



CARLETON COMMUNITY HIGH SCHOOL

A Specialist Science with Mathematics School

Behaviour, Discipline & Respect Policy

Date of Issue: May 2013

Reviewed: Autumn 2017

Reviewed by: S Robson, R Pool

Reviewing Committee: Governors' Review Committee

CARLETON COMMUNITY HIGH SCHOOL
Behaviour, Discipline and Respect Policy

Statement of Behaviour Principles

A central pillar of the policy will be the development of Restorative Practices, Behaviour for Learning Techniques and Positive Behaviour Management.

As a school we will develop the use of Restorative Practices as an educative approach, to help those involved to learn how to change. Restorative Approaches will underpin our Behaviour, Discipline and Respect Policy.

Through the whole school policy we aim to maintain and further develop a positive learning environment to promote:

- Excellent attendance
- Good behaviour and self discipline
- Dignity and mutual respect
- Positive attitudes to learning and achievement through the completion of class work, home learning tasks and assessment tasks to a high standard
- Prevention of bullying of any member of the school learning community, neighbour or visitor.

The Carleton Learning Partnership encompasses these values.

Individual Students have the right to work and develop in an atmosphere of respect, trust, security, honesty and openness – where positive relationships for learning are valued within the school and the wider community. This will enable all members of our learning community to achieve to the best of their ability.

Rules and guidance are in place so that good behaviour and discipline are key foundations of successful education at Carleton Community High School in an orderly atmosphere, effective teaching and learning can take place. In a positive school environment, everyone is valued as an individual and hard work, effort and initiative are rewarded. We are committed to the celebration of **all** success, be it academic, sporting, personal or social achievement.

Carleton Community High School operates a whole school approach to behaviour and discipline. This aims to:

- Minimise disruption in the classroom; this includes any behaviour in the classroom that prevents teaching and learning
- Promote consistent, positive classroom behaviour
- Reduce and manage bullying
- Establish and maintain a bright, clean, attractive environment
- Promote and improve academic achievement

Developing the Positive Learning Environment

At Carleton Community High School, we aim to develop Restorative Classrooms and foster effective learning through;

- Giving each student a voice and the ability to find solutions to their own problems by working together
- Helping our students to see situations from another person's perspective
- Managing the troughs and dips in student's' relationships with their peers, teachers themselves
- Developing the skills to handle conflict and challenging situations
- Motivating our students by developing a good relationship with them.

It is really important to always reflect upon this **key statement**;

If you are not modelling what you teach, then you are teaching something different!

What can students expect when things go wrong? (INFORMATION FOR STUDENTS)

It is normal for things to occasionally go wrong. Your responsibility when things go wrong is to;

- Face up to what's happened
- Be honest
- Try to fix things so that relationships are repaired
- Reflect on the choices you have made and learn from them for future success

What you can expect in the classroom? (INFORMATION FOR STUDENTS)

- Your name on the behaviour board as a warning
- To be asked to move seats
- To spend a couple of minutes in / out of the classroom to calm down
- Have an open and honest conversation with the teacher about what went wrong
- To spend time reflecting on what has happened and the choices made
- For your parents/carers to be informed and involved
- Any items you shouldn't have to be put away safe until it is appropriate to have them returned, unless they are NOT appropriate to return to you
- For you to have a restorative conversation with a member of staff
- To be placed on an appropriate report
- To have an intervention strategy applied so that you are able to succeed
- To be isolated into an alternative learning space

Restorative Conversation

This takes place either before school, after school, at break time or at lunchtime, but at any time deemed suitable. It may take place immediately after the incident or more likely a little later.

This allows a restorative conversation to take place and encourages the use of emotional intelligence.

The teacher will contact parents/carers if a restorative meeting is required. Failure to attend the restorative meeting/conversation will result in a 30 minute after school detention.

