

# **Highbury Grove School**

# **Discipline and Behaviour**

# **Policy**

The policy was adopted by the governing body of Highbury Grove School on 5 July 2016

Review date: Summer 2017

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## **Highbury Grove School Discipline and Behaviour Policy**

The headteacher and staff of Highbury Grove School are committed to ensuring that all systems and protocols in school are able to:

- promote good behaviour in and around the school
- promote self-discipline and respect
- prevent bullying and keep young people safe
- ensure that students fulfil their potential by working in a positive, calm and orderly learning environment
- ensure that staff are able to fulfil their duties in a safe, positive, calm and orderly working environment.

This policy should be read in conjunction with the **Behaviour for Learning Guide**. This is updated whenever it is felt appropriate in order to improve the system. Parents will be notified when any updates are issued; this will be at least once per year; any other changes will only be made at the start a term.

Staff should also reference the **Safeguarding Policy** and the **Staff Code of Conduct**.

### **Scope**

The policy covers all students on roll at Highbury Grove School and extends beyond the school day and school premises to cover when students are:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform or in some other way identifiable as a pupil at the school
- behaving in a way that could have repercussions for the orderly running of the school
- posing a threat to another pupil or member of the public
- adversely affecting the reputation of the school.

### **Expectations of Students**

All students are expected to demonstrate 'impeccable behaviour' to the greatest extent possible. All students attending the school do so on the understanding that the Behaviour for Learning rules and sanctions apply to them in all circumstances listed above. We recognise that some students will have particular learning needs, social circumstances and mental health issues at certain times that might make it harder to meet the expected standards. The school policy is that we should support students in those circumstances to meet the standards rather than setting lower standards.

### **Expectations of Parents/Carers**

In sending children to Highbury Grove, all parents/carers are expected to do so on the basis that they accept the content of the Behaviour for Learning guide and will support the school in maintaining the system as it applies to their own child, including the need to issue sanctions in accordance with school policy.

### **Role of the all staff:**

- To teach students the principles and rules of the school and to ensure that they are followed.
- To consistently use the Behaviour For Learning Policy, issuing sanctions accordingly, noting C1/C2 sanctions visibly at all times, logging B8s and C3s in a timely manner and recognising positive behaviour whenever possible.

- To ensure that the reasons for C3 Exits are clearly communicated to students as well as logged effectively.
- To support departmental supervision of the building, including starting lessons promptly at lesson change-overs.
- To liaise with Head of Year regarding students who display repeat behaviour patterns, communicating action taken to the relevant staff.
- To contact parents to explain the circumstances of any C4 sanction.
- To seek resolution to major issues through parental contact and restorative conversations with the student, mediated where appropriate by other members of staff.

#### **Role of the Behaviour Team** (Assistant Head, Head of Behaviour, Behaviour Manager)

- To ensure that the Behaviour for Learning system is operating effectively, supporting students and staff where needed and communicating with parents where needed.
- To ensure efficient logging of all sanctions using SIMS and the subsequent notification of parents.
- To liaise with the Year Teams, Student Support and the SLT in response to incidents, to plan provision and to provide feedback from monitoring the data at student, year and departmental level.
- To liaise with Alternative Provision providers and to broker placements in partnership with Heads of School and families.
- To prepare referrals to the Securing Education Board and the paper work for any permanent exclusion, working with Year Teams as needed.

#### **Role of Form Tutor:**

- To monitor student behaviour, noting behaviour and achievement points on SIMS, giving reminders for B8/C3s
- To contribute to nominations for celebration assemblies
- To support restorative conversations with other members of staff
- To liaise with Heads of Year to discuss individual concerns

#### **Role of the Head of Year.**

- To monitor student behaviour within the year group, giving praise for good behaviour and ensuring that all sanctions are followed through.
- To conduct investigations and complete reports relevant to any major incidents.
- To be the first line of contact with parents around behaviour issues.
- To coordinate actions around any recurring students with an intervention programme in discussion with the Assistant Head link.
- To support and liaise with tutors, teachers and Heads of Faculties.
- To communicate action taken to the relevant staff

#### **Role of “on call” Team, including Pastoral Support Officer.**

- Constant monitoring of corridors during allotted times, maintaining radio contact throughout.
- To support class teacher and Heads of Year in tackling exits and other corridor issues.
- To speak with the pupil/pupils involved and ensure they transition to the Exit Room or back to their lesson as appropriate.

#### **Role of Senior Staff:**

- To maintain a high frontline profile at break, lunch, after school and during lessons and lesson change-overs according to the supervision rota.
- To model excellent practice in using the Behaviour for Learning System, including student interactions and the logging of sanctions.

- To ensure all the appropriate procedures are followed in relation to incidents that occur with students in their year group, supporting the work of the Head of Year.
- To regularly monitor repeated negative behaviour and action taken within their assigned Year Group and Key Stage.
- To offer support to the Year Leadership Team and teaching staff.
- To regularly monitor and support the Referral Room according to the rota.
- To communicate action taken to the relevant staff

### **Acknowledging High Behaviour Standards**

The school policy is to reinforce good behaviour through positive feedback and praise, giving affirmation and recognition to students who model high standards. Students who behave well should be made to feel appreciated for doing so. However, we do not use extrinsic tangible rewards directly for good behaviour as, based on our experience and the evidence from research, this can have a counterproductive long term effect. Rewards are issued for achievement, positive contribution to the community and other aspects of school life.

