



THE BARCLAY SCHOOL

BEHAVIOUR POLICY

Governor committee:	Full Governors	December 2016
Updated by:	Steve Fuller	December 2016
Policy due for review:	Conditions for Success	December 2017



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Overview

The purpose of this policy is to create a happy, secure and stimulating learning environment, where everyone can achieve their potential and aspire to do their best.

Our emphasis will be on recognising and celebrating effort and success, so all students feel valued. We teach students to take responsibility for their own actions and to accept the consequences of their choices.

The Governing Body reviews the Behaviour Policy annually and the Senior Leadership Team consults with student councils in the development and any changes to this policy. Parents are encouraged to support the policy through the home-school agreement which is issued when a student starts at Barclay.

The policy takes account of current statutory guidance on exclusions, notably "Behaviour and Discipline – January 2016", "Exclusions from Schools and Pupil Referral Units" (DCSF, September 2012).

Success Criteria, Monitoring and Evaluation

The success of this policy is measured through the relevant targets in the school improvement plan and through monitoring of the relevant data below:

- Year group distribution of positive and negative behaviour grouped by ethnicity and other groups (PP/SEN)
 - Staff awards of merits and behaviour points
 - Use of emergency cover (where students are removed from a lesson)
 - Internal and external exclusion data
 - Attendance and punctuality data
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- The vast majority of students are well-behaved for the vast majority of the time, and most rarely come into contact with the discipline system of the school. For those who do, most will respond to straightforward sanctions such as detention, letters home and tutor report.
 - We aim to achieve outstanding behaviour for learning by rewarding students often and routinely and consistently apply the sanctions where necessary.
 - Where relevant staff believe that higher level intervention is necessary, the YLC and tutor would make a decision about appropriate sanctions and next steps in consultation with other relevant member of staff. Where a student is persistently poorly-behaved in lessons, then the relevant Head of Faculty will also have an important role to play.



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- Parents and carers should be informed and involved, particularly when concerns are developing; parental involvement at an early stage can often help resolve matters before serious problems develop. Where a student's behaviour is beginning to cause serious concern, the parents/carers should always be involved and invited for discussion.
- Where parents/carers do not attend meetings, or do not engage with the school, then the school will proceed in the way it considers most appropriate for the student.

Students

- Follow the school code of conduct and the home school agreement.

Staff

- Follow the behaviour procedures as outlined in our policy and current procedures.

Tutors and Teaching staff

- Help our students develop and regulate their own behaviour for learning, through the pastoral curriculum, relevant academic curriculum and modelling appropriate behaviour.

Head of Faculty/Subject Leaders

- Support teaching staff when behaviour for learning falls below expected standards, following the guidance in the current behaviour procedures. Celebrate achievement when behaviour for learning leads to good progress. Monitor the use and effectiveness of this policy as it relates to classroom teachers.

Year Learning Coordinators

- Support tutors and teaching staff when behaviour for learning falls below expected standards, following the guidance in the current behaviour procedures. Celebrate achievement when behaviour for learning leads to good progress and achievement. Monitor the use and effectiveness of this policy as it relates to students. The Year Learning Coordinators oversee the behaviour and discipline of the students in their year group, both within and outside of lessons. If their intervention is required, there are clear procedures outlined in the Behaviour Policy Procedures.

Leadership Team

- Support Head of Faculties and Year Learning Coordinators in maintaining the expected standards of behaviour. Monitor the use and effectiveness of this policy as it relates to whole school behaviour and progress.



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- If the behaviour of a student is of particular concern, due to its serious and/or persistent nature, decisions about the appropriate sanctions to employ will always be made in consultation with the Assistant Headteacher: Behaviour and safety, following the appropriate procedures contained in Behaviour Policy Procedures.

The Governing Body

The Governing Body reviews this policy and related procedures on an annual basis. On their routine visits governors should enquire about the school's formal behaviour policy and the implications for the day-to-day running of the school. Governor's feedback their findings as part of their visit report.

