

The Friary School

BEHAVIOUR POLICY



Introduction

The Friary School's behaviour policy is reviewed annually by senior staff and governors to ensure we maintain a reflective and effective approach to managing student conduct.

Principles

The Friary School is committed to the following key principles to target impeccable conduct and self-discipline from all students and ensure that low-level disruption is kept to the absolute minimum:

- To promote good behaviour and discipline and to provide a safe, well ordered learning environment for students.
- To support students in learning self-discipline and to promote self-esteem and wellbeing.
- To promote the concepts of personal responsibility and of every member of the school having a responsibility towards the whole community.
- To help students learn that certain actions are unacceptable. These include verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment (including racist, sexist and homophobic abuse).
- To promote early intervention in order to prevent more serious behaviour which disrupts the learning of other students and the effective running of the school.
- To establish within the school a proper regard for authority and an ethos of mutual respect in which all students are expected to behave with consideration and care, accepting codes of behaviour which are required of them by school and society.
- To work positively with the information and guidance services and appropriate outside agencies to ensure that the needs of all students are met by utilising the range of external support available.
- To encourage consistency of response to both positive and negative behaviour and fairness of treatment for all. Integral to this is a system of rewards and an emphasis on praise to individuals and groups when appropriate.
- To encourage a positive relationship with parents/carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.
- To provide a curriculum which is appropriate and accessible to all students and which reinforces expectations of positive behaviour.

Roles and Responsibilities

Students will be expected to take responsibility for their own behaviour and will be made fully aware of procedures, expectations and The Friary School's formal code of conduct. Students have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported. They also have a responsibility to complete all work set to the best of their ability.

The Governing Body will establish in consultation with the Headteacher, staff and parents the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and that expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The Headteacher and other members of the Leadership Team will be responsible for the implementation, review and day-to-day management of the policy and procedures and for the promotion of positive

behaviour management. Support and training for staff faced with challenging behaviour is also an important responsibility of the Leadership Team.

All Staff, including teachers, the Student Support Team (SST) and other support staff, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Senior Leadership Team on the effectiveness of the policy and procedures.

They also have responsibility, with the support of the Senior Leadership Team, for creating a high quality learning environment, teaching good behaviour, having high expectations of what students can achieve and implementing the agreed policy and procedures consistently.

The Governing Body, Headteacher and Staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

Parents and Carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

Disciplinary Procedures and Sanctions - Principles

Sanctions are needed to respond to inappropriate behaviour. It is important to make a clear distinction between the sanctions applied for minor and major offences, to establish why the sanction is being applied and to emphasise what changes in behaviour are required to avoid future sanctions. The Friary School adopts 5 Stages of Consequences (see Appendix 1a) for unacceptable behaviour.

Guidance exemplifying each Stage's associated incidents is provided for students and staff. However it cannot be exhaustive and staff will need to use their professional judgement to interpret and apply the policy in the given circumstances.

The consequences of failing to attend a Stage 3 detention are:

- doubling of time owed (a 'Long Detention').
- a mandatory period in isolation.
- attendance at second school isolation.
- attendance at an SLT after-school detention (lasting 2 hours).

If a student is persistently disruptive and learning in the classroom cannot continue, a senior member of staff will attend the Call Out and place the student in another classroom (internal referral). The student will receive a 1 hour ('Long') detention.

Should a student refuse to go into internal referral they will be placed in isolation. The sanction for refusing to go into internal referral is an SLT Lunchtime Detention.

Persistent refusal to attend detentions or the above sanctions may result in a period of fixed term exclusion.

When a student reaches Stage 2 or above this is recorded formally on the school's information management system and contributes towards triggers for further interventions (see Appendix 1). The majority of incidents in class should be dealt with in the first instance by the subject teacher, supported where appropriate by his/her subject leader.

Heads of House and the Student Support Team (SST) will monitor all stages of consequences recorded for students and discuss any emerging issues with form tutors, subject leaders, parents, senior leaders and agencies as required.

