

BEHAVIOUR POLICY
2019/2020



Ecclesfield
SCHOOL

Shared with the Governing Body on 9 October 2019

Signed:
(Headteacher)

A handwritten signature in black ink, appearing to read 'Richard J. Webb'.

Signed:
(Chair of committee)

A handwritten signature in black ink, appearing to read 'M. Aral'.

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CHANGES TO THIS EDITION

Not applicable

INTRODUCTION

To describe the processes and systems within the school, which promote, encourage and reward good behaviour and enable disruptive behaviour to be dealt with consistently and effectively.

This document sets out the framework of the school's approach to encouraging good behaviour which enables young people to develop and thrive in a stimulating, well ordered and caring environment. Our framework is known as the Consequence System.

It is expected that agreed alterations and modifications will be made. At all times stakeholders will be made fully aware of such changes.

The Consequence System should be successful in:

- Ensuring that all students, regardless of ability, age and gender are engaged in the process of praise, recognition and rewards.
- Supporting staff in the classroom. Ensuring that teachers can teach in a positive climate.
- Supporting students to behave in a conducive way that promotes good progress.
- Making the school a calm and purposeful learning environment in and around school, every day.

Without doubt, the essential prerequisite for the Consequence System to be successful is a consistent commitment from all staff to operate within the agreed framework every day. It is one of our non-negotiable expectations of all staff. Therefore, it is given high priority and not an optional policy or framework.

All teachers in all curriculum areas must recognise praise and reward all students as a matter of agreed policy. Teaching Assistants and non-teaching staff will also be expected to formally praise and challenge students whenever it is appropriate to do so.

Staff must have a thorough understanding of the Consequence System and operate within the Model for the use of sanction and reward.

REWARDS

We need to recognise and value the importance of rewarding students for the positive behaviours they demonstrate.

Reward Stamps

Each member of staff will be allocated a stamper. The stamper should be used to reward students with merits, which they collect in their student planner.

Students can access rewards for:

- Performance above expected (homework and classwork).
- Significant contribution to the school community outside of the classroom.

The latter may include presenting a positive image of the school in the local community, showing care and concern for the environment of other students, or making a substantial contribution in extra-curricular activities.

The expectation is that one stamp is allocated for each event/episode celebrated – no more than 3 stamps should be allocated in one lesson.

During tutor time students can also be awarded a stamp each Friday for each of the following:

- 100% attendance for the week
- Being on time throughout the whole week
- Having the correct equipment throughout the whole week

The awarding of stamps is collected in the Student Planner. Members of staff will stamp a student's planner in the appropriate week on the appropriate planner page. Certainly the administrative burden involved in awarding stamps is intended to be both simple and time efficient. Stamps are 'cashed in' once a week during tutor time and recorded in SIMS.

There are different rewards that are allocated dependent upon the amount of stamps collected these awards are presented in half termly celebration assemblies. A student's total number of merits and behaviour record are used at the end of the year to invite students to the year group rewards trip and end year celebration assembly which parents and carers are invited to.

Please see the rewards structure below and further details in the Rewards Policy.

Year Celebration Assemblies every half term

Award	Reward
100% Attendance	4 merits and prize draw for a voucher
On track for 100% Attendance	5 merits and prize draw for a voucher
On track Punctuality	5 merits
On track improved punctuality award	4 merits & prize draw for a possible voucher
Improved ATL	5 merits & framed award
Top ATL in Year	5 merits & framed award
Values Awards	4 merits & voucher
Extra Curricular	10 or more sessions attended extra curricular names in a prize draw. (merits award on session attendance)
Student of the half term (dept nomination)	5 merits & prize draw for a voucher

Rewards at Ecco - Total number of Merits



100 merits - Tutor certificate



200 merits - Head of Year certificate and equipment prize.



300 merits - SLT certificate and celebration photograph home.



400 merits -Headteacher letter of commendation and invite to celebration event.



450 merits - Invite to end of year event. Pin badge.

Top 50 Club

Each half term, there is a league table of the top 50 students with the most rewards stamps in each year group. The Top 50 Club noticeboard is in a prominent position in the school. Every half term the Top 50 Club is updated, so that a fresh league table can start.

This is so all students can have a 'clean slate' and are able to access our rewards. The Student Services Team are responsible for updating the Top 50 Club league table.

Postcards

Students may receive a postcard, in addition to reward stamps, which will be sent direct to their home when they have evidenced something exceptional. Space will be left for a teacher comment, so staff can communicate the reason for celebration/praise. Postcards need to be handed to the admin team so they can be posted home. All teachers are free to involve themselves in such positive communication.

