

Behaviour Policy (Discipline with Dignity)

This policy will be reviewed biennially by the pupil and personnel committee of the governing body.

Date of last review: Summer 2018

Date of next review: Summer 2020

Aims

The aims of this policy are:

- To enable the headteacher to carry out his responsibilities of maintaining order and good discipline in the Academy.
- To promote good behaviour across the Academy.
- To ensure, so far as possible, that every student at Carlton le Willows is able to benefit from and make his/her full contribution to the life of the school, consistent always with the needs of the school community.
- To authorise any procedures necessary for achieving the aforementioned aims.

Principles

We call our approach to behaviour management 'Discipline with Dignity', which we believe helps foster positive relationships and leads to effective teaching and learning. The behaviour policy is unpinned by the following principles:

- Supporting the development of the whole child.
- Ensuring every child is known well and appreciates that at least one member of staff knows him or her well.
- Ensuring curricular and pastoral activities are inseparable and equally supportive.
- Seeing the work of the Academy as a co-operative venture, involving not only all staff, but parents, support agencies, governors and other involved adults too.
- Taking account of the statutory guidance provided by the Department for Education: Exclusion from maintained schools, academies and pupil referral units in England, 2017.

Structure

We know that pupils work best in a well-structured, safe and supportive environment. For this reason, this policy is made up of three essential elements:

- **Rules** - clearly stated expectations about pupil behaviour.
- **Rewards** – ways in which appropriate behaviour can be encouraged.
- **Consequences** - ways in which inappropriate behaviour can be discouraged.

We place a strong emphasis on rights, responsibility and choice. If pupils take responsibility and make the right choice about their behaviour it results in positive reinforcement (praise and reward), whereas choosing to follow an inappropriate course of action will result in a consequence.

Rules

We have a clear set of Academy rules agreed by pupils, parents, staff and governors.

1. Arrive on time.
2. Bring the correct equipment.
3. Respect people, place and property.
4. Behave responsibly so that others can learn.
5. Be polite and fair.
6. Listen to and follow instructions.

These rules are stated positively to promote positive actions. Pupils have a copy of the fair rules in their personal organiser and they are displayed prominently around the Academy. As well as these rules, teachers may draw up a contract with their classes that harmonises with these expectations.

Recognition and rewards

We want pupils to know that displaying good character and making positive choices about their behaviour will be noticed and valued. One of the best ways to reinforce those positive choices is through genuine praise, which motivates, raises self-esteem and makes acceptable behaviour much more likely to be repeated. Therefore, we try to make our praise authentic and precise.

We try to ensure that in our daily interactions with the pupils the number of positive comments made to them far outweighs any negative comments. We are always alert to praise pupils at every opportunity. Pupils have information about recognition and rewards in their personal organiser and notices are displayed prominently around the school.

Recognition

Staff at Carlton le Willows make an effort to:

- Praise a pupil about their good behaviour, effort and progress.
- Mention pupils' good behaviour, effort and progress to colleagues.
- Make a positive telephone call home to a pupil's parents.
- Send praise or a positive comment home in a pupil's personal organiser.
- Give pupils positive as well as constructive feedback in their marking.
- Send home positive letters or post cards.
- Select pupils' work for display in classrooms, for the 'Gallery of Excellence and circulation areas.
- Provide articles about pupils' achievements for the school newsletter, website or plasma screens around school.
- Nominate pupils for a Big Respect.

Rewards

The Academy aims to incentivise learning for all and reward pupils who make a positive contribution. We formally recognise effort and achievement through the award of character points. Teaching and support staff can award character points for academic progress, effort, engagement and positive behaviour both in and out of the classroom.

All staff are encouraged to explain the reason character points have been awarded to the pupil using clear and descriptive language, which makes links to the school's character education framework.

Our **eight “pillars of character”** blend performance and moral strengths which are highly predictive of success in education, a career and life and underpin the whole school ethos of developing the ‘whole child’.

