

	<u><b>BERNWODE SCHOOLS TRUST</b></u>  <u><b>POSITIVE BEHAVIOUR POLICY</b></u>		Written by: <b>J MacLachlan</b> – Headteacher (GFPS)  <b>A Coggins –</b> Lead Practitioner (TCS)
	<b>Applicable to:</b>  <b>ALL STAFF &amp; STUDENTS/PUPILS</b>	<b>Accountable Officers:</b>  <b>Headteachers:-</b>  <b>J MacLachlan (GFPS)</b>  <b>B J Baxter (TCS)</b>	<u><b>Date Adopted:</b></u>  <b>SummerTerm 2020</b>  <b>(Reviewed Autumn 2019 - GFPS)</b>

Bernwode School Trust (BST) is a Multi-Academy Trust which incorporates The Cooper School (TCS) and Glory Farm Primary School (GFPS). It is a company limited by guarantee, registered in England and Wales with registered company number 09053713 and its registered address at Churchill Road, Bicester, Oxon, OX26 4RS.

## **RATIONALE**

The rationale of this Policy is to state clearly the expectations of behaviour and general conduct that we have at Bernwode Schools Trust (BST). The Policy is organised so that staff as well as parents and students can share in the behaviour management of the schools. The policy supports an ethos based on shared aims and mutual respect where boundaries are clearly defined and where the individual feels valued. The Policy reflects the fact that there are aspects of behaviour which can be taught and that in general the use of praise and the opportunities in the curriculum have a great effect on the motivation of students.

## **AIMS OF THE POLICY**

- To ensure that all members of the school community including regular visitors to the school feel valued and secure thereby guaranteeing successful teaching and learning;
- To encourage appropriate behaviour between all members of the school community.

## **OBJECTIVES OF THE POLICY**

- To promote good behaviour and discipline;
- To promote self esteem, self discipline, proper regard for authority and positive relationships based on mutual respect;
- To ensure fairness of treatment for all;
- To ensure consistency of response to both positive and negative behaviour;
- To promote appropriate intervention where necessary;
- To provide a safe environment free from disruption, violence, bullying, and any form of harassment;
- To encourage a positive relationship with parents and carers to develop a shared approach involving them in the implementation of the school's policies and procedures.

## **RESPONSIBILITIES IN RELATION TO THE POLICY**

### **The Governing Board**

- The Governors and Trustees will work with the Headteacher and Staff to ensure that the safety and security of all students is of paramount concern;
  - To ensure that this policy is included in the school prospectus;
  - To ensure that the policy is put into practice effectively and kept up to date;
  - To ensure that the safety and security of all students is of paramount concern.

### **The Headteacher**

#### **The Headteacher, the Senior Leadership Team and Pastoral Leaders**

- Will lead the school in defining the aims of the school in relations to standards of behaviour;
- Will create conditions for establishing wide agreements for those standards and how they will be achieved; ensure support and guidance is available to all staff;
- Will ensure those standards are consistently and firmly applied;
- Will use assemblies/gatherings where appropriate to reinforce good positive behaviour and reward success;
- Report to Governors and Trustees, when requested, on the effectiveness of the policy;
- To promote positive behaviour management and behaviour for learning, as introduced starting September 2016;
- To raise the expectations of all pupils /students in line with the behaviour policy gradings

### **Teaching Staff and Support Staff**

- All teaching and support staff have a responsibility to ensure the principles of pupil/student expectations and rules are followed at all times;
- All teaching and support staff have a responsibility to ensure the appropriate and correct sanctions are imposed;
- The majority of minor incidents occur in the classroom and therefore should be dealt with by the class teacher in line with the sanctions pyramid;
- In cases where behaviour warrants action by escalating to more senior staff please see Appendices for school by school detailed procedures
- Consistency is the key – all staff have a responsibility to follow the Classroom procedures where appropriate ;
- Utilise as necessary the support and guidance which is available to all staff and students.

### **Sanctions**

All pupils/students must be confronted with the unacceptable nature of their behaviour and sanctions should be imposed in order to encourage students to recognise their behaviour as unreasonable and unacceptable. All parents/carers of pupils/students, where interventions/sanctions become intensive are informed by staff and clear communication is established.

All staff should learn and practise a language of positive behaviour management when imposing sanctions that is easily understood by all pupils/students and offers them the chance to make a more appropriate choice.

Possibilities for putting things right and opportunities for making amends should be afforded to all students. Pupils/students should be given the time to reflect on the consequences of their behaviour for themselves and others.

Sanctions should follow a least to most intrusive hierarchy and at each point pupils/students should be made fully aware about where their behaviour might lead if they continue to make inappropriate choices.

