



# PLYMSTOCK SCHOOL

## Behaviour Policy

Governors' Committee: Curriculum  
Lead Officer: Mr K Dyke  
Date for Review: Autumn 2019

### Core Beliefs

The quality of learning, teaching and behaviour are inseparable issues and the responsibility of all staff.

Poor behaviour cannot be tolerated as it is a denial of the right of students to learn and teachers to teach. To enable learning to take place preventative action is most effective, but where this fails, the school has clear, firm and intelligent strategies in place to help students manage their behaviour.

Respect must be given to be received. Parents and carers, students and teachers all need to operate in a culture of mutual regard.

Consistency of approach and a collective responsibility for managing behaviour is likely to lead to high standards.

In this school students behave well because of the positive ethos, climate for learning and excellent relationships between staff and students.

### Rights and Responsibilities

#### Plymstock School

##### ***Rights***

- To make clear the school's statutory power to discipline students and that students and parents will need to respect this. This includes the legal power to issue detentions after school without giving 24-hours' notice or requiring parental consent (although we always try to work *with* parents in this area).
- To enforce the school's behaviour policy – including rules and disciplinary measures.
- To expect students' and parents' cooperation in maintaining an orderly climate for learning.
- To expect students to respect the rights of other students and adults in the school.
- Not to tolerate violence, threatening behaviour or abuse by students or parents.
- To take firm action against students who harass or denigrate teachers or other staff on or off the premises, including cyber-bullying – engaging external support services, including the police, as appropriate.

- The Headteacher can authorise a search of students or their possessions (including bags) without their consent, if there are reasonable grounds for doing so.
- To confiscate items that are in breach of this behaviour policy or those that pose a health and safety risk to other stakeholders.

### ***Responsibilities***

- To ensure the whole school community is aware of the principles of the school behaviour policy.
- To establish and communicate clearly measures to ensure good order, respect and discipline.
- To ensure the school behaviour policy does not discriminate against any student on grounds of race, religion, gender, disability or sexual orientation, and that it promotes good relations between different communities.
- To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.
- To support, praise and, as appropriate, reward students' good behaviour.
- To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEND, disability and the needs of vulnerable children, and offering support as appropriate.
- To take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying including cyber-bullying, and dealing effectively with reports and complaints about bullying.
- To ensure staff model good behaviour and never denigrate students or colleagues.
- To promote positive behaviour through active development of students' social, emotional and behavioural skills.
- To keep parents informed of their child's behaviour.
- To work with other agencies to promote community cohesion and safety.

## **Families (Students and Parents)**

### ***Rights***

- To make representation about the school behaviour policy.
- To be kept informed about their child's progress.
- To expect their children to be safe, secure and respected in school.
- To have any concern they have about their child being bullied taken seriously by the school and investigated as necessary.

### ***Responsibilities***

- To respect the school's behaviour policy and the disciplinary authority of school staff.
- To read and commit to the Home-School Agreement.
- To help ensure that their child follows reasonable instructions by school staff and adheres to school rules.
- To ensure their child understands that bullying and abuse in all its forms, including cyber-bullying, will not be tolerated.
- To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn.
- To ensure school staff are aware of any SEND-related or other personal factors which may result in their child displaying behaviours outside the norm.
- To be prepared to work with the school to support their child's positive behaviour.
- To attend meetings with senior staff or other school staff, if requested, to discuss their child's behaviour.
- If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and to attend a reintegration interview with the school at the end of a fixed period exclusion.

# Roles

## **Students are expected to:**

- Contribute, through student feedback, to the development of the school behaviour policy and do whatever they can to adhere to it.
- Report bullying and abuse and severe breaches of discipline.
- Follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.
- Act as positive ambassadors for the school when off school premises.
- Not bring inappropriate or unlawful items to school.
- Show respect to school staff, fellow students, school property and the school environment.
- Never denigrate, harm or bully other students or staff in or out of school.
- Cooperate with, and abide by, any arrangements put in place to support their behaviour, such as Pastoral Support Programmes or Behaviour Agreements.

## **All staff are expected to:**

- Promote and model good behaviour.
- Intervene and take appropriate action where necessary when a breach of the code of conduct takes place.
- Report poor behaviour swiftly to an appropriate member of staff.
- Operate in a culture of mutual respect.
- Accept guidance and support when given.
- Use a range of appropriate strategies for dealing with students.
- Wherever possible de-escalate incidents.
- Ensure that the school environment and classrooms are in a fit state for use.
- Listen to students' perspectives of reported incidents.

## **Teaching staff are specifically expected to:**

- Create a positive learning environment.
- Plan and deliver lessons which engage and meet the needs of students.
- Follow the agreed systems of rewards and sanctions.
- Understand their collective responsibility for safe behaviour out of lessons, e.g. at break, lunch and after school.
- Arrive on time for duties and make arrangements for cover where necessary.
- Make sure resources are taken care of including exercise books.
- Ensure that systems for managing behaviour are applied consistently.
- Seek advice and support with managing behaviour when needed.
- Employ a full range of strategies to manage poor behaviour.
- Make effective use of Teaching Assistants

## **Tutors are expected to:**

- Support students' learning and personal and social development.
- Ensure that students are ready to learn at the start of each day.
- Keep informed of behaviour issues which arise with students, monitor patterns and refer and intervene as appropriate.
- Work with Heads of Year to support positive behaviour.
- Build positive relationships with the class / tutor group.
- Keep parents informed of behaviour concerns and respond swiftly and expediently to parental concerns.

## **Heads of Department are expected to:**

- Ensure rewards and sanctions are applied consistently across the team.
- Monitor 'Ready to Learn' data relevant to the department.
- Identify members of team who need support and provide training.
- Support strategies instigated by Heads of Year
- Provide 'front-line- support for team members in managing behaviour.