1. Purpose - *Striving for excellence*
2. Optimism - *Believing in a bright future*
3. Professionalism - *Being ready to learn*
4. Determination - *Overcoming setbacks*
5. Curiosity - *Trying, exploring and creating new things*
6. Enthusiasm - *Participating positively*
7. Kindness - *Showing you value the differences in others*
8. Gratitude - *Making a positive gesture or comment*

Character points certificates are awarded in recognition of pupils’ achievements at six levels. Pupils who achieve at each level will receive a certificate.

- Bronze Certificate – 50 character points
- Silver Certificate – 100 character points
- Gold Certificate – 125 character points
- Platinum Certificate – 150 character points
- Head Teacher’s Character Certificate – 200 character points
- Governor’s Character Certificate – 250 points

Pupils in years 7 to 11 carry a Character Card. Staff can recognise good character by signing a pupil’s card. Each signature equates to one character point. Form tutors monitor the number of signatures pupils receive and add them to their overall total.

During the summer term, pupils are awarded prizes for achieving the highest number of character points and the vertical mentoring groups achieving the highest character points average in each house.

The Academy formally rewards effort and achievement in other ways too:

- Nine character awards are presented each term in house assemblies.
 - o Josh Dale Friendship Award
 - o Purpose Award
 - o Optimism Award
 - o Professionalism Award
 - o Determination Award
 - o Curiosity Award
 - o Enthusiasm Award
 - o Kindness Award
 - o Gratitude Award
- Each term trophies are awarded to the sixth form for achievement and leadership.
- End of year achievement evenings take place for each house where outstanding achievement and community involvement is recognised. House captain teams are inaugurated at these events.
- A trophy is presented at the end of each year to the house group with the highest number of house points. House points are awarded for participation in house competitions and activities.
- An annual presentation evening held in December awards for outstanding academic success and whole school performance.

In addition, curriculum areas can award achievement prizes and certificates in recognition of pupils’ effort, progress and achievement in their area. House leaders ensure that any other certificates and tangible rewards are given to pupils at appropriate times.

Consequences

Our system of rewards is balanced by a ladder of six consequences, which are consistently and assertively put into practice. These logical consequences are central to our discipline with dignity programme because they ensure pupils are clear about what behaviour is unacceptable and what the consequence of choosing that behaviour is. Pupils have information about the consequences pathway in their planner and notices are displayed prominently around the school.

Consequence / Behaviour Management Strategies	Explanation
Setting expectations	Teachers set appropriate expectations for behaviour, reminding pupils of the high professional standards required. Rules and routines to maintain good order and safety are established at an early stage.
Setting limits	Limit setting is usually the first intervention used when rules are broken or routines not followed. Limit setting can apply to an individual or a group/class and can take the form of non-verbal warnings, such as a signal or facial expression or a simple, decisive direction.
When limit setting is not working, teachers will apply consequences until the pupil gets back to work. Teacher never go back to limit setting when a pupil is on the consequences ladder and consequences are never cancelled.	
1st negative behaviour - C1	The moment of noticeable non-compliance by a pupil is marked by writing their name on the board. The pupil is then redirected back to work.
2nd negative behaviour - C2	At this point, a tick is put alongside the pupil's name. The teacher may also speak to the pupil more privately to reinforce expectations.
3rd negative Behaviour - C3	Another tick is put alongside the pupil's name. The pupil is warned that if their behaviour continues they will have to go to another classroom. The teacher may also take further action to gain compliance, such as setting time markers for completing work or moving seats. A record of the C3 is placed on the pupil's file at the end of the lesson.
4th negative Behaviour - C4 (1 hour after school detention) - or can be issued immediately for a breach of health and safety	At this point, the pupil has to go to another classroom. Often a detention sticker is stuck in their planner and parents informed of the detention.
5th negative behaviour - C5 (Full day in the Consequences Room followed by a one hour detention after school)	A fifth misbehaviour (in the classroom where they have been sent) means that the pupil has to go to the Consequences Room for the rest of the lesson. If it is a double lesson then the pupils will stay there for both sessions. A student advisor will then arrange the C5 and inform the pupil and their parents accordingly.