The application of sanctions should focus on the behaviour and not the person.

### **Exclusions**

Only the Headteacher can exclude a student. A decision to exclude should be taken only in response to a serious breach/persistent breaches of the schools' Positive Behaviour Policy. A range of alternative strategies should be adopted in advance of an exclusion wherever possible.

Before deciding to exclude a student a full incident report is required from the supervising member of staff and the student must be allowed to give their version of events. A summary of all previous interventions/alternative strategies and support for the pupils/students must be produced to ensure permanent/fixed exclusion is the best way forward for all stakeholders.

The Governing Board must establish a Bernwode Schools Trust Student Discipline Committee; which is required to meet in specific circumstances, e.g. permanent exclusion.

### **Other policies**

This policy is to be read and understood in conjunction with other school policies – and with the following policies in particular:

- Safeguarding
- SEND
- Exclusion
- Social media
- Mobile phones and electronic devices
- Equality Policy
- Data Protection



## **Appendix 1: The Cooper School**

Positive behaviour and the demonstration of our school values; community spirit, courage, motivation, resilience, respect and self-discipline, are at the cultural core of The Cooper School. The development of these is the collective responsibility of every single member of our community including staff, learners, parents, and carers.

We have three agreed standards which underpin all of this policy:

1. Be kind
2. Be respectful
3. Work hard

### **In relation to Behaviour, adults of TCS will:**

- Be relentlessly insistent on high expectations of all our learners, rewarding those where these are met/exceeded and following up where these have not yet been met;
- Ensure learners understand the importance of getting the basics right; being on time for morning registration, wearing the school uniform correctly and in possession of the equipment to facilitate their learning.
- Model our agreed standards and school values of community spirit, courage, motivation, resilience, respect and self-discipline;
- Offer opportunities for learners to demonstrate the school values through planned lessons and extra-curricular activities;
- Be ambassadors for inclusion; offering opportunities to guide and mentor learners throughout their learning journey
- Be consistent in both praise and sanction in relation to our three agreed standards;
- Utilise a stepped approach across the whole school to allow opportunities for learners to modify behaviours and make good choices
- Facilitating a restorative approach with learners where expectations have not been met to develop understanding of learner's choice, the impact on themselves/others and how to modify future behaviours.
- Follow our Behaviour Summary Document which includes recording positive and negative behaviour choices as guided by the school.
- Be a positive role model by meeting and greeting all learners at the door, and around the school site.
- Try to have a positive dialogue with every learner in every lesson
- React calmly & stay in control at all times;
- Always treat every interaction with a learner as a fresh start.

### **In relation to Behaviour, learners of TCS will:**

- Aspire to meet the high expectations set by adults in our school community;
- Ensure the basics of being on time for morning registration, being in the right place at the right time, wearing the school uniform correctly and in possession of the equipment they need for learning happens every day.
- Be rewarded by adults where expectations are exceeded and attend sanctions and follow up meetings where expectations have not been met yet;
- Make good choices of behaviour in relation to our agreed standards and school values (community spirit, courage, motivation, resilience, respect and self-discipline);
- Be polite, courteous and a positive role model to others in the community
- Have positive dialogue with adults and other learners
- Respect the school environment and members of our community;
- Take responsibility for their own behaviour choices including attending sanctions;
- Take opportunities given by adults to modify their behaviours and make good choices

- Participate fully in the opportunities provided to demonstrate school values in lessons and extra-curricular activities;
- Participate in restorative discussions with adults where expectations have not been met to develop their understanding of choices made and the impact on themselves/others
- React calmly & stay in control at all times;
- Always treat every interaction with adults and other learners as a fresh start.

#### **In relation to Behaviour, Parents, Carers and Families of TCS will:**

- Support the school in relation to our insistence on high expectations of all learners, including acknowledging rewards and supporting adults when reasonable follow up sanctions have been applied;
- Support the school and learners to understand the importance of getting the basics right; being on time for morning registration, wearing the school uniform correctly and in possession of the equipment required for learning;
- Model our agreed standards and school values of community spirit, courage, motivation, resilience, respect and self-discipline at home;
- Support the school when facilitating a restorative approach with learners; whether during Individual Education Plan / behaviour meetings or when discussing their choices made and the impact on themselves / others;
- Promote the positive behaviour language and dialogue to ensure consistency between home and school;
- Follow appropriate channels in contacting school where there are concerns in relation to emotional wellbeing, behaviour, and/or sanctions.

#### **Praise & Reward**

The most important part of our Behaviour Policy is to be positive in our approach; catching the learners exhibiting the right behaviours, acknowledging these through positive reinforcement. This includes when learners modify their behaviours from a poor choice to a good one following re-direction or intervention. We want to celebrate the success of our learners towards our three agreed standards when they choose to do the “right thing”. We will do this in a variety of ways; both publicly and privately.