The school may discipline a student for any misbehaviour where the student is:

- taking part in any school-organised or school-related activity.
- travelling to or from school.
- wearing the school uniform.
- in some other way identifiable as a student at the school.

The school may also discipline a student for misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school.
- poses a threat to another student or member of the public.
- could adversely affect the reputation of the school.

Where wilful damage has occurred parents will be asked to contribute to the cost of repair or replacement. Poor behaviour may result in the withdrawal of such privileges, such as participation in school trips, events and teams, which may also be appropriate.

The School Planner plays an integral part in the process of communication with parents.

Specific Sanctions & Interventions

The following specific sanctions and interventions does not cover all arrangements but rather gives guidance and reference to particular incidents and approaches:

Detentions

Where a verbal sanction has already been given, or is no longer a punishment commensurate with the behaviour, the chief sanction will be detentions. All staff have the authority to issue detentions. These may take place at break, lunchtime and after school. Parents will receive notification the day before an after-school detention takes place unless there is an agreement with the parent for the detention to take place on the same day. In any case, parental consent is not required.

Arranging a student's transport home is the responsibility of the parents or carers and should not be used as a reason that a student cannot attend a detention.

Other sanctions, such as suspension from school teams or the withdrawal of privileges, may also be appropriate.

Governor Disciplinary Panel

This panel meets on a half-termly basis and is designed for students who have demonstrated repeated instances of poor behaviour and disrupting. The attendance of parents or carers is requested, appropriate school staff attend, as may relevant external agencies.

Second School Isolation (SSI)

Students may be sent to spend a day in isolation at a partner school. This will typically be for persistent disruption, where preceding sanctions have not elicited appropriate improvement, or a serious incident which requires a high-level sanction.

SSI provides a high level sanction which acts as a buffer to fixed term exclusion (FEX); it aims to deter students from future poor conduct, and to provide the student with an opportunity to reflect on their conduct and on the need to improve in the future.

Confiscation

Under Section 91 of the Education and Inspection Act 2006, the school has the power to search, confiscate, retain or dispose of a student's property as a disciplinary penalty where it is reasonable to do so.

Mobile Phones, Earphones and other devices

Students are allowed to bring mobile phones into school but are not allowed to use them between arriving on the school site until the school day ends at 3.05pm. The use of the mobile phones is authorised at the end of the day so students can liaise with parents if there are changes to pick-ups, etc. There may be occasional authorised use of phones during lessons - such as when photographing practical coursework - but this will always be in controlled circumstances. If mobile phones are used at inappropriate times they will be confiscated by staff and held securely in the Student Support Office.

First offence: phone will be returned to the student at the end of the school day

Second offence: phone will be returned to the student at the end of the school day and parents will be contacted.

Third offence: phone retained in school until a parent can collect it

Earphones are considered part of a mobile phone and may also be confiscated; they must not be visible or used on the school site until the school day ends at 3.05pm.

The school may treat any other portable electronic communication device as a mobile phone.

As mobile phones are prohibited under examination conditions they may not be taken into formal exams.

Uniform

The school will provide guidance on acceptable standards of uniform and dress, which may include features such as hairstyle (including colourings, patterning, and length of cut), piercings, other jewellery and make-up (including nails). The school will also provide guidance for Sixth Form students.

If a student arrives to school in incorrect uniform or dress then we may:

- confiscate the item(s) of incorrect uniform and provide a non-negotiable alternative.
- contact parents or guardians so that they can bring the appropriate item(s) of uniform to school.
- impose escalating sanctions, including detentions and isolation, should the infraction not be corrected.

The confiscation of items which are not permitted by the school (such as clothing, piercings and jewellery) will be recorded and sanctioned in the same way as are mobile phones (see previous).

Physical Attacks / Bullying Incidents

In case of physical attack, parents of both the aggressor and the victim will be contacted. Parental contact will be made in any case and the student may be sanctioned using the school's 'stage system'. Repeat offences will lead to parental interviews and referral to Inclusion Panels. A placement at Bridge Pupil Referral Unit will be considered.

