Soar Valley College

Behaviour policy

Approved by:	J Robinson	**Date January 2022**
Last reviewed on:	January 22	
Next review due by:	January 23	

Contents

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1. Aims

This policy aims to:

- Provide a **consistent, prompt and predictable approach** to behaviour management

- **Define** what we consider to be unacceptable behaviour, including bullying

- Outline **how students are expected to behave**

- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

- Outline our system of **rewards and sanctions**

2. Behaviour Principals

Our ethos of Aspire; Enjoy; Achieve encapsulates the ethos of our school where every individual is encouraged and supported. We are committed to ensuring that all individuals within our Soar Valley community are able to work and learn in an environment which is safe, conducive to effective learning and where everyone is valued and respected, allowing all to be their best at all times. This is exemplified in our **Soar Valley Way** (Appendix 1).

Our approach to behaviour management is centred on promoting and reinforcing positive behaviour through praise, recognition and encouragement whilst discouraging inappropriate behaviour through considered supportive programmes and the use of a variety of suitable sanctions.

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools

- Searching, screening and confiscation at school

- The Equality Act 2010
- Use of reasonable force in schools

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

4. Definitions

Inappropriate behaviour is defined as any action that disrupts learning or the general running of the school. This includes behaviour in lessons, in corridors between lessons, social times and both before and after school.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Child on child abuse
- Any form of bullying
- Racist, sexist, homophobic or discriminatory behaviour
- Assault (physical or verbal)
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking, including vaping and other related smoking actions.
- Bringing the school into disrepute
- Possession of any prohibited items. These are:
    - Knives or other items deemed by staff as potential weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Vapes, tobacco, cigarette papers and lighters
    - Fireworks
    - Pornographic images
    - Any article a staff member 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)

Where staff feel a student's behaviour is 'serious' they will complete a Serious Incident form (Appendix 2)

Staff and students should feel safe and secure at all times. Where staff feel this is under threat we have the legal right to search students. The school will act in accordance with the **Screening, Searching and**

Confiscation advice for schools (DfE 2022), whilst also upholding our obligations to the European Convention of Human rights (Article 8).

5. Bullying

Definition:

Behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

Bullying behaviour can be:

Physical - bullying that involves physical contact between the perpetrator and the victim.

Verbal

- Threats: warnings of future bullying behaviours.
- Abuse: swearing, shouting, insulting.
- Teasing: making fun of the victim (could also be indirect).
- Family: making jokes or being rude about the victim's family/home life.

Indirect - any behaviour that is not directly done to the victim eg. spreading rumours, turning people against them, isolating them etc.

Cyber - any bullying that takes places over technology. phones, internet, gaming etc

Specific types of bullying include:

Racial, Sexual, Homophobic, Religious, SEN/Disability, Home Circumstances, Bullying due to **appearance** or **health conditions.**

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

6. Roles and responsibilities

In order to uphold and maintain impeccable behaviour at Soar Valley, **all staff**, no matter their role, are responsible for implementing this behaviour policy. You will find in Appendix 3 the expectations of each different role within the college, suggested strategies/sanctions and who to refer on to if further support is required.

6.1 The Governing Body

Governors will also review this behaviour policy in conjunction with the Principal and monitor the policy's effectiveness, holding the Principal to account for its implementation.

6.2 The Principal

The Principal is responsible for reviewing this behaviour policy in conjunction with the governing body. The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently

- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents
- Supporting each other, including new staff in responding to behaviour incidents.

The Senior Leadership team will set an example to all staff when responding to poor behaviour and will support all staff in implementing this policy.

6.4 Parents

Parents are expected to:

- Support their child and school in ensuring the child meets our expectations, follows school rules and adheres to the Soar Valley Way
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher/tutor promptly

7. Students

Students are expected to:

- Follow the Soar Valley Way
- In class, make it possible for all students to learn by adhering to our four classroom rules (Appendix 4)
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform in the correct manner at all times
- Accept and complete sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when beyond the school gates

8. Rewards

At the centre of our rewards processes is the firm belief that any 'reward' is used as a sign of **recognition** for student **effort, participation** and **progress**, aligned with our school ethos of Aspire, Enjoy, Achieve. This approach is based on developing in students an intrinsic desire to **learn**. This is achieved through the establishment of positive relationships, high quality lesson planning and management of whole class, group and individual work through praise and formative feedback.