- Ensure prompt flow of information to Heads of Year, tutors and SLT.
- Take appropriate action to improve standards of behaviour.
- Inform parents of behaviour issues which affect teaching and learning in subject.
- Make effective use of information from the SEND team and relay concerns back to them.

**Heads of Year are expected to:**

- Review attitudes to learning, personal wellbeing of students and attainment of cohort regularly and strategically.
- Work in partnership with teachers, tutors, etc. in promoting good behaviour
- Reinforce key messages in assemblies.
- Keep relevant staff informed of concerns which relate to individual students.
- Maintain effective relationships with parents
- Keep accurate records of interactions with students.
- Deal promptly and effectively with instances of bullying.
- Deal effectively with concerns about out of lesson behaviour.
- Ensure appropriate opportunities have been provided to listen to students including gathering witness statements.
- Using 'Ready to Learn' data, identify patterns across different lessons with individuals and groups of students and liaise with parents and teachers to address them.
- Support tutors as required.
- Use progress data effectively to identify underperformance and intervene appropriately.
- Liaise with the Deputy Headteacher (Behaviour) about internal and external exclusions.
- Monitor attendance, in conjunction with the EWO and report concerns including dealing with truancy.
- Initiate CAFs (Common Assessment Framework) and TAMs (Team Around Me) and early help assessments, where necessary.
- Conduct a regular Learning Walk to monitor and evaluate the learning and behaviour of year group.
- Inform parents of behaviour issues which affect teaching and learning in general and work closely with the parents of students requiring intervention.
- Make effective use of information from the SEND team and relay concerns back to them.

**The Deputy Headteacher (Behaviour) and SLT is expected to:**

- Communicate values which underpin behaviour policy and model them to whole school.
- Ensure support is provided for all other staff.
- Ensure that protocols for administering sanctions have been correctly observed and adhered to.
- Manage external exclusions including reintegration meetings.
- Monitor and evaluate 'Ready to Learn' and exclusion data – planning proactively.
- Keep informed and gather information about behaviour concerns.
- Conduct regular Learning Walks.
- Maintain a high visibility and presence about the school.
- Review the Behaviour Policy regularly.
- Ensure that relevant training opportunities are provided for staff.
- Regularly discuss vulnerable and challenging students.

## Promoting positive behaviour – Rewards

We are proud of the positive learning environment that we create and we recognise the importance of rewards as an incentive for students to achieve their best.

Staff and students are encouraged to celebrate success at every opportunity and a range of rewards exist for this purpose, including:

- Verbal praise.
- A House Point for general behaviour, attitude, effort and achievement.
- Subject commendations.
- Headteacher's 'student of the week' award.
- Recognition in the Headteacher's weekly blog.
- Positive comments in exercise books, workbooks and the student planner.
- Positive comments in reports and during Parents' Evenings.
- Letters of congratulation sent to parents (excellent work, attendance, a specific achievement, etc.).
- Presentation at the School's annual GCSE Awards Evening.
- Presentation at the School's annual Sixth-Form Awards Evening.
- Presentation at the school's Year Group Celebration Events.
- Acknowledgement and congratulations during staff briefings.
- Displays of work.

## Behaviour management – Ready to Learn

Ready to Learn (RTL) is a whole school behaviour and learning policy which covers all aspects of school life. All sanctions are given through a central school system and are carefully monitored by the RTL team, Heads of Year and senior staff.

### The rationale underpinning Ready to Learn?

In March 2017, the **DfE** published the Tom Bennett's detailed report on behaviour in schools - **Creating a Culture: How school leaders can optimise behaviour**. The report concludes

*The way students behave in school is strongly correlated with their eventual outcomes. When behaviour in general improves throughout a school the impact is:*

- *students achieve more academically and socially*
- *time is reclaimed for better and more learning*
- *staff satisfaction improves, retention is higher, recruitment is less problematic*

In 2014 Ofsted published the national report '**Below the radar: low-level disruption in the country's classrooms**'.

The report stated that the typical features of low-level disruption include pupils:

- talking unnecessarily or chatting
- calling out without permission
- being slow to start work or follow instructions
- showing a lack of respect for each other and staff
- not bringing the right equipment
- using mobile devices inappropriately

The findings from that report show that teachers, parents and carers are rightly concerned about the frequent loss of learning time through low-level but persistent disruptive behaviour.

### What does the evidence say about behaviour interventions?

The **Education Endowment Foundation (EEF)** shows that behaviour interventions add, on average, **three months of additional progress per year (EEF +3)**.

The findings state: *School-level behaviour approaches are often associated with improvements in attainment. Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses based on robust studies of interventions in schools.*

**The aims of Ready to Learn are:**

1. To maintain a culture of achievement, ambition and learning everywhere in the school, and ensure no learning time is ever wasted.
2. To provide complete clarity for all staff and students about behaviour standards and the consequences of misbehaviour.
3. To encourage all students to take responsibility for their own actions.
4. To support teachers to deliver engaging and creative lessons, experiment and take risks.

Ready to Learn is a whole school system which relies on all staff using it in a fair and consistent way. No other sanctions for behaviour are used.

One of the key strengths of Plymstock School is the fantastic relationships that exist between staff and students. It is important to continue to foster this central part of our school culture.

