

# POSITIVE BEHAVIOUR MANAGEMENT

## PURPOSE

- This policy is designed to support and maintain the ethos of Stroud High School: A Learning Partnership which values respect, personal best ... and a spirit of fun
- The school is committed to ensuring that all members of the school community can achieve the highest possible level of success within an ethos of mutual respect where everyone feels valued, supported and secure.
- Outline procedures to support positive behaviour including rewards, sanctions, procedures for screening and searching students, confiscation, use of reasonable force, the power to discipline beyond the school gate and exclusions.

## GUIDELINES

- All students deserve praise, recognition and reward
- The emphasis of behaviour management at SHS is a positive one which celebrates each individual and their personal best
- Praise and reward are the norm and sanctions the exception
- Behaviour management at Stroud High School enables us to create a happy and successful school which promotes honesty, trust, integrity and responsibility
- It allows students to learn and to enjoy their learning
- We have the highest expectations of students in terms of their behaviour. However, we can all make mistakes and it is important that we are given the opportunity to learn from them. It is for this reason that it is the behaviour rather than the person that we judge
- Any sanction will be reasonable in the circumstances and account will be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them. Sanctions will be applied consistently and fairly

## Rewards

Students can receive praise points from any member of staff for their participation, work, effort and contribution to the lesson or school community. Points are awarded in line with HPL (high performance learning) philosophy to encourage the development of behaviours and habits known to support students in their learning. Points are issued on Class Charts and are visible to parents and students. Rewards are monitored by tutors to ensure all students are engaging in the positive ethos of the school. Where this is not the case, encouragement and challenge will be given to the individual. There are regular Reward assemblies. There is also an annual end of year celebration for the house with the most points.

## Principles guiding the school's decisions on sanctions

When behaviour falls below our expectations, sanctions will be:

- Fair
- Equitable
- Proportionate
- Consistently applied

All sanctions will reflect our belief in the following basic rights:

- The right to dignity, courtesy and respect
- The right to learn and the right to teach
- The right to safety – both physical and emotional

## **Homework**

Students who miss homework deadlines or do not produce homework to the standard required will be issued with a directed study. Students will either complete the missing homework or undertake additional work for that subject area in this time. Students are normally informed of a directed study through Class Charts. It is the student's responsibility to ensure they check their app at least once a day. Individual teaching staff report all incidents of missing/inadequate homework but do not manage the directed study periods. Directed study periods are managed centrally by student services. The directed study will be issued and set for a date as soon as possible. This will be the next day wherever possible.

Parents are able to see all homework records (submitted or not) on Class charts and will also be notified if a directed study is issued on the app. If a student misses homework regularly, they student will be placed on homework monitoring for a short period (2-4 weeks) and improvement will be expected. If insufficient improvement is seen, parents will be asked to attend a meeting to agree additional intervention, support or sanctions as appropriate.

## **Failure to bring correct equipment**

If a student regularly forgets to bring specialised equipment to lessons such as PE kit or Design Technology materials, parents will be informed and the student will be placed on equipment report for a short period (2-4 weeks) and improvement will be expected. If insufficient improvement is seen, parents will be asked to attend a meeting to agree additional intervention, support or sanctions as appropriate.

## **Uniform**

There are no exceptions to the uniform policy, unless agreed by Nadine Moore, Assistant Head teacher. These will only be agreed for exceptional reasons, such as health requirements.

Tutors and teachers monitor uniform closely. If a student repeatedly fails to wear the correct uniform, their tutor will place them on uniform monitoring for 2 weeks. If there are any further infringements recorded during this period, the student will receive an afterschool detention from their tutor and the monitoring period will start again. Any further negatives and the student will be placed in isolation at break and lunch by the year leader. The period of time for isolation will be determined by the year leader.

## **Behaviour**

The highest standard of behaviour is expected from all students at all times. These expectations apply to lesson time, free time during the school day, to and from school and when engaged in any activity which links them to the school; this includes all forms of communications including written, verbal or digital (see anti-bullying policy and e-safety policy).

Central to positive behaviour management is the principle of choice. There is a clear and explicit relationship between the choices students make and the consequences, both positive and negative, that ensue. Positive behaviour management is based upon the positive language of choice and the belief that actions bring consequences.

In the classroom, normal classroom management strategies will be employed in the first instance. If a student chooses to persist in behaviour that is unacceptable the member of staff will warn the student to correct their behaviour. This is a formal warning and their only warning. Some, more extreme, behaviour warrants immediate action and no warning may be given. This is at the teacher's discretion.

## **Student Response to warnings:**

If a student responds appropriately to the warning, no further action will take place for this isolated incident.

