

Behaviour for Learning Policy **Behaviour Management**

Effective Learning and Teaching takes place where there is mutual respect, support, encouragement, security and independence and where all the members of the school share responsibility for developing this ethos successfully.....

Principles

At Deer Park school we believe positive behaviour is achieved by:

- Developing in all students a sense of self discipline and acceptance of responsibility for their own actions.
- Using a code of conduct which is familiar to everyone with rules that are fair and easily understood.
- Fostering mutual respect and providing a climate where students relate well to other members of the school community and where effective learning can take place. Reflecting the RRR UNICEF principles.
- Having clear systems and guidance to ensure consistency in the management and education around behavior.

Practice

At Deer Park school we will ensure:

- That consistency and fairness are apparent at all times across the school.
- That learning takes place in a secure and safe environment.
- That rewards and sanctions are realistic and achievable.
- That expectations are regularly shared and discussed with students.
- That the consequences of unacceptable behavior are clearly explained to all students, by having established simple rules for all to follow.
- That all students of concern are identified and an appropriate intervention programme is put in place to help change behavior.
- That we inform and involve parents when any serious issues occur.
- That we involve other support agencies to help support students' behaviour.

The Management of Inappropriate Behaviour

- The flow chart indicates a procedure which all teachers at Deer Park should follow if necessary. However, it should also be pointed out it should not be used as a means of escalating a potential problem.
- The flow chart works on the principle that it is the classroom teacher who must take prime responsibility for his/her classroom management.
- All staff will have regular training on behaviour management and a 'Positive Behaviour Management guidance booklet' will be issued to all new staff.
- Staff will be advised to adopt a variety of behaviour management strategies to avoid escalating potential problems.
- The first support that a classroom teacher is offered is from within the curriculum/subject area.

- As a further support, the Director of Progress and Achievement (DOPA) will take action when the work of the classroom teacher and curriculum/subject leader fails to achieve a change in student behaviour.
- Students who regularly challenge the system in multiple areas of the curriculum will have all relevant incidents recorded on the school's management system, parents will be informed and more serious action taken, dependent on the stage and significance of the behaviour
- In the event of extreme classroom behaviour (e.g. abuse of staff/fighting/refusal to carry out a reasonable request), the classroom teacher will call for a member of the Senior Leadership Team (SLT) or DOPA.

At Deer Park school we believe:

- That the rights of all staff and students should be at the core of any whole school approach to behaviour management.
- That these should be agreed and visible in all classes to ensure that expectations are clear, understood and followed by all.
- The diversity, tolerance and understanding is a significant part of each child's education.

Expectations:

- The working environment is free from bias and discrimination.
- Students have a sense of achievement.
- Lessons are fun, stimulating and interesting.
- Everyone's opinion is listened to and respected.
- Staff and students are treated politely.
- Everyone feels safe and secure in the classroom.
- That students are praised and rewarded when they do well.

Responsibility:

- Be kind caring and sharing.
- Not hurt another by what they say or by what they do.
- Be polite.
- Protect the most vulnerable.
- Respect other students.
- Respect all staff.
- Earn trust.
- Give praise to each other.
- Take responsibility for their own actions and belongings.

The Management of Unsatisfactory Classroom Behaviour

- The flow chart indicates a procedure which all teachers at Deer Park should follow if necessary. However, it should also be pointed out that it should not be used as a means of escalating a potential problem. Other good teaching and learning strategies would also be used to prevent such an escalation. These include:-
 - Disapproving look
 - Verbal reprimand
 - Move to another seat
 - Verbal reminder of consequences
 - Parental contact
 - Move to another group (department safe house)
 - Note in student planner
 - Amber, red or purple Eref

- Use of detentions
 - On report
 - Internal exclusion
 - Use of inclusion
 - Fixed period of exclusion
 - Governor behaviour panel
 - Headteacher report
 - Permanent exclusion
- The Management of Inappropriate Behaviour flow chart works on the principle that it is the classroom teacher who must take prime responsibility for his/her own classroom management.
 - The first support to a classroom teacher is offered within the curriculum/subject area. Each curriculum area has a 'safe house' from lessons procedure which Directors of Learning's will update annually. If a teacher needs to withdraw a student from their lesson for longer than 5 minutes, this procedure should be used. Similarly, if a class teacher deems it necessary to ask for a student to be withdrawn from their lesson for one or several lessons, the internal procedure should be adopted following consultation with' and agreement by the Director of Learning (DoL).
 - As a further support, the DoPA will take action when the work of the classroom teacher and Director of Learning fails to achieve a change in student behaviour.
 - Students who are regularly challenging the system in multiple areas of the curriculum will be noted by Tutors and DoPA via Student Planner entries and 'E-Refs'. Appropriate action involving parental contact will be taken against students who disrupt on a wider scale.