Leaders at CCHS expect;

- that all experiences at school for all members of our learning community will be through a process of fair and consistent application of the school discipline policy by demonstrating support, nurture and caring
- all members of our learning community (students, staff, parents, carers and visitors) to show respect and courtesy towards each other at all times through cooperative and collaborative approaches to maintaining or restoring relationships with individuals or groups of our learning community
- parents and carers to encourage their children to show respect and support the school's authority to discipline students
- The Headteacher to help create a culture of respect by supporting their staff's authority to discipline students and ensuring that this happens consistently and fairly across the school
- The Headteacher to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the Student and at the same time supports the person who is the subject of the allegation
- that every teacher will be good at managing and improving children's behaviour through fair and consistent application of the school behaviour policy

This policy will be reviewed on a regular basis through **consultation** with representatives of;

- Governors
- School Staff
- Parents and Carers
- Students

This was last undertaken in Autumn 2017 through review of all aspects of the policy.

1. The Rights, Responsibilities and Rules of our Learning Community;

a. The School

Rights	Responsibilities
To enforce our Behaviour Policy, including rules and disciplinary procedures	To ensure this policy has been produced after consultation with the whole school community
To expect our students and their parents/carers cooperation in maintaining an orderly climate for learning	To establish and communicate clearly the measures taken by the school to ensure good order, respect and discipline
To expect students to respect the rights of other students and adults in the school	To ensure that staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies
Not to tolerate abusive, threatening or violent behaviour by students or parents/carers	To support, praise and reward students' good behaviour

(CART)

Banned and Prohibited Items on the School Premises or on School Trips and Visits

- Students must NOT bring the following **banned** items to school;
Cigarettes (including E-cigarettes), lighters, matches, laser pens, replica weapons, energy drinks or legal highs
- Students must NOT bring the following **prohibited** items to school;
Knives or weapons, alcohol, illegal drugs, items alleged to be stolen, pornographic material, fireworks.

2. Home – School Agreement -

Parents must read, sign, return and abide by the Home-School agreement on their child's admission to Carleton Community High School.

3. General Conduct Expectations

- Arrive to school and lessons on time, correctly dressed, fully equipped (including PE kit and DT apron when appropriate) and with your planner
- Follow instructions from staff first time. Defiance is NOT acceptable.
- Listen to the person who is speaking and do not interrupt.
- Put your hand up and wait your turn if you wish to speak.
- Everyone in school deserves your respect. Do not be physically or verbally offensive to others; keep your hands, feet and unkind words to yourself.
- Attempt all work to the best of your ability.

Students should not:

- Use areas which are out of bounds
- Wear coats when in classrooms or assembly
- Absent themselves from lessons without obtaining the permission of a member of staff.

Students who have permission to be out of class should carry a 'toilet pass' or signed absence slip bearing the signature of the member of staff who has given the permission.

4. The use of sanctions to act as a deterrent to poor or disruptive behaviour

- The consequences of negative behaviour choices are sanctions .
- Teachers can impose a sanction with a Student whose conduct falls below the standard which could reasonably be expected of them.
- This means that if a Student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a sanction.
- The sanction must satisfy the following conditions;
 1. The decision to impose a sanction on a student must be made by a paid member of school staff or a member of staff authorised by the head teacher;
 2. The decision to impose a sanction on a student and the punishment itself must be made on the school premises or while the Student is under the charge of the member of staff; and
 3. It must not breach any other legislation (eg: in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be **reasonable** in all the circumstances.
- For a sanction to be **reasonable** it must be proportionate in the circumstances and that account must be taken of the Student's age, any special educational needs or disability they may have, and any religious requirements affecting them.
- Senior staff should be consulted to consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm.
- Where this may be the case, school staff should follow the schools' safeguarding policy.
- They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs.
- At this point, staff must consult with Senior Staff to consider whether a multi-agency assessment is necessary.