Examples of praise approaches used include;

- Public or private verbal praise during the day by adults.
- Praise slide in assembly. The Head of Year organises this each week.
- Points linked to our school motto are reported through the behaviour system. These are reported to Head of Year each week for assembly and termly rewards.
- Phone calls home
- E-mails home
- Praise Focus Weeks where vouchers are given out for a given prize.
- Tutor/Teacher praise postcards - handed to learners.

## Stepped Approach in Lessons

During lessons and around the school site, there are times when learners may be exhibiting poor behaviour choices in relation to our agreed standards and not doing the “right thing”. This can include; incorrect uniform, making silly noises, talking at an inappropriate time, dropping litter. Adults will aim to manage these at a low level, as our aim is to intervene at a level which is appropriate and allow the learners every opportunity to make better behaviour choices. We will also try where possible to have these discussions as discreetly as possible and will always give learners ‘take up time’; the time to think about their choices and comply with reasonable instructions.

The structure in the table below outlines the stepped approach which all adults will follow in dealing with low-level disruption in school;

<b>Stage</b>	<b>Title</b>	<b><u>Explanation of Language and Phrasing used by staff</u></b>
1	Reminder	<p>This is where we offer a very quick comment to refocus the learner. This is referred to as ‘The drive by’. The member of staff will make this statement quickly and move on to another learner or back into the flow of teaching the lesson.</p> <p>“<u>I have noticed that you are</u>..... talking to X and have not started your work. <u>Remember our agreed standard</u> to work hard. Thank you”</p> <p>“<u>I have noticed that you have</u>....a hoodie on. <u>Remember our agreed standard</u> of being respectful of the school rules on uniform. Thank you”</p>
2	Clear Warning	<p>This is a more formal and obvious warning to the learner.</p> <p>“<u>Your behaviour choice is poor at the moment I know this because you</u>...are still talking to X and have yet to start your work which is not meeting our agreed standard of working hard. <u>Think carefully about your next choices. Thank you</u>”</p> <p>The adult will also ask if they require any help at this stage to help get them started on the work and engaged back into the lesson. “How can I help you get started with this work?”</p>
3	Last Chance	<p>This is a final opportunity and warning to the learner to comply with the instructions given by the adult.</p> <p>“I need to see you....make the correct choice towards our standard of work hard and complete the work I have set you. Thank you”</p> <p>The adult might also recommend some solutions for the learner for example; moving to another place in the classroom, an alternative resource to help</p>

4	Take Up Time	<p>This is where the learner will be given some time (outside of the classroom/away from the incident) to think about how their actions might be impacting on their learning and that of others in the class.</p> <p>“I noticed you have still chosen to continue talking to X and have not started your work..... I need you to leave the room and wait outside for me. I will come and speak to you in two minutes. Thank you”</p>
5	Restorative Conversation	<p>This stage can happen following the take up time, but can also sometimes have to wait until a suitable alternative time e.g. end of lesson, detention etc.</p> <p>The key here is to discuss the issues between learner and adult; with a key focus about solutions to prevent these issues reoccurring.</p> <p>Questions asked by the adult: What happened? How have others been affected? How can we do things differently next time?</p>

As you can see from the above, the aim is to try to support and guide learners to make the correct choices in terms of their behaviour. If we do not see an improvement at step 5, it would be necessary to involve another colleague e.g. Head of Department (HOD) or another teacher, to remove the learner from the class for the rest of that lesson and a sanction applied. At an appropriate time following the incident, the adult and learner will have a restorative discussion and put in place steps to ensure they are able to be re-introduced to future lessons and comply with instructions towards our agreed standards.

**Bleep**

On rare occasions, it is necessary for a learner to be removed from the lesson by another member of staff. There are two main reasons why BLEEP might be called to support a lesson:

1. Following the stepped approach, the learner has continued to not comply with the instructions of the adult(s) and/or has started to disrupt the learning of the class.
2. There has been a serious incident which requires immediate removal e.g. a racist, homophobic, sexist or physically aggressive comment/action

During scenario 1 above, the member of staff responding to the bleep call will attempt to return the learner to class where appropriate. Once again given the learner an opportunity to comply with the instructions. If it is not possible for a return to the original classroom, the learner will be moved to another classroom within that department (where possible) or taken to another location. A sanction will be applied by the class teacher/department.

During scenario 2 above, where a serious incident has occurred, the student will be removed, incidents reports collated and sanctions applied by the Head of Year (HOY) or SLT as deemed appropriate.