<p>Immediate C5</p>	<p>Reasons for an immediate C5 can include: Inappropriate or unkind behaviour leading to a concern over health and safety. Refusing to leave class after being issued a C4. Truancy (internal/external/part or whole day). Smoking (including vaping). Skipping a detention. Misbehaving in a detention. Swearing generally. Continued non-compliance or a pupil walking away from a member of staff after they have made request arising from lesser consequences (see C4-other). A mobile phone is not switched off or is seen or heard on campus.</p>
<p>6th negative behaviour - C6 (Fixed term exclusion)</p>	<p>At this point, a pupil will be excluded for a period and will be required to complete their C5 on return to school. A pupil may be given a C6 because of refusing to go or misbehaving in the Consequences Room or skipping C5.</p>
<p>Immediate exclusion</p>	<p>For more information, refer to the sections on fixed term and permanent exclusions in this policy. As a precursor to exclusion, a formal warning of exclusion and a behaviour contract may be used.</p>
<p>Post exclusion re-integration meeting</p>	<p>Reintegration meetings follow on from a pupil returning from exclusion and involve parents.</p>
<p>C4-Other</p> <p>Usually a C4-other detention sticker should be stuck in the pupil's planner and parents informed of the detention.</p> <p>Students do not have to leave their lesson when given a C4-Other, unless it is repetitive.</p>	<p>C4-other detentions are immediate and are given for breaches of the Academy rules where the consequences ladder protocol does not apply. For example: Lateness. Receiving more than three C3s in a week. Chewing gum. Eating in a lesson. Smoking or vaping by association Being out of bounds. Dropping litter. Inappropriate behaviour in the canteen or when moving around the site. Inappropriate use of IT (e.g. playing on games). Refusing a reasonable request of a general nature, which is considered being wilfully uncooperative. Failure to bring equipment, which means a pupil cannot easily take part in a lesson (e.g. PE, food)</p>
<p>Homework or coursework catch-up</p> <p>This is not a C4 or C4-other</p>	<p>Pupils have opportunities to attend catch-up sessions. Teachers will try to contact parents if a student misses a catch-up session they were required to attend. If the situation is not rectified by this supportive action, the use of consequences may be considered.</p>
<p>Uniform infringements</p>	<p>Pupils carry a card, which staff may sign. Consequences may result for non-compliance.</p>

Further guidance for pupils and parents on consequences

The Academy does issue 'same day' detentions. The Education Act 2011 has removed the requirement to give parents 24 hours notice of detention. However, if we are concerned about a pupil being able to get home safely, we will let parents know about a 'same day' detention or if a parent cannot be contacted, we will provide advance notice of the detention. If a pupil is absent on the day of the detention, they must rearrange the detention with the teacher who issued the C4 or C4-other. Pupils working in the Consequences Room will be provided with an appropriate range of work to do and are supervised throughout the day (8.30am to 4.00pm). CCTV is also in operation.

Fixed term exclusions

Exclusions are used sparingly at Carlton le Willows and in accordance with this policy and the regulations. Prior to the use of exclusion, a full range of consequences/support strategies will usually have been applied and parents involved. Where a very serious 'one-off' incident occurs or where a pupil's behaviour is seriously persistently disruptive, the headteacher may decide that permanent exclusion from the Academy is the most appropriate course of action.

Pupils can only be excluded by the headteacher or, in his absence from the Academy, by a deputy headteacher. The Academy is keen to ensure there is a balance between the use of fixed term exclusions to deal with persistent disruption and their impact on an individual's ability to re-engage with their learning.

