



Lockyer's  
Middle  
School

# Behaviour Policy

As a Rights Respecting School, children's rights are at the heart of our behaviour policy. We recognise, teach, practise and promote the rights of every child as outlined in the United Convention on the Rights of the Child.

**Article 28** states: *Children have a right to an education.....Discipline in school should respect children's human dignity.*

**Article 3** states: *The best interests of the child must be a top priority in all things that affect them.*

**The following related Policies should be considered alongside our Behaviour Policy:**

- |                               |                         |                            |
|-------------------------------|-------------------------|----------------------------|
| 1. Equal Opportunities Policy | 2. SEND Policy          | 3. Child Protection Policy |
| 4. Attendance Policy          | 5. Anti-Bullying Policy | 6. E-safety Policy         |
| 7. School Charters            |                         |                            |

## **1. Principles**

Lockyer's Middle School is a Rights' Respecting School. We are an inclusive school and all children will be supported to participate in all aspects of school life.

We believe that:

- All pupils and staff should treat each other with respect, dignity and fairness.
- All pupils and staff have rights and responsibilities, which ensure the school is a safe and calm environment.

## **2. Ethos**

At Lockyer's Middle School, we understand children's right to safety and we aim to provide a caring and safe learning environment for all pupils and staff.

We aim to provide:

- A place of learning enabling all children to develop and achieve their potential regardless of their background
- A caring and friendly community in which mutual respect is fostered
- A safe environment for all children to develop in confidence and self-esteem
- A stimulating educational environment, which enables children to reach their full potential, encourages a sense of self-respect and promotes values based on respect for others
- Equal opportunities for children to take part in extra-curricular activities and community projects.

We actively support and encourage parents/carers to include their children in all aspects of school life.

## **3. A Rights' Respecting School**

In line with our school values, it is everybody's responsibility, vision and aim to be consistent and support UNICEF's rights and responsibilities, using the appropriate Rights' Respecting language.

'Children have a right to an education. Discipline in schools should respect children's human dignity....' (Article 28)

## **4. Our Vision, Aims and the 6Rs**

We endeavour to promote our ethos by regularly reinforcing our vision, aims and school motto of *Excellence through endeavour*. This is supported by children being rewarded for supporting our school ethos by being awarded House Points for being **successful learners** against each of the **6Rs - Responsible, Resourceful, Reflective, Resilient, Reciprocal and Respectful**.

Our Vision

- Everybody values learning
- Everybody works together to achieve the best for themselves and the school
- Everybody is engaged with learning

Our Aims

- Everybody to be proud to be a part of Lockyer's Middle School
- Every lesson to be good or better
- Every child to make better than expected progress in their time at Lockyer's Middle School

## 5. Our Responsibilities

### Staff:

- to have high expectations for learners, and support school rules that clearly define the limits of acceptable and unacceptable behaviour
- to teach pupils to consistently follow these rules and directions throughout the school day and school year
- to ask for assistance from parents/carers and colleagues when support is needed to manage the behaviour of pupils
- to inform parents/carers of concerns about a child's behaviour
- to ensure that they have high expectations of pupils in terms of behaviour, and they strive to ensure that all pupils work to the best of their ability

### Pupil:

- to respectfully behave in a manner that ensures the safety of others
- to respectfully allow teachers to teach lessons and other pupils to learn
- to have their views and opinions heard and the respect to listen to others
- to follow school charters

### Parents/carers:

- to encourage their children to adhere to the school rules, and to support sanctions when they are issued in order to promote positive behaviour
- the right to communicate concerns about their child to the school
- the right to attend parent consultation evenings

### Governors:

- to support the school staff in responding to issues about behaviour
- to respond to serious concerns raised by parents/carers about issues concerning behaviour
- to be informed of serious breaches of the school rules and the respect to support the school staff when dealing with these matters

### Headteacher:

- to implement the school's behaviour policy throughout the school and to report to governors, when requested, on the effectiveness of the policy
- to ensure that children have the right to be healthy, safe and cared for within school
- to ensure that staff are supported by implementing the behaviour policy
- to ensure that records are kept of all reported serious incidents of misbehaviour
- to ensure that the effectiveness of this policy is monitored on a regular basis

## 6. Rewards

At Lockyer's Middle School, we aim to create a climate where praise and encouragement far outweigh the need for sanctions.