Senior Leadership Team

The Senior Leadership Team (SLT) are attached to year groups. The SLT are available to receive students from form tutors who have been recommended for high praise. The student is to share their planner as it will show positive behaviours that can be praised. It is anticipated that not more than three students per form are recommended each term.

Verbal praise, positive phone calls home, letters home are all reward mechanisms that departments should employ to regularly praise students.

BEHAVIOUR POLICY

The Behaviour Policy and practices is underpinned by the following principles:

- Students come first
- We model the values we expect from the students.
- We all shoulder our responsibilities.
- We continuously learn together to become outstanding teachers and support staff.
- We support each other at all times.
- We do difficult things successfully by working together.

The success of the policy depends on all the stakeholders (students, teachers, parents/carers, governors) understanding and sharing the philosophy with being consistent in the implementation of the procedures.

Key elements of the policy are:

Consistency

It is important that we develop a common language and develop collegiate support and consistency. Students need to know that all teachers have the same expectations and students not adhering to the expectations will face the same consequences.

Recognition

It is important that all the students who keep on task, who are supportive, positive and who achieve what is required should be given recognition and rewards.

Correction without Confrontation

It is important that teachers use teaching strategies to encourage excellent behaviour and work ethic, for example:

- Refer to the rule the student is challenging.
- Give the student time and space once entering Consequences to 'get it right'.

Fresh Starts

It is important that all students are given a fresh start despite what has occurred in previous lessons.

EXPECTATIONS OF STUDENTS

Teachers expect:

Respect from students.

Students to come on time, equipped and ready to learn.

Students to treat each other with respect and not disturb the learning of others.

Students to follow instructions straight away.

Students to work hard and aim high in lessons.

Students expect:

Teachers to be fair and consistent.

Teachers to place you in a seating plan.

Teachers to be on time, fully equipped and ready to help students learn.

Teachers to praise you for working well and give Consequences to those who way disturb your learning.

These expectations are under pinned in our school Mission, Vision and Values: ***Work Hard, Be Kind, Aim High, Show Grit***

OTHER RULES AND EXPECTATIONS

Out of the lesson protocol:

On the rare occasion that a student must leave the classroom during lesson time they must have the following with them at all times:

- Student Planner – with a note from the teacher or T in the planner indicating toilet visit. This note should be dated with a time that the student left the classroom.
- Student jumper worn.

If a student breaches the above, a minus is to be written in the student planner.

The student will also be returned to their lesson to remind the teacher of the protocol.

MOBILE PHONES AND OTHER ELECTRONIC DEVICES

Phones and similar electronic devices are not to be used at school. They should be switched off and out of sight for the duration of the school day.

Phones and other electronic devices that are seen will be confiscated.

Ear phones should also not be used in the building and should be kept out of sight. They will also be confiscated if seen.

FOOD

Eating – break and lunchtime – is allowed on the corridors/break-out areas. Hot food such as Paninis and pasta pots are not allowed outside of the canteen.

Cold food is allowed to be eaten outside and in core areas of the school.

Students should put litter in the bin. Littering is a C3 sanction and a Whole School Detention should be set.

THE ECCO WAY

This is a key area of consistency to ensure an orderly, swift and purposeful start and end to lessons. The Ecco Way protocol is to be administered for all classroom based lessons. If students arrive after your settling to work protocol, they should be given a late mark with the minutes via the Sims.net database. A Whole School Detention should be set for the same day

CONSEQUENCE SYSTEM IN CLASS

During all lessons we have a 3 level Consequence system. Unacceptable behaviour includes all that is disrupting teaching and learning and/or is behaviour/attitude which is producing sub-standard work.

The following protocol is to be used by everyone:

Prior to Consequences – Teaching and learning best practice:

Seeking the expectation for behaviour through positive behaviour management such as “thank you for getting your planner out”, “Robert thanks for putting your coat out of the way”, “Well done John you’re already on task”, “Two minutes to complete the starter”.

“Are you ok there Annabelle, I will come over to you in two minutes to have look through your answers to question 1-9”.

All of these positive behavioural message are implicit and are seeking for students to conform and that you have established your expectations for the behaviour for learning in your classroom.

From that point, reminders are given to individuals where need be. Strategies may include non-verbal (eye contact, pointing to the activity on the board) and or verbal reminders “Megan you need to settle to task now and avoid a C1”.

