

JARROW SCHOOL



Excellence in
Education

Policy Title: Behaviour for Learning Policy

Leader: Lorraine Lobban

Review Date: July 2020

OVERVIEW

The Governing Body at Jarrow School adopts the following policy.

The behaviour policy at Jarrow School recognises the key contribution that good behaviour makes to every aspect of achievement and learning. An atmosphere of mutual respect must be fostered in order to create a safe and secure atmosphere in the classroom and the school as a whole for both students and staff. It is important to ensure that the learning atmosphere is established from the start and emphasised regularly throughout the year. Staff at Jarrow School recognise that they are not able to control students' behaviour in every circumstance. It is recognised that the only behaviour over which members of staff have direct control is their own and that as such there is a responsibility upon each member of staff to apply the school's behaviour policy and ensure that sanctions are inevitable wherever students make a bad choice regarding their behaviour. **The expectation upon all students and staff is that in every lesson each individual makes progress.**

Promoting achievement - in lessons is essential if progress is to be made.

Steer Report 2005

“The quality of learning, teaching and behaviour in schools are inseparable issues and the responsibility of all staff”

Jarrow School acknowledges its' legal duties under the 'Equality Act' 2010 in respect of safeguarding and in respect of students with SEND.

In order to promote good behaviour and avoid that which is unacceptable we aim to employ the following positive strategies where appropriate

- Use a duty team in order to promote an orderly environment around the school
- Use data to inform and plan lessons to cater for and support the students appropriately
- Have high quality teaching and learning around the school in order to promote positive behaviour
- Use high quality behaviour management strategies (see staff strategies) to ensure a fair and consistent approach
- Peer mentoring
- Differentiated curriculum
- Alternative/flexible curriculum
- Use of Vivo rewards system
- Awards assemblies

Promoting Achievement

Staff should

- Meet and greet students as they arrive in the classroom.
- Use encouragement and praise whenever possible.
- Model the standards of courtesy expected from students.
- Criticise the behaviour of the student rather than the person.
- Regularly give appropriate rewards to students in order to promote positive relationships and give encouragement to students to behave appropriately.
- Log events (positive and negative) on eportal as a factual account remembering that this is a potentially public document.
- Issue appropriate punishments for non-compliance.
- Seek support from the channels described throughout this document or seek specific training.

Students should

- Remove all non-uniform items, ensure mobile phones are switched off, empty their mouths if necessary and be prepared for the lesson (Take out pens, pencils etc).
- Students should sit according to a seating plan.
- Listen when they are being spoken or read to. Students should be reminded of this verbally and if appropriate this should be stated within the learning objective.
- Students should not use swear words and should be reprimanded if they do.
- Students should not chew or drink anything other than water from a small, plastic bottle.
- Students should act on staff requests at all times.

Response to Unacceptable Behaviour in Class

1. Verbal warning
2. Student asked to move seat
3. Sent to work in another class in the same geographical location (where appropriate).
4. Member of staff on 'Walkabout' duty is called and if necessary the student is taken to the 'Remove' room for that area.

Responses by staff should be timely, consistent and proportionate to the issue. A range of examples are included in the table below.