For this reason, the headteacher will ordinarily only use a maximum fixed term exclusion period under the consequences system of 5 days for any single incident, unless however, the headteacher considers the circumstances and reason for the exclusion require the use of a longer fixed term exclusion. The headteacher retains the right, at any time, to permanently exclude those students who persistently cause disruption to the learning of others.

A pupil returning from fixed term exclusion is required to complete a C5 before going back to lessons.

Reasons for issuing fixed term exclusions include:

- Failure to follow a reasonable request from a senior member of staff – this might relate to a health and safety issue or persistent non-cooperation following on from lesser consequences. It could also include not wearing Academy uniform which has been provided (where possible) for a pupil who is in incorrect uniform.
- A repeat incident of a mobile phone not switched off or is seen or heard on campus.
- Mobile phone misuse, for example cyber bullying or taking images or a video.
- Breaches of health and safety rules.
- Verbal abuse of staff, other adults or students.
- Wilful damage to property.
- Possession of alcohol and/or drug related paraphernalia.
- Discriminatory or racist bullying.
- Bullying.
- Sexual misconduct.
- Theft.
- Making a false allegation against a member of staff.
- Persistent defiance or disruption.
- Minor assaults or fighting that is not premeditated or planned.
- Other incidents of serious misconduct that undermines good order and discipline.

Permanent exclusion

Only the headteacher will make the judgement where it is appropriate to permanently exclude a child. Cases where this decision would be taken include:

- In response to serious or persistent and defiant misbehaviour.
- Where allowing the pupil to remain in school would seriously harm the education or welfare of pupils or others in the school.

In exceptional circumstances, the headteacher may decide to exclude a student permanently for a first or one-off offence. These offences might include:

- Serious actual or threatened violence against another student or a member of staff.
- Sexual misconduct.
- Supplying, being in possession of a useable quantity and / or use of an illegal drug.
- Refusing a reasonable request to search for alcohol, drugs, drug related paraphernalia, offensive weapon and/or any other item which the headteacher considers could be harmful or detrimental to the school discipline.
- Carrying an offensive weapon (see below for definition).
- Making a malicious, serious false allegation against a member of staff.
- Serious misuse of a mobile phone at school, for example repeat incidents of cyber bullying or taking images or a video, and then, without consent, sharing it online.

The Academy has determined that, in addition to the legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and must not be brought into the Academy. Further to knives: axes, BB guns, air guns, GATT guns, catapults, sling shots, knuckle dusters and such like will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the headteacher to be carried with the intention to inflict injury on another individual. This also includes blades removed from pencil sharpeners or craft knives.

Parents are advised to keep a particularly watchful eye on their child/children if they fish or enjoy craft activities. Parents should check regularly their children's school bag and coat pockets to ensure that items such as fishing and utility knives are not brought inadvertently into school. If a pupil discovers that they have accidentally brought onto the premises an item that could be hazardous, they should hand it to student services or a senior member of staff immediately.

The Academy also considers the following to be serious incidents resulting in the permanent exclusion of a student:

- Deliberate activation of the fire alarm without good intent.
- Repeated or serious misuse of the Academy computers by hacking or other activities that compromise the integrity of the computer network.
- Repeated verbal abuse of staff.
- Persistent defiance and disruption that may or may not be directly linked to the consequences system.
- Premeditated actual or threatened violence against another student or a member of staff.

Alternative Educational Arrangements

As an alternative measure senior staff may, with the headteacher's approval and only then, in limited circumstances, make arrangements for a pupil to be educated away from main stream classes or off site.

Preventative discipline

We know that establishing and maintaining simple routines is a powerful way of helping to create the right conditions for learning and to minimise the occurrence of challenging behaviour. Teachers may insist on routines for:

- Entering the classroom or teaching space.
- Putting coats and other belongings away.
- Seating arrangements.
- Distributing and using the equipment and materials needed.
- Listening to instructions - we always avoid talking above background noise.
- Stopping work and ending lessons.
- Summarising and reviewing what has been learned during the lesson.
- Leaving the classroom during a lesson (for example to go to the toilet).
- Clearing up at the end of a lesson and dismissal from class.