The following guidance is to supplement our school’s expectations for every lesson. Students should work their way sequentially through the stages (unless a student’s behaviour is an immediate C4) and clearly understand why they are on the consequence system and the next steps if their behaviour is not corrected.

Consequences/ Behaviour	Behaviour Management/Dialogue Strategies	Follow-up Action	Responsibility
<p>C1 First Formal Warning</p> <p>Student(s) fails to improve their behaviour following the teachers informal verbal warning.</p> <p>To each stage of Consequence there is now follow up action.</p>	<p>“Megan you have continued to talk despite the reminder. You are now on a C1. Let’s get on with the task now please and avoid a C2. Thank you.”</p> <p>The teacher should choose to do this quietly 1-1, rather than with an audience.</p> <p>Teacher may redirect behaviour by praising those who are working well as soon as possible.</p> <p>This raises expectations and diffuses situations.</p>	<p>The teacher must take the students planner at this point and put on the teachers’ desk.</p> <p>C1 is recorded on the students SIMS behaviour log.</p>	<p>Teacher level response.</p>

Consequences/ Behaviour	Behaviour Management/Dialogue Strategies	Follow-up Action	Responsibility
<p><u>C2</u> <u>Second Formal</u> <u>Warning</u></p>	<p>"Megan you have again continued to talk. You have now moved to a C2. Please continue your task at the seat next to John. You're going to work much better there and avoid a C3. Thank you."</p> <p>Teachers will offer 1:1 solutions on how students can alter their behaviour, for example:</p> <ul style="list-style-type: none"> • Set time markers for completing the work, "You are now here, when I come back in 10 minutes you need to be here." • Moving seats. • Different activity. • Explanation of the task. • Ask them to reflect on their behaviour – teacher give time for the student to modify behaviour. 	<p>C2 is recorded on the students behaviour log (this replaces the C1 record).</p> <p>The teacher should follow up on what happens at this stage, for example:</p> <ul style="list-style-type: none"> • Student to record C2 in planner (good practice for parents to see). • Break/lunch detention should be set to catch up with work. • Conversation to make expectations clear for next lesson. 	<p>Teacher level response.</p>
<p><u>C3</u> <u>Removal to</u> <u>Department Buddy</u> <u>Room</u></p> <p>This stage will be enforced by a C4/On Call, if the student refuses to leave and do the C3.</p>	<p>"Megan you now need to leave the lesson and go to (state room number) because you have continued to talk and disrupt the learning of others. You are now on a C3. Please take your book and work. I will see you just before the end of the lesson to discuss my expectations."</p> <p>At this point the student must leave the room and</p>	<p>Record in the students' planner the time they left the classroom and initial this.</p> <p>The teacher in the Buddy Room to check the time the student has arrived (should be no more than a couple of minutes).</p> <p>A reflection sheet should be filled out</p>	<p>Curriculum Leader and teacher to discuss follow up strategies if this is a repeated C3 in this subject.</p> <p>Administration team to action the department detention with a text and letter home.</p> <p>**Curriculum Leader must have a</p>

Consequences/ Behaviour	Behaviour Management/Dialogue Strategies	Follow-up Action	Responsibility
	<p>go to the Department Buddy Room.</p> <p>Students must make their own way to the Department Buddy Room.</p> <p>Teachers are not to get involved in any arguments and remind the student you will discuss on their return.</p>	<p>by the student for use later on.</p> <p>At the end of the lesson the student should return to classroom 2 minutes before the end of the lesson with their work for a restorative conversation (or arrange for another time) with the class teacher.</p> <p>The classroom teacher should record the C3 and a departmental detention should be set.</p>	<p>Buddy Room timetable organised, agreed and sent to file in the On-Call folder.</p>
<p><u>C4 Removal Use of On-Call and Emergency Work Room (EWR)</u></p>	<p>A C4 should be issued where:</p> <p>The student repeatedly refuses to follow reasonable requests to go to the Buddy room or their behaviour/work rate continues to be poor when in the Buddy Room.</p> <p>Immediate C4 issued for:</p> <ul style="list-style-type: none"> • Health and Safety • Violence or threatening behaviour to others • Walking away from members of staff • Extreme refusal to follow instructions • Refusing to hand over items such as mobile 	<p>On-Call requested via the school MLE – Requests.</p> <p>On-Call enforces the C3 by repeating the teacher's request to go to the Buddy room and provides the choice of 'buddy room' or exclusion – do the right thing. If the student refuses to do the right thing, they will be given a Fixed Term exclusion (internal/external as appropriate). The student should be given work for the remaining part of the day and where the exclusion is internal, be</p>	<p>Teacher & Curriculum Leader to discuss what prior intervention has been put in place and next steps (isolation from subsequent lessons, subject report, phone call home, appropriate work)</p> <p>On-Call EWR Supervisor Admin issuing detention and isolation day in EWR</p> <p>Pastoral Leader (EWR students)</p> <p>C4 incidents will lead to the</p>