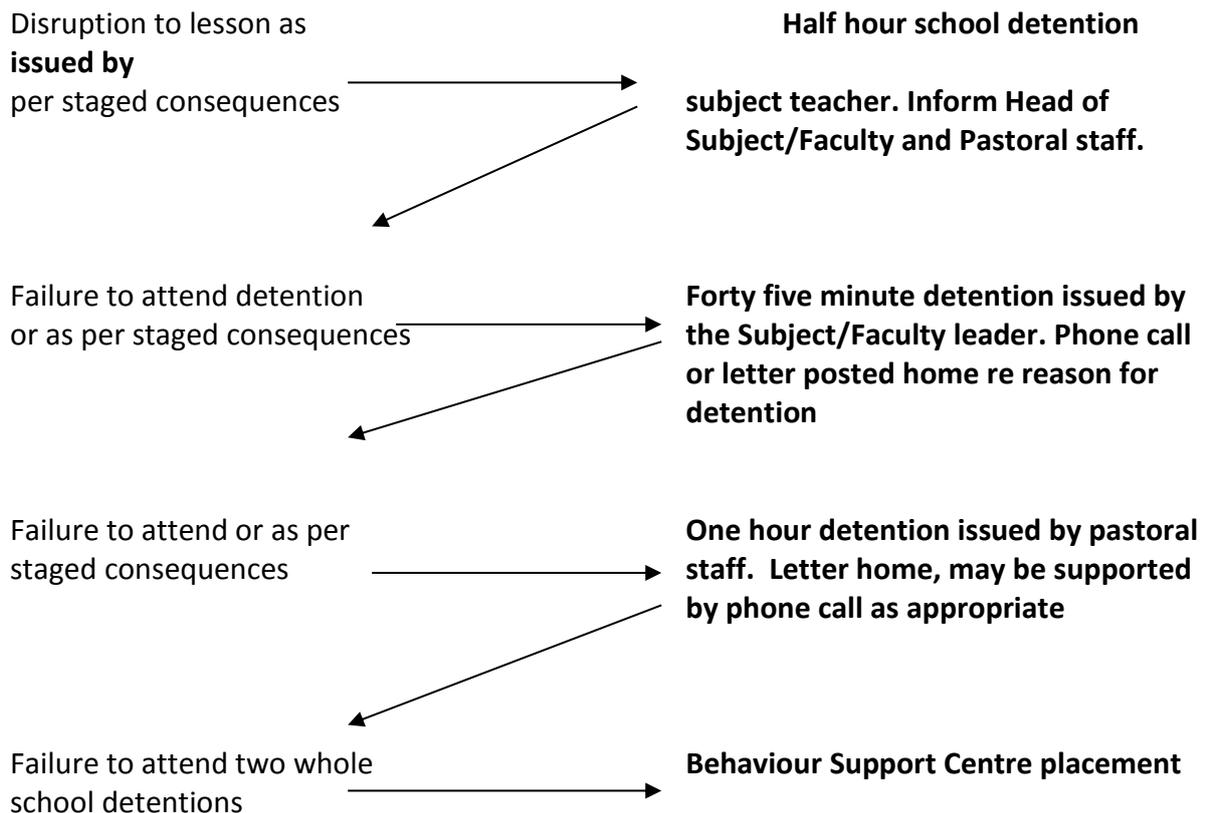
Problem	Strategy
Non-completion of homework	On the first occasion, give a warning and set a new deadline. If this is not met, set a half-hour detention
Break detention not attended	Set an after school half-hour detention
After school detention not attended	Refer to Head of Subject, who will set a 45-minute detention and inform pastoral staff. If this is not attended, the Head of Subject/Faculty will refer the student to the relevant member of pastoral staff for a whole school detention
Persistent low level disruption	Follow the staged response and if necessary inform Head of Subject/Faculty who will contact parents
Rudeness to staff	Depending on the severity, either issue a reprimand and point out that you will not be spoken to in that way. Set a detention. In more severe cases, ring for walkabout.
Refusal to follow instructions	After three chances to follow the instructions, send for help – Head of Subject or someone else in the geographical location.
Swearing	If the swearing is not directed at you, issue a reprimand. A detention may also be appropriate, depending on the circumstances (e.g. if it is shouted across the room, rather than 'accidentally' said.) If you are sworn at directly, send the student out and ring for walkabout
Mobile phones being used in the classroom	Confiscate and hand to reception for students to collect at the end of the day
IPods or other electronic devices being used in the classroom, inappropriate jewelry or uniform items being worn	Confiscate and hand to reception to collect at the end of the day
Malicious accusations against school staff	Discussion with SMT regarding an appropriate and proportionate punishment

DETENTION POLICY

Jarrow School operates a system of detentions that are to be applied in line with the school policy. Jarrow School recognises that twenty four hours notice needs to be given to parents before a detention. This notification will in most cases occur by a letter given to the student. In all cases where detention is issued, a report should be logged on Facility.

There will also be departmental issues where detentions are issued for students to complete coursework and these may take place outside of this framework. Staff should feel free to issue break and lunch detentions as the school policy describes.

The detention procedure for disruption to teaching and learning will operate as follows:



'ON REPORT' POLICY

Where students are presenting an issue across curriculum areas as identified by Heads of Year, or it is deemed that they would benefit from close monitoring by pastoral staff, then they will be placed on report.

Copies of the reports that will be used are found in appendix 1.