Key Documents

1. Barclay School's Home School Agreement outline's the school's expectations on behaviour and discipline;
2. Barclay School's Code of Respect (appendix III) document is displayed in all classrooms and is published in the Barclay Student's planner issued to all students;
3. The Classroom Behaviour Consequences (Appendix IV) document is displayed in all classrooms; these procedures are clearly outlined to both staff and students (appendix I – Behaviour Policy Procedures).
4. The system of rewards used by all staff, actively recognise effort and achievement and promote high standards of behaviour. The Classroom Rewards Chart (appendix II) is displayed in all classrooms.
5. The class teacher is responsible for the management and behaviour of the students who they teach. There are clear classroom behaviour management procedures (appendix I –Behaviour Policy Procedures), that provides a systematic and structural response to behaviour management at Barclay. These, along with other school-wide procedures are outlined and clarified to both staff and students on a regular basis.
6. The Head of Department or Head of Faculty support members of their department with the behaviour management. When intervention is required, clear procedures are outlined in the Behaviour Policy Procedures.



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The Student Pastoral Care System

Every student has a nominated Form Tutor who, under the management and support of the Year Learning Coordinator and the leadership of the Assistant Headteacher: Behaviour and Safety, works to enable the student to make the best use of the time spent at school. They are responsible for overseeing the pastoral care, academic progress and social development of the students in their charge. All tutors must encourage students to fulfil their potential and will take opportunities to support and reinforce good behaviour and to discuss inappropriate behaviour during the tutor time morning sessions. We aim to ensure that students learn in a supportive, caring and safe environment without fear of being bullied.

Rewards

Barclay School believes that students who consistently meet our expectations in terms of attendance, punctuality, behaviour/ contribution to school life, effort and progress should be recognized and rewarded. Encouragement, praise and reward are an essential part of positive behaviour. Teachers are expected to recognise good work and behaviour by words of praise and written comments in exercise books. Teachers are also expected to recognise sustained positive behaviour by using Merits. Merits can be rewarded for the following:

- Character (CHA) -** For consistently demonstrating positive learning qualities over time, e.g. independent learning, working well with others
- Achievement (ACH) -** For achievement at or above the predicted level on a substantial piece of work
- Improvement (IMP) -** For improvement in attainment or effort over a period of time
- Effort (EFF) -** For outstanding effort over a sustained period of time
- Contribution (CON) -** For significant contribution to school life or the school community

When a student has met the standards required for a Merit, the teacher must indicate in the student's work. The teacher must then log the Merit in SIMS. Tutors will monitor the total number of Merits received by individuals in their tutor group every half term. On a year group basis, students will receive certificates according to the number of Merits which they have received during the year.

25 Merits: Bronze Certificate
50 Merits: Silver Certificate
75 Merits: Gold Certificate
100 Merits: Diamond Certificate

100 Merits: Diamond Certificate
150 Merits: Headteacher Platinum Certificate



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Reward Assemblies

Year group reward assemblies will be held at the end of every term. During these assemblies, students will be rewarded for the following:

- 100% attendance
- Number of merits received
- Attitude to Learning across all of their subjects
- Significant improvement in effort/ and or attainment
- Significant contribution to school life beyond the classroom

- Form tutor and YLC awards will also be given

These assemblies will be a great opportunity to highlight the large number of students in each year group who continually meet, or exceed, our expectations and celebrating publicly the successes of these students and rewards are given so that students are recognised by their peers, teachers, parents/carers and whole school community:

- Student names published in termly newsletters
- Student names listed on Year Group notice boards
- Letters sent to parents/carers
- Students collect Certificates in formal termly Year Group Awards Assemblies

A variety of immediate rewards are offered to students receiving Merit Certificates, this might include for example:

- School pencils
- School pens
- School pencil cases
- School USB sticks
- Lunchtime celebratory meals with the Year Learning Co-ordinator
- Lunchtime celebratory meals with the Headteacher
- Lunchtime jump the queue pass

In addition to these immediate rewards, Merit totals will be analysed at the end of the term and students who have achieved will be offered an enrichment activity each term to celebrate their success.



