

March 2019

# BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES

## EASTBURY COMMUNITY SCHOOL



**Approved by:** Eastbury Governing Body

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## Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- Promote a high standard of behaviour
- **Define** what we consider to be unacceptable behaviour, including bullying
- Promote good relationships, so that people can work together with the common purpose of helping everyone to learn, and be inspired to do their very best
- Develop self-discipline, respect and acceptance of responsibility for actions
- Outline how pupils are expected to behave
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

### School Behaviour Principles:

Eastbury should be safe and structured environment in which teachers can teach and children can learn.

The school expects:

- all pupils to show respect and courtesy towards teachers and other staff and towards each other;
- parents to encourage their children to show that respect and support the school's authority to discipline its pupils;
- to have a culture of respect by supporting the staff's authority to discipline pupils and ensuring that this happens consistently across the school;
- to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation; and
- that every teacher will be good at managing and improving children's behaviour.

We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis will be on recognising and celebrating effort and success where pupils are enabled to achieve their full potential. We want everybody to feel valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

We will teach students to take responsibility for their own actions, have proper regard for authority and to accept the consequences of their choices. We will adopt a zero tolerance approach to bullying and crime, and any such incidents will be dealt with promptly and firmly.

## Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

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

In addition, this policy is based on:

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

## Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Lack of respect for others

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour/use of language
- Possession of any prohibited items. These could include:
  - Knives, weapons or instruments that can be used as weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, cigarette papers, vapes, shisha and any other smoking paraphernalia
  - Psychoactive substances, which could include nitrous oxide canisters (laughing gas)
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Link to School anti-bullying policy <http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/Eastburycomp/MainFolder/Primary/Policies/New-Web/Anti-Bullying-Policy---May-2017.pdf>

## Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### 5.2 The Executive headteacher

The Executive headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The Executive headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on MIS
- The senior leadership team will support staff in responding to behaviour incidents- with a member of SLT being closely linked to a Year group and Subject areas.

### 5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## School Protocol to Support Implementation of Behaviour Policy and Principles

- Behaviour incidents should be logged onto the MIS – entries should be reasonable, non-emotive and not include petty/minor incidents that could be dealt with through effective classroom management
- Lower level incidents should be dealt with by the teacher that notices the incident in the first instance.
- If a serious incident happens in a classroom, the teacher should notify colleagues immediately. This can be done by radio, if available, e-mail to the main reception or by sending a reliable student with a message.
- Departments should notify the YCC and year group line manager when it appears that the incident has gone beyond the confines of a subject area.
- Departments should notify the senior subject line manager after the full range of departmental responses have been applied and the behaviour still relates to that curriculum area only.
- A summary is available on an on-going basis on the MIS for Form tutors and YCC to use to identify trends, assign appropriate interventions or learning conversations.
- Form tutors should regularly use the 10 minute period after school to interview students regarding behaviour, attendance and achievement.

### 6.1 Behaviour reports

- Students should be placed on a tutor report where there are issues relating to attendance, achievement or behaviour that relate to a range of subject areas or out of lessons conduct. This should be referenced in the MIS.
- Students should be placed on a subject report where there are issues relating to attendance, achievement or behaviour within the subject area. This should be referenced in the MIS. Reports are to be used to support and to empower the class teacher when resolving issues.
- Students should be placed on an orange report to a YCC and a red report by member of SLT where there are issues relating to attendance, achievement or behaviour that relate to a range of subject areas or out of lessons conduct. This should be referenced in the MIS. Parents are asked to sign the report at the end of every day, and make any relevant comments – or call and speak to the relevant member of staff. Where a student is placed on report for persistent low-level disruption a meeting will take place to support the student with in altering their behavior patterns, in partnership with parents/guardians

### 6.2 Formal Warning Behaviour Strategy.

To support a consistent and effective implementation of the Behaviour Policy we have a clear and robust Formal Warning Strategy. There are nine stages of formal warning. The formal warning should be utilized at the point where all departmental and lower level sanctions have failed. The trigger for the formal warning will be through consultation with the YCC, head of department or other person delegated and member of SLT responsible for year group or subject area. The formal warning must include contact with parents. Each formal warning stage will have a resultant level of sanction (see appendix).

The formal warning must be recorded in the MIS. The student must be monitored following the sanction. During this period particular note should be made within the MIS under the support section, on any additional intervention relating to special need e.g. counselling with a mentor, support from an outside agency etc.

A student would normally start at stage one but can be placed on a higher stage if the incident is at

a level that would require a fixed term exclusion.