- On entering the school, children are allocated to a house group (Badbury, Vespasian, Elgeric or Waga). They remain in this house throughout their time at our school. House captains and vice captains are elected from each year group.
- House points are awarded using an electronic system called E-Praise. Pupils and parents/carers can log onto the interactive website or onto the app to check their E-Praise points.
- House points are awarded to children for being responsible, resilient, respectful, resourceful, reflective and reciprocal. When children have made a significant contribution to the school community, they can be awarded an accolade. Any member of staff can award these house points. Children's successes are celebrated during our weekly whole school assembly and Year assembly.

- Special Recognition Award – this is awarded on a weekly basis by the Headteacher and is recorded in the school’s Special Recognition log book.
- Exceptional pieces of writing are celebrated in our weekly whole school assembly where the children are awarded 5 E-Praise points and a pin badge in their house colour.
- Children can enter prize draws dependent upon the number of house points they have earned. These draws take place on a termly basis and prizes include things such as a Fit Bit, Amazon vouchers and a Kindle.
- Some children are awarded with their Rights Respecting Schools badge to represent a significant contribution to our school in supporting our school ethos.

## **7. Sanctions**

At times, children will behave in a way that is not in keeping with the expectations of our school. When this happens, the following procedures need to be adhered to:

- Using Rights’ Respecting language, talk to the child about the behaviour that is not appropriate
- Keeping positive, explain to the child that it is the behaviour that we do not like and not the child themselves
- Explain why the behaviour is not appropriate and remind them of the agreed Rights and Responsibilities.

In order for procedures and consequences to be effective, it is essential that:

- Consequences are applied fairly and consistently when good practice has failed to change the behaviour of the pupil
- The reasons why a consequence has been issued are explained clearly and calmly.
- Consequences are recorded in the same way in each lesson
- Once a consequence is issued it must not be taken away – unless you are absolutely convinced that a mistake has been made.

Minor misdemeanours and low level difficulties in class will be handled within the year groups by the members of staff who know the children best, referring to the class charters where possible. We encourage the child to take responsibility, think through behaviour and to make good decisions. Sometimes difficulties arise when friends fall out and our staff work hard to help the children sort through their feelings and teach them to handle upsets (which can be a natural part of growing up) in an acceptable manner.

Minor sanctions, at the discretion of the teacher, might include:

- An apology and reparation to anyone upset by the behaviour
- A verbal reprimand
- Community service during break or lunchtime
- Loss of break or lunch time to make up work that has not been done
- Time out to reflect either in a different part of the classroom or in a different class

## **8. More serious incidents of poor behaviour**

At every stage of the behaviour system, it is important that the individual needs of the children involved are considered. Children need to recognise that they are behaving in a way that is causing disruption and then given an opportunity to change the way that they are behaving.

It is vital that each one of our children has a high level of self-esteem and we have a variety of ways by which we value each child’s contribution to our school family. We cannot, however, be aware of everything that happens during the school day and we greatly appreciate parental and community support in letting us know early of any difficulties so that we can intervene quickly.

By working together we can effectively resolve any problems. We work with parents/carers to understand serious incidents or persistent poor behaviour. We need to balance the demands of justice, responsibility and fairness with the need to support the child to improve their behaviour. We also need to consider the rights of the rest of the school community.

### **Stage 1 – warning**

At this stage, a member of staff should clearly state the behaviour that is unacceptable, which rule they have disregarded and, most importantly, what they should be doing to avoid further consequences. It is important that if a pupil reacts negatively to being given a warning that the situation is prevented from escalating by the adults involved remaining calm and refusing to respond to complaints. In some instances in order for pupils to be clear about what stage of the behaviour system they are on, an individual visual reminder may be provided. This stage is not recorded as a Cause for Concern.

### **Stage 2 – yellow card**

After stage 1, and having referred to the class charter, the child's name is written on the yellow card by the board in the classroom. If the child's behaviour improves, the name is wiped off again. If the name is still on the card at the end of the lesson, a Cause for Concern will be issued and a note will go home in the homework diary to inform parents/carers. The child will then wait behind at the end of the lesson (or return at a time decided by the teacher) in order to discuss the problem that occurred and how it might be avoided in the future. Reparation in the form of catch-up learning may also be required at this time.