## **School rules in the classroom (Years 7-13)**

Students will show they are 'ready to learn' by adhering to **10 clear rules**:

1. Arrive on time, usually within three minutes of the bell, and by the second bell after break and lunch, ensuring an orderly entry and exit.
2. Always try your best and be positive.
3. Start work as soon as instructed by the member of staff.
4. Listen respectfully when others are talking – there should be no calling out or interrupting.
5. Keep 'off-task' conversations for social times only.
6. Follow all seating arrangements.
7. Focus on your own work and do not distract the learning of others.
8. Stay in your seat unless directed otherwise by a member of staff.
9. Don't eat, drink or chew gum (water is allowed, if the teacher permits it) and put all litter in the bin.
10. Speak to all staff and other students with respect.

If a student in Years 7-11 breaks one of these rules, a member of staff will tell them that they have a 'warning' and their name will be written on the board. If they break a rule for a second time, they will be asked to go to the Improvement Room (IR). The teacher will immediately email the RTL Team with the student's name and reason for being sent there.

The student will then spend five lessons working in the IR under examination conditions, including one hour after school. The student will do the following:

- Complete their classwork.
- Undertake a behaviour reflection activity.
- Have a restorative conversation with the class teacher.

Break and lunch times are spent in the IR, but students will be permitted to eat, drink and visit the toilet. There may be some occasions, in discussion with a parent, where a student will not be able to complete the after school stay that evening (e.g. they are picking up a younger sibling from primary school). In these circumstances, the child will complete that hour the following day.

Students must arrive in the IR within 5 minutes of when the class teacher's email was sent. If they do not, it will be followed up immediately by a Head of Year or member of the senior leadership team. This may result in a Fixed Term Exclusion.

For Post-16 students, they will be asked to leave the class and go to the Sixth Form upper work room for the remainder of that lesson. Staff will need to email Beckie Littler and Wil Sprenkel, who will make contact home.

Additional rules for Post-16 students include:

- An ID badge is worn and visible at all times.
- Students are not permitted to leave the site until 11:00am and must follow the signing in/out procedure.

## **New Year 7 phase-in (each September)**

We recognise that the extremely high expectations of Ready to Learn, can take some time to adjust to. Therefore, we operate a phased-in approach with the new Year 7 students each September.

The following will apply:

- **Week 1:** The staff operate a dry-run with the students, pointing out where warnings would be given and what would result in being sent to the IR. No Red Cards to be issued. ***Please be aware that Year 7 students are still likely to be getting lost – please be sensitive with sanctions for lateness to lessons***
- **Week 2:** Warnings are now given. Any student who receives a second warning would be sent to the IR for the remainder of that period only, returning to lessons the following period. Red Cards introduced. ***Please be aware that Year 7 students are still likely to be getting lost – please be sensitive with sanctions for lateness to lessons.***
- **Week 3:** Any student sent to the IR will complete a full five periods but will not be required to stay after school. ***Please be aware that Year 7 students are still likely to be getting lost – please be sensitive with sanctions for lateness to lessons***
- **Week 4:** Full RTL is in place.

## **Staff guidelines for giving warnings in lessons**

Our aim is not to issue as many sanctions as quickly as possible. We expect incredibly high standards of behaviour but it is also important that relationships between staff and students remain a strength of the school. We are committed to working WITH our students and staff must use language and strategies that give students opportunities to modify their behaviour quickly and hopefully avoid a sanction in the first place.

### **A common language**

It is essential that warnings are given in a consistent way across the school, by all teachers, including supply and cover teachers. Staff should always try to use language to de-escalate situations.

It is also important that all staff use a common language when giving warnings. For example:

“Adam, I’m, giving you a warning as you are talking and not ‘Ready to Learn’. You need to be ‘Ready to Learn’ for the rest of the lesson.”

“Leah, you are having an off-task conversation. You are not ‘Ready to Learn’; that’s a warning.”

“Olivia, you need to go to IR. You had a warning and now you are talking over me. Please make your way to the IR.”

### **Starting lessons**

In most cases, unless there is a health and safety issue, students will arrive and line up outside the classroom waiting for the teacher to invite them in. It is useful to have a well-established routine for entry.

All staff should expect students to:

- Unpack promptly
- Have appropriate equipment/planner out on the desk
- Stand behind their desks for a short uniform check

Whilst students are unpacking, there may well be some noise (but loud noise/shouting is not acceptable).

As the teacher, you must make it crystal clear for students that you are ready to start and want silence. Staff need to indicate this starting point by saying:

*“I’m expecting you now to be ready to learn in 5... 4... 3... 2... 1. Thank you”. Alternatively, you could choose to use the Kagan ‘Hands up’ signal.*

### **Establishing silent work**

If you want students to work in silence, this should be communicated very clearly to students. For example:

*“We’ll now be working in silence for 20 minutes. Obviously, if you talk or make a deliberate noise during that time, you will receive a warning”.*

### **Countdowns**

Countdowns are a very good way of indicating to students that you want them to be silent and to listen, and it is recommended that all staff use them. As soon as staff get to “1”, a warning must immediately be given to any student still talking.

### **Forewarning**

If students are really engrossed in, for example, a group discussion, then it might be unreasonable to expect them to switch immediately to silent listening within 5 seconds. In these cases, staff should forewarn students that they need to get ready for that.

For example: *“(Over student discussion) 30 seconds left... 20 seconds... 10 seconds... 5... 4... 3... 2... 1”.*

### **Collective reminders**

Sometimes, a member of staff may wish to draw attention to the ‘Ready to Learn’ rule, without giving a warning to an individual student. In such situations, a collective reminder to the whole class would be more appropriate.

