



The White Hills Park Federation Trust
A Culture of Excellence

Behaviour Policy

Updated: February 2017
Review: February 2019

Statement of Principle:

All students within The WHP Federation Trust are entitled to a safe, secure environment and ethos conducive to effective learning. Good behaviour underpins the success of a school and we expect all students to demonstrate high standards of behaviour at all times. We recognise that some students experience difficulties and we will do all we can to support them but every student is expected to do their very best. All incidents of unacceptable behaviour will be dealt with in a fair and appropriate way. It is important that the Federation recognises and rewards positive behaviour and achievement. A successful school incorporates the support of all parents and carers.

The expectations we have of students:

- Show respect for other people and the school
- Use appropriate language and behave in a sensible manner
- Act responsibly at all times
- Follow instructions, first time, every time
- Arrive on time, fully prepared to learn
- Never bully others
- Please refer to the school planner for our expectations regarding school uniform
- Working in partnership with parents/carers we have an expectation that the home school agreement in the student planner is signed on an annual basis.

Strategies for promoting good behaviour:

- Act as a role model for things you expect to see – mirror what you want
- Plan for good behaviour
- Don't be surprised when problems occur – we are working with children who are learning and testing the boundaries of acceptable behaviour
- Our success in managing behaviour should not be judged by the absence of problems but how we deal with them
- Do all you can to avoid:
 - Humiliating – it breeds resentment
 - Shouting often – it weakens your status
 - Over reacting –the problems will grow
 - Blanket punishments – the innocent don't deserve them
 - Over punishing – it reduces options later
 - Jumping to conclusions – avoid punishing what you can't prove
 - Don't block a student's exit

Do all you can to:

- Use humour –it builds bridges
- Keep calm –it uses high status and reduces tension
- Listen – it earns respect
- Use first names
- Praise good behaviour

- Be consistent and fair
- Use the minimum sanction necessary to achieve your desired outcome
- Use the Federation report procedure
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Six steps to success:

- We come to school ready to learn by being on time and having the correct equipment and uniform
- We respect staff, students and visitors
- We use polite language
- In lessons we listen carefully, follow instructions and work to the best of our ability
- We move around the school sensibly and care for our environment
- We make sure IPODs, MP3 players, mobile phones or similar electronic devices are not seen or heard on the school premises

The WHP Federation Learning Principles:

- Know the point of our learning
- Learn from each other
- Are listened to
- Learn in a friendly & positive environment
- Receive praise for our good work and effort
- Respect each other
- Learn through a variety of activities
- Have time to think and reflect
- Treat each other fairly
- Learn by doing

Rewards:

At the White Hills Park Federation we believe that people thrive in a positive and rewarding environment. We want young people to feel proud of their achievements and we reward our students in a number of ways. Teachers act as role models by using positive language and actively seeking opportunities to reward students for doing the right thing in terms of behaviour, work and attendance.

Teachers give verbal praise in class and, when work is marked, they seek to give written praise and encouragement. Whole School, Federation and year events such as assemblies and Awards Evening provide an opportunity to celebrate students' successes and achievements. We want to send the message that these events matter and that it's good to do well and to achieve the very best you are capable of.

The Federation Graduation Scheme:

The Federation Graduation Scheme gives students the opportunity to be rewarded for whole school and community involvement. Details can be found on the Federation web site.

Top 50 Rewards/Inspire points:

Rewards are available to all students who make good progress. The Top 50 reward will take place on a regular basis following an Assessment Data trawl and will be open to those students who:

- achieve high standards
- have good attendance and punctuality records
- make a good effort
- show a good rate of progress towards targets

All year groups: Rewards known as 'Inspire Points' are awarded by subject teachers in each lesson for:

- good work
- being helpful
- good homework
- good effort
- improvement
- taking part in extra activities in school
- being a good citizen
- going the extra mile
- inter house competitions
- work or achievements in the community

Other staff in the school can award house points to students as they see fit. Curriculum areas also have other methods of rewarding students such as postcards, stickers and certificates.

Year Assemblies: "Inspire Points" are recorded electronically and totals passed on to Heads of House by each tutor. There will be regular reward assemblies where rewards will be celebrated in a variety of ways.