### **Stage 3 – 30 minute lunch detention with the teacher or in the detention room**

If problems continue, a lunchtime detention is to be given. The member of staff giving the detention needs to ensure that the pupil has a task to complete. This might be work they need to finish, or it might be appropriate to ask a child to write a letter of apology or respond to a question that encourages them to review their behaviour. It is important that the task is relevant to the situation that has led to the detention. Certain behaviour (as listed on the Cause for Concern sheet) will result in an immediate lunchtime detention being issued. A lunch detention is recorded as a Cause for Concern.

### **Stage 4 – after school detention (issued by the Head of Year or a member of SLT)**

Should disruptive behaviour or refusal to comply with school rules continue, pupils are to be given an after school detention. Certain behaviour (as listed on the cause for concern form) will result in an after school detention being issued without going through the warning stages. An after school detention letter is to be completed and sent home at least 24 hours in advance of the time the detention is to take place. Parents/carers are expected to return the reply slip to confirm its receipt.

### **Stage 5 – red card**

This is used when a child has had to be asked to leave the class because of high-level disruption, or they are taking away others' rights to learn or teach. The child will either take the red card to a member of the senior leadership team or it will be sent via another child to request support. A member of staff will interview the pupil, amend as required the cause for concern, and if required place the pupil in an after school detention. A Head of Year or Member of the SLT will contact the parent/carer to inform them of what has happened.

## **9. Behaviour reports**

Should a pupil reach 5 Cause for Concerns in a half term, they will be placed on tutor report to monitor and support their behaviour in lessons. A pupil will only be placed on report following a discussion between the child, their parents/carer, their tutor and their Head of Year.

Reports can be issued at three levels. Pupils will start on a tutor report. This will be monitored on a daily basis by the tutor and will be used to gain an accurate picture of the

way a pupil is behaving across the curriculum. This level of report will last for 5 days. After this time, the tutor and the Head of Year will decide the next step.

If a pupil is still causing persistent problems and failing to correct their poor behaviour, they will be placed on Head of Year report. Pupils on this level of report will be required to report to their Head of Year at fixed points during the school day and will need to earn their social time through positive behaviour. Pupils who are on Head of Year report may not be allowed to attend after school clubs, take place in off-site visits or represent their school in extra-curricular opportunities. This level of report will last for a maximum of 10 days. After this time, the Head of Year will decide on the next step.

If after being given chances to modify their behaviour they fail to do so, a pupil can be placed on SLT report. Pupils on this level of report will be required to report to a member of the senior leadership team.

## **10. Managing persistent disruptive behaviour**

The school will always endeavour to follow the staged approach explained above to managing poor behaviour. However where repeated incidents of poor behaviour occur the following sanctions will be used.

### **Step 1 – Half day internal exclusion**

If a pupil who has reached stage 4 or 5, and is therefore given an after school detention, continues to be involved in incidents of poor behaviour in the same week or over a short period of time the pupil will be internally excluded from lessons for half a day. Pupils will not be awarded with a second after school detention. This internal exclusion will be overseen by a Head of Year, the Assistant Headteacher or the Deputy Headteacher. Pupils will be expected to complete their work independently and away from their normal teaching groups or peers. A call home will be made by the Deputy Headteacher.

### **Step 2 – Full day internal exclusion**

Further incident of poor behaviour within the same week or short period will result in pupils being internally excluded for a full school day. Parents/carers will be expected to meet with the Head of Year and Deputy Headteacher alongside the child. Pupils will be expected to complete their work independently and away from their normal teaching groups or peers.

### **Step 3 – Exclusion from school**

Two incidents of internal exclusion within a week will result in the Headteacher making a decision to exclude from school due to 'persistent disruptive' behaviour. Parents/carers will be expected to meet with the Headteacher to discuss this behaviour and complete a behaviour contract.

## **11. Exclusion**

In extreme circumstances **exclusion** is the ultimate sanction that can be applied by the school. The Headteacher makes the final decision as to the exclusion of a pupil. This can take the form of:

- Internal exclusion – the child works under close supervision for a fixed term away from the other children but within school.
- Lunchtime exclusion – the child is excluded from the school for the lunch period and collected and returned for afternoon schooling by a parent/carer.
- Fixed term exclusion - the child is excluded from the school for a fixed term (see the Local Authority and DfE exclusion guidance) and on their return, a Pastoral Support Plan or behaviour contract will be drawn up. In all cases of more than a day's exclusion, the school will take reasonable steps to set and feedback on work for pupils. This should

include providing work that is accessible and achievable by pupils outside of school (Exclusion from schools and pupil referral units in England. Para 28).