To recognise positive behaviour in all forms, Soar Valley College operates an Achievement Point system (APs) through SIMS (see Appendix 5).

9. Behaviour management

At Soar Valley we have identified behaviours that disrupt learning. When required, these will be logged by staff as a Behaviour Point (BP) using SIMS (appendix 6). This will enable us at all levels of our pastoral and curriculum structures to identify target students/behaviours in order to implement immediate corrective measures to eliminate incidents without escalation or repetition.

At Soar Valley we use a STEP system (Appendix 7) of incremental sanctions. This is designed to allow students to modify their behaviour at each step. To further support students we provide staff with a guided

resolution script known as the Resolution Dialogue (Appendix 8) Staff are introduced to this as part of their induction and may choose to utilise it when they see fit.

Within the Pastoral Team, BP reports will be generated on a weekly basis by the AHoY and shared with the year team. Where necessary the team will take appropriate action (placed on report, letter sent home, detentions etc). Example letters which we send to parents regarding the number of BPs can be seen in Appendix 9

Heads of Department generate BP reports a minimum of every 2 week cycle. The Head of Department will then take appropriate action based upon their own subject's BP thresholds. Each department will have their own thresholds based on the amount of contact time they have with the students.

In certain cases, some students may require alternative intervention which supersedes the guidance provided. This decision will be made by the HoY and/or HoD in discussion with other relevant staff.

For inappropriate behaviour that takes place outside of the classroom (e.g. lesson change overs, social times etc.) all staff should take ownership of it. To assist staff who do not have direct access to SIMS (e.g. Lunchtime Supervisors) a Support Staff Incident Note (Appendix 10) should be filled in and handed in to the relevant AHoY.

We are a school that uses a range of sanctions. These may include (but not limited to) verbal reprimands, written tasks, loss of privileges and detentions. We are a school that runs same day detentions for issues relating to uniform and lateness to school. By law, parental consent is not required for detentions but we endeavour to communicate dates, times and durations where possible. For further information on how these work and how we communicate to home please see Appendix 12.

9.1 Staff expectations

All staff are expected to enforce the behaviour policy and in doing so must ensure they do the following

- Have high expectations of behaviour. Explain and maintain these expectations in all areas of the school.

- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

- Maintain good relationships with students whilst exercising appropriate authority.

- Deal with positive and negative behaviour consistently and fairly:

- Highlight and praise good behaviour (Rewards).

- Take ownership of negative behaviour by effectively implementing management strategies and setting sanctions where appropriate.

- Follow up the incident with the student, preferably during sanction. Reinforce expectations and demonstrate an attitude to indicate that the matter is resolved and thereby allowing all concerned to move forward.

- Record (e.g., BPs, Serious Incidents) and communicate if necessary with HoD and form tutor.

- Follow the guidance set out in the Safer Working Practice document (see Appendix 9).

Appendix 2 outlines the expectations of each different role within the college, suggested strategies/sanctions and who to refer on to if further support is required.

9.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

9.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the student in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

9.4 Physical restraint

There may be circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain a child. 'Reasonable' in these circumstances means 'using no more force than is required' (Behaviour in Schools, DfE 2022). Staff may use reasonable force to restrain a student to prevent them:

- Causing disorder

- Hurting themselves or others

- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**

- Be applied using the minimum amount of force and for the minimum amount of time possible. Any use must be reasonable and proportionate to the behaviour being displayed. Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment

- Be recorded and reported to parents

Further guidance for staff can be seen in our Health and Safety for Staff document.

9.5 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items may be returned to students after discussion with senior leaders and parents, if appropriate.

Mobile phones will also be confiscated in line with the school's electronic device policy.

9.6 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Inclusion:
We aim to support students and families to make positive changes to enable success. Our Inclusion Team is based around having a flexible and adaptable approach to empower students to overcome their barriers to learning.

By promoting reflection we support and enable learners to come to their own conclusions in their own time. We then work collaboratively with parents, teachers, support staff and external agencies to ensure that change happens.

The support we offer to our students and their families is dynamic and flexible which incorporates restorative elements. We believe that every student should be seen as an individual and we endeavour to create bespoke supportive programs with this in mind.