For example, if the class is working in groups and you notice that one group’s conversation appears to be straying away from the set task, you may say:

*“I’d like to remind everyone that off task conversations are for social times. I don’t wish to have to give anyone a warning about this.”*

### **No ‘scatter gunning’**

Once you have given a warning, you should not give a second warning within 30 seconds of the first. For example, if a student disagrees with you or argues with you about the warning, then you tell the student that you will discuss the issue at the end of the lesson and that if they continue to argue you will have no choice but to send them to IR. For example:

*“It wasn’t me, it was him. It’s not fair...”*

*“Sam, I will discuss this with you at the end of the lesson. If you continue to argue I will have no choice but to send you to IR”.*

This approach turns it back on the student to make the choice. It would also help if you then turn your attention back to the lesson to give the student time to consider their response. Silence usually means acquiescence.

It is important to allow students time, they will often grumble, ignore and move on.

### **Calling out**

If a student calls out (and is genuinely engaging with learning) they should not be given a warning. However, if a student repeatedly calls out in a way that is unhelpful for learning, you should say to them;

*“I know you are only trying to answer the question, but you have called out too many times, which is unhelpful for other students. If you call out again, I will have to give you a warning.”*

## **SLT on call**

More serious misbehaviours warrant immediate removal from the lesson to the IR and are likely to result in a fixed-term exclusion. These include:

- Swearing at or about a member of staff.
- Violence, aggressive or intimidating behaviour.
- Racist, disablist or sexualised incidents.
- Unsafe or dangerous behaviour.
- Hitting furniture, walls, doors etc...
- Deliberate damage to displays or equipment.

These are incidents where a member of the Senior Leadership Team should be called to remove the student.

## **RTL Hierarchy**

The numbers below refer to the number of classroom RTL sanctions over an academic year.

1. IR (Level 1): First visit – reflection activity completed, restorative conversation with teacher and parents contacted.
2. IR (Level 2): Second visit – further reflection activity completed, restorative conversation with teacher and parents contacted.
3. IR (Level 3): Third visit – full subject round-robin completed, parent meeting with Head of Year, behaviour target setting agreed with student, parents and HOY and then communicated with staff.
4. IR (Level 4): Fourth visit – Pastoral Intervention run by Assistant Head of Year detailed behaviour reflection booklet completed and behaviour target setting updated and communicated with student, parents, HOY and staff.
5. Internal Exclusion (Level 5): Staffed by SLT/IR (1 day).

6. Internal Exclusion (Level 6): Staffed by SLT/IR (2 days).
7. Internal Exclusion (Level 7): Staffed by SLT/IR – (3 days) and a parent meeting with HOY/Deputy Headteacher.
8. Fixed Term Exclusion – 1 day (Level 8): This will be followed by a reintegration meeting with parents and signing of a behaviour agreement.
9. Fixed Term Exclusion – 2 days (Level 9): This will be followed by a reintegration meeting with parents and signing of a behaviour agreement.
10. Fixed Term Exclusion – 3 days (Level 10): This will be followed by a reintegration meeting with parents and signing of a behaviour agreement.
11. Permanent Exclusion – 5 days (Level 11): Education at an alternative provider.

## **Fixed Term Exclusions**

A fixed term exclusion is the most serious sanction a school can apply and should only be used when all other avenues have been exhausted or for an extreme transgression of the code of conduct.

Fixed Term Exclusions are the responsibility of the Headteacher but may be delegated to any of the Deputy Headteachers.

When an incident occurs for which a Fixed Term Exclusion might be considered the member of staff reporting the incident should refer it to the Head of Year who will liaise with a Deputy Headteacher or Headteacher.

When a Fixed Term Exclusion is considered the following should take place:

- Consider the evidence including speaking to the student, and if necessary, gathering witness statements
- Allow the student the opportunity to present his/her view of events.
- If the incident was witnessed by member of staff, their version of events must be gathered.
- Pass the details on to Headteacher's PA for the official exclusion letter and for filing
- Telephone the parents to inform them of the exclusion and the reasons for it.
- Arrange a reintegration meeting with the student, parents and Deputy Headteacher.
- The Deputy Headteacher and Head of Year must decide what follow-up support is needed

## **Permanent Exclusion**

Students who are recommended for permanent exclusion need to attend a Governors' Disciplinary Committee. This consists of three governors who will consider the reasons leading to the exclusions and the role of the school. The committee will decide whether or not to uphold the permanent exclusion.

Occasionally a student who has received a number of fixed term exclusions may be brought before the Governors' Disciplinary Committee for a warning or a final warning to indicate that they are heading towards a permanent exclusion

## School rules around the site

At Plymstock School, we expect everyone to behave with respect for each other and the school site at all times. That means walking around the school calmly and quietly, respecting each other's space and looking out for each other.

### Defiance

If a member of staff asks a student to do something reasonable, they must do it. If they do not immediately do what has been asked, the member of staff may say ***"This is a reasonable request. Are you choosing not to follow it?"***

**If they refuse, or walk away, they will be sent straight to the IR.**

### Red Cards

Students will receive a **'Red Card'** for any of the following:

- Late to school without a valid reason or extenuating circumstance.
- Missing equipment **vital for the current lesson** with no sticker from their tutor.
- Failure to meet a homework deadline without a valid reason or extenuating circumstance.
- Running, eating or drinking in the corridors.
- Taking hot food/hot drinks out of the Galley (*N/A to Post-16*).
- Shouting indoors.
- Leaving/dropping litter anywhere other than in the bins.
- Pushing/shoving in corridors or the Galley queue.
- Being in another year group's designated area at break/lunch (*N/A to Post-16*).
- Incorrect uniform with no note from the Head of Year (*N/A to Post-16*).

If a student in Years 7-11 breaks one of these rules, an adult will tell them that they have a **'Red Card'**, and that they must serve a 20-minute lunchtime detention the following day. Students will need to check the 'Red Card' list, which is on the wall outside the Hub. The list will be updated at the end of each day. ***The teacher will need to email the RTL Team to alert them that a 'Red Card' has been given, the student's name and the reason for the 'Red Card'***. If they fail to attend, they will complete a one hour detention from 3:10pm until 4:10pm that day, and their parents or carers will be contacted.