- Permanent exclusion. Parents/carers will be fully involved in this process. Pupils face permanent exclusion when their behaviour constitutes a serious breach of school rules and/or is considered a significant threat to the health and safety of others (see the Local Authority and DfE exclusion guidance).

## 12. Interventions and Behaviour Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

In order to support pupils who may have difficulty regulating their behaviour, there are a number of resources that may help improve behaviour and encourage positive problem solving.

The following table lists the various support options and provides a brief explanation of their uses:

Class Teacher	Concerns regarding a pupil's behaviour will be dealt with initially by the class tutor. The class tutor can offer problem solving discussions that help pupils make good choices in difficult situations.
Parents/Carers	The support of Parents/Carers is vital and they will need to be informed at an early stage when concerns are raised regarding an individual pupil's behaviour.
Pastoral Support Teacher	This support will be targeted after discussion with Senior Staff. The pastoral Support Teacher will meet regularly with pupils and develop relationships with families through regular contact and discussions. A targeted programme of support will be planned as required.
Heads of Year	Heads of Year will have an important role to fulfil in co-ordinating the response to poor behaviour within their year group. They will regularly review sanctions to support staff where necessary and keep an electronic log (SIMS) of Cause for Concern forms.
Deputy Headteacher	When concerns regarding an individual pupil's behaviour become more serious and previous attempts to remedy the situation have failed, the Deputy Headteacher will become involved.
Headteacher	The Headteacher will normally become involved when the concerns regarding an individual pupil's behaviour have become very serious.
Social skills groups	Helping pupils to develop their use of social language and develop problem solving strategies.

SEAL groups	Using the small group Social Emotional Aspects of Learning resources to help pupils improve confidence and self-esteem, or develop a more positive approach to learning.
Mentoring	(By an adult in school) - more specific support that might include anger management skills or a more structured approach to problem solving or emotional development. This mentoring might be with a teacher to whom the child relates well, a TA/cover supervisor who has received appropriate training, or their Head of Year.
Nurture group	For pupils with a high level of social and emotional need resulting from attachment difficulties. This focuses on helping pupils develop positive attachments and therefore regulate their behaviour.
CAMHS support	For pupils with serious emotional difficulties or anger management problems, a referral to the Child and Adolescent Mental Health Service. This needs to be made by the Head of Year, School Nurse, Inclusion Manager or the child's GP.
Report Card	Report Cards provide a pupil with a written record of their behaviour and will normally be offered to a pupil after a meeting between the school and parent/carer in an attempt to modify their behaviour.
Common Assessment Form	A CAF is a multi-agency form and is used to gather information to support the family with possible assistance from outside agencies (eg Children's Services, YISP, YADAS, Young Carers, etc), a CAF can be completed in consultation with parents/carers. This would need to be completed by the child's Head of Year or a member of the SLT.
Behavioural Support Service	A referral to BSS can be made by a member of the SLT if a pupil's behaviour puts them at risk of permanent exclusion.
Pastoral Support Plan (PSP)	Pupils who are at risk of being excluded because of continuing behavioural problems need to have a Pastoral Support Plan completed for them. This seeks to identify a pupil's strengths and consider specific strategies for supporting their behaviour with reference to any special educational needs or involvement from outside agencies. Pupils who are the subject of a PSP should be identified on the SEN Provision Map as having behavioural difficulties at a level determined by the additional support that they require. These pupils should also be provided with a mentor who is able to support them when issues arise and work on particular issues with them (eg anger management, problem solving skills etc). A PSP will be completed by a pupil's Head of Year or a member of the SLT, in discussion with the pupil, their parents/carers and the tutor. PSPs are in place for a maximum of 6/8 weeks and are reviewed and adapted as necessary.

### **13. Pupil Transition**

Upon entry to Lockyer's Middle School a thorough transition process takes place. Detailed meetings between the Head of Year 5, SEND Co-ordinator and where appropriate the Headteacher take place with first school leaders and teaching staff. Senior staff at Lockyer's Middle School will also meet with parents/carers and pupils prior to transfer as required. This process is then supported by visits to Lockyer's Middle School for all pupils and parents/carers prior to transfer. New class lists are produced alongside colleagues in First Schools. All other appropriate information is shared with all staff prior to transfer.

The DSL ensures that all records are transferred prior to the start of the new academic year and where appropriate meetings are held with first school DSLs and families.

