BARR’S HILL SCHOOL AND COMMUNITY COLLEGE

BEHAVIOUR POLICY

In our community everyone is expected to help by thinking about their behaviour and by trying to set a good example to others. Pupils, teachers and adults all share the school and need to live with each other by getting on together and by putting matters right when there are difficulties. Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. Barr’s Hill School does not deviate from this statement.

The school’s principles are:

- We act in a way which brings credit to ourselves and to our school at all times.
- We show care, concern, consideration and respect for people, property and our environment.
- We work together so that everybody can learn and teachers can teach.
- We take responsibility for our actions.
- Effective Learning Behaviour is at the heart of all we do.

Barr’s Hill School has an embedded structure of rewards and consequences based around the expectations of these principles. There is an importance in acknowledging and rewarding student effort, achievement and contribution. Every member of staff has a vital role to play in ensuring that their approach is positive and by taking every opportunity to praise good behaviour and by celebrating success as much as possible.

To maximise potential in the classroom, students should: (These are displayed on Always, Always posters in the classroom.)

- Arrive on time.
- Have all necessary books, equipment and homework.
- Follow the school uniform rules.
- Listen to and follow all instructions.
- Accept the teacher’s decision at all times.
- Respect others’ point of view.
- Complete work to the best of their ability.
- Help teachers to teach and students to learn.

Corridor conduct requires students to:

- Walk at all times.
- Walk on the left.
- Be quiet so that people in the classroom are not distracted.
- Let others pass without interference.

When in the grounds of the school:

- Older students should look after younger students.
- Tell staff if you feel you cannot deal with a situation.
- Play safely in the appropriate area.
- Show courtesy to all site-users.
- Put all litter in the bins provided.
- Value our site by looking after it.

Conduct required outside of school to bring credit to Barr’s Hill is:

- Behaving well in public places.
- Wearing school uniform.
BEHAVIOUR MANAGEMENT STRATEGIES

Through the use of TEEP, staff are expected to ensure lessons are conducive to effective learner behaviours. They must display effective teacher behaviours also. The Challenging Behaviours booklet provided to all staff should be referred to for this crucial element.

REWARDS / ACHIEVEMENTS:

The importance of acknowledging and rewarding good achievement and efforts cannot be over emphasised. We must catch the students ‘doing good!’ It raises students’ self-esteem, confidence and motivation and enhances interpersonal relationships to support effective learning and good behaviour. Every member of staff can do this in a variety of ways from verbal praise to displays in classrooms and corridors to formal, written recognition in the form of certificates, postcards/letters/phone calls/texts to parents and awards in assemblies. (See Appendix 1)

CONSEQUENCES:

Although Barr’s Hill School has an established structure of rewards, it is understood that if a student does not conform to the expectations of the behaviour code then consequences will be applied. Most misbehaviour could and should be dealt with by the subject teacher as it is vital that teachers are responsible for the good order in their own classroom (and around the school if they see anything which is inappropriate) in accordance with the school rules.

Each student should be able to recognise that there is a consistency in the consequences applied. The test for all consequences must be – is it reasonable? Is the consequence related to the behaviour? Does it keep dignity and respect intact for all involved? Does the young person learn from it?

However, it is important that each teacher feels that s/he is supported, both by the relevant Subject Leader/Head of Faculty and/or the relevant Year Manager. If a student refuses to accept the consequences given by the classroom teacher then s/he should be referred to the Subject Leader/Head of Faculty in the first instance. In some cases, the Subject Leader/Head of Faculty may feel that a departmental detention is necessary so that the student involved understands that there is consistency across all areas. (See Appendix 2)

It is the responsibility of the original member of staff involved to enter the incident onto SIMS.

SENIOR STAFF DUTY/PARKING rota

SLT, middle leaders and other key staff are included on the senior staff duty rota. This duty requires the member of staff to patrol the school responding to calls for support in class, around the school site, or for a particular student. This should only be used when serious disruption to learning is taking place or when physical misbehaviour could lead to someone being hurt. The member of staff on duty will nearly always attempt to return the student to lessons. Where this is not appropriate, the parking rota for the faculty will be utilised. This means that the student will be “parked” in another classroom within the faculty. If this is not appropriate (or the child refuses), the child will be placed in isolation for the remainder of the lesson. It is the class teacher’s responsibility to enter the original incident onto SIMS.