**Sanctions:**

As a school we have very high expectations of all our learners towards meeting our three agreed standards for us all to “Be Kind”, “Be Respectful” and “Work Hard”. We will promote this through positive reinforcement but on occasions it will be necessary to enforce an appropriate sanction where these have not been met. Sanctions are carefully chosen, purposeful (e.g. completion of

work, restorative conversation [where appropriate] etc.) and are proportionate to the misdemeanour. The levels of sanctions are outlined below:

- **Detentions**

- Centralised Lunchtime Detention (in S17): This takes place daily and focuses primarily on learners who have not been able to get the basic right such as punctuality, uniform and organisation of equipment.
- D1 (Class teacher): These are 30 minute detentions given for classroom misdemeanours e.g. failure to complete extended work, rude or uncooperative, refusing to comply with instructions.
- D2 (HOD/HOY): These are 45min detentions given for a more severe offence e.g. bleep from lesson, as an escalation for not attending D1
- D3 (SLT): These are 60min detentions which take place weekly. These are given for serious misdemeanours e.g. swearing, smoking, truancy, and as an escalation for not attending a D2.

For all detentions listed above, school will endeavour to make contact with parents out of courtesy to make them aware that the learner will be staying later than the normal school hours. Our aim is to ensure that the sanction is delivered as close to the incident as possible to ensure this allows for a meaningful discussion and prevent reoccurrence.

It is vitally important parents support the reinforcement of the school's agreed behaviour standards and where necessary the proportionate use of sanctions applied to learners. Where there are issues relating to the attendance of a sanction, e.g. transport after the sanction has concluded, then the learner's parent should contact the school who will assist in this matter. Parents will be notified of the sanction being given to their child and would be asked to support the school by arranging alternative travel home where necessary. If there were to be an issue then this would be discussed in conjunction with the school (HOY) who would then work with the parent to find a suitable solution.

- **Internal Isolations:**

- On some occasions it is necessary to isolate learners from their peers during part of, or whole, school day for very serious misdemeanours. These decisions are made by Senior Leadership Team (SLT) and Heads of Year.
- During an isolation, learners will be set work to complete by their class teachers, have access to resources and supervised by a senior member of staff for the duration of their isolation.

- **Exclusions:**

- In extremely serious cases it might be necessary to exclude a learner for a short period of time.
- Only the Headteacher can exclude a student. A decision to exclude should be taken only in response to a serious breach/persistent breaches of the schools' Positive Behaviour Policy. A range of alternative strategies should be adopted in advance of an exclusion wherever possible.
- Before deciding to exclude a student a full incident report is required from the supervising member of staff and the student must be allowed to give their version of events. A summary of all previous interventions/alternative strategies and support for the pupils/students must be produced to ensure permanent/fixd exclusion is the best way forward for all stakeholders.
- Staff will ensure that suitable work is provided for the learner to complete during the period of their exclusion.

- In all exclusions, a reintegration meeting should be held with the learner, parents and/or carers, and member(s) of the school staff (Head of Year, a member of SLT as appropriate). A representative member of the Governing Board should be in attendance for longer exclusions.
- The purpose of the reintegration meeting is to review the incident which has resulted in exclusion in a restorative way, reiterate to the learner the high expectations the school has in relation to the agreed standards for everyone, review the classwork completed.
- The Headteacher must, without delay, notify the governing board and the local authority of:
  - any permanent exclusion (including where a fixed-period exclusion is followed by a decision to permanently exclude the pupil);
  - any exclusion which would result in the pupil being excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
  - any exclusion which would result in the pupil missing a public examination or national curriculum test

### **The role of the Board of Trustees (Discipline Committee) in terms of Permanent Exclusions**

The role of the Trustees and Governors in relation to a permanent exclusion is to examine all evidence presented by the school and parents/carers and:

- To decide whether, on the balance of probabilities, the incidents took place as described,
- To decide whether all possible support was provided to support a change in the pupil's behaviour and meet the educational needs of the pupil,
- To consider the impact on the learning of other pupils should this pupil remain at the school,
- To decide whether the decision-making of the head teacher in this case was lawful, reasonable and procedurally fair, taking account of their legal duties.

### **Individual Education Plans (IEP's)**

When a learner reaches a certain number of negative points (highlighting a behaviour concern) then they will be placed onto an IEP. These negative points are awarded when sanctions are recorded by staff. There are 7 stages to this system and each triggers an intervention stage ranging from meeting with the learner and form tutor, to a meeting with the HOY and parents and when SLT will become involved.