Other proactive behaviour management strategies and approaches used by staff include:

- Restorative interventions and solution focused discussions.
- Planning lessons thoroughly so they are interesting, coherent and well organised.
- Making reasonable adjustments for pupils with additional needs.
- Structuring lessons to maintain an appropriate pace throughout.
- Making sure the classroom or teaching space is tidy and set out thoughtfully to allow safe movement and access to equipment and resources.
- Making displays attractive and changing them regularly.
- Treating pupils with dignity even when they are misbehaving.
- Praising and encouraging those who are behaving well and working hard.
- Tactically ignoring inappropriate behaviour if it would cause more disruption or as part of a planned approach. However, this is always followed up at a more appropriate time.
- Using eye contact and other non-verbal signals to express approval or disapproval.
- Having a quiet, yet assertive word with a pupil who is misbehaving, describing the effects of the behaviour not only the behaviour itself (“when you shout out, others in the class can’t hear or learn as well”).
- Working as a team, offering colleagues help and support when needed.
- Asking for help in good time, for example for a pupil to be withdrawn from class.
- Being prepared to find the best person and best conditions to resolve an issue.
- Giving pupils time to follow an instruction or to reflect and make amends.
- Following up inappropriate behaviour with a pupil away from their peer group.
- Accepting sometimes it is appropriate for staff to show their frustration, but to model that in a controlled way that avoids blame. For example, by using three part “I” messages (“When you shout out in class, I feel frustrated because other people are not getting a fair chance to contribute their ideas”). Three part “I” messages often require staff to actively listen to a pupil’s response (if given) in order to identify any underlying reason for the pupil’s behaviour, therefore they are most effective when given privately or away from the class. Staff may also use an assertive “I” message by addressing the pupil by name (“I want you to stop shouting and use fair rule for communication”). This approach is more direct and requires immediate compliance.
- Giving opportunities for reparation and restitution and model reconciliation.

Behaviour reporting system

Pupils can be placed ‘on report’ for a variety of reasons, but it is usually when there are concerns about pupil underachievement, classroom disruption or simply to monitor effort, progress or behaviour. When a pupil is placed on report, we explain expectations clearly to the pupils and parents.

Management of serious disruptive behaviour and aggression

We often have to carry out a dynamic risk assessment of the developing situation in order to determine which strategy or options to use. The following principles inform and govern our management decisions.

- We remain objective and calm in both speech and actions. We recognise that firmness does not require shouting or threats.
- We try to listen carefully and respond quietly to the pupil. We do not overwhelm the pupil with loud and insistent directives.
- We aim to analyse not personalise. This way we stay objective and avoid escalating the situation.
- We try to maintain positive attitudes that are constructive. We remind the pupil of previous good behaviour or similar situations that they dealt with well, progress they have made and how they made it.
- We always remind the pupil of options and consequences.
- We resist the natural biological response to get angry with the pupil.
- We use diversionary strategies or humour (not sarcasm), which is a powerful tool when used sensitively.
- We involve other adults in a non-threatening way, which can divert confrontation and reduce aggression.

Time out procedure

Time out is a preventative discipline strategy that staff can use if they feel a pupil is seriously compromising learning or safety in the classroom or any other teaching space/school setting by his or her unacceptable behaviour. This is usually done by sending a reliable pupil to student support to request the assistance of the member of staff on duty at that time. Time out is not a consequence.

Examples when it would be appropriate to use the time out system include:

- If a pupil refuses to go to a withdrawal room after being issued with a C4.
- If a pupil misbehaves while in the departmental withdrawal room or consequences room.
- If pupil's behaviour is considered seriously inappropriate, for example, swearing or aggression.
- If a pupil's behaviour is causing a potential/actual risk to the health or safety of themselves and/or others.