We also provide an additional onsite provision known as the Exchange. This is utilised for students who present particularly challenging behaviours. Support is provided within a small safe setting allowing students to improve their behaviour in order to return to their full timetable.

10. Training

Our staff are provided with training on managing behaviour, and all aspects of this policy, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and Governors every two years. At each review, the policy will be approved by the Principal.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-Bullying Policy
- Electronic Device Policy
- Health and Safety for Staff

Appendix 1

THE SOAR VALLEY WAY

Effort

Effort is everything at Soar Valley.

Effort is something that anyone can demonstrate, no matter your starting ability. You are expected to demonstrate excellent levels of effort in all aspects of your school life, within and beyond the classroom. With maximum effort, you can aspire to great things and ultimately make great progress.

How will you show excellent effort?
By being:
Organised, Diligent, Resilient, Dedicated, Committed, Reflective, Ambitious

Participation

You are expected to participate fully in the wide and rich experiences that Soar Valley offers to you. Participation, in its fullest sense, ranges from your academic contributions in lessons, attending a variety of extra-curricular opportunities and volunteering your time and effort to support the work of the whole school community.

How will you ensure you fully participate?
By being:
Courageous, Confident, Proactive, Reliable, Independent, Responsible, Enthusiastic

Respect

Our strong and positive relationships underpin much of Soar Valley's great success. Being respectful to all members of our proudly diverse community creates an environment where you, and others, feel safe and supported to achieve your very best.

How will you show respect?
By being:
Kind, Polite, Empathetic, Caring, Considerate, Thoughtful, Trustworthy

I agree to do my best to follow the Soar Valley Way

Name:_____ Form:_____

Appendix 2

SOAR VALLEY COLLEGE
SERIOUS INCIDENT RECORD FORM

STUDENT NAME		FORM	TIME:		FSM Y N
LOCATION		DATE			SEN Y N

ETHNIC ORIGIN					
White British		Indian		Black British	
White European		Pakistani		Black African	
White other		Bangladeshi		Black European	
Dual Heritage		Chinese		Black other	

DESCRIPTION OF INCIDENT:

STAFF NAME/S

Type of Incident

Assault to Pupil		Verbal abuse to Pupil		Drug/Alcohol related		Disruptive behaviour		Racist/Homophobic Abuse		Theft	
Assault to Adult		Verbal abuse to adult		Sexual Misconduct		Vandalism		Bullying		Offensive weapon	

IF INCIDENT TOOK PLACE WITHIN A LESSON, PLEASE FORWARD TO YOUR CURRICULUM LEADER

CURRICULUM LEADER'S SIGNATURE	
OUTCOMES	
STAFF NAME	

PLEASE LEAVE IN THE SERIOUS INCIDENT BOX IN RECEPTION

Appendix 3

Staff expectations Curriculum:

Class Teacher

As above plus:
 	
    ▪ The **most important** aspect of behaviour management is planning to meet the need of every student
    ▪ Meet and greet students at your classroom door
    ▪ Have an appropriate In and On activity.
 	
Suggested Behaviour Management Strategies and Sanctions for Classroom Teacher:
 	
    ✓ Nonverbal communication such as eye contact, shake of head, positioning of yourself in the room
    ✓ Use STEP system
    ✓ Keep student behind at end of the lesson (break, lunch, after school – Max 10 minutes)
    ✓ Set detentions (communicate through planner – max 30 minutes)
    ✓ Phone call home
    ✓ Parental meeting
 	
If strategies above have been exhausted with no positive outcome has been reached refer to **CL**

Head of Department

▪ Support Class Teacher with curriculum related behaviour incidents.
    ▪ Monitor behaviour across the faculty/subject (e.g., BP report / SIs).
    ▪ Record, communicate and if necessary seek support through SLT link and HoY/AHoY.
 	
Suggested Behaviour Management Strategies and Sanctions for Curriculum Leader:
 	
    ✓ Support Class Teacher in implementation of suggested strategies and sanctions as above
    ✓ Student meeting
    ✓ Set faculty detention
    ✓ Phone call home
    ✓ Send letter home
    ✓ Parental meeting
    ✓ Faculty/subject report
    ✓ Isolate student within faculty/subject
    ✓ Support class teacher through CPD
 	
If strategies above have been exhausted with no positive outcome, refer to **SLT link /HoY**

Staff expectations Pastoral:

Tutor
▪ Meet and Greet students at your classroom door.