The stages of formal warning will remain on record. A decision about whether a student remains at the stage of warning will be made throughout the academic year through consultation with the relevant YCC and SLT link who have a holistic overview of the student's

### 6.3 *Communication*

Staff that have been involved in a behavioural incident that has gone beyond the confines of the department must be informed within 24 hours of the progress of any incident.

Staff should be informed of the final resolution of any incident.

Behavior summaries are available on the MIS on a daily basis.

Monitoring and analysis will be regularly completed. This will include analysis of ethnicity, age, gender, SEN, students that repeat events, length of FTEs and repeated FTEs.

### 6.4 *Powers to discipline*

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

Their power to discipline applies to pupil behaviour in school and outside school, in certain circumstances.

Staff should deal with incidents outside of the classroom using the same guidance given for in class discipline. A student can be given equivalent sanctions for out of class behaviour. The duty team leader/YCC should be informed of any serious incident that occurs during break times.

### 6.5 *Sanctions*

Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary sanction in response to unacceptable behaviour. Reasonable sanctions can include: confiscation, retention of a pupil's property, exclusion from school events and detention. Any confiscation of the student's property remains the responsibility of the member of staff.

The Executive Head Teacher can also decide to fix term exclude or permanently exclude a pupil.

A student can only be referred to a Senior Leadership detention if they have failed to attend a detention set by a Head of Department, member of leadership or YCC. The referral can only be made by a Head of Department, member of leadership or YCC.

Where detention is outside school hours parents must be given 24 hours notice in writing. This can be as a note in the student planner. It is not necessary to give 24 hours notice for a lunchtime detention. Students can be given detention on the same day if parents are informed and agree to this.

The action should be recorded in the MIS at the time of entering the event details. It should be noted that any sanction must meet the following conditions:

1. The decision to sanction a pupil must be made by a paid member of school staff or a member of staff authorised by the Executive head teacher;
2. The decision to sanction the pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
3. It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

## Pupil code of conduct

Pupils are expected to be:

Prompt – arrive on time ready to learn and teach from the first minute of a lesson

Prepared – come to every lesson with the correct equipment, attitude and any homework completed

Productive – actively participate in learning

Polite – treat others with respect at all times; treat everyone as you would like to be treated

Proud – dress appropriately, wear your uniform with pride, and respect your school environment

Professional – place everything in its right place at the end of the lesson.

## Rewards and sanctions

### 8.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
  - Merit marks
  - Letters or phone calls home to parents
  - Certificates to recognise outstanding behaviour/attendance/progress/attitude
  - Student of the week award
  - Recognition in assemblies and form time for good deeds and action (part of Character Education Programme)
  - Special responsibilities/privileges
- This list is not exhaustive.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Referral to a peer mediation session
- Sending the pupil out of the class for a cooling off period of no longer than 5 minutes
- Send the pupil to another class within the department
- School based community service – such as litter picking or helping to clear up the dining room
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Placed on a behaviour monitoring report
- Letters or phone calls home to parents
- Meetings with parents and pupils
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Internal Exclusion – which may include internal exclusion/respice at another school
- In more extreme cases fixed term exclusion or permanent exclusion – this includes the possession of offensive weapons/drugs and other banned items.

## 8.2 Internal Exclusion

Internal exclusion (IE) should be seen as the equivalent of a Fixed Term Exclusion (FTE) and therefore should only relate to serious incidents. Placement in IE can only be sanctioned by a member of senior leadership, or those delegated to deal with the incident can refer a student to IE via the relevant member of senior leadership. This will be included in the formal warning procedure noted in the document.

Parents must be informed that the student has been placed in IE, giving reasons and timings. Parents should be invited to a meeting when the student is to be placed back into the main stream if the period of time in IE is 5 days or more. The manager that referred the student is responsible for arranging and conducting the meeting with parents.

Students returning to main stream should be placed on a red/orange report for an agreed period monitored by the manager that referred the placement.

On rare occasions the IE can be used for a short placement to facilitate an investigation or 'cooling off period'. This may not always result in parental contact.

All placements in IE must be recorded in the relevant section of the MIS by the IE manager and a disproportionality report must be kept and analysed on a termly basis by the behavior lead to ensure there is transparency in the way that IE is utilized. Whilst in IE students get the opportunity to work with Youth Workers on a one to one basis.

**Internal Exclusion is managed by Hamzy Jomandy Internal Exclusion Manager**

## 8.3 Off-site behaviour

Subject to the behaviour policy, teachers may discipline pupils for:

- misbehaviour when the pupil is:
- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school – this includes the use of social media outside of school that has a negative impact on the school, its pupils or staff.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member

## 8.4 Malicious allegations

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

Any pupil found making false allegations will be given a Fixed Term Exclusion or possibly Permanent Exclusion. A strategy meeting must be held to identify the risks of the student returning to mainstream education. The risk assessment should include recommendations for educational provision for the student whilst taking into account the safeguarding of teachers.