PUPILS’ CONDUCT OUTSIDE OF THE SCHOOL GATES

Teachers have the power to discipline pupils for misbehaving outside of the school premises to such an extent as is reasonable. (See Appendix 3)
In all cases of misbehaviour, we will only discipline pupils on school premises or elsewhere when the pupil is under the lawful control of a staff member.

MOBILE PHONES

Mobile phones can and will be confiscated if used inappropriately. The confiscating member of staff will take to reception where it will be placed in the safe for parents to collect at their earliest convenience.

POWER TO SEARCH

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1) The general power to discipline which enables a member of staff to confiscate as punishment.
2) Power to search without consent for “prohibited items” (See Appendix 4)

USE OF REASONABLE FORCE

A separate policy covers this areas but in the most basic terms: members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom. Force may also be used when conducting a search for “prohibited items” (see above).

SCHOOL DETENTION:

School detention will be held on Wednesdays after school from 3.15pm - 4.15pm and will be supervised, on a rota basis, by SLT.

The school detention system should be used to complement the consequence systems organised by departments and year teams. It is not a substitute for actions taken by these teams. It is inappropriate in cases where there is a persistent or long-term problem with a student's attitude to work or behaviour. Equally, the school detention should not be used too early in any disciplinary procedures, but used when students have clearly not responded to previous consequences.

There are no misdemeanours for which school detention is a ‘fixed penalty’. It will be the responsibility of SLT, Subject Leaders and Year Managers to refer if a school detention is thought appropriate. All referrals must be entered onto the spreadsheet, via email to school admin, by the end of school on Friday for detentions on the following Wednesday. Each student who is referred will be issued with a copy of the detention slip sent in the post to parents, detailing the misdemeanour, with a copy to go to the student and a copy for the student’s file.

If work is not set by the person making the referral then the student will complete standard work available in the detention folder. The staff member making the referral has the opportunity to attend the detention for the first 10 minutes to allow the following to take place: apology, discussion of work required or restorative justice conversation. If the staff member cannot attend, they must ensure the original missed detention is still attended. In the event of the school detention not being set for missed detentions, no staff member presence is required.

Attendance at the detention will be monitored through the spreadsheet and followed up by Year Managers. Missed detentions can result in an extra hour detention or, in some cases, internal isolation.

The DfE document “Behaviour and discipline in schools” (February 2014) states that schools do not have to obtain parental consent for detentions, however staff must not issue a detention where they know that doing so would compromise a child's safety.
SMOKING

Students seen smoking on site (or off site and in school uniform) will be allocated a two week detention at break and lunch times. They will also be referred to the Smoking Cessation Service we provide.

EXTENDED LEARNING CENTRE

(The Extended Learning Centre is for KS4 students only)

Where the Year Manager is concerned about a student’s regular poor behaviour in one or more subject, through the number of referrals made, s/he should consult with the AHT - Inclusion and BeCo where a decision will be made about whether the student should work in the centre until the matter can be resolved.

Also, the centre has a role to play to support any vulnerable students who might need support from the BeCo or Well-Being Mentor to build up their personal or social skills in order to access lessons and school in general.

INTERNAL ISOLATION

(To be used as an alternative to fixed-term exclusion where it is felt appropriate)

When it is felt that a student must serve a fixed-term exclusion, it might be more appropriate that the student should spend the time in internal isolation instead. The parent(s)/carer(s) will be consulted about this decision. Teachers will be given forward notice of the referral and will be required to supply work for the student whilst in the centre.

Following an SSD call, the member of staff on duty can also refer to isolation if the parking rota cannot be followed. Year Managers and SLT also have the authority to isolate students for any breach of the school rules if felt appropriate.