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Restorative Approaches:

Restorative Justice is designed to transform the way a school responds to wrong doing and teaches students the concepts of responsibility, accountability and empathy. Evidence demonstrates that students who participate in Restorative Justice are more likely to have long term successful outcomes when resolving issues.

To encourage a more student focused and rights and responsibility approach to behaviour we are embedding restorative approaches into our Behaviour Policy which offers us an alternative way of addressing discipline and behavioural issues within a consistent framework. Evidence illustrates that schools which work restoratively find that relationships for both students and staff are stronger and learning is more effective, thus there is less need to resort to sanctions and punishments to try to 'manage' behaviour.

Restorative approaches build upon the basic principles and values we would like to encourage at Barclay:

- Honesty, openness and sincerity
- Positive regard for each other
- Empathy
- Individual responsibility and shared accountability
- Human capacity for positive growth
- Optimistic perspectives for personal development
- We hope that by introducing restorative approaches will lead our school to having:
 - A more respectful climate
 - Excellent relationships amongst students, staff and the wider community
 - Students feeling supportive when things go wrong
 - Students being able to accept responsibility
 - A calmer, quieter and more productive learning environment.

Sanctions

The legal authority throughout this policy the legal authority "Right to Discipline" – comes from the Education and Inspections Act 2006 (The Act).

In order to manage behaviour effectively a behaviour tracking system is used. The Behaviour Management and Classroom Procedures document aims to give staff firm guidelines in order to ensure consistency, accountability and effective communication when behaviour is not to the high standards expected at Barclay School.



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Discipline is the responsibility of all staff and students, whether in the classroom or generally around the school. Incidents must never be ignored and should be dealt with immediately, where possible. It is expected that the majority of behaviour modification will be the responsibility of the subject teacher or tutor directly involved.

Section 91 of The Act introduced a statutory power for teachers and other school staff to discipline students. This power came into force in April 2007 and is intended to support schools in dealing with poor behaviour and what is perceived as a culture among some students and their parents of "you can't tell me to do that." The power covers detention, confiscation, control and restraint, the power to search for weapons. The power broadens the scope of the school's authority, and includes the regulation of conduct outside school, for example to promote positive behaviour on work experience, at a sporting event or on the way to and from school. In line with Sections 90 and 91 of The Act our behaviour policy gives teachers the authority to discipline student for misbehaviour when the student is:

1. Taking part in any school-organised or school-related activity or
2. Travelling to or from school or
3. Wearing school uniform or
4. Is in some other way identifiable as a student at the school.

Misbehaviour at any time, whether or not the conditions above apply:

5. Could have repercussions for the orderly running of the school or
6. Poses a threat to another pupil or member of the public or
7. Could adversely affect the reputation of the school.

Community service

The school uses community service as a sanction. This is used in circumstances, in conjunction with a restorative approach, where a student has 'wronged' the school community in some way. The service performed is usually related to the wrong-doing, for instance – litter picking or table clearing as part of a lunchtime detention following poor behaviour at lunchtime.



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Detention

The school uses detention as a sanction and parents are advised by text or email.

Under the right to discipline, it is lawful for teachers and other school staff to give detention to any student, under the age of 18, without notice at any point in a normal school day where the student does not have permission to be absent.

Any member of staff is able to issue a detention and classroom teachers are encouraged to use this sanction in line with the Classroom Behaviour Consequences appendix. The school operate a whole-school after detention system which is as follows:

30 minute after school detention –Set by any member of staff for stage 1 incidents, see appendix IV - Classroom Behaviour Consequences. Parents are informed before the detention is set by phone or text and students are reminded on the day by their tutors. Students are to attend the allocated room at 3pm where they sit in silence for the 30 minutes and read or complete an allocated task.