To ensure a smooth transition to the next year at the end of years 5, 6 and 7, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

As pupils leave Lockyer's Middle School to transfer to a new setting all relevant information is shared and provided for the new school and every effort is made to support the next school's transition process.

### **14. Managing behaviour outside of school**

What the law allows:

- Teachers have the power to discipline pupils for misbehaving outside of the school premises.
- Lockyer's Middle School will respond to non-criminal bad behaviour and bullying which occurs off the premises and which is witnessed by a staff member or reported to the school, and punishments will be imposed on pupils in line with the school's sanctions.
- Teachers may discipline pupils for misbehaviour when the pupil 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 pupil of our school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

### **15. Reasonable force**

On very rare occasions, reasonable force may need to be used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed and for the minimum amount of time possible.

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents/carers accompanying students on a school organised visit. Reasonable force is only ever used at Lockyer's Middle School to prevent pupils from hurting themselves or others. (Section 93, Education and Inspections Act 2006)

## 16. Searching with consent

What the law allows:

- School staff can search pupils with their consent for any item.
- Lockyer's Middle School are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or ask if the teacher can look in their bag or tray and for the pupil to agree.
- If a member of staff suspects that a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's Behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as when a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, Lockyer's Middle School can apply an appropriate sanction

## 17. Searching without consent

What the law allows:

What can be searched for:

- knives or weapons, alcohol, illegal drugs and stolen items;
- tobacco and cigarette papers, fireworks and 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 property;
- any item banned by the school rules which has also been identified in the rules as an item which may be searched for.

The Headteacher and those staff authorised by the Headteacher have a statutory power to search pupils without consent. School staff can seize and confiscate any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. Parents/carers will be informed when this happens. In the case of weapons we will call the police to carry out the search if any reluctance or resistance to co-operate from the pupil is encountered. In other cases we will seek to be as effective and discreet as possible by using the following guidelines:

- She/he will be invited to hand over any suspected items or have a parent/carers or police attend if they choose not to comply. There may be circumstances when school staff will call the police for assistance if they consider it is appropriate.
- Unless there are exceptional circumstances or an emergency, both members of staff will be the same gender as the pupil and the process will be conducted in a dignified manner.
- Searches will be conducted with two or more members of staff present
- Intimate body searches will not be conducted.

Under **Article 8** of the European Convention on Human Rights and **Article 16** of the UNCRC, pupils have the right to expect a reasonable level of personal privacy. The strategies outlined above are the school's practical response to its philosophy of inclusion.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in 'Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies'.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

## **18. Racism**

All incidents that might be construed as racist are fully investigated by a member of the Senior Leadership team and appropriate records are kept by recording this on a Cause for Concern. The School's behaviour tracking system has a specific entry for such an incident to enable the SLT to track such incidents and take appropriate action to address this over time in accordance with this policy.

## **19. Bullying** (see Anti Bullying Policy)

We emphasise the positive behaviour we want to encourage at Lockyer's Middle School and this emphasis on a caring and co-operative ethos means that bullying has no place in our school. Bullying involves taking away people's right to safety and dignity. Bullying can take many forms:

- Physical - hitting, kicking, stealing
- Verbal – name-calling, insulting remarks
- Indirect – spreading rumours or not including a pupil
- Cyber – using text messages or social media.

We encourage pupils to tell an adult as soon as bullying takes place. This could be a teacher, cover supervisor, lunchtime supervisor or teaching assistant. All incidents of bullying are recorded on a Cause for Concern sheet and are logged on the school's information management system (SIMS). We have sanctions in place to deal with bullying and follow the Dorset Anti-Bullying Guidelines.

## **20. Malicious Allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our Dealing with Allegations Policy for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## **21. Break and lunchtime arrangements**

All children have a right to play and relax and to join in a wide range of activities. Everyone has the right to feel safe and included. Children are expected to:

- Behave safely and responsibly at all times and to endeavour to involve other pupils in games and activities
- Treat other children with respect and to look out for others (ask a member of staff for help if they see behaviour that is unsafe or will make someone unhappy)
- Keep the playground tidy
- Keep to the rules of designated areas.

## **22. Uniform**

All children have a right to a sense of belonging and to be part of an active community. Children are expected to wear correct and appropriate school uniform at all times. The school's uniform expectations are reviewed annually and are available in the school prospectus and on the school website.