We do not recognise bullying to be a one-off falling out or confrontation. However, if bullying does occur, all students should be able to report it and know that incidents will be dealt with promptly and effectively.

Where a series of incidents may indicate a pattern of bullying, a log is kept and students are able to report it. Suitable sanctions, including parental contact and the possible involvement of outside agencies will follow when bullying is identified. For further information, see the school Anti-Bullying Policy.

Fire Alarms

For deliberate activation of a fire alarm, a fixed term exclusion will be considered. Students may be visited by outside agencies to re-enforce the serious nature of this incident.

Use of CCTV

The school has CCTV in the school although coverage is not absolute. This facility is not used to monitor student behaviour, but may be used on occasions (where coverage is available) to verify events and to ensure an accurate understanding of incidents.

Selling

The school regards students selling items of food and drink to other students for profit as morally unacceptable and contrary to our aim to promote healthy eating. Students caught selling or in possession of bulk items brought into school for this purpose will face sanctions using the school's stage system. Repeat offences could result in exclusion.

Punctuality

Poor punctuality is a disciplinary matter and students face escalating sanctions should they be late for school persistently. These include break, lunch and after school detentions, as well as parental contact. Punctuality is monitored on a termly basis, and students who are late to school after 8.45am are required to sign in.

Searching for Banned Items

The Headteacher (or staff authorised by the Headteacher) has the power to search without consent for items which are illegal, pose a risk to health and safety, or disrupt the learning and welfare of other students. The police may be informed.

Malicious Allegations

The school reserves the right to discipline students who make accusations against staff which prove to be groundless and malicious.

Use of Reasonable Force

The legal provisions for school discipline provide members of staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that could be used to commit an offence or cause harm. (Taken from 'Behaviour and Discipline in Schools:' Department for Education 2012)

Separate advice is available in 'Use of Reasonable Force - Advice for School Leaders, Staff and Governing Bodies.' This document will be available to staff via the school website.

APPENDIX 1A - THE STAGES OF CONSEQUENCES

Every student at The Friary has the right to learn and the opportunity to be successful.

Where behaviour does not meet basic expectations and potentially disrupts learning, teachers and other adults will challenge and support every student and in return every student will:

- Respect and follow the instructions given by adults
- Listen in silence when members of staff are talking
- Give every task their very best effort
- Arrive at lessons on time and ready for learning
- Behave in a responsible and caring way around the building

The Consequences of Disturbing Learning

Exclusion

(for failure to respond to lower stages)

Student receives a **Fixed Term Exclusion** or **Second School Isolation**

There is a parental interview before reintegration

Call Out

(when learning and teaching cannot continue)

The student is put in internal referral

The student will have a 1 hour after school detention. Parents will be contacted

Stage Three (for continued disruption of learning)

The student will have a 30 minute after school detention

Parents will be contacted

Stage Two (for repeated failure to meet basic expectations)

Class teacher will issue a detention

This incident will be recorded and parents may be contacted

Stage One (for failing to meet basic expectations)

A formal warning is issued by the teacher

The teacher may keep the student behind at the end of the lesson

APPENDIX 1a (continued)

A teacher or other adult will decide the stage of consequence using the examples.

An appropriate consequence stage will be used for disrespectful behaviour.

The consequences of disturbing learning will also be used outside of lessons too if needed.

Consequences will be noted on your permanent record from Stage 2 upwards.

Over time, the stages will be added up and the total monitored.