Staff will be expected to initial the student's score in each category and can add comments in the spaces on the back of the sheet. Parents are asked to sign the sheet each day and pastoral staff will monitor the student's progress. The reports are colour coded. These are to be used as follows:

WHITE REPORT

To be used and monitored by pastoral staff. Students will normally spend ten days on white report and will only come 'off report' following five days meeting their target. Parents will always be informed the reasons their child is being placed on report and re-contacted when the young person has successfully met expectations. Should a student fail to meet these expectations they will proceed to a red report.

RED REPORT

Red report will be monitored and supervised by a senior member of staff, usually following a parental meeting. If successful, students will need to complete five days back on white report having been passed back to pastoral staff for further monitoring.

PASTORAL SUPPORT PROGRAMME

If a number of support strategies have already been put in place and failed then it may be necessary to introduce a Pastoral Support Programme. (Appendix 4).

SCHOOL DRESS CODE

UNIFORM AND JEWELLERY

Students are expected to wear school uniform as per the school policy.

- Black, tailored trousers school sweat shirt with school logo
- Black trousers or skirt (skirts should be at a modest/appropriate length. Trousers should be full length). Leggings and jeans are not considered appropriate attire for school.
- White school polo shirt with school logo.
- Black footwear – conventional style (Doc Martin boots, ankle boots, 'Ugg' style boots are not suitable and should not be worn).

Students are not to wear any jewellery at all other than a watch.

- If a student has had a recent piercing it is not acceptable to cover it with an Elastoplast. The piercing should be removed.
- Acrylic or any other type of false nails are not appropriate for school and should not be worn.
- Make up (including nail varnish) is not allowed in years 7, 8 and 9. Discreet make up is allowed in years 10 and 11.

It is emphasised that all students are expected to comply with these requirements at all times. Where isolated, individual circumstances occur, a student must carry a uniform note from their parents signed by their form tutor or Head of Year.

Members of staff are expected to challenge students not in school uniform and request to see their note. Where students are not in full uniform and have no note they should be sent to a member of the pastoral team and asked to return with a signed note from home or their Head of Year. Parents will be contacted and asked to bring appropriate garments to school if at all possible. If the problem persists pastoral staff will request a meeting with parents to discuss this failure to comply with the dress code and it may be that students are placed in 'isolation' until the problem is resolved.

MOBILE TELEPHONES etc

Mobile telephones, ipods and any other electronic gadgets of this type are not to be used within the school building.

Inappropriate use of mobile telephones, ipods etc will lead to the items being confiscated and left at reception for collection on the same day.

LEVELS OF BEHAVIOUR

1	2	3	4
Classroom Teacher	Subject/Faculty Leader	Head of Year	SMT
Talking	Ongoing prevention of learning & teaching	Refusal to co-operate with Subject Lead	Physical abuse to staff
*Uniform Issues	Refusal to follow class teacher's instructions	*Offensive language to staff	Drug related incidents
Little effort made	*Fighting		
*Forgetting equipment, planner etc	*Rudeness to staff		
Wasting time			
Interruptions			
Making fun of others			
*Arriving late			
Eating in class			
Mobile phone use			
Play fighting			
Interfering with another pupil's possessions			
Throwing			

objects likely to harm others e.g. pen			
*Graffiti			
*Offensive language			
*Vandalism			
*Bullying			

* Some incidents may warrant a move to next stage.

Student Support

Transition arrangements for students becoming part of the Jarrow School community are designed in order to support any student appropriately when they join us. This includes students who arrive part way through an academic year, thus ensuring that where necessary the correct support can be offered to students before any behavioural issues emerge.

Jarrow School will also consider whether the behaviour under review gives cause to suspect that the child is suffering, or is likely to suffer significant harm. The school will then follow guidelines in the 'Safeguarding Policy'. Jarrow School will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. Behaviour management plans and pastoral support programmes may, where appropriate be offered. At this point, we would also consider whether a multi-agency assessment is necessary.

Students' conduct outside the school gates

Teachers may discipline students for:

- misbehaviour when the student 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 student at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another student 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 student on school premises or elsewhere when the student is under the lawful control of the staff member.

Confiscation of inappropriate items

Jarrow School will follow the legal provisions as set out in the Education and Inspections Act 2006. We observe the right to search without consent for 'prohibited items' including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- 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.

The legislation sets out what must be done with prohibited items found as a result of a search.