If a student fails to respond appropriately to a formal warning in class, the student will be removed from the lesson and placed in a colleague's classroom. The class teacher will issue an afterschool detention. Parents will be informed of all afterschool detentions that their child receives.

If the student's behaviour is disruptive in the second classroom, the student will be sent to a member of the leadership team who will issue an isolation period rather than an afterschool detention and parents will be informed.

## **Monitoring Poor Behaviour:**

Where a student regularly behaves in such a way as to need a number of warnings, either in a single subject or across the curriculum, they will receive an afterschool detention.

If no improvement is seen, parents will be invited to meet to discuss any additional intervention, support or sanctions that may be appropriate.

In addition, if a student receives a high number of afterschool detentions for poor behaviour or inappropriate responses to warnings, the school will consider whether this continuing disruptive behaviour might be the result of unmet educational or other need. The school will consider, at this point, whether a multi-agency assessment is necessary.

If the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm, we will follow the schools' safeguarding policy.

## **Serious breaches of behaviour**

The school will determine the appropriate sanction in accordance with the procedures and principles within this policy. This may include a period of isolation, fixed term exclusion or permanent exclusion. Behaviour that is considered serious includes but may not be limited to:

- Verbal or online abuse to Staff or about Staff
- Verbal or online abuse to other students or about other students
- Physical abuse of /attack on Staff
- Physical abuse of /attack on other students
- Bullying, including cyber-bullying
- HBT language and bullying (Homophobic, Biphobic or Transphobic)
- Hate related behaviour (in relation to any protected characteristic as defined in the Equalities Act)
- Indecent behaviour
- Damage to property
- Possession or Use of illegal drugs
- Misuse of other legal or illegal substances
- Theft
- Serious actual or threatened violence against another student or a member of staff
- Attempted or actual sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson, attempted arson or vandalism
- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the student's behaviour

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that more serious sanctions (isolation, fixed term exclusion and permanent exclusion) are appropriate

## **Screening and searching students**

This will be undertaken in accordance with DfE Guidance "Searching, screening and confiscation Feb 2018"  
Ref: DFE-00034-2014 (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>)

### **Searching**

School staff can search a student for any item if the student agrees. In addition, members of the leadership team and pastoral leadership team can search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs and associated drug paraphernalia
- stolen items
- tobacco products and associated paraphernalia
- e-cigarettes including vapour sticks
- fireworks
- inappropriate or pornographic images
- any item 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)

If a member of staff suspects a student has a banned item in her possession, they can instruct the student to turn out her pockets or bag and if the student refuses, issue an appropriate sanction as set out in this policy. In addition, the school will be able to search the contents of their locker, without the student's permission or presence.

### **Searching Electronic Devices**

School staff can request to search a student's electronic devices where there are reasonable grounds for suspecting that the student may have breached the expected behaviour of the school. In the event that the student refuses to cooperate and give access to an authorised member of staff during an investigation there will be less evidence available to make a balanced decision which could lead to an adverse decision being taken against the student

### **Establishing grounds for a search**

The teacher will decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other students talking about the item or they might notice a student behaving in a way that causes them to be suspicious.

## **Confiscation**

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. This would include mobile phones or other equivalent electronic devices if used inappropriately. Mobile phones are not allowed to be used in lessons unless under teacher direction.

## **The power to use reasonable force or make other physical contact**

See physical contact policy

## **The power to discipline beyond the school gate**

The school will discipline non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is either witnessed by a member of the staff or reported to the school in accordance with this policy and the anti-bullying policy.

This includes any bad behaviour 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

## **Malicious accusations against school staff**

Disciplinary action will be taken against students who are found to have made malicious accusations against school staff. Sanctions will be consistently and fairly applied, in accordance with this policy and the principles within it and will be proportionate to the seriousness of the incident. Sanctions could include afterschool detention, isolation, fixed term or permanent exclusion.

## **Isolation**

The school may place students in isolation in accordance with the procedures and principles set out in this policy. This may be during their social time, curriculum time or both. The school will determine the appropriate period of time a student will be kept in isolation.

## **Exclusions**

Exclusion is an extreme sanction and is only administered by the Headteacher (or, in the absence of the Headteacher, the Deputy Headteacher who is acting in that role).

The decision to exclude a student will be taken in the following circumstances:-

- (a) In response to a serious breach of the School's Policies including Anti- Bullying Policy
- (b) If allowing the student to remain in School would seriously harm the education or welfare of the student or others in the School

## **Preventative Measures (Permanent Exclusion)**

### **Pastoral Support Plans**

The PSP procedure and process is designed to support any student for whom the normal school based strategies have not been effective. It is a structured, 16 week intervention for a student at risk of permanent exclusion. The main purpose of the PSP is to maintain the student in school and avoid exclusion. It is not intended as an administrative step on the route to permanent exclusion. A PSP ensures that interventions for a student at risk of permanent exclusion are co-ordinated and targeted to their needs.