Physical restraint

It is sometimes necessary to remove the pupil from the situation. We try to do this in a neutral way. We follow positive handling policy guidelines if restrictive intervention is needed, and only after use of de-escalation techniques.

Management of crime within the school grounds including to and from school

Before any steps are taken to investigate a crime, committed within the school grounds including to and from school, a senior staff member must discuss and determine who a parent/carer and student would wish to be the lead investigating organisation. This should not prevent obvious securing and preserving of evidence that would otherwise be lost with even the smallest passage of time.

Discipline beyond the school gates

Pupils are expected to wear their uniform correctly when travelling to and from the Academy and must not be involved in behaviour that could adversely affect the reputation of the Academy. Where inappropriate behaviour occurs when a student is travelling to and from the Academy or outside of school hours, the Academy reserves the right to issue a consequence, or a fixed term or permanent exclusion, particularly in relation to violent conduct e.g. a physical assault or bullying incidents, including inappropriate use of technology and social media. In addition, if the headteacher considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm, the Academy's child protection policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on Academy residential and day trips. The Academy will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the Academy site.

Screening and searching

School leaders may carry out spot checks to ensure pupils are complying with having their mobile phones turned off. They may also search a device if there is good reason to believe there has been an incident of mobile phone misuse on the premises. The Academy has banned the following prohibited items and may scan or search pupils for them without their consent:

- Knives and weapons (as previously mentioned, further to knives: axes, BB guns, air guns, GATT guns, catapults, sling shots and knuckle dusters are deemed to be weapons. Other types of weapons include lengths of pipe, bats, other blunt instruments, or items judged by the headteacher to be carried with the intention to inflict injury on another individual. This also includes blades removed from pencil sharpeners or craft knives).
- Any other article that has been or is likely to commit an offence, cause personal injury or damage to property.
- Alcohol.
- Illegal drugs or drug paraphernalia.
- Stolen items.
- Tobacco, lighters, cigarette papers or smoking paraphernalia.
- Electronic cigarettes including any component parts.
- Fireworks.
- Pornographic images.
- Any item brought into the Academy with the intention of that item being used, sold or passed on to other pupils, which in the headteacher's view will likely cause disruption to the Academy or be detrimental to Academy practice.

Confiscation

- Electronic equipment, jewellery and other expensive items will be confiscated and held by the Academy for a period of one year. If, at the end of the year, the item has not been reclaimed then the Academy reserves the right to destroy the item.
- Breaches of uniform or mobile phone policy can result in confiscation of property. Similarly, unlawful or items of a dangerous nature will also be confiscated.
- Staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

- Staff are required to hand in, for secure keeping, confiscated items (providing the necessary information to identify the item and its owner, the date and circumstances under which it was confiscated and by whom) to the support services team. Unlawful or items of a dangerous nature should be passed to a senior member of staff.
- Staff must not give confiscated items to another pupil to hand in and must not leave the item in an unsecured area at any time.
- Items confiscated can be collected by parents, except where an item is unlawful or considered dangerous, each Friday between 2.30pm and 3.30pm. Students cannot collect items themselves.

Further details on use of confiscation is given below:

- The Academy will dispose of any alcohol or smoking/vaping paraphernalia that is confiscated.
- Where the Academy finds controlled drugs, they may be disposed of by the headteacher or otherwise be passed on to the police.
- Substances which are not believed to be controlled drugs, but believed to be harmful or detrimental to good order and discipline (e.g. so called legal highs) will be treated as controlled drugs as outlined above.
- The Academy will pass any stolen item found to their owner or the police, or if this is not practicable the item will be disposed of.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable by the headteacher. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the Academy carries out its own investigation.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found, it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item which is banned under the Academy rules, they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of a serious offence must be passed to the police via the headteacher as soon as possible or retained whilst the Academy carries out its own investigation.

CCTV

Carlton le Willows may use CCTV for the purpose of maintaining discipline and managing behaviour and safety, including the use of images as evidence for any criminal or disciplinary incident.