### **Mobile Phones / Electronic Devices**

The use of mobile phones and electronic devices (EDs) **is banned during the school day**. This policy also includes; headphones, game devices, smart watches. This is from 8:40am until the end of the school day (3:20pm). Phones and all ED's must be switched off and kept in the student's bag at all times.

If a student's phone or ED is seen or heard then this will be confiscated by a member of staff. This will be taken by the member of staff to our Student Support team. Students will be able to collect their device at the end of the school day for the first and second offences. The second offence will

also trigger an email home to parents. If a student has an ED confiscated for a third time, and any subsequent occasions, this must be collected by a parent by prior arrangement with the school.

### **KS5 Behaviour for Learning Policy**

There is a separate Behaviour for Learning Policy which outlines the structure for our Post-16 learners. However, the same key messages of positive ethos and reinforcement of TCS vision. The KS5 policy is underpinned by these six key principles:

- Good attendance and punctuality
- Meeting work deadlines
- Work completed to the best of their ability
- Positive Behaviour e.g. has a positive impact on others, has a growth mindset, is able to find solutions to conflicts, is well-mannered and a role model for younger students
- Smart appearance
- Successful independent study

The learner are rewarded based on these principles via Celebration Assemblies, email/postcards home and subject awards.

There is also a structure to formal disciplinary action in relation to learners not meeting the Post-16 Expectations in relation to the six principles outlined above. Where a concern is raised by staff, the learner is given support by the P16 team. If this issue persists then they enter a formal structure of disciplinary action which has three stages:

- Stage 1: Learner meeting with Director of Post 16, Tutor, HOD (if appropriate) and Parents/Carers;
- Stage 2: A second meeting held with the learner, Director of Post 16, Tutor, HOD (if appropriate) and Parents/Carers. In this instance the learner is placed upon report with specific requirements outlining the behaviours and expectations which require their attention.
- Stage 3: Learner Contract meeting with Director of Post-16 and parents. In this meeting it is made very clear to all involved that the targets agreed upon must be addressed with a clear timeframe and review. If the targets are met the learner will be taken off the contract. If the stage 3 contract has not been met then the learner could be asked to leave P16.

### **Supporting Students with their Behaviour**

Sometimes additional support is needed to promote good behaviour and effective learning. The school has a range of outside agencies that it works with when supporting students in the area of learning and behaviour. These include:

- EBD Outreach Service –Meadowbrook School, other outreach services
- Educational Psychologist
- Police Liaison Officer
- Local companies (for extended work experience)
- Local training providers and FE Colleges (for work-related learning)

Students who do not respond to school actions and have had a series of fixed-term exclusions or may be at risk of permanent exclusion require a Pastoral Support Programme (PSP). This is a longer-term action plan. The PSP should be set up at a meeting with all relevant parties including the parents. Also needed is a Health and Safety risk assessment, a no names behaviour log with full details of sanctions, interventions and support. (TCS referral must be made to IYFAP (In Year Fair Access Panel))

When making a decision relating to behaviour sanctions, e.g. when exclusion might be used, the school will always take into account the learner's personal circumstances especially where a safeguarding concern might exist and modify accordingly.

## **APPENDIX 2: GLORY FARM PRIMARY SCHOOL**



### **All Staff will:**

- Give opportunities to develop interpersonal and social skills;
- Offer a curriculum that enables pupils to engage;
- Give the opportunity to work in groups;
- Make sure that pupils listen and are listened to and value others;
- Help pupils to gain the ability to make choices about their behaviour;
- Help pupils to be confident about their learning and enjoy it;
- Help pupils understand their rights and responsibilities as citizens in our society;
- Be a positive role model;
- Reward/praise positive behaviour;
- Use the behaviour log when necessary;
- Ensure the pupils in their class know the school expectations;  
Follow the GFPS visual behaviour policy consistently across all key stages/adapted behaviour policy for pupils with additional behaviour needs;
- Inform parents about their child's welfare or behaviour and, where necessary, work alongside parents;
- Be aware of and understand their rights and responsibilities (see Appendix 2b);
- Give opportunities for vulnerable pupils to attend Lucky Lunch Club and other such activities.

### **Pupils will:**

- Respect and care for others;
- Listen to others;
- Learn/work co-operatively;
- Meet the school expectations;
- Resolve disputes positively;
- Value and take responsibility of the environment;
- When necessary carry out self-monitoring;
- Be aware of and understand their rights and responsibilities (see Appendix 2b);
- Be aware of their own emotions and actions and take responsibility for these.