Detentions

A **detention** is a sanction that is put in place following a poor behaviour choice

- Teachers may issue detentions if a restorative meeting has been unsuccessful or for an immediate response to poor behaviour
- Detentions in school hours (at break time, in lesson or at lunchtime) do NOT need parental consent
- Detention outside of school hours (before or after school) must be communicated to parents and carers at least 24 hours before the detention
- The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
 - any school day where the Student does not have permission to be absent;
 - weekends - except the weekend preceding or following the half term break;
 - non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'

Use of the ISR Intervention - (Isolation)

- The ISR is used as an alternative to a Fixed Term Exclusion. Students spend their day working in Isolation. They complete work from the appropriate lessons, along with restorative work lead by the ISR manager. The purpose of the ISR is to reduce Fixed Term Exclusions, not have a detrimental effect on a student's attendance, deter poor behaviour, allow time for students to reflect on poor behaviour choices and as a result reduce the likelihood that students will continue to make poor behaviour choices.
- Students referred to the ISR remain in isolation for the full school day. They do have breaks from work at the normal times. They do not integrate with other students at social times. Students have access to toilet facilities, fresh drinking water and food, which is delivered at lunch time.
- Reasons for referral:
 - internal truancy
 - refusing 'cool spot'
 - student assault/Fighting
 - smoking

- persistent disruption to lessons
 - repeated failure to attend detentions
 - Inappropriate uniform
 - Any other behaviour not listed above that is deemed sufficient by the Headteacher to warrant a referral to the ISR.
- Referrals will be approved by the relevant Progress Leader or SLT link.
 - Subject staff must ensure that all work is provided to ISR staff in advance. If any special arrangements or equipment are required it is the responsibility of the subject teacher to organise this. Students do have access to a laptop in the ISR.
 - The school will notify parents in advance when a referral for their child has been made. In some cases students may be placed in the ISR without notifying parents. When time in the ISR has been completed, parents will be notified.
 - On arrival in the ISR students must hand in their mobile phone and sign the behavioural expectations contract. If students fail to meet with the expectations they may be re-referred to the ISR or Internally Excluded. Students who are excluded will be required to complete time in isolation on their return to school.

Students who *refuse* to be isolated may receive a Fixed Term Exclusion and will complete time in isolation on their return to school.

Internal Exclusion (to be written following the meeting with Trish Henshall, there are some points that require clarification)

Exclusions Policy

- In extreme cases, when all other sanctions have failed, a child may be excluded from school for a period of time.
- If the decision is taken to permanently exclude a student it is seen as the final step in the process of dealing with disciplinary offences.
- The school will have used a wide range of strategies and these will have ultimately failed, this may include the use of a Pastoral Support Programme (PSP) and Restorative Approaches, including a wide range of conferences and exclusions that are pending (an exclusion that will be put in place at a later date if there is a repeat incident as described on a Behaviour Contract)
- When dealing with all exclusions, either fixed term or permanent, the Governing Body adheres to the DfE advice and guidance on exclusions
- In the most exceptional circumstances the Headteacher may decide to permanently exclude a student without recourse to these strategies.
- Please refer to the School Exclusion Policy for further detail.

5. Conducting an Investigation into an Incident

- **Where necessary, incidents will be thoroughly investigated by an appropriate member of staff. This will involve students and staff completing a statement so that the appropriate outcome can be reached. This could be a restorative conversation or the application of a sanction. CCTV will be used where available.**

6. Staff powers to search

DfE Guidance gives the Headteacher the right to search students without consent for the following items;

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers

- Fireworks
- Pornographic images
- Any article that has been, or is likely to be used to commit an offence, cause personal injury or damage to property.

7. Staff powers to use Reasonable Force or other Physical Contact

Restraint – in accordance to DfE guidelines

When

Staff may need to use reasonable physical force to control a child. The test on making this decision must be whether that child, if not restrained, is acting in such a way that they represent a danger to themselves or others. The types of situations where restraint might be necessary include:

- a) where action is necessary in self-defence or because there is an imminent risk of injury;
- b) where there is a developing risk of injury, or significant damage to property;

Examples of situations that fall into these categories are:

- a student attacks a member of staff, or another student;
- students are fighting;
- a student is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- a student is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a student is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others;
- a student absconds from a class or tries to leave school (N.B. this will only apply if a student could be at risk if not kept in the classroom or at school).

Staff are advised that restraint should not routinely be used to stop a child leaving a classroom. In many cases where a child has lost their temper, the act of walking out of the classroom can provide the cooling off period necessary. The behaviour issues can be addressed later. Again, restraint should only be used if the student is presenting a threat of danger to themselves or others.