- Set the tone for the rest of the day through a clam and planned registration.
- Liaise effectively with AHoYs & HoYs.
- Make effective use of behaviour data (e.g. BPs) and discuss student behaviour where necessary with relevant students.
- Liaise effectively with parents.

Suggested Behaviour Management Strategies and Sanctions for Heads of Year:

During Tutor Times and registrations:

- ✓ Follow guidance set for class teacher

Beyond tutor times and registrations:

- ✓ Student meeting
- ✓ Set detention
- ✓ Phone call home
- ✓ Send letter home
- ✓ Parental meeting
- ✓ Pastoral Report

Associate Head of Year

- Liaise with HoY and follow up curriculum (from CL) and non-curriculum related behaviour incidents (investigate and resolve)
- Request information from staff for students identified by HoY
- Record, communicate and if necessary seek support through HoY/SLT link

Suggested Behaviour Management Strategies and Sanctions for Head of Year:

- ✓ Student meeting
- ✓ Set detention
- ✓ Phone call home
- ✓ Send letter home
- ✓ Parental meeting
- ✓ Pastoral Report

If strategies above have been exhausted with no positive outcome, refer to **HoY**

Head of Year

- Liaise with AHoY and follow up curriculum (from CL) and non-curriculum related behaviour incidents (investigate and resolve).
- Monitor behaviour across the year group (e.g. BP reports / SIs).
- Request information from staff for students who have been raised by multiple CL
- Share intervention strategies with all staff
- Lead meetings where staff can share strategies and receive information about students
- Record, communicate and if necessary seek support through SLT link

Suggested Behaviour Management Strategies and Sanctions for Head of Year:

- ✓ Student meeting
- ✓ Set detention
- ✓ Phone call home
- ✓ Send letter home
- ✓ Parental meeting
- ✓ Pastoral Report
- ✓ Isolation
- ✓ Request Internal Exclusion through SLT link
- ✓ Pastoral Support Plan
- ✓ Broker support through Inclusion Team / SENCo

If strategies above have been exhausted with no positive outcome, refer **SLT link**

Other staff expectations:

Cover Supervisor
- Meet and Greet students at your classroom door. - Record (e.g., LLB, SI) and communicate if necessary with class teacher and or CL. Suggested Behaviour Management Strategies and Sanctions for Cover Supervisor: - ✓ Nonverbal communication such as eye contact, shake of head, positioning of yourself in the room - ✓ Use STEP system - ✓ Keep student behind at end of the lesson (Break, Lunch, After school – Max 10 minutes) - ✓ Set detentions (communicate through planner – max 30 minutes) If strategies above have been exhausted with no positive outcome, refer to **CL** If the same student is causing issues in more than one curriculum area please also inform HoY/AHOY

Teaching Assistant
- Set a positive example (model behaviour). - Explain & maintain clear expectations. - Deal with positive and negative behaviour consistently through working collaboratively with classroom teacher Suggested Behaviour Management Strategies and Sanctions for Classroom Teacher: - ✓ Nonverbal communication such as eye contact, shake of head, positioning of yourself in the room - ✓ Verbal warnings If strategies above have been exhausted with no positive outcome, refer to **CL**

Appendix 4

Appendix 5

Our formal rewards process:

Achievement Points: Students may be given an 'Achievement Point' (electronic points) for:

Achievement Point Category	Points
EFFORT	
Producing a great piece of work	5
Producing a great piece of homework	5
Being a resilient learner	3
PARTICIPATION	
Positive contribution to the lesson	1
Representing the school	7
Positive contribution beyond the classroom	5
RESPECT	
Leadership in learning	2
Kindness	2
Manners	2

Other Rewards at SVC:

Soar Valley Stars: A student may be nominated by a member of staff as a Soar Valley Star for a single piece of work of outstanding quality, effort above and beyond that expected, outstanding contributions or ongoing excellence. They meet with the Principal and are awarded a Soar Valley Star which is displayed publically within the college. A letter is also sent home to parents along with 10 Achievement Points being awarded.