Consequences/ Behaviour	Behaviour Management/Dialogue Strategies	Follow-up Action	Responsibility
	<p>phones or any smart technology</p> <ul style="list-style-type: none"> • Swearing at staff • Smoking 	<p>isolated at break and lunch times.</p> <p>Students who fail in the Department Buddy Room will not be reintegrated but will be sent straight to EWR for the remaining part of day.</p> <p>Where a student receives a C4, during P5 then further time should be booked into EWR until at least P4 the following day (PM).</p> <p>EWR supervisor to log the student into the EWR.</p> <p>The EWR supervisor will arrange with Admin a follow up detention (communication by phone call/text) until 4:00 pm ideally on the same day.</p> <p>Class teacher must log the C4 on SIMS asap.</p>	<p>involvement of Pastoral Leaders and SLT</p>
<p><u>C4 Internal Isolation/Exclusion (other issues)</u></p> <p>Continued violations of Uniform, Makeup, Jewellery (refusal to remove or put on). Isolation for the day until 4pm.</p>		<p>Internal isolation/exclusion will be applied when a student behaves wholly inappropriately or there is continued defiance of expectations and or disruption to learning.</p>	<p>PL/PM or On-Call puts internal isolation/exclusion onto SIMS and makes phone call home.</p> <p>Pastoral team must be made aware of the issue if they are not taking the</p>

Consequences/ Behaviour	Behaviour Management/Dialogue Strategies	Follow-up Action	Responsibility
<p>Poor/dangerous behaviour at social times/on corridors (at least Social time taken away).</p> <p>Persistently refusing reasonable requests. (1 day in EWR and follow up detention until 4:00 pm).</p> <p>Persistent disruption to learning. (Multiple On-Calls, x4 C3 incidents in a week).</p> <p>Missed after school SLT detention. (1 day in EWR and follow up detention until 4:00 pm).</p>		<p>Planned isolation/exclusion days. Pastoral Leader will make sure that students are in EWR at the start of the day and settled to work.</p> <p>Students will complete work from their timetabled curriculum as timetabled in silence.</p> <p>Students who fail their internal exclusion/isolation will be sent home (FTEX) and will need to re-do the internal isolation/exclusion on their return. This may be in the EWR or another Trust academy.</p>	<p>action themselves (by e-mail).</p> <p>EWR supervisor books student in EWR.</p> <p>Admin set the detention and any follow up time in EWR.</p>

Whole School Detention

At Ecclesfield School same day detentions are set when a student repeatedly breaks the behaviour code of conduct and receives a C3 or C4. Parents/carers are informed of the detention via a text message by 1:15pm. The same day detention policy is part of the Home-School agreement and is signed by all parents/carers prior to a student starting at Ecclesfield School.

It is our expectation that all teaching staff help supervise the WSDT system along side of a member of SLT / Progress Leader by completing their rotated duty. We expect parents/carers to support the same day detention policy. This means that detention must take precedence over any other commitments a student may have. Parents/ Carers are asked not book routine appointments between 3-4pm. In extenuating circumstances 24hr notice may be given to students because of travel arrangements.

FURTHER CONSEQUENCES

If it is felt that the behaviour of a student is extreme or he/she is consistently disruptive then other consequences will be issued, i.e.

- SLT report
- Progress Leader report
- Subject report
- Form tutor report
- Pastoral Manager report
- Internal exclusion
- Meeting with parents/carers
- Fixed-term exclusion
- Governor Panel
- Permanent exclusion

OFF SITE BEHAVIOUR

Sanctions will be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the school bus on the way to and from school.

SUPPORT FOR DISAFFECTED STUDENTS

There will always be a number of students in any school who despite the consequences and rewards will find it difficult to change their behaviour. There are usually reasons for inappropriate behaviours i.e. disaffection and a feeling of not being able to succeed, family issues or child protection issues.