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.

Power to use reasonable force

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

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 (see appendix 3 for a behaviour log)

REMOVE

Remove is a strategy that can be used when it is impossible to continue teaching and learning in the area.

The student causing disruption will be issued with a pass which states which classroom they have come from and why they have been removed. Any student being 'removed' should be issued with work from the member of staff sending the student. It is also the member of staff's responsibility to log the event on eportal and issue an appropriate punishment.

INCLUSIONS/EXCLUSIONS

The Exclusion Policy details the reasons for inclusions and exclusions and details the process used.

BEHAVIOUR SUPPORT CENTRE – is the area used for 'inclusion'. Students are expected to attend at slightly different hours to the rest of the school and this is detailed in a letter sent home prior to the time spent in the BSC. Our expectations of student behaviour are also included in this letter. (Appendix 2)

Time in the BSC is a serious punishment and equates to a fixed term exclusion. As such, should any behavioural issues arise whilst in the BSC this will be treated as a most serious breach of the school's behaviour for learning policy.

It is possible that a student is permanently excluded if s/he breaks the behavioural code whilst in the BSC. As with all exclusions reports of the incident(s) and all student behavior (if appropriate) will be considered before a decision is taken.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governing board every two years.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

Appendix 1 – Behaviour Report Card

Appendix 2 – BSC letter

Appendix 3 – Exclusion letter

Appendix 4 – PSP documentation

Appendix 5 – Behaviour log

Pastoral Behaviour Report

Name:	Tutor:	Date:
	Day:	
	Target	

Attitude to staff	1	2	3	4	5
	Uncooperative and /or unpleasant all the time	Frequent correction needed	Reasonable but sullen or silly at times	Satisfactory standard of behaviour	Cooperative and polite at all times
Period 1					
Period 2					
Period 3					
Period 4					
Period 5					

Attitude to work	1	2	3	4	5
	No attempt to produce any work	Reluctantly produced some work	Produced just a minimum of work: enough to get by	Made an effort to produce acceptable work	Worked to best of ability at all times
Period 1					
Period 2					
Period 3					
Period 4					
Period 5					

Signature from pastoral staff at end of school.....

Parent/Carer signature.....

Comment.....

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Comments

Period 1	Subject.....	Teacher.....
		Signature.....
Period 2	Subject.....	Teacher.....
		Signature.....
Period 3	Subject.....	Teacher.....
		Signature.....
Period 4	Subject.....	Teacher.....
		Signature.....
Period 5	Subject.....	Teacher.....
		Signature.....



Date:

Dear Parent/Carer

RE: YOUR CHILD'S PLACEMENT IN THE BEHAVIOUR SUPPORT CENTRE

I am writing to inform you of the decision to place in the school's Behaviour Support Centre for day(s), from until will return to mainstream lessons on

The reason for this decision is

This behaviour is sufficient to consider a fixed term exclusion. However, as an alternative will be placed in the Behaviour Support Centre. This means that no exclusions will be on his/her permanent record, though we will keep a record of all students who spend time in the unit and this could be presented at subsequent hearings.

While in the Behaviour Support Centre the school day is as follows;

Monday	08:40am until 3:15pm
Tuesday	08:40am until 3:15pm
Wednesday	08:40am until 3:15pm
Thursday	08:40am until 3:15pm
Friday	08:40am until 3:15pm

Students will spend the entire school day within the Behaviour Support Centre and shall not be allowed into other areas of the school, during lessons or break times.

Students will be taken to the dining hall for their lunch.

If your son/daughter is absent they will attend the Behaviour Support Centre on their return to school.

I appreciate your co-operation in this matter. If you have any queries please contact the appropriate Head of Year,tel. no. 428 3200.....

Yours sincerely

Mrs K Lee (BSC/LSC manager)



Date:

Dear Parent/Carer

I am writing to inform you of my decision to exclude ----- for a fixed period of --- days. This means that ----will not be allowed in school for this period. The exclusion begins on ---- - and ends on -----.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude ----- has not been taken lightly. ----- has been excluded for this fixed period because:

You have a duty to ensure that ----- is not present in a public place, in school hours during this exclusion unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if ----- is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

This exclusion will expire on ----- and we expect -----to be back in school on ----- for a return from exclusion interview with Mrs Lobban. I would ask that you accompany ----- to the return from exclusion interview to discuss how best -----return to school can be managed. If this time is not convenient, please call school to arrange another appointment. Failure to attend this interview will be a factor taken into account by a magistrates' court if, on future application, they consider to impose a parenting order on you.