1 hour after school detention –Set by any member of staff for significant discretions (stage 2 incidents, see appendix IV - Classroom Behaviour Consequences). Parents are informed before the detention is set by phone or text and students are reminded on the day by their tutors. Students are to attend the allocated room at 3pm where they sit in silence for the 1 hour and read or complete an allocated task.

Senior Leadership after school detention –A 2 hour detention that runs every Friday from 3pm-5pm. Set by YLC/HOF and members of the Senior Leadership team only, the detention is for students who have failed to attend a stage 2 detention without authorisation/ for grave incidents just avoiding a fixed term exclusion from school. Run by the Senior Leadership team and the YLC/HOF students are individually spoken to about why they are there and are then given work to complete. Parents are informed before the detention is set by phone and students are reminded on the day by their tutors.

Saturday morning detention - Set for 8.30-9.30am every Saturday by the Senior Leadership team. Students are placed into a Saturday detention for repeated stage 1 and 2 detentions and

for persistent failure to attend detentions. Parents are informed before the detention is set by phone and students are expected in uniform to complete work for the hour.



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If a student fails to attend a detention set, it is expected that the detention is reissued for a prolonged period of time and that a new incident of failure to complete a detention is logged onto the SIMS behaviour log. If the student fails to attend a 30 minute after school detention, then the student will be issued a 1 hour after school detention. Failure to complete a 1 hour after school detention will lead to the student receiving a Friday 2 hour SLT detention. Failure to complete a Friday after school detention will lead to a repeat the following week and internal isolation for a day.

Communication with parents will always be made before an after-school detention and parents ideally will have 24 hours' notice, however this is no longer a legal requirement and the school reserves the right to issue an after-school detention within the 24 hour notice period.

For detentions of up to 20 minutes outside of a normal school day then no permission or notification from parents is required.

Although parental consent is not required for detentions staff must act reasonably:

- With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.
- School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:
 - Whether the detention is likely to put the pupil at risk.
 - Whether the pupil has known caring responsibilities which means that the detention is unreasonable.
 - Whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely; and
 - Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent. The School will exercise its power reasonably, and staff should never knowingly put a student at risk by detaining them.

Disagreement with the penalty on the part of the parent is not a reason for a student's non-attendance.



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Card systems

Exit Cards –Teachers must issue the card to authorise students to be out of lessons. A student out of lesson should be asked to show a pass. Failure to produce a pass is seen as truancy and will be dealt with according to school policy (see **Behaviour for Learning Consequences guidelines** document).

Uniform Cards –Students not able to wear the correct school dress on a given day, on production of a parental note, may be issued with the uniform card by the Deputy Headteacher. If there is no note supplied the student will be placed into the reflection room for the day and parents contacted (**see Behaviour for Learning Consequences guidelines** document).

Behaviour Report Cards

For persistent misconduct, or other concerns, students may be placed on report by Tutors, Year Learning Coordinators and the Senior Leadership Team:

Attendance/ Punctuality reports will be used by Tutors/ Subject teachers on a daily basis commenting only on attendance or punctuality. If students do not improve then they will be issued with a general report card.

General reports will be completed by Tutors/ Subject teachers on a daily basis commenting on students' attitude, performance and behaviour over a 2 week period. If students do not improve then they will be issued with a behaviour support plan report.

Behaviour Support Plan (BSP) reports will be used by Year Learning Coordinators and the Senior Leadership Team for students who are on a BSP. The report (blue in colour) will be monitored by the Year Learning Coordinators and will have specific targets according to the plan. Students will remain on report throughout the length of the programme (usually 6 weeks).

Pastoral Support Plan (PSP) reports will be used by Year Learning Coordinators and the Senior Leadership Team for students who are on a PSP. The report (green in colour) will be monitored by the Assistant Headteacher: Behaviour and Safety and the Year Learning coordinators and will have specific targets according to the plan. Students will remain on report throughout the length of the programme (usually 16 weeks).