The school uses a half termly Inclusion group to discuss and decide upon action for those students causing concern. This compliments a fortnightly year group link meeting. Usually present at the Inclusion meeting are a core group of the Deputy Head: Inclusion / Assistant Headteacher, Child Protection Officer as appropriate, Pastoral Manager, Progress Leader, school Educational Welfare Officer. The group will also invite other agencies including CYT, the Educational Psychologist, police, etc. The outcomes of this meeting will be kept, but sometimes for confidentiality reasons the full picture cannot always be reported to all staff.

If a student is at risk of permanent exclusion an extensive set of strategies will be implemented by the school as agreed by the family/carer to support the student.

GUIDELINES FOR STAFF

Promoting Positive Behaviour through a common approach.

We must all take responsibility for encouraging appropriate behaviour and for teaching students how to behave. We can do this best by following the same approaches and procedures, by explaining our expectations, by rewarding good behaviour and consistently and fairly acting to address poor behaviour.

We want all colleagues to feel confident in managing the behaviour in their classrooms.

Do

- Be on time and well prepared for lessons.
- Create a purposeful start to registration and lessons.
- Deliver a suitably planned and structured lesson which meets all individual needs.
- Notice and appreciate students who are behaving well by commenting on it.
- Use rewards as often as possible.
- Remind students about rules and routines and what is expected, referring to supporting posters where appropriate.
- Warn students that there will be a consequence to poor behaviour referring to the consequence system.
- Ensure students are clear as to what was inappropriate about their behaviour and how they will be able to avoid repeating it in the future.
- Acknowledge when students correct their behaviour, e.g. "you made a good choice".
- Focus on learning rather than behaviour – steer students back onto task rather than discussing what they're doing, whose fault it was; ask about the work not the disturbance.
- Choose the minimum amount of action needed to get students back on task:
- Repeat an instruction
- Offer a choice
- Use non-verbal signs or move towards to student to stop the problem.
- Stay pleasant and continue working. Be calm, stand still, speak quietly, and keep your distance.
- Give students an opportunity to retrieve the situation, emphasise they are making choices.
- Regroup students, make changes a natural.
- Avoid appearing to humiliate a student in front of their peers.

- Criticise the behaviour not the child, e.g. try to depersonalise the situations "I'm giving you a homework monitoring slip that's the system" "I'm giving you X it's school procedure".
- Use planners to report good and poor behaviour to parents.

Don't

- Spend a lot of time on small misdemeanours.
- Escalate the problem by getting too close, insisting the child looks at you, making provocative or demeaning comments, jumping to conclusions.
- Ask why! State what you want and expect.

The following procedures help us all to maintain a calm atmosphere:

- Have clear routines for entering and leaving the room.
- Make sure that students, where required, queue quietly outside rooms and that they enter sensibly.
- Insist they remove their coats, hats and other outside garments.
- Insist that students are silent when you are speaking.
- Challenge students who are late at an appropriate time.
- Follow up on those who have forgotten equipment and/or homework and are not in the correct uniform. Use the school monitoring system in SIMS to record.
- Only let students leave the classroom if it is essential and you have given them a permission note in their planner.
- Do not dismiss students early. Make sure they leave the room in an orderly fashion and if possible monitor them as they walk away.
- If you keep students behind, give them a note if they will be late for their next lesson.
- It is your classroom. Set the tone and lead.

ROLES AND RESPONSIBILITIES

Form Tutors

The role of the form tutor is to ensure students are ready to learn. To provide purposeful learning activity by delivering Start of the Day Activity (SODA). The tutor is responsible for inputting positive rewards into sims.net from the previous week. The tutor will also check the behaviour points acquired. The tutor must ensure students have their planner, correct uniform and equipment. Therefore, they must check each student, every day. If a student arrives at tutor time without their planner, pen or correct uniform the following procedures will be followed:

- No planner then a temporary planner should be issued and the form tutor check the following day. Parents notified if not rectified and a new planner purchased.
- No Equipment the student should be sent to finance or the Core areas where equipment can be purchased before school, at break and lunchtime.
- In correct uniform – please follow flow chart in appendix. If a student refuse to wear uniform or get changed they will be put in isolation.

Subject Teachers

It is the responsibility of teachers to manage behaviour and work ethic in their own classes. Teachers should employ strategies to manufacture a secure, achievement orientated environment. Teachers are responsible for all student in their class and should give all students a fresh start.

All teachers should:

- Fill in the Consequences log on SIMS fully, accurately and clearly.
- Refer behavioural issues through the department and pastoral system.
- Support colleagues with behaviour via the department buddy system
- Award merits.
- Participate in the department detention rota.
- Participate in the Whole School Detention rota.