Letters / Postcards: Teachers/subjects should send these home to give positive feedback to parents and at the same time provide recognition of achievement to the student. These may be sent home for a variety of reasons, such as (but not exclusive to) a good piece of classwork/homework, improved effort or ongoing excellent contribution to class discussion.

Certificates: Certificates are used to provide students with an official record of a specific subject based achievement or for participation in extracurricular activities, such as a sporting achievement or voluntary work representing the college.

Celebration Evenings: These are held annually where large numbers of students have their achievements recognised in front of an invited audience consisting of parents, governors and staff.

 Our informal reward processes:

The list below of methods of recognition is not an exhaustive one, and it should not be underestimated how much students value them:

- Phone Calls home
- Positive comments written on work
- Use of stickers / stamps
- Public recognition in lessons
- Placing student's work on display
- Positive comment made in homework diary for parents
- Informing Form Tutor and/or Head of Year
- Senior staff visiting classes to praise students' work and effort
- Non-verbal recognition (thumbs up, nodding, smile)

Appendix 6

Behaviour Points

Inappropriate Behaviour	Behaviour points
Chewing	1

Homework issue	1
No Lanyard	2
Not equipped – Book/folder	2
Not equipped - Pen	3
S2 – Disturbing others	3
S2 - Repeatedly off task	3
S2 - Rudeness	4
S2 - Shouting out/Talking out of turn	3
S3 – Time out	4
S4 – removal from class	7

Appendix 7

STEP	ACTION		CONSEQUENCE
STEP 1	- This is a signal that your behaviour is unacceptable and needs to be corrected - You will be explicitly told that you are receiving a **Step 1**	**First Verbal Warning**	If no further problems arise, no further action taken.
STEP 2	- This is a signal that your behaviour is still unacceptable and still needs to be corrected - You will be explicitly told that you are receiving a **Step 2**	**Second Verbal Warning** The appropriate behaviour point will be recorded on SIMS	Your teacher may choose to move you seats
STEP 3	- This is a signal that your behaviour is still unacceptable and still needs to be corrected - You will be told to stand outside of the classroom where you will reflect on your behaviour. You will be explicitly told that you are receiving a **STEP 3**	**Reflection and Resolution**	If no further problems arise, a **S3** will be recorded against your name on SIMS and a follow up sanction applied
STEP 4	- This is a signal that your behaviour is still unacceptable and still needs to be corrected - You will be removed to another room to continue your work with Inclusion staff or a member of the Leadership Team - You will be explicitly told that you are receiving a **STEP 4**	**Removal**	An **S4** will be recorded against your name on SIMS You will receive a **60 minute detention** the following day
PLEASE NOTE A MEMBER OF STAFF DOES NOT HAVE TO BEGIN AT STEP 1. THEY WILL ENTER THE ABOVE SYSTEM DEPENDING ON YOUR BEHAVIOUR. FOR EXAMPLE, THEY MAY DEEM IT NECESSARY TO REMOVE YOU IMMEDIATELY (S4)			

Appendix 8

Resolution dialogue

Facts:

Why do you think I need to talk to you?

Impact:

What effect is your behaviour having on:

      - You - Other people

Is this what is expected of you at Soar Valley College?

Next Steps:

Do you know what is required of you at this point in time?

Do you need any help from me to achieve this?

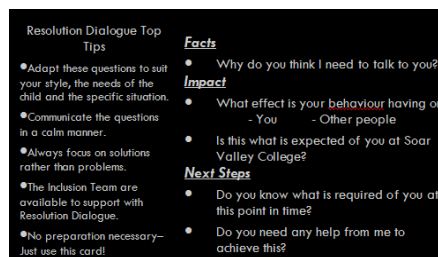## Resolution Dialogue Top Tips

Adapt these questions to suit your style, the needs of the child and the specific situation.

Communicate the questions in a calm manner.

Always focus on solutions rather than problems.

The Inclusion Team are available to support with Resolution Dialogue.

No preparation necessary– just use this card!

Appendix 9

Example letter to parents about student behaviour

RE: 50 Behaviour Points – Poor Behaviour

We regret that we feel it is necessary to inform you that your child has now reached **50 behaviour points** since the start of the academic year. Students may receive behaviour points for a variety of reasons, some of which are outlined below:

- Shouting out / Talking out of turn
- Repeatedly off task
- Disturbing others
- Rudeness

Your child will have been spoken to about this by a member of the Pastoral Team here at Soar Valley. Not only does poor behaviour disrupt the learning of your child, it also affects the learning of all students present in the lesson. This will ultimately have a negative effect on progress and achievement. Please could you support us in improving your child's behaviour by discussing this with them at home. We have attached a copy of their conduct summary for your viewing.