APPENDIX 1B - EXEMPLIFICATION OF STAGE SYSTEM

Students can expect...	...for the following misdemeanours:
<p>at least a Stage One sanction (verbal warning and potentially being spoken to after lesson), or possibly a Stage Two sanction (a 15-minute detention, usually at break or lunchtime), depending on the severity and whether it is a repeated offence</p>	<ul style="list-style-type: none"> * Being in incorrect uniform without a suitable reason * Being in the wrong place without a suitable reason * Distracting other students or making a noise inappropriately * In possession of a 'non dangerous' inappropriate item * Insulting another student * Leaving litter * Not having the correct equipment without a suitable reason * Poor effort in class without a suitable reason * Talking whilst the teacher is talking * Throwing an item inappropriately * Walking around the classroom without permission deliberately
<p>at least a Stage Two sanction (see above) or possibly a Stage Three sanction (a 30 minute after-school detention and contact with parents), depending on the severity and whether it is a repeated offence</p>	<ul style="list-style-type: none"> * Being deliberately slow to start or complete a set task * Non-completion of homework or HLA * Eating at an inappropriate time of the day * 'Play fighting' with another student * Defacing books or resources * Late to the lesson without a suitable reason * Physically handling another student inappropriately * Refusing to follow requests * Swearing * Talking during a test or at another inappropriate moment
<p>at least a Stage Three sanction (see above), or possibly a Call Out (internal referral and a 1 hour after-school detention, including the possibility of second school isolation), depending on the severity and whether it is a repeated offence</p>	<ul style="list-style-type: none"> * Arguing with the decision made by an adult * Being out of bounds * Failing to attend a detention * Being deliberately rude or disrespectful to an adult * Damaging something on purpose * Deliberately walking away from an adult when they are talking to you * Making an intentionally racist or sexist remark * Using a mobile phone without permission
<p>a lunchtime detention with a senior member of staff</p>	<ul style="list-style-type: none"> * Refusal to go into internal referral
<p>at least a Call Out (see sanctions above), or possibly an exclusion from school), possibly depending on the severity and whether it is a repeated offence</p>	<ul style="list-style-type: none"> * Fighting with another student * Leaving the lesson without permission * Refusing to leave the room * Swearing at an adult * Taking property without permission

APPENDIX 2 - EXCLUSION OF STUDENTS

Principles

The school will follow the latest Department for Education and Local Authority guidelines - with due deference to the DfE Guidance in 'Exclusion from Maintained Schools, Academies & Pupil Referral Units in England - A Guide for those with Legal Responsibilities in relation to Exclusion' (Sept 2017) which states on page 6:

"Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school."

Only the Headteacher or, in their absence, a deputising member of the senior leadership team, may place students on exclusion following due investigation, and they are accountable for any exclusion.

Full records will be kept of any previous warnings, communications with parents, the LA and other agencies, and of all investigations. These will be made available to Governors and the LA where necessary.

Fixed Term Exclusion

Currently a student may be excluded from school for one or more fixed periods up to the maximum of 45 days in a school year.

The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. However in exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

A Fixed Term exclusion will be accompanied by:

- A warning against repeated indiscipline
- A letter to parents explaining the circumstances, offering them the opportunity to make representations to the Governors' Disciplinary Committee, and outlining arrangements for setting and marking work
- Where required a copy of the same letter with the standard notification form to the LA's Inclusion Unit
- A notice informing relevant staff of the exclusion
- Notification in the Disciplinary Committee Report using student initials only
- Support from the Bridge Short Stay School in the form of advice or a brief, or extended, placement according to need

The Headteacher will notify the governing body and the local authority of any exclusion which would result in the student being excluded for more than five school days in a term.

In the case of any fixed term exclusion of more than 5 days, the School has to take responsibility for the education of the student on and after the sixth day.

Permanent Exclusion

A student may be permanently excluded:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and

- where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

In the case of permanent exclusions, the Governors’ Disciplinary Committee must meet to review the Headteacher’s decision.

Parents’ Representations

If the parents of the student concerned choose to make representations against the exclusion, whether fixed term or permanent, they may take their case to the Governors’ Disciplinary Committee. (NB - There is though no option to suspend the sanction until this process reaches judgement).

The procedures recommended in the LA guidelines will then be followed.

Following the Governors Disciplinary Committee meeting, the Committee will either instruct the Head to readmit the student or support the exclusion.

A summary of this decision will be sent to parents.

In the case of permanent exclusions, parents then have a right of appeal to an Independent Panel should they wish to exercise this.

Reviewed By	Policies & Procedures Committee	Implementation Date	Sept 2018	Review Date	Sept 2019
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