Teachers should not be too quick to pass on behaviour problems as a student is much more likely to behave appropriately if they see the Consequences are coming from the teacher rather than an impersonal sanction.

Curriculum Leaders

Buddy system:

The Curriculum Leader should co-ordinate the department buddy system.

Detentions:

Curriculum Leaders should coordinate a detention system primarily to address issues related to a students work, for example, homework not handed in or missed deadlines on coursework. The whole school detention system should be used for all other issues at C3 relating to defiance, disruption to Teaching and Learning or late to lessons. Notice needs to be given to parents by text

message, letter or phone call. Reminders should then be placed in the register. If a student does not attend a departmental detention the Curriculum Leader should check if the student was absent that day. If present then the student should be referred to the whole school detention. If the detention relates to missed learning then good practice is that the subject teacher provides the work or takes the students to the department area.

Monitoring Hotspots:

The Curriculum Leader should monitor the C3s being given and put in support for teachers with classes or individual students repeatedly challenging expectations. This is then used strategically by the Curriculum Leader monitor the class via drop in's, Every Lesson and On Call system.

Subject Report:

The Curriculum Leader could decide to put a student on a subject report. This should be accompanied with a phone call home and the information entering on SIMS.

Student of the Half Term:

Curriculum Leaders should ensure the subject area nominates one student and a reserve student each half term.

Form Tutors

Reports:

To place students on form tutor report if low level distribution is being reported.

Merits:

To maintain the merit spreadsheets.

Planners:

To sign students' planners and monitor planner use.

Uniform:

To use the uniform and equipment checklist during registration.

Progress Leaders and Pastoral Leaders

Rewards:

To celebrate students' achievements and merits in assemblies, sending postcards and letters home.
To attend and support Student of the Half Term.

Readmission:

Assist the Link SLT member with the readmission of students who have been excluded.

Reports:

Place students on report as appropriate and enter the information on SIMS. To monitor the merit spreadsheets: ensuring that students are on report to their achievement tutor for two consecutive weeks of 2 or more minuses, and on report to them for three consecutive weeks.

Working With Parents:

One of the first stages is to contact parents as soon as a particular student's behaviour deteriorates.

EWR and School Detention:

To monitor referrals to the EWR and provide the referral group with information on students repeatedly being referred. To supervise whole school detention and other detentions as and when needed

On-Call:

To provide the on-call.

Referral

Intercept in a timely manner to support students via pastoral intervention to improve behaviour and attendance.

Senior Leadership Team

Every lesson /On Call:

To conduct Every Lesson to support class teachers and provide the on-call support where need be.

Whole School Detention:

To supervise the whole school detention and complete phone calls home for those that don't attend notifying parents/carers of isolation the following day.

Reports:

To support the pastoral team by placing students on SLT report if their behaviour has not improved on Progress Leader report.

Rewards:

To support whole school rewards systems.

RESTRAINING STUDENTS – USE OF FORCE

The Education Act 1996 forbids corporal punishment but allows all teachers to use reasonable force to prevent a student from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline at the school.

The Act does not cover more extreme cases, such as action in self defence or in an emergency, when it might be reasonable for someone to use a degree of force.

Staff other than teachers and volunteer helpers are also able to use force if necessary, provided they have been authorised by the Headteacher to have control or charge of students. People with such authorisation might include teaching assistants, midday supervisors, specialist support assistants, education welfare officers, people accompanying students on visits etc. Headteachers should keep an up to date list of authorised people and may find it helpful to provide training or guidance to ensure that everyone is clear on the policy.

Records

Detail and up to date records should also be kept of any incidents where force is used. It is always advisable to inform parents of such an incident and to allow an opportunity to discuss it.

Records of incidents should include the following information:

- The name(s) of the student(s) involved
- When and where the incident took place
- Why the use of force was deemed necessary
- Details of the incident, including all steps taken to diffuse the situation and resolve it without force and the nature of the force used
- The student's response
- The outcome of the incident
- A description of any injuries suffered by the student or others and/or property damaged during the incident

EXCLUSION POLICY

At Ecclesfield School, we believe that exclusion is an extremely serious sanction and that any incident should be fully investigated so that all the necessary facts are available before decisions are made about exclusion.

Where an incident is considered severe enough to warrant an exclusion, it is imperative that the process is swift enough to ensure that the student can relate their action to the punishment.