**The Executive headteacher will also consider the pastoral needs of staff accused of misconduct.**

## Behaviour management

### 9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
  - Allow students to take responsibility for their own learning

### 9.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Maintain good order and discipline in the classroom

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

### 9.3 Confiscation

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

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

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

**Power to search without consent** for “prohibited items” including:

- Knives, weapons or instruments that can be used as weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers, vapes, shisha and any other smoking paraphernalia
- Psychoactive substances, which could include nitrous oxide canisters
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

#### ***9.4 Pupil support***

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

The school’s special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. We will also consider if the behaviour exhibited is a direct result of a Special Education Need, and support the pupil, parents and staff in helping the young person to manage their behaviour.

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

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

## **Training**

Behaviour management forms part of continuing professional development, and will be logged on individuals CPD record on Blue Sky.

## **Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full governing board/ every year. At each review, the policy will be approved by the Executive headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every year.

## **Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy - updated (March 2018)
- Safeguarding policy
- Anti- Bullying Policy
- Drugs Policy

Over the course of the next term we will also link this policy to our Well Being Guidance

### **Appendix 1: Written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board every year.

## Pupil Behaviour – Templates

### First behaviour letter

• RESPONSIBILITY	• ACTIONS
<ul style="list-style-type: none"> <li>• YCC</li> <li>• HoD</li> <li>• Youth Worker</li> <li>• SLT</li> </ul>	<ul style="list-style-type: none"> <li>• Discretionary 1-3 days internal exclusion</li> <li>• Report to YCC or HoD + parental communication</li> </ul>
<ul style="list-style-type: none"> <li>• YCC</li> <li>• HoD</li> <li>• Youth Worker</li> <li>• SLT</li> </ul>	<ul style="list-style-type: none"> <li>• Discretionary 2-3 days internal exclusion</li> <li>• Parental meeting – agreed strategy for behavior improvement agreed</li> </ul>
<ul style="list-style-type: none"> <li>• YCC</li> <li>• HoD</li> <li>• Youth Worker</li> <li>• SLT intervention</li> <li>• BSP staff</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Trigger for assessment (Who? / What?) This should include Curriculum Access Lead</li> <li>• Formal support set-up</li> <li>• 3 day internal exclusion - discretionary</li> <li>• SEN / ABC / BSP / Mentor / Vulnerable Student -</li> <li>• SLT interview</li> </ul>
<ul style="list-style-type: none"> <li>• YCC</li> <li>• HoD</li> <li>• Youth Worker</li> <li>• SLT</li> <li>• Behaviour Intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Discretionary 1-5 days internal or external exclusion or mix (increased sanction)</li> <li>• Review support and further actions at parental meeting – contract</li> <li>• Repeated behaviours</li> <li>• Further support to ensure all needs are being met</li> </ul>
<ul style="list-style-type: none"> <li>• YCC</li> <li>• HoD</li> <li>• SLT</li> <li>• LBP</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Discretionary external exclusion</li> <li>• Outside Agency - CAF</li> <li>• Contract review with parent</li> <li>• Possible Mayesbrook Park School involvement – Positive Returns programme</li> <li>• Lead behaviour professional involved on return to school</li> <li>• Return to school</li> </ul>
<ul style="list-style-type: none"> <li>• YCC</li> <li>• HoD</li> <li>• SLT</li> <li>• LBP</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Increased discretionary external exclusion - internal exclusion on return to school - parent meeting</li> <li>• Possible 6 day Mayesbrook Park School involvement</li> <li>• Assess off-site provision/needs (KS4)</li> <li>• LEA involvement</li> <li>• Additional Needs Panel</li> </ul>
<ul style="list-style-type: none"> <li>• YCC</li> <li>• HoD</li> <li>• Youth Worker</li> <li>• SLT</li> <li>• LBP</li> <li>• Headteacher/Governor</li> </ul>	<ul style="list-style-type: none"> <li>• Increased external exclusion</li> <li>• Possible Mayesbrook Park School involvement - 6<sup>th</sup> day</li> <li>• Possible PSP with Behaviour Professional</li> <li>• Meeting including Headteacher/SLT/ LBP/LEA/Governor?</li> </ul>
<ul style="list-style-type: none"> <li>• YCC</li> <li>• HoD</li> <li>• Youth Worker</li> <li>• SLT</li> <li>• LBP</li> <li>• Headteacher/Governor</li> </ul>	<ul style="list-style-type: none"> <li>• Review prior actions</li> <li>• Check PSP actions</li> <li>• PSP if not already</li> <li>• LEA actions</li> <li>• Additional Needs Panel</li> <li>• Off-site Education</li> </ul>
<ul style="list-style-type: none"> <li>• YCC</li> <li>• HoD</li> <li>• Youth Worker</li> <li>• SLT</li> <li>• LBP</li> <li>• Headteacher/Governor</li> <li>• Other</li> </ul>	<ul style="list-style-type: none"> <li>• Final meeting student, parent and relevant others</li> <li>• Discussions on future i.e. alternative provision, managed move, permanent exclusions</li> </ul>

