

JARROW SCHOOL



Excellence in
Education

Policy Title: Behaviour for Learning Policy

Leader: Lorraine Lobban

Review Date: July 2022

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.**

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

This policy has been updated with reference to the Department for Education guidance as follows:-

- i) Behaviour and Discipline in Schools : Advice for Head Teachers and School Staff. January 2014
- ii) Exclusion from maintained Schools,, Academies and PRUs in England September 2017

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
- Behaviour 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 Bromcom as a factual account remembering that this is a potentially public document.
- Issue appropriate punishments for non-compliance using the consequence system (page 5)
- 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 on page 9.

If it is necessary to use the above then it should be used in conjunction with the staged consequence system.

Staged consequences

Warning – name on the board and failure to comply will lead to first consequence.

Consequence 1 – First warning – Student behaviour is affecting his/her learning and that of others. The student will be issued with a 20 minute detention that same day.

Consequence 2 – Final warning – Student behaviour continues to be unacceptable. The student will be issued with a 40 minute detention that same day.

Consequence 3 – Removal – Student will be removed from the lesson. The student will be issued with a 60 minute detention that same day.

It may be that along with consequence 3 the student receives a placement in the BSC depending on the reason for removal.

Behaviours that can affect learning and that of others:

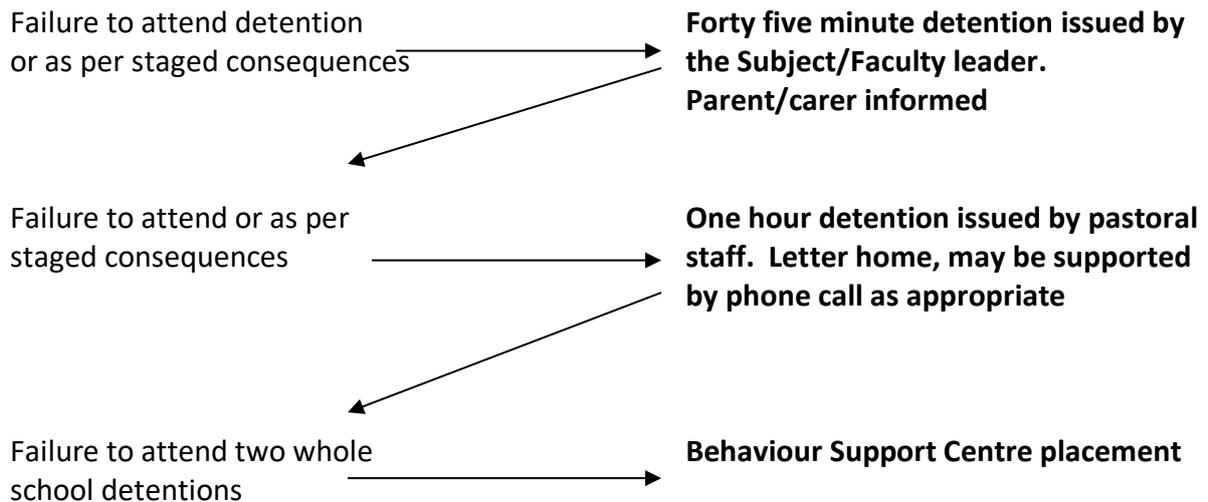
- Talking or unnecessarily chatting
- Calling out without permission
- Being slow to start work or follow instructions
- Refusing to hand over your phone if you have it out in lessons
- Getting out of seat without permission
- Disturbing other students
- Purposefully making noises to gain attention
- Questioning instructions
- Swinging on chairs
- Not getting on with work
- Showing a lack of respect to each other or staff

DETENTION POLICY

Alongside the consequence detention system the following policy can also be employed for subject or faculty based issues. Staff should feel free to issue break and lunch detentions or use the system set up to inform parents of detentions via the text messaging system.

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

Detention issued to student.



'ON REPORT' POLICY

Where students are presenting an issue across curriculum areas as identified by Heads of Year, or have had a number of consequence detentions (see Skills for Success document) 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. No skirt or trouser should be made of jersey type or stretchy material.
- 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. If a student does not comply they will be asked to wear appropriate uniform given to them by the school. If they do not comply with this request they will be placed in the BSC until the matter 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/derogatory language			
*Vandalism			
*Bullying (including prejudice based bullying)			

* Some incidents may warrant a move to the 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.

The Skills for Success document explains the process of monitoring and support given to students in Jarrow School.

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 5 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 Bromcom 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:

Safeguarding Policy

Anti – bullying Policy

Equal Opportunities Policy

Home School Agreement.