The Headteacher is responsible for all exclusions and this will not be delegated unless he is not in school. In the absence of the Headteacher, responsibility will pass to one of the Deputy Headteachers.

Decisions about exclusions should involve the relevant Progress Leader and under normal circumstances it should be the responsibility of the Progress Leader to deal with the incidents that lead up to exclusion and it is their responsibility to make recommendation to the Deputy Headteachers or the Headteacher about exclusion.

The basic pattern is that exclusions should begin with a one day exclusion and increase with further incidents so that students see progression in sanction. A Progress Leader may make recommendations for an increase/decrease in the number of days and the Headteacher will arbitrate in order to ensure fairness and consistency across the school.

Following an exclusion, a student will only be re-admitted after an interview with a senior member of staff (Progress Leader, Deputy or Headteacher) and a parent. A student will not be readmitted without the parent meeting taking place.

At the meeting the behaviour/incident will be discussed, targets set, expectations reinforced and then the student will be readmitted.

We believe that it is important that when dealing with major incidents that students, parents and staff feel that the punishment is appropriate.

There are two types of exclusion: Fixed Term or Permanent Fixed Term Exclusion:

Fixed Term Exclusion

For up to a maximum of 45 days in any academic year. The Headteacher is willing to readmit the student at the end of the period exclusion.

Fixed term exclusion from school will be considered where serious breaches of the behaviour policy take place.

Exclusions and Re-integration Procedures

Number of days excluded	Action	Actioned by
1-4 days	Parents contacted. Work sent home. Reintegration meeting with student on return.	SLT (in liaison with Progress Leader/Pastoral Leader) to organise.
5 days	Parents contacted. Work sent home. Reintegration meeting with student and parent on return	SLT (in liaison with Progress Leader / Pastoral Leader) to organise
6+ days	Educated off site and reintegration meeting on return	SLT (in liaison with Progress Leader / Pastoral Leader) to organise
15 excluded days or at other times when considered necessary by the Headteacher	Governor's Disciplinary Meeting	Headteacher and Deputy Headteacher Inclusion
3 periods of 5 days exclusions or 15 days in one term.	Governor's Disciplinary meeting	Headteacher's PA to organise. Headteacher and Progress Leader to attend.

Permanent Exclusion

The Headteacher feels unable to allow the student to continue to attend the school. A permanent exclusion is seen as a holding action, pending the further investigation and direction of the Governing Body and Local Authority officials.

Permanent exclusion will be considered for the following:

- Use or possession of weapons and fireworks.
- Involvement with substances or items which may be harmful to themselves or to others, such as drugs, 'legal highs' or solvents.
- Serious threats of and actual violence.
- Serious bullying incidents.
- Persistent and serious breaches of the school behaviour policy.
- Where the Headteacher believes that a student's presence in school represents a serious threat to the welfare of students or others in the school.
- Where the Headteacher believes that a student's presence in school represents serious harm to the education of the students in the school.

In all cases of exclusion the parents/carers must be informed in writing of the reasons for the exclusion. We are required to set work and mark it.

In all cases of exclusion parents/carers have the right to make representation to the Governing Body and to the Director of Education and must be informed of this right.

Policy and Procedures for Exclusion

Statement

The Governors of Ecclesfield School have stated that they consider that the use of the Headteacher's power to exclude from the School can be essential for the purposes of establishing and maintaining good order and discipline. They believe that its use should be reasonable and proportionate. Within these limits they support the Headteacher in using his/her discretion in the exercise of these powers.

Purpose

This policy and procedure document is intended to give a clear indication to staff, parents and students the kinds of circumstances within which the Headteacher will use his/her powers to exclude and the procedures that will be followed in exercising them. Governors will rely on this in reviewing the actions of the Headteacher in excluding students.

Policy for Fixed Term Exclusions

While always having regard to the circumstances of a particular case the Headteacher will be likely to use fixed term exclusions in the following kinds of cases. This list does not detail every offence for which fixed term exclusion may be used but gives an indication of the kinds of case where it will be used.

- Sustained challenge to the authority of a member of staff.
- Bullying, harassment or abuse (including on the grounds of gender, race, ethnicity, religion or sexual orientation).
- Persistent defiance of a school rule.
- Acts of vandalism or minor physical violence.
- Using drugs or alcohol on the school site.
- Conduct likely to bring the school into disrepute.

The length of the exclusion will be proportionate to the gravity of the offence.