The student will be ‘isolated’ from the other students for the day, including at break and lunchtime. Wherever possible, the student will be given work which would normally be undertaken in the lessons the student would have attended that day.

If a fixed-term exclusion is given, it might be appropriate for the student to spend some time in isolation upon reintegration and before returning to mainstream lessons. This decision will be determined by the Year Manager in consultation with the AHT – Inclusion.

EXCLUSIONS

Barr’s Hill School follows the Education and Inspections Act 2006 (Chapter 40, Part 7) and Coventry LA policy on exclusions. The decision to exclude a student can only be exercised by the Headteacher (or other member of SLT in his absence). Parents should be contacted by telephone as soon as possible after the incident and must be contacted in writing within one day and warned that exclusion is being contemplated. An explanation of the exclusion criteria would be given at this stage.

Parents will be given the opportunity in all cases of exclusion to contact the school to discuss the situation. In addition, parents are able to make representation to the local education authority, which will have received the appropriate documentation. In all cases of exclusion, a meeting will be convened, preferably before the student’s return, to discuss future developments and strategies. In very serious cases, a member of the governing body will be in attendance at this meeting.

In cases of permanent exclusion, a hearing will be held within six to fifteen school days where governors and a representative of the LA are in attendance. Parents are able to bring a representative to this meeting and put forward their case. In most cases, working with the West Behaviour Partnership,
students will spend day 6+ provision at another school within the cluster. If this cannot be arranged, school must provide and mark work for the student to continue her/his education at home.

When a child is readmitted, a meeting will be held with the child and parents to explain the reintegration process. This may include time spent in the internal isolation unit but this will be agreed by those present at the meeting (usually Year Manager and a member of SLT).

**6 WEEK PLACEMENTS & MANAGED MOVES**

The West Behaviour Partnership can also make arrangements for students at the risk of exclusion to spend 6 weeks on placement in a partner school. Barr’s Hill partners with Woodlands and Tile Hill Wood but other schools within the cluster can also be utilised. This provision is managed through an external colleague. Year Managers consult with the AHT – Inclusion to ensure this is an appropriate intervention.

This partnership can also enable managed moves to take place. This will always be in consultation with the Headteacher.

**EQUALITY ACT 2010**

We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding and in respect of pupils with special educational needs (SEN). Monitoring of behaviours/isolation/exclusions will take this data into account.

**SHARING THE POLICY WITH PARENTS AND STUDENTS**

The School’s principles through the use of Always, Always posters are displayed in all classrooms of the school. It is vital that all teachers refer to these posters when speaking to students about their conduct. Parents and students should sign the Home-School Agreement when the child is first admitted to Barr’s Hill. Governors have responsibility for confirming all policies and are informed of exclusions at their meetings. The Behaviour Policy is available for viewing on the school website.

**MONITORING & EVALUATION**

All aspects of this policy will be monitored regularly throughout the year and all necessary data will be provided by staff responsible: Year Managers, SLT and Governors in order to evaluate its effectiveness.

**REVIEW OF POLICY**

The policy will be reviewed in January 2017.

**REFERENCES**


Appendix 1

The school will use a positive points system, using SIMS Lesson Monitor, as the vehicle for putting them on the school system. Students can then visit www.pupilrewardspoints.co.uk to purchase their rewards.

**Positive points categories:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding work (based on each student's ability)</td>
<td>5</td>
</tr>
<tr>
<td>Good or improved work (based on each student's ability)</td>
<td>3</td>
</tr>
<tr>
<td>Good citizenship</td>
<td>3</td>
</tr>
<tr>
<td>Attendance at homework/revision sessions</td>
<td>2</td>
</tr>
<tr>
<td>Representing school (e.g. teams, visiting primary school)</td>
<td>2</td>
</tr>
<tr>
<td>Attendance at after school extra-curricular activities</td>
<td>1</td>
</tr>
</tbody>
</table>
Appendix 2

Consequence System (The C System)