**For Post-16 students, if you have any of the above concerns with a Post-16 student, it should be referred straight away to Beckie Littler and Wil Sprenkel (not the main RTL Team).**

### Mobile phones

Whilst students are on the school site, mobile phones should be switched off in their bags and not used during the school day. They must hand over to a member of staff any phone that is seen or heard. If confiscated more than once during a term, an adult will be required to collect it from the Hub. If a student refuses to hand it over, they will be sent to the IR for one school day. If they refuse to hand it over whilst in the IR, they will be fixed term excluded. **Post-16 students are not to use their phones/headphones around the site** – the only exception is in the Sixth Form building. If you see a post-16 student using a phone, ask them to put it away immediately. Any concerns, please let Beckie Littler and Wil Sprenkel know straight away.

### Uniform

All students must be in the correct uniform, unless carrying a pass issued by a Head of Year; passes are only issued for medical reasons or if they have lost or broken the article in the previous 24 hours. If a student arrives in school without the correct uniform, they will be

offered a replacement. If they refuse to wear the replacement they will be placed in IR until a parent or carer brings in the missing article.

## School rules relating to more serious incidents

1. Defiance (refusal to carry out a reasonable request made by, or walking away from, a member of staff.)	Students should be asked explicitly, "I have asked you to ... This is a reasonable request. Are you refusing to do as I have asked?" <b>There must be no negotiation.</b> If a student does not immediately comply with your request, he or she should be sent straight to <b>IR</b> .
2. Verbal or Physical abuse of staff.	This may include: <ul style="list-style-type: none"> <li>• Pushing past staff.</li> <li>• Swearing at staff.</li> <li>• Rudeness and name calling.</li> </ul> This will result in immediate <b>Fixed Term Exclusion</b> .
3. Exam/Test misconduct	Students will be sent to <b>IR</b> .
4. Truancy or wandering for 10 minutes or more during a lesson.	Students may only be out of lessons with a note from a member of staff. If a student breaks this rule this will immediately result in a referral to the <b>IR</b> .
5. Violent or dangerous behaviour	This may include: <ul style="list-style-type: none"> <li>• Fighting</li> <li>• Threatening behaviour</li> </ul> Violence will not be tolerated and will usually result in an <b>immediate Fixed Term Exclusion</b> .
6. Possession or use of alcohol or drugs	This is against the law, and is likely to result in a <b>Permanent Exclusion</b> . Students may not refuse to be searched if a member of staff has reason to believe that they may be in possession of banned substances.
7. Possession or bringing a weapon or dangerous item on to the school site	This is against the law, is extremely dangerous, and is likely to result in a <b>Permanent Exclusion</b> .
8. Poor behaviour travelling to and from school	This includes: <ul style="list-style-type: none"> <li>• Swearing or being offensive in public.</li> <li>• Being loud/shouting/playing music on the bus.</li> <li>• Forcing members of public into the road by taking up the pavement.</li> </ul> This will result in being sent to the <b>IR</b> or in some cases a <b>Fixed Term Exclusion</b> .
9. Deliberate damage to or theft of property	The following will result in a <b>Fixed Term Exclusion</b> : <ul style="list-style-type: none"> <li>• Deliberate vandalism of display boards, walls, doors and windows.</li> <li>• Deliberate vandalism to the school toilets.</li> <li>• Setting off fire alarms</li> </ul>
10. Smoking or vaping	Smoking or vaping is not permitted anywhere on the school site. If a student is seen smoking/vaping, in possession of smoking/vaping equipment or is present with others smoking/vaping on the school site or travelling to and from school in uniform, this will result in being sent to the <b>IR</b> or in some cases a <b>Fixed Term Exclusion</b> .
11. Bullying or prejudicial language directed at another person	This may include: <ul style="list-style-type: none"> <li>• Physical or verbal abuse of others</li> <li>• Offensive text messages or misuse of social networking or other internet sites.</li> </ul>

## Confiscation

As with other sanctions, the sanction of confiscation must be applied in a reasonable and proportionate way. The aim pursued in confiscating property is maintaining an environment conducive to learning. One which safeguards the rights of other students to be educated with regard to health and safety, threats to good order, uniform infringements and the ethos of the school.

At Plymstock School, all staff have the authority to seize, retain or dispose of items such as:

- Chewing gum
- Paper ball
- Foodstuffs

All staff have the right to seize and retain but not dispose of the following items:

- Mobile/Smart phones
- Music devices and headphones
- Clothing such as hats, scarves and coats/jackets/hoodies
- Jewellery
- Any unauthorised or banned school item

Such items should be confiscated, labelled in an envelope and sent to the Hub. The first time an item is confiscated it will be returned at the end of the same school day. If an item is confiscated on a second occasion then the item will be retained for 24hrs and the parents will be contacted.

Exceptions to the above include material that is inappropriate or illegal for a child to have such as cigarette lighter, smoking/vaping equipment, racist or pornographic material. This material should be referred to the Head of Year or member of the Senior Leadership Team who will decide on the most appropriate action to take.

A student might reasonably be asked to turn out their pockets or to hand over an item and the school might use its legal power to discipline if the student unreasonably refuses to cooperate.

It should also be noted that, while confiscation of a mobile phone is legitimate, if reasonably and appropriately done so, searching through a phone or accessing text messages without the student's permission is not.