Appendix 1 – Behaviour Report Card

Appendix 2 – BSC letter

Appendix 3 – Exclusion letter

Appendix 4 – PSP documentation

Appendix 5 – Behaviour log

Appendix 6 – Skills For Success document

Pastoral Behaviour Report

Name:	Tutor:	Date:	Day:
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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 class	1	2	3	4	5
	Totally prevented others from working	Frequently prevented others from working	Some attempt to work and let others get on	Good attempt to work and let others get on	Fully cooperated with other pupils
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: (Pastoral Staff)

Comment:

What went well?

What could have been better?

Parent/ Guardian Signature:.....

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.....

Appendix 2

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

Mr I Clementson (BSC manager)

Appendix 3

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

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):	



Skills for Success

Behaviour Intervention

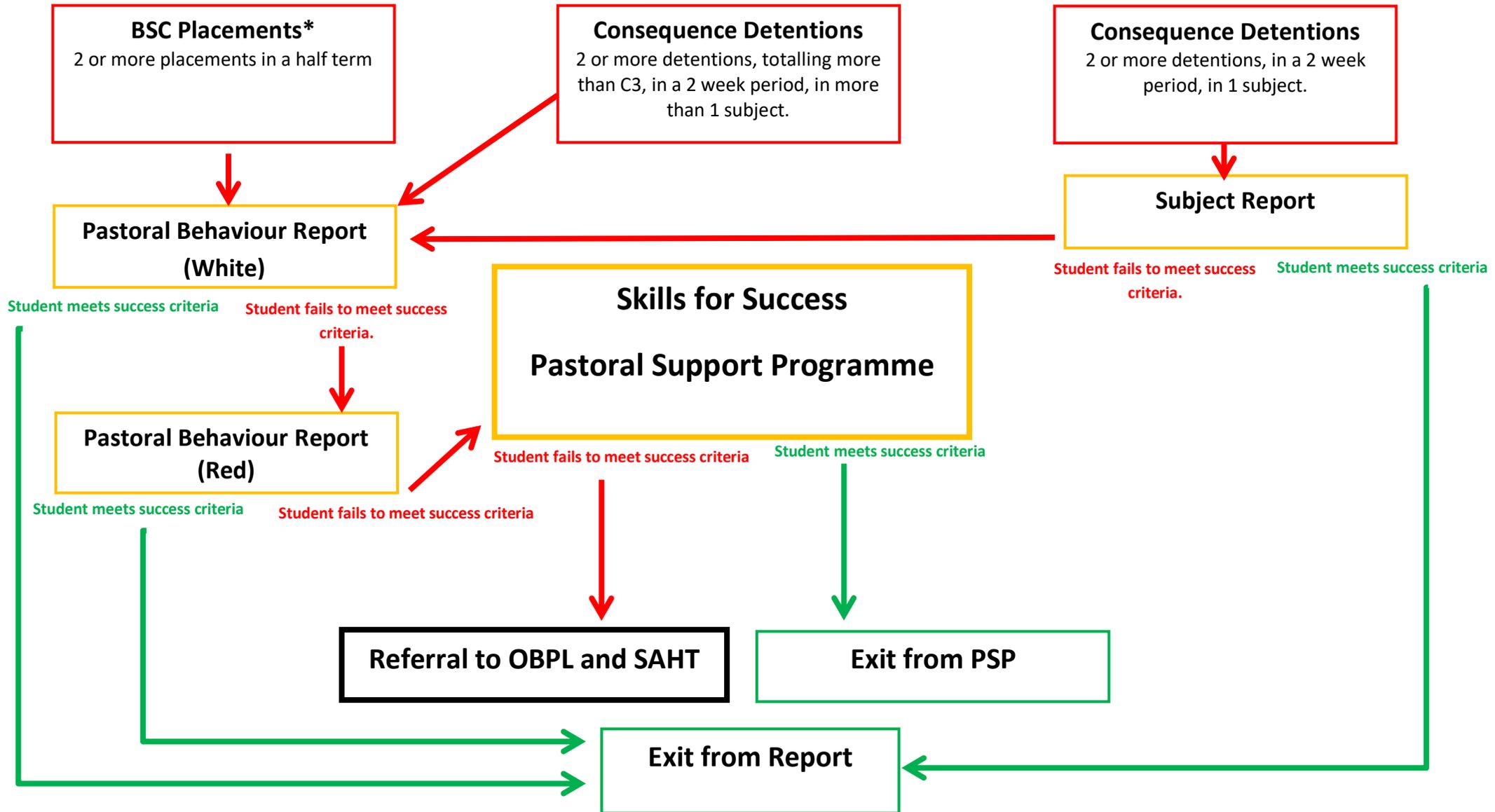
Monitoring – Support – Outcomes

Our vision of the Skills for Success Behaviour Intervention

We aim to:

- *Monitor and assess specific barriers to learning related to behaviour and address these before they escalate.*
- *Coach students in new skills to manage their own behaviour.*
- *Provide an opportunity for reflection and guidance.*
- *To involve parents/carers at every stage to build and maintain a positive home-school relationship.*
- *Through our mentor service, offer a 'secure base' for students and the opportunity to build a trusting relationship with a key member of staff.*

Intervention



*depending on nature of incidents, students may proceed directly to Red Report.