### **Parents, Carers and Families will:**

- Support the school when reasonable sanctions to punish a child have been used;
- Promote positive behaviour at home in order to have continuity between home/school;
- Initially contact the class teacher if they have concerns about the way their child has been treated. If concerns remain, contact the phase leader then if necessary, a member of the Leadership Team (AHT, DHT or HT).
- Initially contact the class teacher if they believe their child's behaviour, in or out of school, is impacting on the child's emotional well-being;
- Be aware of and understand their rights and responsibilities (see Appendix 2b).

### **Exclusions:**

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour.

Any pupil who is excluded for even a short period should be officially re-admitted into the school. A re-integration meeting should be held at which the pupil, parents and Headteacher and a representative from the Governing Board will usually be present.

## APPENDIX 2A – REWARDS AND SANCTIONS



### REWARDS:

#### Glory Farm Primary School

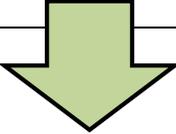
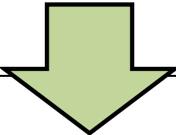
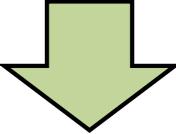
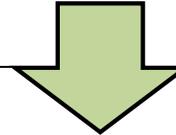
To reinforce good work/learning, behaviour and attitude we use:

- Verbal praise;
- Headteacher's Award and Special Achievement Award (ongoing);
- Pupil's work is displayed throughout the school;
- Children sent to Headteacher, senior leaders or other staff to show their work;
- Tokens, which are given out for being Ready, Respectful and Safe;
- Whole school rewards every time we fill one of the token jars.

### SANCTIONS:

To sanction unacceptable behaviours, we use the stages shown on the grid overleaf. Should an individual persist with such behaviours after Stage 5, the Headteacher would then issue a permanent exclusion from school; more information on permanent exclusions can be found in appendix 2c.

All the school sanctions are put in place at the discretion of the Headteacher, and the context and child's needs will be fully taken into account when sanctions are applied.

Stage	Consequence
<p style="text-align: center;"><b>STAGE 1</b></p>	<p style="text-align: center;">Step 1: Moved within class Step 2: Time out for reflection Step 3: Moved to a different classroom After 3 warnings - moved to Stage 2.</p>
<p style="text-align: center;"><b>STAGE 2</b></p>	<p style="text-align: center;"> Miss a playtime with class teacher  </p>
<p style="text-align: center;"><b>STAGE 3</b></p>	<p style="text-align: center;">Sent to Phase Lead (Loss of playtime)  Call home from class teacher / Phase Lead  </p>
<p style="text-align: center;"><b>STAGE 4</b></p>	<p style="text-align: center;">Sent to a member of SLT phone call to parents / meeting offered  Internal exclusion  Loss of privileges (including playtimes, trips and clubs)  </p>
<p style="text-align: center;"><b>STAGE 5</b></p>	<p style="text-align: center;">Sent to HT Meeting with parents  Fixed term exclusion (followed by a reintegration meeting)</p>

## Glory Farm Primary School

STAGE	Are you safe?	Are you ready?	Are you respectful?
STAGE 1	<ul style="list-style-type: none"> <li>● running inside the school building</li> <li>● being in the wrong place at the wrong time</li> <li>● pushing in the line</li> </ul>	<ul style="list-style-type: none"> <li>● swinging on chair</li> <li>● interrupting or calling out</li> <li>● lack of concentration</li> <li>● silly noises</li> <li>● distracting other pupils from their learning</li> </ul>	<ul style="list-style-type: none"> <li>● ignoring instructions</li> <li>● incorrect uniform</li> <li>● not respecting adults / peers</li> <li>● talking at an inappropriate time (eg Gathering)</li> <li>● unkind remarks to peers</li> <li>● distracting other pupils from their learning</li> </ul>
STAGE 2	<ul style="list-style-type: none"> <li>● hurting someone (eg pushing / kicking, play fighting)</li> <li>● leaving class without permission</li> </ul>		<ul style="list-style-type: none"> <li>● using bad language</li> <li>● persistently distracting other pupils from their learning</li> <li>● hurting someone (eg pushing / kicking / play fighting)</li> <li>● damaging school or pupil's property</li> <li>● harmful or offensive name calling</li> <li>● defiance</li> </ul>
STAGE 3	<ul style="list-style-type: none"> <li>● throwing objects</li> <li>● hurting someone and causing injury</li> <li>● fighting</li> </ul>		<ul style="list-style-type: none"> <li>● persistent bad language</li> <li>● persistent defiance</li> <li>● stealing</li> <li>● fighting</li> </ul>
STAGE 4	<ul style="list-style-type: none"> <li>● physical violence or aggression towards any person or equipment (including intimidation)</li> <li>● leaving school without permission</li> <li>● persistent vandalism or damage to equipment</li> <li>● persistent fighting</li> </ul>		<ul style="list-style-type: none"> <li>● bullying</li> <li>● persistent fighting</li> <li>● racism</li> <li>● homophobia</li> <li>● physical violence or aggression towards any person or equipment (including intimidation)</li> </ul>
STAGE 5	<ul style="list-style-type: none"> <li>● repeated physical violence or aggression towards any person or equipment (including intimidation)</li> <li>● risking the health and safety of others</li> </ul>		<ul style="list-style-type: none"> <li>● persistent verbal abuse</li> <li>● substantial vandalism or damage to equipment</li> <li>● repeated physical violence or aggression towards any person or equipment (including intimidation)</li> <li>● bringing the school into disrepute</li> <li>● persistent or extreme defiance</li> <li>● accumulation of disruptive incidences</li> </ul>