In some circumstances, it may be reasonable for a member of staff to ask a student to reveal a message for the purpose of establishing whether cyber-bullying has occurred, for instance, but if the student refuses then the member of staff should not enforce the instruction. The member of staff can then refer the issue to a senior member of staff who may, if appropriate, involve the Police.

### Considerations in confiscating items of clothing or jewellery

Staff should take care when deciding whether to confiscate items of clothing or jewellery. They should have appropriate regard to whether the item in question has religious or cultural significance to the student and should avoid physical contact or interference with students' clothing of a kind that might give rise to abuse allegations. In order to minimise such risks, if an item of clothing or jewellery is confiscated, this is done with another staff member

present, if possible. Confiscation of any item that would leave the student inappropriately dressed must be avoided.

## Dealing with racist incidents

### The legal position

Under the Race Relations Act 1976 the school has a duty to ensure that it eliminates unfair racial discrimination and to promote equality of opportunity and good community relations.

Under the Act it is illegal to discriminate directly or indirectly against an individual on grounds of racial origin or to stir up racial hatred. "Racial grounds" are defined as race, colour, nationality – including citizenship – or ethnic or national origins.

Under the Criminal Justice and Public Order Act (1994) intentional racial harassment is a criminal offence. The Definition of a Racist Incident Home Office advice and the recommendation of the Stephen Lawrence Inquiry is that: "*A racist incident is any incident which is perceived to be racist by the victim or any other person*". This definition is designed to take account of the possibility of a racist dimension to a situation and to ensure uniformity of reporting.

#### **Examples include...**

- verbal abuse of any kind, including name calling (Terms that are designed to undermine the dignity of the individual concerned and must be seen as more serious than name calling in general);
- physical assault;
- physical threat, intimidation or harassment (including attacks on possessions);
- racist jokes (including jokes about other nations or particular groups);
- graffiti which is racially offensive;
- wearing of racist badges or t-shirts;
- and distribution of racist literature, including jokes, cartoons, drawings etc.

## The Curriculum and Race Equality

So that all pupils in the school will learn about their rights and responsibilities in a multicultural society, the curriculum is designed to include:

- teaching about the entitlement of each individual to basic human rights; using themes, units of work, books and materials which raise, explore and value issues of similarity and difference; and which challenge prejudice, racism and discrimination as well as promoting equal opportunity and justice;
- availability of books and other materials in the classroom, the library and the school displays which reflect a positive image of minority and ethnic groups in Britain and the wider world;
- offering a global dimension to the curriculum which introduces pupils to the achievements of people in the wider world and issues of world history and development;
- involving people from a range of backgrounds to share their experiences with pupils and pass on their knowledge and skills (e.g. Year 7 Community Cohesion Week);
- examining viewpoints and lifestyles and how they can be influenced by religious, social, cultural and economic factors;
- providing opportunities for pupils to work co-operatively and collaboratively, to listen to each other and to discuss different viewpoints in a calm and rational manner;
- developing the critical skills and knowledge of pupils so that they are able to detect and challenge examples of bias, prejudice, stereotyping and racism;

- and encouraging pupils to discuss openly examples of conflict and prejudice so that they are enabled to deal effectively with racist incidents and counter racial harassment.

## **Dealing with the Perpetrator(s) of a Racist Incident**

All racist incidents will be considered as serious and dealt with accordingly. The member of staff who first encounters the incident must express firm disapproval and take positive action to deal with the situation. Failing to do this will could be seen as condoning the behaviour and thus discourage pupils and parents from reporting incidents.

Prompt, appropriate and consistent responses from staff will encourage pupils and parents to report incidents and share their concerns and worries. As far as the perpetrator is concerned, it is the behaviour the school disapproves of and not the pupil.

### ***Effective action could include:***

- investigating the incident to ascertain the facts, together with the background which led up to the incident;
- drawing the perpetrator to one side and explaining clearly and calmly why the behaviour was wrong, hurtful or offensive;
- seeking an assurance that the pupil understands why the behaviour was wrong and that it will not be repeated;
- where an assurance is forthcoming, asking the pupil to apologise for his/her action;
- referring the incident, where appropriate, to a pastoral/senior member of staff for disciplinary action in accordance with the school's Behaviour Policy;
- contacting the parents to make it clear to them that such behaviour is unacceptable and that further disciplinary action will be taken if there is a repetition;
- in appropriate cases, considering the use of positive strategies other than sanctions and punishment which might help and encourage the pupil to overcome his/her prejudices and to desist from engaging in similar behaviour in the future.

## **Supporting the Victim**

Action taken to deal with a racist incident must include support for the victim. A caring, sensitive approach that includes reassurance will help demonstrate the school's commitment to combating racism.

### ***Effective action could include:***

- speaking separately to the victim, giving him/her support and reassurance;
- offering the pupil an opportunity to talk about the incident and say how he/she feels;
- asking whether the pupil has been subject to racism on previous occasions;
- recognising that the pupil might rather talk about the incident at a later stage;
- explaining to the pupil the action that has and/or will be taken;
- reassuring the pupil, the school's commitment to combating racism and encouraging him/her to report incidents in the future;
- informing the parents of the incident; explaining what has happened and what action has been taken by the school; reassuring them that the school will take steps to try to prevent any repetition of the incident and supporting parents if they wish to make a complaint to the police.
- should an interpreter be required or if the family requires further support by contacting the local authority.

Care needs to be taken where an allegation of racial harassment is proven, on investigation, to be groundless, the complainant needs to have the situation explained with due sensitivity to ensure that they are not discouraged from expressing any similar concerns.