In the event of extreme classroom behaviour (eg abuse of staff/fighting/refusal to carry out any reasonable request), the classroom teacher will call for the Senior Leadership Team (SLT).

Use of reasonable force

- Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance *Use of reasonable force: Advice for Head teachers, staff and governing bodies Ref DFE-00295-2013* and only when immediately necessary and for the minimum time necessary to prevent a student from doing or continuing to do any of the following:
 - Committing a criminal offence
 - Injuring themselves or others
 - Causing damage to property, including their own
 - Engaging in any behaviour prejudicial to good order and discipline at the School or among any of its students, whether that behaviour occurs in a classroom or elsewhere.
- Where restraint is used by staff, this is recorded in writing and the student's parents will be informed about serious incidents involving the use of force. Force is never used as a form of punishment. See also the School's separate policy on the use of physical Intervention.

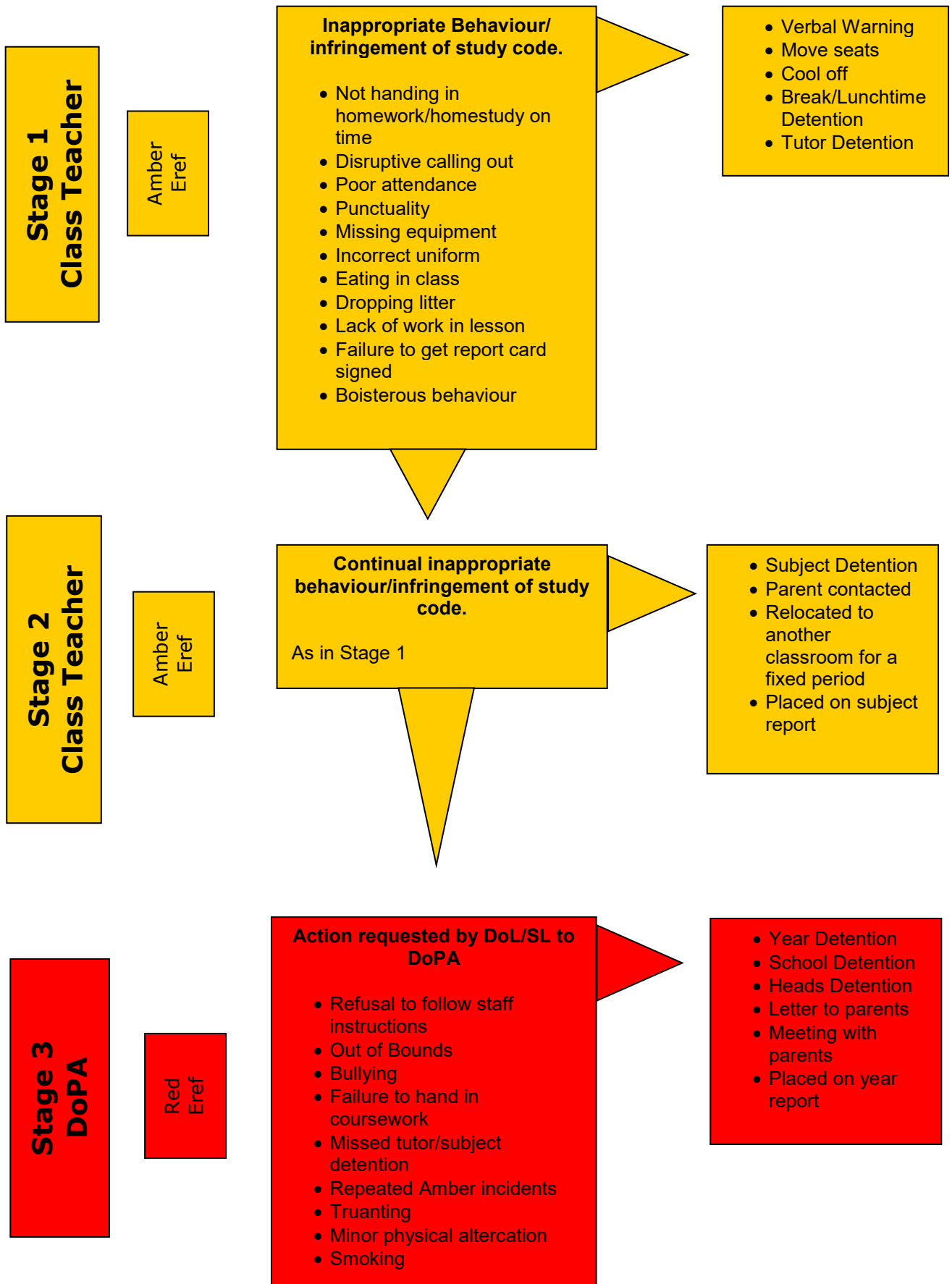
Searching students

- **Informed consent:** The School staff may search a student with their consent for any item which is banned by the School rules. If a member of staff suspects that a student has a banned item in his / her possession, they can instruct the student to turn out his or her pockets or bag.

- If the student refuses, sanctions will be applied in accordance with this policy. This may include isolation until parents or the police are able to come into school to assist in the search.
- **Searches without consent:** In relation to prohibited items, as defined below, once informed consent has been refused by the student, the Headteacher, and staff authorised by the Headteacher, may search a student or a student's possessions, without their consent, where they have reasonable grounds for suspecting that a student has a prohibited item in their possession.
- Schools are not required to inform parents before a search takes place or to seek their consent to search their child.
- There is no legal requirement to make or keep a record of a search.
- Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about screening or searching should be dealt with through the normal school complaints procedure.
- **Prohibited/Banned items:** Means knives or weapons, alcohol, illegal drugs, legal highs (psychoactive substances), energy drinks, tobacco, cigarettes, e cigarettes or vapes, stolen items, pornographic or sexually inappropriate materials and any other items as defined as such from time to time.