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Confiscation

The school maintains the right to confiscate items which are not allowed, which infringe school uniform rules, prevent the appropriate work of the school from continuing or are a health and safety risk. School 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. The School will automatically confiscate items in a range of circumstances, for example:

- Mobile phones and electronic equipment used in lesson times
- Jewellery which is not consistent with the school uniform policy
- Cigarettes, illegal drugs
- Weapons or items which could reasonably be considered weapons
- Items which might be deemed offensive to the ethos of the school, e.g. racist material or pornography

In order for confiscation to be lawful, the response in confiscating an item must also be proportional. As the school publishes its policies on uniform and electronic devices it is reasonable to confiscate any such item. Equally it would be reasonable to confiscate racist material or a weapon immediately. Although this is a matter of good, professional judgment staff must be mindful of the requirement to fairly and equally apply this policy.

The final judgment on what is reasonable will rest with the Headteacher, and in the event that the Headteacher's decision is disputed, with the Governing Body.

Screening and Searching

Screening is when the school randomly selects a group of students to check that they are not in possession of any prohibited items. This can be done at any time during normal school hours. Lockers, as school property, may also be subject to screening. Lockers may be screened without a student being present. Screening and Searching will be conducted by 2 members of staff one of which will be part of the ESLT of the school.

A personal search involves going through the belongings that a student has on their person. This is always done with the student's consent and will begin with them being asked to empty out anything they are carrying. The school does not advocate the use of the power to carry out a personal search for prohibited items without the student's consent. Students will only ever be asked to remove their outer clothing. There will always be two members of staff present during a personal search. If a student does not consent to a personal search being carried out and it is thought that illegal items are present the student will be kept under observation whilst the police are called.



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Searching a bag without consent, while likely to be less contentious, is also a risk where a weapon is involved. Staff may search a bag, but should only do so with a second member of staff (called as a witness and to assist).

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

Staff may also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Prohibited items are: Illegal items

- Knives or weapons *
- Alcohol +
- Illegal drugs *
- Stolen items *
- Tobacco and cigarette papers +
- Fireworks+
- Pornographic images *
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or +
- To cause personal injury to, or damage to the property of, any person (including the student)+

* These items will not be returned to the student or parent; the school will contact the police for advice regarding the disposal of such items.

+ These items may be returned to a students' parent if they are not required by the police as part of an investigation.

The statutory guidance states that: the ability to give consent may be influenced by the child's age or other factors. This should be taken in to account as some students of a secondary school age but with additional learning needs may not be able to give consent.

If there is a genuine belief that a student is carrying a potentially dangerous weapon about their person or in their bag, then the advice of senior leadership staff and the relevant YLC should be sought. Members of staff should not put themselves at risk in a situation where there is high tension.



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Control and Restraint

It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. The law gives the follow examples of where touching a student might be proper or necessary: Items 1 – 3 are generally not applicable to secondary school although they may apply when working with students with a special educational need (such as a visually impaired student); items 4 – 6 are more appropriate within our secondary setting but staff should refer to the safeguarding policy and consider how to safeguard themselves.

1. Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
2. When comforting a distressed pupil;
3. When a pupil is being congratulated or praised;
4. To demonstrate how to use a musical instrument;
5. To demonstrate exercises or techniques during PE lessons or sports coaching; and
6. To give first aid.

School staff do have the right to use physical force to control and restrain students. This is a power that must be used with due caution and consideration. The key issue is that the use of physical force must be proportional and reasonable – if it is not, then the use of force could be considered illegal.

This power should only be used to achieve an outcome in the best interests of a student or students, where their behaviour is of immediate concern and the safety of staff and students is at risk.