Subject Report	<ul style="list-style-type: none"> - Reporting Period: 10 days - Monitored every lesson by Curriculum Leader (CL). - Phone call home to discuss issues. This phone call can be made by the subject teacher, Curriculum Leader or Head of Year (HOY). - Restorative session with HOY and subject teacher. Set success criteria for reporting period. - Class added to Drop-In List
Pastoral Behaviour Report (White)	<ul style="list-style-type: none"> - Reporting Period: 10 days - Monitored daily by Head of Year - Meeting in school attended by parent/carer, student and HOY to discuss issues and set success criteria for reporting period. - Classes of concern should be identified and added to the Drop-In List. - <i>If this is following Subject Report - subject teacher or CL should also be invited to meeting and in class mentor support - for that subject - should be considered. Possibility of a trial set change should be discussed with CL prior to meeting and only implemented if deemed the most appropriate option.</i>
Pastoral Behaviour Report (Red)	<ul style="list-style-type: none"> - Reporting Period: 10 days - Monitored daily by Senior Assistant Head Teacher (SAHT) or Organisational Behaviour and Pastoral Leader (OBPL). - Phone call home or meeting in school to discuss progression from White Report to Red Report. - Head of Year may consider offering mentor support/behaviour group work. - When a student successfully completes the reporting period, he/she must complete 5 days on White Report after being handed back to his/her Head of Year for monitoring.
Pastoral Support Programme	<ul style="list-style-type: none"> - Assessment paperwork completed by subject teachers, student and parent/carer. - Specific areas of concern identified and mentor allocated. - Meeting in school attended by parent/carer, student and HOY. <i>OBPL/SAHT may also attend these meetings.</i> - Success criteria for Programme discussed and agreed. - Programme should last between 6 and 12 weeks, depending on level of need. - Weekly progress meeting to take place between HOY and student.
Exit from Report	<ul style="list-style-type: none"> - Phone call home to discuss positive outcome - 'Lessons of concern' to remain on Drop-In List for 2 weeks. - Monitor via Bromcom.

Exit from Pastoral Support Programme	<ul style="list-style-type: none">- Meeting to discuss positive outcome.- Lessons of concern to remain on Drop-In List for 4 weeks.- Weekly session with mentor/HOY to continue for 4 weeks.
Referral to OBPL and SAHT	<ul style="list-style-type: none">- HOY to refer student to OBPL and SAHT to consider managed move or alternative curriculum/provision.- OBPL and/or SAHT to meet with parents/carers to outline and discuss recommendations for ways to move forward from this point.

Mentor Support

Referrals

Referrals to the mentoring service should be carefully considered and, typically, used in conjunction with a Red Report or a Pastoral Support Programme to monitor impact. Students who are selected for mentoring will fit into one for the four qualifying criteria, as identified by their Head of Year:

1. Student regularly receives sanctions due to identifiable pattern of low level behaviour (i.e. class disruption, conflict with peers/staff, being off task). Day to day subject teacher, Curriculum Leader and Head of Year responses have not proved effective.
2. The student is having regular difficulty with a specific subject/member of staff and has been unsuccessful in completing their subject reporting period. Head of Year has identified that they would benefit from in class support.
3. The student has been involved in repeated serious incidents that require focussed time for reflection, guidance and restorative practice work.
4. The student has identifiable gaps in their social and learning skills such as; self-awareness, empathy, motivation and managing feelings.

Process

Initial assessment completed by Head of Year to identify specific areas of need. This should then be discussed, in detail, with the mentor and a plan should be put together with clear outcomes. Each plan will be bespoke to the individual.

The period of time for which a student is allocated a mentor should be decided between the mentor and Head of Year in advance. This should not be less than 6 weeks. There should be a mid-point review with the Head of Year, mentor and student to discuss how all parties feel support is impacting behaviour (*if a student is on PSP, this can be done as part of the PSP Review Meeting*). If the mentor feels, at any point that this period should be reviewed (shortened or lengthened) they should discuss this with the Head of Year as soon as possible and a new exit date should be agreed, if appropriate.

Mentor to work with student and offer one-to-one, group work, in class support or a combination of these as, agreed with the Head of Year.

Mentor and student to complete a Mentor-Student Agreement.

Mentor should make notes following each session and share these with the Head of Year weekly.

Exit

A student should only be exited from the mentoring service if they meet one of the following criteria:

1. The mentoring period is over and the mentor and Head of Year agree that all of the outcomes have been met.
2. The mentoring period is over, outcomes have not been met and the mentor and Head of Year agree that an extension would be ineffective. This should be discussed with the Organisational Behaviour and Pastoral Leader in advance of a decision being made.