### **Sanctions**

Whilst recognising the importance of developing positive staff-student relationships and an atmosphere in which children feel supported, nurtured and safe, it is also essential that the boundaries established by the school are enforced. Failure to enforce boundaries consistently is often the cause of conflict and confusion about the standards that are expected. Our system works on the basis that the vast majority of students are able to moderate their behaviour so that they operate within the established boundaries; to a large degree this is achieved by issuing sanctions when students cross the boundaries; when they break the rules.

Further to this, it is school policy that any sanction issued must be served by the student. Further strict sanctions have to be applied when detentions have been avoided so that we can ensure that students respect the system and work within it.

### **B8**

B8 Detentions are 30 minute detentions that take place at lunchtimes for the Basic 8 reasons outlined in the Behaviour for Learning Policy. These are to be sat on the same day when issued on arrival to school (so-called "late gate"). They are typically sat the following day or on the next available slot; parents will be sent a text but students are expected to attend based on the staff direction. Failure to attend a B8 results in a follow-up sanction which may include a C3.

### **C3**

C3 detentions are sat for up to 90 minutes on the same days when issued for an Exit from class. Students who work sensibly can leave after 60 minutes. Parents will be notified by text; the onus is on families to ensure the school has up to date contact information. The school asserts the right to insist a detention is sat regardless of any prior commitments. Failure to attend C3 will lead to a follow-up sanction which may be a C4, Referral Room Day, or, for students who are persistently defiant, a one-day fixed term exclusion. Deliberately missing a C3 is regarded as a significant act of defiance and is treated as such.

### **C4**

A C4 is the code for our form of internal exclusion. This takes place in our Referral Room (previously Isolation room). Students remain in the room all day, working in silence. They have toilet breaks and are provided with lunch and water but they are not permitted to leave

the room for the entire day. This is an important sanction that falls short of a fixed term exclusion. Parents will always be notified in advance if a C4 is issued.

### **Fixed Term and Permanent Exclusions**

The school will exclude students for a fixed period of time, or permanently if deemed necessary for more serious or persistent breaches of the school disciplinary code, whether in school or outside the school gates.

The school does not have a “tariff” of exclusion length for different misdemeanours, however there are certain one-off incidents for which permanent exclusion would be considered given their seriousness:

- possession or use of, or concealing a weapon (fireworks are deemed as weapons in this instance)
- the assault or threatened assault of a member of staff or a student
- repeated and/or serious intimidation of a member of staff or a student
- repeated or large scale disruption of students learning (e.g. setting off the fire alarm maliciously)
- possession of illegal substances

This is not intended as an exhaustive list, but is meant to convey the nature of one-off offences that might result in permanent exclusion. Students who receive several exclusions are at risk of being permanently excluded from the school.

The school follows carefully government guidance on exclusions.

<http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/a0076478/exclusion-guidance>

In addition, we adopt the following protocol:

- The head teacher makes the decision regarding exclusions and seclusions.
- The head teacher decides if a pupil is being sent home for an incident. In the absence of the Head Teacher, Heads of School will make a decision.
- Heads of Year and Assistant Heads will ensure incidents are recorded and kept on file.
- Parents will be called to explain the exclusion. If unable to make direct contact, staff should leave a message asking for their availability in the morning.
- If a pupil is being sent home, we will ensure that a statement has been written and that parents are called.
- A Return from Exclusion meeting should take place with the parents, arranged by the Head of Year or member of the Leadership Team. Parents are expected to attend. The purpose of these meetings to ensure any issues are resolved and to support the student’s reintegration to the school after a serious incident.

Please note that in line with DFE policy, any permanent exclusion has to be reviewed by a panel of Governors.

### **Malicious or unfounded allegations against staff:**

Highbury Grove School will investigate all allegations about staff misconduct and allegations that staff actions have comprised the safeguarding of students. (see Safeguarding policy). If these allegations are proven to be unfounded or malicious, then the school will take disciplinary action against those students involved in making the allegation. This may include fixed term, or permanent exclusion, in recognition that this is a serious misdemeanour that could have grave, career threatening consequences for the staff involved and for the reputation of the school.

### **Screening and Searching and confiscation.**

Highbury Grove School follows closely the guidance from the DfE:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076897/screening>

The Behaviour for Learning Guide states the items that are banned from school or, in the case of electronic devices, are restricted as to where and when they can be used. The list is not exhaustive, but also includes any other item deemed an offensive weapon or that a person under 16 years should not be carrying.

Staff have the right to confiscate these items if seen. Refusal to cooperate with confiscation is a serious act of defiance that warrants a significant sanction. Confiscated phones will be handed to the main office. They will be returned at the end of the week or given to parents by arrangement.

Where there are more serious concerns, the Headteacher, or other designated member of staff (usually a deputy head) may search a student, following the guidance below from the DfE:

“School staff can search a pupil for any item banned under the school rules, if the pupil agrees. Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.”

### **Use of Video and CCTV.**

The school asserts the right to use video capture devices to record students' behaviour during a specific incident. This footage may be used to inform a disciplinary process. Separate guidelines are available.

CCTV is used throughout the school and, where appropriate, we will use the footage to support the investigation into an incident.

### **The Behaviour Support Centre and Alternative Provision**

In certain circumstances, we may feel that it is in a student's best interests or the interests of the wider school community for a student to be placed in the Behaviour Support Centre for a period of time or for them to transfer to an alternative education provider. In these circumstances, parents will be fully consulted and the details explained in detail by members of the Year Leadership Team or the Behaviour Team.