Every effort should be made to avoid escalation of a situation, by using the school's systems and procedures. Our guidance is that staff should try not to engage in actions which may lead to a physical confrontation between a member of staff and a student, for example standing too close to a student, causing a sense of physical intimidation to a student, or blocking a doorway, but there will be times when this may happen in the prevention of an incident – see below.

Should physical intervention be necessary, it must be proportionate to the incident in progress. This could be on the school premises or off the premises during an authorised school activity, and would be likely to be in the following situations:



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1. Where a criminal offence is being committed
2. In self-defence where risk of injury is imminent
3. Where students may injure themselves or others, or damage property
4. Where the good order and discipline of the school are being compromised Physical intervention can take a number of forms:
5. Physically standing in between students
6. Standing in a student's path when this may be necessary to defuse a situation, or prevent a further escalation
7. Holding, pushing or pulling, with the minimum amount of force required by the situation
8. Leading a student away from an incident by the hand, or by gentle pressure on the centre of the back
9. In extreme cases, a more restrictive hold could be used, for example to prevent a student causing serious damage

Physical intervention which the school would deem inappropriate would be:

10. Holding a student round the neck, or in a hold which might restrict breathing
11. Kicking, hitting or punching
12. Arm locks or similar holds
13. Tripping, or holding by the hair or ears
14. Holding someone face down on the ground

While all members of staff may use physical force to restrain a student, this is a right which must be exercised with caution and professional judgment, and in accordance with Trade Union advice and with Local Authority Guidance.

Where members of staff perceive that there may be a serious situation, threat or danger, it is advisable to send for another colleague, and how this is done will depend on the situation. Where there is the possibility that a situation will develop beyond the school's control, the police will be called.



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Written statements should be provided after the incident from staff involved and from any students who may provide relevant witness statements.

Parents will also be informed if any form of physical intervention is carried out.

Exclusion

The school will make every effort to avoid external exclusions but there will be occasions when a fixed-term external exclusion will be the appropriate sanction, due to either the seriousness or persistent nature of an incident.

Exclusions are a statutory process. In accordance with the statutory guidance (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools__academies_and_pupil_referral_units.pdf)

Our policy is that only the Headteacher, Executive Headteacher or Associate Headteacher can exclude a student. If the Headteacher is not in school then the named deputising deputy (confirmed in writing by the Governing Body) can exclude but the decision must be made by two members of the Extended Leadership Team. In these circumstances reasonable attempts must be made to contact the Headteacher regarding a decision to exclude.

The head or named deputy must refer to the statutory guidance each time it looks likely that a decision to exclude is to be made and this must be before that decision is communicated to any student or parent.

The school will make every effort to avoid permanent exclusion. However, it is recognised that there will be circumstances, including one-off incidents, where permanent exclusion will be the appropriate. Under the Special Educational Needs and Disability Code of Practice particular efforts will be made to avoid excluding students who are being supported through the SEN Code of Practice or and Educational Health Care Plans.

We also acknowledge our legal duty under the Disability Discrimination Act not to discriminate against disabled pupils by excluding them from school because of behaviour caused by their disability. This applies to both permanent and fixed period exclusions. When students with SEND need a BSP or PSP, it does not replace the Special Educational Needs and Disability (SEND) assessment process. We recognise that some students who need a BSP or PSP do not have particular SEND.

Internal Exclusion

Internal exclusion is an alternative to fixed-term exclusion for students whose behaviour is impacting on their own and others' learning. Internal exclusion is an extreme sanction for



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students who display persistent poor behaviour or anti-social behaviour that is not severe enough for a fixed term (external) exclusion, but needs a stronger response than a detention or a period of time in the Learning Support Unit. Only senior staff can make a referral for a student to spend time in Internal Exclusion. Parents are informed by telephone but there is also a standardised internal exclusion letter, which is sent home and a re-admission meeting following the exclusion.

Students returning from external exclusions may need to spend some time in Internal Exclusion reflecting on their behaviour, as part of a re-integration process back into mainstream.