## APPENDIX 2B – RIGHTS AND RESPONSIBILITIES



### Staff

<b>Rights</b>	<b>Responsibilities</b>
To be supported by peers and managers	To ask for support when needed To offer support to colleagues and managers
To be listened to To share opinions	To listen to others To give opinions in a constructive manner.
To be treated courteously by all others in the school community	To model courteous behaviour To recognise and acknowledge positive behaviour in others
To be made fully aware of the school's system/policies/expectations	To seek information and use lines of communication
To receive appropriate training to increase skills in behaviour management	To support others in developing their skills in promoting positive behaviour.  To acknowledge areas of own behaviour management skills that could be developed  To try/use and to evaluate new approaches

### Pupils

<b>Rights</b>	<b>Responsibilities</b>
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way that keeps others and self-safe
To learn	To be willing to learn To allow others to learn To attend school regularly
To make mistakes	To own mistakes and learn from them To allow others to make mistakes
To be listened to	To give opinions in a constructive manner To listen to others

### Parents/Carers

<b>Rights</b>	<b>Responsibilities</b>
To be treated with respect	To behave respectfully towards others
To be kept informed about their child's progress	To talk to teachers if they have any concerns about their child's learning and wellbeing To talk to their child about what he/she does in school To ensure their child attends school regularly
To be listened to	To listen to others
To have access to information on the school's procedures for positive behaviour	To acknowledge/respond to information and share concerns
To have concerns taken seriously	To share concerns constructively

# Glory Farm Primary School



## **APPENDIX 2C**

### **Banned Items: Searching and Confiscation**

#### **Introduction**

This policy has been drawn up in accordance with:

- DfE Guidance Screening, Searching and Confiscation (Jan 2018)
- DfE Behaviour and Discipline in Schools (Jan 2016)
- DfE Guidance on Exclusion from Maintained Schools, Academies and Pupil Units (Sept 2017)

All stakeholders will recognise that there is a broad range of items which if, brought into a school setting or, in the possession of a young person, could compromise the health and safety of the individual pupil, other members of the school community, including students, staff or visitors to the school. The Governing Body of Glory Farm Primary School has a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

#### **PROHIBITED ITEMS** (DfE Screening Searching Confiscation Advice – Key points)

The DfE Screening and Confiscation Advice (2018) is the foundation for this policy and it identifies prohibited items as:

- knives or weapons
- Alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article 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 pupil).

The Headteacher and authorised staff can also search for any item banned by the school. For the purpose of this policy, the definition of 'Knife' includes any bladed article including – craft knife, Stanley knife, Swiss Army knife, fishing knife, razors, kitchen knives etc. or any bladed item. The term 'weapon' refers to any gun, including air rifles, BB gun, toy guns, pellet guns, crossbow, tasers, blow pipes, knuckledusters or any similar item and includes any item made for the purpose of assault or defence. This is not an exhaustive list and could include other bladed items or weapons not specified above.

The policy is not constrained by the criminal definition of an offensive weapon but refers to any items which could cause harm, injury or distress to the holder or others, or which could be used to threaten, alarm, distress or intimidate others. For details of the response to, and management of, any incident involving any type of Drug/Alcohol/tobacco/E-Cigarettes please refer to Bernwode Schools Trust's own Drugs & Alcohol Policy.

## **UNAUTHORISED ITEMS**

In addition to the prohibited items above, there are a number of other items which could cause harm, distress or injury to pupils or persons.