## Following up an Incident

### ***Effective action could include:***

- considering the actions of the perpetrator to see if there were any underlying reasons which might have made him/her behave in this way;
- monitoring the perpetrator's future behaviour;
- considering whether any other members of staff need to be informed;
- encouraging staff to keep an eye on the victim building up his/her trust over time;
- consider whether the topic needs to be part of a class discussion or year group assembly;
- and staff to be alert for pupils who may be suffering in silence.

***Please note - repeated racist incidents or a single serious incident may lead to consideration under child protection/safeguarding procedures.***

## Recording and Reporting Procedures

- All incidents should be reported and recorded on the School Racist Incident Log.
- The Deputy Headteacher (Behaviour, Safety and Welfare) is responsible for overseeing the reporting procedure and will monitor the incidence of racial harassment on a regular basis.
- The information recorded will be included in the Headteacher's Report to Governor's, where there is information to report, and the return made annually to the LA.
- A record will be kept of action taken by the school

## Weapons, drugs, alcohol, inappropriate material and stolen property

The Education Act 2011 grants authorised school staff the power to search suspected students, with or without consent, for weapons, drugs, alcohol, tobacco products, fireworks, pornography (including tabloid or lads' mag imagery), anything that has been, or is likely to be, used to cause injury or commit an offence, stolen property or anything banned from the school rules.

At Plymstock School the following adults are authorised to search for these items without consent:

- Mr R Diment (Headteacher)
- Ms A Perry (Senior Deputy Headteacher)
- Mr K Dyke (Deputy Headteacher)
- Mr R Pearsall (Deputy Headteacher)
- Mr W Sprenkel (Senior Assistant Headteacher)

Wherever practically possible, searches will be carried out by a named member of staff of the same sex as the pupil being searched. There must also be a witness (also a staff member) and, again if possible, they should be the same sex as the pupil being searched.

On no account, should any other adult attempt to carry out a search of a students' property or clothing without permission for any reason. Suspected students should be referred to those listed above, who then will decide on the most appropriate action to take.

## Searching electronic devices

Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:

In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.

If a staff member does not find any material that they suspect is evidence in relation to an offence, and decides not to give the device to the police, they can decide whether it is appropriate to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.

## Responding to drug related incidents

Plymstock School believes it has a duty to inform and educate young people on the consequences of drug use and misuse. We recognise that there will always be young people who choose to take risks. However, at no time will the school knowingly permit or tolerate possession, consumption, supply or offer to supply any restricted drugs. If any of these offences are committed they will be fully investigated and dealt with ensuring that drugs use or misuse is challenged.

In response to drug related incidents we will:

- Maintain the ethos of the school.
- Uphold the procedures for dealing with drug related incidents as outlined in our Drugs Policy.
- Reduce situations of risk for the majority.
- Deter future occurrences.
- Meet the needs of the offending student and his or her family.

***Please see our Drugs Policy for further information.***

## **Expectations for positive behaviour off the school site**

At Plymstock School we have high expectations of the behaviour of our students when off the school premises. This includes behaviour on activities arranged by the school, such as work experience placements, educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing school uniform in a public place.

### **As such this policy has the following objectives in regulating behaviour off the school premises:**

- To maintain good order on transport, educational visits or other placements such as work experience or college courses;
- To secure behaviour which does not threaten the health or safety of pupils, staff or members of the public;
- To provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school;
- To provide protection to individual staff from harmful conduct by pupils of the school when not on the school site.

### **To that extent, the school will:**

- Work with transport providers to agree how behaviour on public transport should be addressed.
- Make explicit statements about how rewards and sanctions (including loss of access to transport) can improve behaviour.
- Make our expectations of out of school behaviour clear through the assembly programme.
- Work with Work Experience providers and Colleges to ensure the school and provider have clear expectations of standards of behaviour and procedures to use in the case of poor conduct.
- Liaise with members of the local community such as, retail staff, local residents and the Police to establish clear communication routes and operational strategies, particularly to manage complaints by individuals in the community.
- Ensure that all parents and students are clear about behaviour standards on school trips through letters and formal meetings.

## **The use of reasonable force**

Reasonable force covers the broad range of actions used by most teachers at some stage in their careers that involve a degree of physical contact with students. Force is usually used either to control or to restrain. 'Control' means either passive physical contact such as standing between students or blocking a student's path. 'Restraint' means to hold back physically, for example to break up a fight. 'Reasonable' means using no more force than is necessary. The definition of physical force also includes the use of forcible seclusion or locked doors. It is important for staff to note that, although no physical contact may be made in these latter situations, this is still regarded as a restrictive physical intervention.

### **Minimising the need to use force:**

Plymstock School manages behaviour successfully in a number of ways in order to reduce the number of situations where teachers may need to use force for the safety of students.

These include:

- Creating a calm orderly environment in the classroom (and around the school).
- Developing effective relationships between staff and students.

- Helping staff to develop skills of positive behaviour management and managing conflict.
- Ensuring a sufficient number of staff are on duty at break, lunch and other times of free movement.
- Meeting the needs of students with SEND, including through appropriate training for staff.

### **Who may use reasonable force**

All members of the School staff may use reasonable force. This right may also apply to people whom the Headteacher has put in charge of students temporarily e.g. unpaid volunteers or parents accompanying students on school trips. The power may be used where the student (including a student from another school) is on the premises or elsewhere in the lawful control or charge of the staff member (for example on a school visit).

### **Deciding whether to use force**

Reasonable force should be the last option but staff should not hesitate to act in an emergency providing they follow the guidance below. Staff are not expected to place themselves in danger. The decision on whether to physically intervene is down to the professional judgement of the staff member and should always depend on the individual circumstances.