Permanent Exclusion

Permanent Exclusion will be reserved for offences that will have a seriously damaging effect on the life of the school, the well-being of other students or staff or seriously and persistently interfere with teaching and learning in the school. This can include but is not limited to:

- Serious violence which creates fear and anxiety among staff or students.
- Possession of an offensive weapon on the school site.
- Dealing in drugs on the school site.
- Persistent defiance of School authority or disruption of teaching and learning.
- Persistent bullying, harassment or abuse (as above).

Modifying an Exclusion

An exclusion may be extended or made permanent where:

- It was necessary to exclude the student in order to complete the investigation freely. Note: it is essential that if new evidence has come to light the excluded student is given the opportunity to respond to it before the exclusion is extended or made permanent.
- The student has also been reported to the police and the result of that investigation provides additional evidence to the school.

PROCESS

Investigation

The investigation will not be undertaken by the person who will decide on exclusion unless circumstances dictate this:

- Witness statements will be recorded, signed and dated.
- Anonymity will not be promised unless this is the only way to obtain a statement. The statement will be signed and dated in the normal way but the name will be withheld. It is important that all parties recognise that less reliance can be placed on anonymous statements.
- The person accused of any offence will be given the opportunity to give his/her own side of the story and respond to statements made by others. It is not necessary that there is a face-to-face confrontation.

Decision

The decision to exclude will only be taken by the Headteacher or, in his/her absence, the next most senior member of the Leadership Team.

The decision will be taken on all the evidence available at the time.

The decision will be taken on the balance of probability. Where the offence alleged is a criminal act the standard of proof will be that it is 'distinctly more probable than not' that the student committed it.

Informing

The following will be communicated without delay by student post; and/or letter and telephone message as appropriate:

- The parent/carer of the student.
- The Chair of Governors.

If an exclusion will prevent a student from taking a public examination then the Chair of Governors will be informed immediately so that s/he can review the decision or convene a meeting of the Disciplinary Committee before the examination takes place.

Work for Excluded Students

Members of staff who teach excluded students will provide work for these students to do at home and make it available as instructed by the Progress Leader for those students.

Full-Time Education

The Headteacher will make provision for the full-time education of students from the 6th day of a fixed term exclusion.

Governors Discipline Committee

The Discipline Committee will be convened in accordance with current regulations by the Clerk to the Governors. It will be clerked and advised by the Clerk to Governors or a person with experience in clerking such meetings. The Clerk will ensure that all members of the Committee are reminded of the legal framework for their hearing. The conduct of the meeting will be in the hands of the Chair of the Committee, in accordance with the rule of natural justice and having regard to any, and most recent, guidance issued by the Secretary of State. The decision will be taken by the Governors meeting along with their Clerk after all parties have had the opportunity to state their case and respond to the point put by other parties.

Reintegration

Students returning to the School after an exclusion will be subject to a reintegration procedure organised by a member of SLT. This will normally involve the parents and a member of the leadership team and pastoral team. The parent and student will be invited to a meeting to discuss the reintegration into School life. Usually, a day in isolation will follow.

A student who is returned to the School by the Independent Appeals Panel but who is regarded as presenting a threat to the good order and discipline of the School or to members of the School community may be kept in EWR until such time as it is thought appropriate to make a phased return into the School proper.

SEARCHES AND CONFISCATION OF PROPERTY

Searches

If a student is suspected of concealing knives or weapons, alcohol, illegal drugs, legal highs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or 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, every effort will be made to persuade the student to hand over the items, preferably in the presence of a second adult witness.

School staff should immediately seek a member of the Leadership Team to carry out any search. Any search should be recorded and logged on the student's file. A letter will be sent home to notify parents of the search.

If a student refuses to give consent to a search, a search can still be conducted by law if a member of staff has reasonable grounds to suspect a student is concealing knives or weapons, alcohol, illegal drugs, legal highs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or 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 property. The member of Leadership Team should however consider informing parents/carers for support or in more serious situations the police may be contacted and may carry out a search.

A search will also be conducted if a student is suspected of selling food or drink.

Conducting a Search

All searches should respect a student's personal privacy and be conducted in as considerate manner as possible by a member of staff who is the same sex (except in exceptional circumstances) and there must be a witness (also a staff member) and, if at all possible, they should be of the same sex as the student being searched. The person conducting the search may search outer clothing, pockets and possessions such as bags. Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is good reason to do so.

ASSOCIATED POLICIES

- Anti-bullying policy
- Safeguarding policy
- Rewards policy
- Teaching and Learning policy
- Uniform policy