Glory Farm Primary School's Governing Body consider that the following items are inappropriate and should not be brought into school:-

- Chains
- Catapults
- Lighters, matches
- Tools (scissors, screwdriver, hammer, nails, etc)
- Pepper sprays and gas canisters
- Any item fashioned to cause injury i.e. a sharpened stick, shard of glass
- Laser pens
- Dangerous chemicals (acids, hair dyes, bleaches, nail varnish remover etc)
- Aerosol (including deodorant and hair spray)
- E cigarettes
- Stink bombs
- Solvents
- Super Glue
- Needles (Syringes if required for medical grounds should be kept in accordance with the pupils own care plan and the schools own drugs/medical policy)
- Offensive material – pornographic, racist homophobic, extremist material (in any medium.
- Rope, cable, ties

This is not an exhaustive list and the Headteacher may consider other items as inappropriate and if they believe that the possession of the item is to cause harm, distress or injury to another.

## **INCIDENTS OUTSIDE OF SCHOOL**

Glory Farm Primary School's Governing Body consider that the above items are inappropriate and possession of such items in school, on the journey to and from school, on a school trip or any extra curriculum activity – on or off the school premises – is unacceptable. The response to any pupil found with or believed to have possession of such items will be managed in accordance with this policy.

## **CONSEQUENCES**

Glory Farm Primary School understands that students can make poor choices and that these choices may from time to time breach the above standards of expected behaviour, or a pupil may foolishly or unwittingly bring into school an inappropriate or prohibited item.

When considering the consequences of such an event, the Headteacher will thoroughly investigate the circumstances and, if necessary, the Headteacher will exclude the pupil for a fixed term period whilst this process is underway.



When reviewing the appropriate response, the Headteacher will have regard to any likely consequences following from any breach including, safeguarding the student involved, impact on students, members of staff and the wider school community. In their deliberations, the Headteacher will review:

- Motivation and intention
- The specific item
- Students' awareness of the health and safety implications of the item in their possession
- The student's own statement
- Any threats of intimidation made referring to or using the item
- Any mitigating circumstance eg. victim of bullying frequency/repeated breaches/manipulation/duress of the student by others
- Vulnerability of the pupil
- Any SEND the pupil may experience

### **RESPONDING TO AN INCIDENT INVOLVING PROHIBITED OR UNAUTHORISED ITEMS**

All screening, searching or confiscation will be carried out by designated staff and in accordance with the DfE Screening Searching and Confiscations advice (2018). The item will be confiscated and locked securely in the school office. A photograph/photocopy of the confiscated item including a scale to illustrate the size will be taken. Parents will be contacted by telephone, and if deemed necessary, called in for a meeting.

If necessary and appropriate, a fixed term will be considered to give opportunity for the incident to be investigated by the Headteacher or a senior member of the school team including taking witness statements from other pupils and staff members. The Headteacher will consider whether appropriate to inform the Police – for all incidents which involve the possession of a weapon the police will be informed.

### **SAFEGUARDING RESPONSE TO INCIDENT INVOLVING BANNED ITEMS.**

The Headteacher will always consider their safeguarding responsibilities arising from the discovery of a banned items and will make referrals as appropriate to external support agencies.

### **CONSEQUENCES**

Following investigation, the Headteacher will consider an appropriate response which could include one or a combination of:

- Letter home
- Family/school meeting
- School based sanctions
- A period of internal isolation
- Amended timetable
- Restrictions on movement around the school site
- Loss of privileges
- Short Fixed Term exclusion
- Pastoral Support Plan
- Behaviour contract
- Referral to external support
- Risk Assessment

## PERMANENT EXCLUSION

DfE Guidance on Exclusion from Maintained Schools, Academies and Pupil Referral Units (2012) states that: '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'.



Before any decision to permanently exclude a student the Headteacher will:

- Thoroughly investigate the incident and take witness statements, etc.
- Refer to the school behaviour policy and others policies as necessary.
- Enable the student to make their own statement regarding the incident.
- Consult with the LA pupil reintegration team.
- Consider making a referral for a restorative conversation or conference.
- Explore a Managed Move or Suspended Permanent Exclusion.
- Complete a risk assessment to ascertain the impact of the pupil remaining in the school.

For students with an Educational Health Care Plan/Statement of SEND or the LAC students the Headteacher will also contact the relevant team at Oxfordshire Children's Services.

Any decision to fixed term or permanently exclude a student will follow the process and procedures as required in the Exclusion from maintained school, academies and pupil referral Units (2012).

<b>Policy/Procedure Title</b>	<b>Positive Behaviour Policy</b>
<b>Issue Date</b>	<b>Autumn Term 2019</b>
<b>Author (Name/Department)</b>	<b>J MacLachlan - Headteacher (GFPS) A Coggins – Lead Practitioner (TCS)</b>
<b>Approved by Trustees</b>	<b>Autumn Term 2019 (BST Policy) Autumn Term 2019 (GFPS Appendix) Summer Term 2020 (TCS Appendix)</b>
<b>Review Date – Every 3 years</b>	<b>Summer Term 2022</b>