- **Searches generally:** If staff believe a student is in possession of a prohibited item, it may be appropriate for a designated member of staff to carry out:
 - A search of outer clothing; and / or
 - A search of School property, e.g. students' lockers or desks; and / or
 - A search of personal property (e.g. bag or pencil case within a locker).
- Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a student or their possessions will be carried out in the presence of the student and another member of staff.
- Where a student is searched, the searcher and the second member of staff present will either be the same gender as the student, or male and female.
- Where the Headteacher, or staff authorised by the Headteacher, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance *Searching, screening and confiscation*
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf
- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.

Linked Policies: Anti-Bullying Policy
Behaviour for Learning – Exclusions Policy
Child Protection Policy
Citizenship Policy
Code of Conduct
Drugs Policy
Equality Policy
Moral and Social Studies Policy
Safeguarding Policy

The Management of Inappropriate Behaviour at Deer Park school



**Stage 4
SLT**

Purple
Eref

**Action requested by DoPA
Continual/inappropriate
behaviour/infringement of
study code**

- As above
- Swearing in the presence of Staff
- Physical Assault on student
- Vandalism
- Refusal to follow instructions after warnings
- Racism

- Internal inclusion (Periods 1-5)
- Conversation/meeting with parents
- Fixed Term Exclusion
- Formal letter home
- Reintegration meeting

**Stage 5
SLT / Headteacher**

Purple
Eref

- Disruptive or repeated extreme behaviour
- Swearing at a member of staff
- Fighting
- Refusal to carry out reasonable requests which is potentially endangering themselves or others

- Common Assessment Framework (CAF)
- Team Around the Child meeting (TAC)
- Managed Move
- Educational psychologists assessment
- Education Exclusion Service support
- Educational Welfare Service Involvement
- Social services Involvement
- School counsellor
- Youth Offending Team
- Connexions
- Fixed term Exclusion

**Stage 6
SLT/Trustees**

Action requested by SLT

- Continual defiance and repeated incidence of Stage 5 behaviours

Or

- A single act relating to drug use or violence towards students or staff

- Trust Board disciplinary meeting
- 5 days plus fixed term exclusion
- Permanent exclusion