### **SEND reviews**

Head teachers and governing bodies must take account of their statutory duties including the SEND Code of Practice when administering the exclusion process. They should, as far as possible, avoid excluding permanently any student with a statement of SEND (Gov guidance 3:22). Where a school identifies a student with a statement of special educational needs (or Education, Health and Care Plan - EHCP) who is at serious risk of disaffection or exclusion, an interim or early review should be called. It will then be possible to consider the student's changing needs and recommend amendments to the statement, as an alternative to the student being excluded.

### **Managed Moves**

A Managed Move is defined as a formal agreement between two schools, a student and their parents. It allows a student at risk of permanent exclusion to transfer to another school. The move requires the agreement of the child's parent, the head teacher of the student's school, the head teacher of the proposed school, and the Strategic Lead (EP&I) on behalf of the LA. A Managed Move is never an early or first response when a student is failing at school because of behaviour. Rather it should be considered as part of a measured response to supporting their emotional, social and behavioural needs. It is likely to be a strategy considered in the later stages of a PSP where there is little or no evidence of success.

### **Holistic assessment**

Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a student's behaviour it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation schools should give consideration to a multi-agency assessment that goes beyond the student's educational needs.

### **Exclusion procedure**

Most exclusions are of a fixed term nature, and are normally of short duration proportionate to the nature of the offence (usually between one and three days).

The DfE regulations allow the Headteacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year.

The Governing Board has established arrangements to review promptly all permanent exclusions from the School and all fixed term exclusions that would lead to a student being excluded for over 15 days in a school term or missing a public examination in accordance with the guide to "Exclusion from maintained schools, Academies and student referral units in England" Ref: DFE-57501-2012  
<https://www.gov.uk/government/publications/school-exclusion>

The Governing Board has established arrangements to review fixed term exclusions which would lead to a student being excluded for over five days but less than 15 days in a school term where a parent has expressed a wish to make representations in accordance with the statutory guidance on exclusions 2012 published by DfE.

Following exclusion parents are contacted immediately where possible and a letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Board and the Local Authority as directed in the letter. Any such representations will be undertaken in accordance with the statutory guidance on exclusions 2012 published by DfE.

A reintegration meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the leadership team, the student and the parent and any other relevant representative. For the first five school days of an exclusion (or until the start date of any alternative provision where this is earlier) parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification, and that parents may be given a fixed penalty notice or prosecuted if they fail to do so in accordance with Sections 103 and 104 Education and Inspections Act 2006.

During the period of exclusion, up to 5 days, the school will set work for the excluded student to complete and will arrange to have work marked. The School will make suitable full-time educational provision available to the student from the sixth school day of any period of fixed-term exclusion of six days or longer. Provision will normally be off-site.

A reintegration meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the leadership team, the student and the parent and any other relevant representative.

### **Permanent Exclusion**

There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.
2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or one off offence. These might include but are not limited to:
  - Serious actual or threatened violence against another student or a member of staff
  - Sexual abuse or assault
  - Supplying an illegal drug
  - Carrying an offensive weapon
  - Arson

The School will normally consider police involvement for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of members of the School community.

General factors the School considers before making a decision to exclude

Exclusion will not normally be imposed instantly unless there is an immediate threat to the safety of others in the School or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Headteacher will normally:

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account the Anti-Bullying, Positive Behaviour Management and Equal Opportunities Policies
- Allow the student to give her version of events
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment

If the Headteacher is satisfied that on the balance of probabilities the student did what she is alleged to have done, exclusion will normally be the outcome.

### **Exercise of discretion**

In reaching a decision, the Headteacher will always look at each case on its own merits. In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will normally consider a) the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's Policies relating to Discipline and Behaviour and b) the effect that the student remaining in the School would have on the education and welfare of other students and staff. Nonetheless, in the case of a student found in possession of an offensive weapon, whether there is an intention to use it or not, it is normally the School's policy in this particularly serious matter to issue a permanent exclusion.

In line with its statutory duty, these same two tests of appropriateness will normally form the basis of the deliberations of the Governors' Student Disciplinary Panel, when it meets to consider the Headteacher's decision to exclude. This panel will invite both parties to attend the hearing and invite both parties to make statements supporting their views on the exclusion. This could include appropriate evidence, such as the student's School record, witness statements and the strategies used by the School to support the student prior to exclusion.

#### Reference:

Anti-Bullying Policy

E- Safety policy

Drugs Policy

Equality Policy

Learning Policy

Physical Contact Policy

Date of Policy: May 2016

Reviewed: May 2021    Next Review: May 2022

Monitored by: Student Learning Committee