If you would like to discuss this further, please do not hesitate to contact your child's Head of Year or Associate Head of Year on 0116 2669625

Yours sincerely,

Vice Principal

Appendix 10

<table>
<tr>
<td colspan="6" style="text-align:center">SOAR VALLEY COLLEGE
SUPPORT STAFF INCIDENT NOTE</td>
</tr>
<tr>
<td>Student's Name:</td>
<td></td>
<td colspan="2"></td>
<td>Form:</td>
<td></td>
</tr>
<tr>
<td>Location:
(e.g., HUMS corridor)</td>
<td></td>
<td colspan="2"></td>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td colspan="2"></td>
<td>Time:</td>
<td></td>
</tr>
<tr>
<td colspan="6" style="text-align:center">Type:</td>
</tr>
<tr>
<td>Non Uniform
(state which, e.g., lanyard)</td>
<td></td>
<td>Chewing</td>
<td></td>
<td>Rudeness</td>
<td></td>
</tr>
<tr>
<td>Not following instructions</td>
<td></td>
<td>Disruptive behaviour</td>
<td></td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td colspan="6">If other, please state:</td>
</tr>
<tr>
<td>Staff Name:</td>
<td colspan="5"></td>
</tr>
</table>

Appendix 11

Safer Working Practice advice

All children and young people have a right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour.

Adults should not use any form of degrading treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children and young people is not acceptable in any situation. Any sanctions or rewards used should be part of a behaviour management policy which is widely publicised and regularly reviewed.

The use of corporal punishment is not acceptable and whilst there may a legal defence for parents who physically chastise their children, this does not extend, in any circumstances, to those adults who work with or on behalf of children and young people.

Where children display difficult or challenging behaviour, adults must follow the behaviour policy outlined by their place of work, and use strategies appropriate to the circumstance and situation. The use of physical intervention can only be justified in exceptional circumstances and must be used as a last resort when other behaviour management strategies have failed.

Where a child has specific needs in respect of particularly challenging behaviour, a positive handling plan may be drawn up and agreed by all parties. Only in these circumstances should an adult deviate from the behaviour management policy of the organisation.

This means that adults should:

- not use force as a form of punishment
- try to defuse situations before they escalate
- inform parents of any behaviour management techniques used
- adhere to the organisation's behaviour management policy
- be mindful of factors which may impact upon a child or young person's behaviour e.g. bullying, abuse and where necessary take appropriate action

Appendix 12

Same day detentions:

Same day detentions for Uniform:

Scenario A:

- Student arrives to school and but they have a note from home outlining a legitimate reason for this
- The student will be issued a uniform pass for the day and will **not** receive a uniform detention. The issue will be investigated by the pastoral team

Scenario B:

- Student arrives to school and they are not in full school uniform and has **not** brought a note from home outlining a legitimate reason.
- The student will be issued a uniform pass for the day and **will** receive a 30 minute after school detention on the same day
- Parents will be notified of this via text message.
- If the student does not arrive to the 30 minute same day detention then they will be placed into a 60 minute detention the following school day. Once again parents will be notified of this via text message.

Same day detentions for lateness to school:

Scenario A: Student arrives late to registration (after 8:45am but before 9am)

- Student arrives late to school
- The form tutor will mark the student as late and the student will need to complete a break time late detention on the same day (currently located in the Humanities learning zone).
- Parents will be notified of this via text message
- If the student fails to attend the break time detention, they will be automatically entered into the a 30 minute after school detention on the same day.
- Again, parents will be notified of this via text message.
- If the student does not arrive to the 30 minute same day detention then they will be placed into a 60 minute detention the following school day. Once again parents will be notified of this via text message.

Scenario B: Student arrives late to school (after 9am)

- The student will be entered into a 30 minute same day after school detention.
- Parents will be notified of this via text message.
- If the student does not arrive to the 30 minute same day detention then they will be placed into a 60 minute detention the following school day. Once again parents will be notified of this via text message.