The Behaviour Policy will be used to ensure that pupils follow the school's uniform expectations. Examples of when this policy may be used include:

- When shirts are repeatedly not tucked in and top buttons are not done up.
- When black school shoes are not being worn at all times, including to and from school.
- Only single stud plain gold or silver earrings are to be worn. Therefore no other jewellery can be worn. Exception to this is made on medical grounds or for an appropriately sized religious item, when prior agreement is reached with the Headteacher.
- When makeup is worn to school including nail varnish.

### **23. Travelling to and from school**

Whilst travelling to and from school, the school council, along with the Headteacher, have agreed that, as a Rights Respecting school, children are to act in a responsible manner, following the Highway Code and being polite at all times to members of the public. They will represent the school well by not littering and being safe on the roads. They will not use bad language and will treat people courteously and with respect.

### **24. Homework**

If a pupil fails to hand in homework without a legitimate reason or note in the homework diary a lunch time detention may be given in order for a pupil to complete the task in school. It may be more appropriate for the pupil to complete this work with the teacher or in lunchtime homework club if they need greater support or the availability of resources in order to complete their work. When homework is not completed, staff should make a note of this in the pupil's homework diary so that parents/carers are aware that work needs to be completed.

If a pupil fails to complete their homework on three occasions across all subjects, they are to be given an after school detention.

### **25. Mobile Phones**

Mobile phones must be switched off as soon as pupils arrive at school and handed in to a member of staff during morning registration. These will be collected at the end of the day. Using or being in possession of a mobile phone during the school day will result in an after school detention. **Further sanctions may be required if the use of a mobile phone is harmful or unsafe.**

### **26. Inappropriate Language**

All members of the school community have the right to be spoken to with respect. Use of inappropriate language will result in an after school detention.

### **27. Contacting Home**

Parents/carers will be contacted by their child's tutor when they have received three Cause for Concern forms. The tutor will discuss the nature of the behaviour being shown and discuss the most appropriate way to move forward.

### **28. Training, Monitoring and Evaluation**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management also forms part of continuing professional development.

A termly audit of behaviour will measure the effectiveness of this policy. The audit will inform the School Improvement Plan and lead to the identification of targeted training for staff, and support for pupils. Monitoring of the issuing of sanctions and rewards will be a regular occurrence across the school year.

## **29. Recording interventions**

All evidence of poor behaviour and any interventions are recorded and stored centrally and overseen by Heads of Year. These records are kept centrally so that a clear picture of events and our response is available for discussion with parents/carers and support agencies at any time.

The following records are kept centrally on the schools information management system (SIMS):

- Cause for Concern information
- Class Teacher Guidance/Report sheets – *scanned copies*
- Year Leader Guidance/Report sheets – *scanned copies*
- SLT Report sheets
- Record of home contact
- Behaviour Contracts
- Pastoral Support Plans
- Exclusion information

**Note:** Other related documents may also be held with the SEND Co-ordinator, DSL or Headteacher.

DOCUMENT DETAIL	
<b>Delegated Committee</b>	Teaching learning and Community Committee:
<b>Document Title:</b>	<b>Behaviour Policy</b>
<b>Next Review Date:</b>	November 2018
<b>Approving Body</b>	Full Governor's Committee
<b>Date Approved</b>	15 <sup>th</sup> November 2017
<b>Chairman's Signature</b>	
<b>Target Audience</b>	All employees, pupils, parents and carers

This policy must be reviewed and published in writing annually to staff, pupils & parents and on the school website to comply with section 89 of the Education & Inspections Act 2006.

DOCUMENT HISTORY					
<b>Date of Issue</b>	<b>Version No.</b>	<b>Next Review Date</b>	<b>Date Approved</b>	<b>Person Responsible for Change</b>	<b>Nature of Change</b>
March 2011	1	March 2014	March 2011	Headteacher	First Issue
March 2011	2	March 2017	9 July 2014	Headteacher	Date Review
March 2011	3	March 2017	17 Sep 2014	Deputy Headteacher	Legislation changes and Rights Respecting Requirements
February 2015	4	February 2016		Head of Year and Deputy Headteacher	Review
November 2017	5	November 2018	15 <sup>th</sup> Nov 2017	Standards Leader with responsibility for vulnerable pupils, member of SLT with responsibility for RRS and Headteacher	Review of DfE requirements, Review of Rights Respecting School ethos and new rewards system.