**Decision:** Head teacher, acting head teacher,

**Contact parent:** The head teacher should ensure that a parent/carer has been contacted immediately, ideally by telephone and if available, if appropriate, by email.

**Lunchtime exclusion:** Pupils who are disruptive during the lunch time may be excluded just for the duration of the lunch time.

**Exclusion during morning session:** the exclusion takes

**Exclusion during afternoon session:**  
- if the exclusion takes effect from the next school day. Notice to the parent must be

**Written notice:** The head teacher must give a written notice to the parents informing them of:

- the precise period and the reasons of the exclusion;
- the parent's duties during the first five days;
- the parents right to make representation to the Governing body and how the pupil may be involved in this;
- The person the parent should contact if they wish

**Educational provision during the exclusion:**

- The school has a duty to arrange suitable full-time educational provision from and including the 6<sup>th</sup> consecutive day of the exclusion.

**Reintegration interview:**

The head teacher or a senior member of staff should arrange and conduct a reintegration interview with a parent and the pupil at the end of the exclusion at a date and time convenient for the parent on the school premises.

The notice for a reintegration interview must be given no later than 6 school days before the date of the interview (it can be combined with the notice of the exclusion).

If the school or the LA considers that parental influence could be better brought to bear in the behaviour of the pupil, a parenting contract may be offered. If the parent fails to engage

## Eastbury Comprehensive School Rules

*Our mission statement is 'Getting the best from and for all our learners'. We are creating a genuine learning community in which all students are challenged and supported to make sure they reach their true potential. Our success is founded on the traditional values of academic excellence, self-discipline, responsibility and respect for others. Our rules have been developed in consultation with our students, parents and governors. We expect everybody to accept and follow our rules. This will ensure everybody learns in a safe and positive environment, free from fear and harassment.*

### 1. General Behaviour

All students are responsible, at all times, for the good name of the School. Any action, at school or elsewhere (including the internet), which might harm its reputation will be treated seriously.

- Good behaviour must be observed in school and public places, especially on all journeys to and from school. Students should be ambassadors of the school whilst wearing the school uniform.
- Students must arrive for lessons prepared to learn and follow the classroom code. Respect must be shown to peers and staff at all times.
- Students exhibiting good behaviour will be rewarded with merits – full details can be found in the rewards policy.

### 2. Conduct

- In corridors and on staircases there must be no running or shouting; Students should keep to the left.
- Be respectful to all adults and visitors to the school.
- Students must be respectful of all school property whilst on and off-site. Any Student responsible for the wilful damage of school property will receive appropriate sanctions. They will be expected to pay for damages and the police may be involved.
- Ball games should take place on the playing field or the designated hard play areas e.g. Basketball court.
- Students must not drop litter anywhere but place it into the bins available around the school site.
- During school hours, plated meals may be consumed only in the Canteen and only during morning break and the lunch period. All plates and litter must be cleared before leaving the canteen. Students must not have or use cigarettes, alcohol, solvents or drugs. Abuse of this rule may result in exclusion. The possession or use of electronic cigarettes or any other items related to the use of banned substances are strictly prohibited.
- Any student that is found with a weapon on site or item that could be used to cause harm to others will be recommended for permanent exclusion. We reserve the right to confiscate any item that may contribute to an investigation relating to a behavioural matter. Mobile phones may be confiscated for an unspecified length of time. Contacts and other messages or data on the phone may be accessed and shared with outside bodies including the police.
- Students will not stop the learning of others through disruptive or deliberately rude behaviour.

### 3. Bullying

- Bullying can be defined as behaviour deliberately intended to cause distress. All Students will be encouraged to report bullying. This includes cyber-bullying whether it originates from devices inside or outside the school.
- *No form of intimidation, bullying or harassment will be accepted in or out of school.* Parents and staff will be informed and/or involved in the resolution to any incident of bullying.