Reasonable force may be used when:

- The potential consequences of not intervening are sufficiently serious to justify considering use of force.
- The chances of achieving the desired result by other means are low;
- The risk associated with not using force outweighs those of using force.
- The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

Circumstances when staff may use reasonable force may include:

- To prevent a student from committing a criminal offence.
- To prevent a student from causing injury to his or herself or others.
- To prevent or stop a student from causing serious damage to property.
- To stop the student from engaging in any behaviour which is prejudicial to the maintenance of good order and discipline at the School or elsewhere when the students are in the care of the School.
- To prevent a student leaving a classroom where allowing the student to leave would risk their safety or lead to behaviour which disrupts the behaviour of others.
- To remove the student from a classroom where they have refused to follow an instruction to do so.

Reasonable force may never be used as a punishment.

***For further information please see the Use of Reasonable Force Policy.***

## **Taking account of individual student needs**

Plymstock School recognises its legal duties under the Equality Act 2010, and those in respect of safeguarding and supporting pupils with special educational needs. As a school, we are keen to ensure that we do not discriminate through the application of our behaviour policy, against students whose apparent inappropriate behaviour may be a function of their SEND, racial and/or cultural background.

Therefore, when intervening with apparent inappropriate behaviour all staff must accept that there will be circumstances in which some students may be treated differently from others

and are expected to take account of those individual student needs when applying sanctions.

## **Abuse or intimidation of staff outside school**

Plymstock School will not tolerate abuse or intimidation of staff by students or parents when not on the school site, and when the student is not under the lawful control or charge of a member of staff of the school.

### **Staff are made aware that:**

- They have the same rights of protection from threat as any citizen in a public place.
- They should use their professional judgement about immediate action to take in circumstances where a number of young people are present and displaying intimidating behaviour.
- Their first concern must be for their own personal safety.
- They should make clear that the student has been recognised, even if in a group of young people.
- They should then use their judgement about how to leave a difficult situation without provoking further confrontation.
- Staff who feel that they have been subject to abuse or intimidation by students outside of school should refer the issue in the first instance to a senior member of staff.
- The school will apply disciplinary sanctions and restorative justice procedures as appropriate, at a suitable time when the student is in school.

## **Allegations of abuse made against one or more students (Peer on Peer Abuse)**

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age. Peer on peer abuse can manifest itself in many ways and this may include:

- sexual violence and harassment
- physical abuse such as hitting, shaking, biting, hair pulling, or otherwise causing physical harm
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals

If an allegation of peer on peer abuse is made against one or more students, immediate consultation is required with the Designated Officer (LA). This consultation must take place prior to any form of investigation being undertaken by the school.

There will be three possible types of investigation:

1. By Children's Services and the Police under Section 47 of the Children Act 1989
2. By the Police under criminal law
3. By the School in line with its Behaviour Policy

The initial consultation with the Designated Officer (LA) will determine whether the allegation reaches the threshold of significant harm to justify a referral to Children's Services. If the consultation discussion determines that the allegation does meet the criteria for referral to Children's Services as a child protection concern, then the referral is made using the school's Child Protection procedures.

If it is deemed that the allegation does not meet the threshold for a child protection referral to Children's Services, then it will be investigated internally by the school in line with the school's Behaviour Policy

## **Allegations of abuse made against a member of staff or other adult at school**

If an allegation of abuse is made against a member of staff the allegation must be passed immediately to the Headteacher. Consultation is required with the Designated Officer (LA) must take place within one working day. The consultation with the Designated Officer (LA) must take place prior to any form of investigation being undertaken by the school. Where there are concerns about the Headteacher the matter must be referred to the Chair of Governors.

The school must consider carefully the possibility of abuse if a member of staff has:

- Behaved in a way that had harmed, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved in a way that indicates he/she is unsuitable to work with children

When a complaint of abuse is made against a member of staff on behalf of a pupil, there should be immediate consideration of whether the child is at risk and in need of protection.

Any employee who becomes aware of a possible allegation or concern of a child protection nature must take immediate steps to ensure that the matter is reported to the Headteacher. It is important that the member of staff reporting the concern acts quickly and in the event that the Headteacher is not available the matter should be reported to the most senior person available at the time. An investigation may be impeded if a concern is reported late.

There will be three possible types of investigation:

- By Children's Services and the Police under Section 47 of the Children Act 1989
- By the Police under criminal law
- By the School in line with staff disciplinary procedures

The Local Authority is responsible for managing child protection issues and any allegations against a member of staff must be reported immediately to the Designated Officer (LA). This initial consultation will determine whether the allegation reaches the threshold of significant harm to justify a referral to Children's Services. In cases of serious harm the police will be informed from the outset.

If the consultation discussion determines that the allegation does meet the criteria for referral to Children's Services as a child protection concern, the Designated Officer (LA) will provide support to the school in making the referral and throughout the subsequent process as required.

The school undertakes to report to the Disclosure and Barring Service (DBS) within one month of leaving the school any person whose services are no longer used because he or she is considered unsuitable to work with children. The school will also consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and where a prohibition order may be deemed appropriate.

Should it be determined in the consultation discussion that the allegation does not meet the threshold for a child protection referral to Children's Services, then the Designated Officer (LA) will advise on further action that may be taken by the school in investigating the matter internally in line with the staff disciplinary procedures.

Where a staff member feels unable to raise the issue with the Headteacher or Chair of Governors or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them – please refer to the Whistleblowing Policy for further information.

***Please see the Child Protection/Safeguarding Policy and the Managing Allegations of Abuse Against Staff Policy for more details.***

## **Monitoring and evaluation**

The pastoral team with the Deputy Headteacher (Behaviour, Safety and Welfare) will annually review behaviour data and trends to see if this policy needs amending. The pastoral team will regularly evaluate and update their approach to behaviour management.

This policy will be reviewed by governors every two years.