We will set work for -----to be completed during the period of the exclusion. Please ensure that work set by school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the Governing Body. If you wish to make representations please contact the Head's PA as soon as possible. Whilst the Governing Body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on ----- school record.

You also have the right to see a copy of -----school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of this. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You should be aware that if you think the exclusion relates to a disability ----- has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal. (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>).

You may wish to contact Mrs. K. Rutherford, Young Person's Lead, who can provide advice, on 0191 424 6630 or by email at karen.rutherford@southtyneside.gov.uk. You may also find

it useful to contact the Advisory Centre for Education (ACE) – an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including exclusion from school. They can be contacted on 020 7704 9822 or at www.ace-ed.org.uk.

Yours sincerely

Miss J. Gillies
Head Teacher

Appendix 4

Pastoral Support Plan

Name:	Tutor:	Date:	Day:
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Target 1:	TARGET 1	MET TARGET	NOT MET TARGET
Teacher signature	Period 1		
Teacher signature	Period 2		
Teacher signature	Period 3		
Teacher signature	Period 4		
Teacher signature	Period 5		
Target 2:	TARGET 2	MET TARGET	NOT MET TARGET
Teacher signature	Period 1		
Teacher signature	Period 2		
Teacher signature	Period 3		
Teacher signature	Period 4		
Teacher signature	Period 5		
Target 3:	TARGET 3	MET TARGET	NOT MET TARGET
Teacher signature	Period 1		
Teacher signature	Period 2		
Teacher signature	Period 3		
Teacher signature	Period 4		
Teacher signature	Period 5		
Target 4:	TARGET 4	MET TARGET	NOT MET TARGET
Teacher signature	Period 1		
Teacher signature	Period 2		
Teacher signature	Period 3		
Teacher signature	Period 4		
Teacher signature	Period 5		

Signature from pastoral staff at end of school.....
 Parent/ Guardian
 signature.....

Comment.....

Pastoral Support Programme

What is a Pastoral Support Programme?

The Pastoral Support Programme (PSP) is a school based and co-ordinated intervention to help individual pupils to improve their social, emotional and behavioural skills. As a result of a PSP pupils should be able to better manage their behaviour and /or improve their attendance.

A PSP will be needed in particular for those children and young people whose behaviour is deteriorating rapidly. The PSP should identify precise and realistic outcomes for the child or young person to work towards. The PSP will act as a preventative measure for those children and young people at risk of exclusion

A PSP should be set up for a child or young person:

- who has several fixed period exclusions that may be leading to a permanent exclusion
- who is identified as being at risk of failure at school through disaffection
- where the situation is complex and a range of agencies are required to support children and young people.

Setting up a PSP

A PSP needs to be set up in consultation with parents or carers. It is important that schools work in partnership with parents and carers and that each understand their roles and responsibilities in relation to the PSP. To set up a PSP, the school should invite the parents or carers and other relevant agencies to discuss the areas of concern and what is required to get back on track, both academically and socially.

The PSP should also specify agreed support the child or young person and/or the parent/carer, needs in order to achieve this.

The PSP should:

- use information gathered from a range of sources including, the child or young person, parents and carers, school and other relevant professionals;
- set out specific and realistic targets, and how they will be measured, agreed by all involved, including the child or young person, and broken down into manageable chunks;
- identify the input and support from the school and parents/carers that the child or young person will receive to help him/her reach the agreed targets;
- identify the input and support from all other relevant professionals and agencies that the child or young person will receive to help him/her reach the agreed targets;
- identify the recognition and rewards that the child or young person will receive when they demonstrate efforts to meet the agreed targets;
- identify the consequences that will result if the child or young person does not demonstrate efforts to meet the agreed targets including any sanctions that may be applied;
- identify the time limit for the duration of the PSP including review dates. Any PSP should be given appropriate time to ensure the pupil has opportunity to demonstrate efforts to improve. A PSP should have a time limit, for example, 16 working weeks. During this time progress should be regularly monitored and adjustments made to the PSP as necessary.

Appendix 5: behaviour log

Student's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	