Restraint – how

If the decision to restrain is taken, there are two relevant considerations:

- a) the use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it.
- b) the degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

Restraint – who

A team of staff, including Senior Leaders, Progress Leaders and Behaviour Officers are all 'Team Teach' trained. Team Teach is recognised as an appropriate method of restraint.

Recording restraint

All incidents involving restraint must be recorded by the teacher concerned in the 'Serious Incidents Log' held in the SLT Conference Room and details of the incident will be transferred onto the SIMS behaviour log. Where restraint has been used parents will be notified at the earliest possible opportunity.

Risk Assessments

When students are identified as exhibiting dangerous behaviours, the school will complete a Risk Assessment. This document aims to identify behaviours which may result in harm being caused to self or others and includes 'control measures' which can be implemented to significantly reduce the risk and severity of incidents.

Where Risk Assessments suggest that a student may cause physical harm to themselves or others a **Positive Handling Plan** will be used. Positive Handling Plans outline situations where restraint would be appropriate for individual students and who will be involved. Parents will be notified when a Positive Handling Plan has been implemented.

8. Teachers powers to discipline students misbehaviour outside of school

The school has the authority to sanction students for instances of poor/unacceptable behaviour when they are not on the school site. Examples of when this may occur are;

- a. Inappropriate use of social media that impacts on the daily running of the school.
- b. Journey to and from school.
- c. Whilst attending school trips/visits.
- d. Abuse and intimidation of staff, other students, neighbours and visitors to our school.
- e. Whilst wearing school uniform

All of the above is covered in the Behaviour & Discipline in Schools – DFE Guidance for Headteachers & School Staff (Aug 2014)

Actions taken due to the behaviour of a specific student or groups of students outside of the school premises

- Any incident of this nature will be discussed with a member of the SLT to consider the applicability of a restorative approach to the incident or whether an initial sanction should be considered
- If a criminal offence has been committed then the school will liaise with the Police, this may be via our Police Community Liaison officer or the appropriate other route.
- Subject to the school's behaviour policy, the teacher may discipline a student for any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a Student at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another Student or member of the public or
 - could adversely affect the reputation of the school.

The school will sanction any students seen smoking in the immediate vicinity of the school before, during or at the end of the school day.

THIS TYPE OF BEHAVIOUR IS DETRIMENTAL TO THE REPUTATION OF THE SCHOOL

The Principles of Restorative Practices

Restorative Practices are a means of supplementing the school behaviour and discipline policy in a non-punitive way. It relies on the learning community to sit at “the table” and to listen in order to rebuild the relationship when harm has been done.

The Policy will rely on developing the principles of **Restorative Practices**, which are:

- They focus on harm caused by the wrongdoer and actively seek ways of repairing that harm.
- They help create dialogue and communication.
- They are fair, open, and honest; treating all participants with respect
- Within a safe environment they will allow all participants to engage, learn and gain a shared understanding.
- This should lead to accepting responsibility, reparation, reintegration, restoration, and behavioural (and cultural) change.
- Participants are given the opportunity to openly state their views, listen to others and acknowledge their views.

The Restorative Practice Questions:

- What happened?
- What were you feeling / thinking at the time?
- What do you think / feel about it now?
- Who has been affected by what has happened?
- In what way?
- What impact has this incident had on you and on others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

The **RP questions** are neutral and non-judgemental, they are about the wrongdoer’s behaviour and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected.

How to use the Restorative Justice Questions:

The Restorative Approach model can be applied in a number of ways, ranging from informal work in corridors and classes to formal conferences with the wrong doer and the harmed including working with whole classes.

Restorative Meetings

- A **restorative meeting** is a meeting between a student and a member of staff to review a behaviour incident and attempt to come to an agreement about the consequences of poor behaviour choices
- This meeting is to attempt to resolve issues before the next lesson

Restorative Practices should NOT be viewed as an isolated incident or a tool that is used only when required, but should be instead linked to ALL interactions that occur throughout the school day.

HOME SCHOOL AGREEMENT