- All staff and Students should be vigilant, both inside class and out, and parents should not delay in contacting the school if they have a concern in this area.
- Everyone in the school is to be treated with respect and of equal value whether or not they are disabled or have special needs, whatever their race, ethnicity, culture, religious affiliation,
- Beliefs, national origin or national status. Irrespective of their gender and /or gender identity,
- irrespective of their sexual orientation, irrespective of their socio-economic background or age,

#### 4. Uniform and Property

- Boys: straight black trousers, black shoes, plain white shirt (polo shirt in summer term), tie (of appropriate length), black Eastbury blazer.
- Girls: plain black skirt (knee length) or black straight trousers, plain white shirt, tie (of appropriate length), black Eastbury blazer, plain black tights, black shoes.
- Students must **not** have any visible piercings, wear excessive make up, wear any hooded tops and/or wear outdoor coats when on school property or wear trainers/plimsoll/canvas shoes.
- Students should come to and leave school smartly dressed every day, set and sustain a good example of personal smartness and behaviour. It is important to maintain a good impression both inside and outside of the school.
- Chewing gum is not permitted on the school premises.
- Each Student is responsible for his/her clothing and property, including bags. Each Student is responsible for the safety of his/her money and other valuables.
- Excessive sums of money and valuable items should not be brought to school.
- Mobile phones are not to be seen or heard on the school premises. Emergency calls can be made from a school phone.
- The school takes no responsibility for personal possessions brought onto site by students.

#### 5. Attendance and Punctuality

- School hours are from 8.40am until 3.05pm. The expectation is that students will be in registration or assembly by 8:40am
- Any Student late to school or to lessons will serve a 45 minute detention after school on the same day
- No Student may be absent from timetabled periods or registration without the written permission of a member of staff.
- In cases of illness or lateness, parents are asked to telephone the school before 8.30am to communicate a reason for absence, and the Student should always return to school with an explanatory letter from a parent or a doctor. Students are expected to catch up on any work missed due to absence.
- No Student may leave the school grounds during school hours without the permission of a member of staff and they also ensure that they have signed out at reception.
- Leave of absence from school can be granted only after a prior written letter to the school from a Student's parent/guardian. Such requests should only be made in exceptional circumstances or for medical matters. Parents are not allowed to take Students out of school during term time.
- Students must leave the premises after school unless they are engaged in authorised activities or have a member of staff's permission to remain later.

#### 6. ICT

- Each student must sign an Acceptable User Policy before using the school network.

- Each student has his or her network user ID and password, for which they are responsible and which must be kept secret.
  - Students must not engage in any activity that may compromise the school, the system or the work of others.
  - Unacceptable or offensive material must not be accessed, downloaded, created or sent. This includes material of a libellous, violent, racist or pornographic nature.
7. Refer to the behaviour policy on the full range of consequences.

## The following is an addendum for the school behaviour policy as extracted from the DFE guidelines updated January 2017.

### Parenting Contracts

A parenting contract is a formal written signed agreement between parents and either the local authority or the governing body of a school and should contain:

- A statement by the parents that they agree to comply for a specified period with whatever requirements are set out in the contract; and
- A statement by the local authority or governing body agreeing to provide support to the parents for the purpose of complying with the contract. Parenting contracts can be used in cases of misbehaviour or irregular attendance at school or alternative provision. Parenting contracts are voluntary but any non-compliance should be recorded by the school or local authority as it may be used as evidence in court where an application is made for a behaviour parenting order. The local authority or governing body will fund any support required to implement a parenting contract (such as referral to parenting classes) and provide information to parents about other types of support available, such as details of national and local agencies and helplines.

### Penalty notices

Penalty notices are fines of £60/£120 imposed on parents. They are an alternative to the prosecution of parents for failing to ensure that their child of compulsory school age regularly attends the school where they are registered or at a place where alternative provision is provided. Penalty notices can only be issued by a head teacher or someone authorised by them (a deputy or assistant head), a local authority officer or the police. All schools and the police must send copies of penalties issued to the local authority. Penalty notices can be issued to each parent liable for the attendance offence or offences. Penalty notices can be used where the pupil's absence has not been authorised by the school. Penalty notices may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification during the first five days of a fixed period or permanent exclusion<sup>15</sup>. The parents must have been notified by the school at the time of the exclusion of this and the days to which it applies.

### Payment of Penalty Notices

The penalty is £60 if paid within 21 days of receipt rising to £120 if paid after 21 days but within 28 days. The payment must be paid direct to the local authority. The parents can only be prosecuted if 28 days have expired and full payment has not been made. There is no right of appeal by parents against a penalty notice. If the penalty is not paid in full by the end of the 28 day period, the local authority must decide either to prosecute for the original offence to which the notice applies, or withdraw the notice.