The following system will be used with an escalation of consequences given depending on the level of misbehaviour within the classroom.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Verbal warning given; name written on the board. (Erased at the end of the lesson if no further disruption occurs)</td>
</tr>
<tr>
<td>C2</td>
<td>2\textsuperscript{nd} verbal warning given; 15 min detention given by the teacher at break/lunchtime/after school.</td>
</tr>
<tr>
<td>C3</td>
<td>30 minute Department/Faculty/Learning Manager detention given.</td>
</tr>
<tr>
<td>C4</td>
<td>1 hour School Detention given</td>
</tr>
<tr>
<td>C5</td>
<td>Removal from lesson twice or more in one day; internal isolation given.</td>
</tr>
</tbody>
</table>

It is essential that subject teachers should deal with problems within the classroom as far as possible by using the consequence system. However, some types of misbehaviour will have to be dealt with by Subject Leaders, Year Managers or SLT although only where the nature of the incident is serious enough to merit action by them.

Consequence Criteria:

C1
- Inappropriate language to another student.
- Repeated disruption of teaching/learning.
- Refusal to follow instructions.

C2
- Any second C1 offence.
- Failure to complete expected classwork/homework.
- Rudeness to a teacher/Challenging the authority of a teacher.

C3
- Failure to attend 15 minute detention twice.
- Leaving/truancy from a lesson without permission.
- Withdrawal from a lesson by SLT.
- Persistent failure to complete classwork/homework
- Sexist/homophobic comments to another person

C4
- Failure to attend 30 minute detention twice.
- Truancy from school.
- Behaviour which brings the school’s reputation into disrepute.

C5
- Withdrawal from lessons twice or more in one day (either through parking rota or isolation).
- Malicious accusations against school staff (with a view to further investigation resulting in possible fixed term or permanent exclusion).

There will of course be instances where these sanctions do not cover the incident. Year Managers will deal with this liaising with SLT as appropriate.
**LEVELS OF RESPONSIBILITY:**

<table>
<thead>
<tr>
<th>Subject staff should deal with the following:</th>
<th>Subject Leaders should deal with the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late arrival to the lesson</td>
<td>Persistent disruption of teaching and learning</td>
</tr>
<tr>
<td>Incomplete classwork / homework / coursework</td>
<td>Persistent late arrival to lessons</td>
</tr>
<tr>
<td>Lack of correct equipment / kit</td>
<td>Persistent failure to complete work</td>
</tr>
<tr>
<td>Inappropriate language</td>
<td>Regular refusal to co-operate with instructions</td>
</tr>
<tr>
<td>Disruption of teaching and learning</td>
<td>Challenging authority of subject teacher</td>
</tr>
<tr>
<td>Inappropriate uniform / jewellery</td>
<td>Failure to attend detention issued by subject teacher</td>
</tr>
<tr>
<td>Inappropriate use of mobile phone / MP3 player</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Managers should deal with the following:</th>
<th>SLT should deal with the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying</td>
<td>Threat / physical violence against staff</td>
</tr>
<tr>
<td>Truancy from lesson / school</td>
<td>Serious / dangerous behaviour</td>
</tr>
<tr>
<td>Leaving site without permission</td>
<td>Racist comments / behaviour</td>
</tr>
<tr>
<td>Damage to school property / equipment</td>
<td>Theft of school property</td>
</tr>
<tr>
<td>Smoking on school site</td>
<td>Use / possession of illegal substances</td>
</tr>
<tr>
<td>Fighting / physical violence between students</td>
<td>Possession of weapons / dangerous items</td>
</tr>
<tr>
<td>Inappropriate behaviour around the school site</td>
<td>Malicious accusations against school staff</td>
</tr>
<tr>
<td>Verbal abuse of member of staff</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3

Behaviour Outside of the School Gates

This can be any of the following:

- misbehaviour when the pupil is:
  - taking part in any school-organised or school-related activity or
  - travelling to and from school or
  - wearing school uniform or
  - in some way identifiable as a pupil 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 pupil or member of the public or
  - could adversely affect the reputation of the school.
Appendix 4

Prohibited Items

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.