Easter.	Opportunity to see a film at end of Term 2, and of Term 4	
Any student receiving no more than 2 x C1 and no other consequences all year.	Opportunity to attend a celebration trip	Letter home

## Attendance

Certificates given out termly for those students who have 100%	Certificates	Names read out in Achievement Assemblies. Students take certificates Home
100% attendance over 2 half terms (Christmas and Easter)	5 house points	Letter home
100% attendance over entire year	10 house points Entered for prize draw	Letter home

## Student of the Term - Faculty

Certificates awarded at the end of term 2, and 4 for Student of the Term (boy and girl) for each subject taken by students in a Year Group	Certificates	Celebration Assemblies at the end of term 2 and 4
Student of the Year (boy and girl) awarded for each subject. End of term 6	Certificates	Awarded at Achievement Evening at end of Term 6

## Headteacher Award

Awards given by the Headteacher following recommendation by subject teacher in recognition of showing Bradon Values	Certificates	Headteacher hands out to individual students
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## Review of the Procedure

These procedures will be reviewed in 2022, or in response to changes in legislation or Local Authority policy.