House Assemblies: There will be regular House assemblies when achievements within the House are recognised and celebrated. Prizes will be given for the total number of 'Inspire Points' for each House and for team and individual achievement in each house for sport and other cross-curricular events such as quizzes. A prominent notice board will display the success of each House with photos and up to date totals of 'Inspire Points'.

The School Shop: Students can save their Inspire points and exchange them for prizes in the School Shop ranging from small items costing 2 or 3 'epriase Points' such as school pens to more expensive items that they need to save up for such as vouchers.

Subject Awards: Each half term prizes will be awarded for outstanding achievement in each curriculum area. Awards will be made at a special assembly for Years 7 and 8, 9 and 10 and a separate one for Year 11, where students are congratulated and have their photographs taken for the Awards Notice Board.

Graduation Awards Evening: Each school will maintain an annual awards ceremony, whilst a Graduation Awards evening shall take place on annual basis within each school.

Meeting with Head Teacher: On a half termly basis selected students will be invited to a Head Teachers Tea, to celebrate their successes.

Behaviour Support Structure:

Classroom teacher deals with most incidents of behaviour such as those identified below:

- uniform issues
- lack of equipment
- homework
- low level disruption
- poor work rate
- lateness
- chewing, eating
- jewellery
- mobile phones/IPODS/MP3 players
- inappropriate behaviour outside the classroom, non attendance to lessons

SLT On-call can be sought immediately for the follow:

- verbal/physical abuse of staff
- verbal/physical abuse of fellow students
- racial/sexual harassment
- illegal or suspected illegal substances
- fire alarm breaches
- Weapons or inappropriate items in school
- criminal damage
- physical assault
- dangerous behaviour
- refusal to go to another classroom
- or any other incident considered serious & potentially or actually affecting the safety of others

What happens next?

- Log incident and action taken
- Relevant action as necessary by Department/KS Achievement Team
- KS Achievement Leader refers to Deputy Head Inclusion as necessary
- Relevant action by senior member of staff as necessary
- During an investigation into an incident the student/s may be asked to write a statement

Sanctions Available:

To support staff there is a system of detentions:

- Step 1 Class teacher issues initial detention
- Step 2 Failure to attend class teacher detention: attend Faculty/HOD detention
- Step 3 Failure to attend Faculty/HOD Detention: attend Leadership Detention
- Step 4 Failure to attend Leadership Detention: half day isolation to include both break and lunch. This isolation will cancel a previous detention.

On Report: We use a system of school reports to support students in order to assist them realise their potential.

- White Report used for Faculty/Subject areas
- Green for Tutors
- Orange for Key Stage Teams
- Red for Deputy Head – Inclusion/ Leadership Teams
- On occasions individual reports could be created to meet the specific needs of individual students

Students will be graded on their reports as follows:

EX	=	Excellent
GD	=	Good
RI	=	Requires Improvement
CN	=	Cause for Concern

Parents/Carers will be notified immediately if their son/daughter is placed on a report; and should a student receive a grade RI or CN on their report then they will be placed in detention that same day. This is in response to the **Education Reform Act 2011** which ended the need for schools to give 24 hours' written notice to parents for detentions.

Isolations: A student may be placed in isolation by a member of staff on support, achievement team leader or SLT. This may be for a variable amount of time, depending on the seriousness of the incident. This will be communicated to parents via letter and/or phone call home.

Isolation will be closely supervised to ensure high standards of behaviour. During this time community service may be undertaken at the request of an achievement leader or SLT.

Head of School Panel: Every second week selected students who are causing concern shall meet with the Head of School and other senior staff to discuss their behaviour and attitude.

Headteacher Panel: Should the student continue to cause concerns they will be interviewed by the Executive Head Teacher.

Exclusions:

Exclusions will be issued for serious breaches of behaviour. The decision will be made at senior level.

A fixed- term exclusion can last upto a maximum of 45 days. A fixed- term exclusion for six days or more will result in students being educated elsewhere within the Federation. A permanent exclusion is only issued for repeated fixed- term exclusions where the student persistently fails to respond, or for one major incident.

The following types of incident may lead to exclusion:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a student
- Verbal abuse/threatening behaviour against an adult

- Bullying
- Racist Abuse
- Sexual Misconduct
- Suspected or proven drug and alcohol related incidents
- Damage
- Theft
- Smoking or bring smoking material on to the school site
- Persistent Disruptive Behaviour
- Bringing an offensive weapon or an imitation weapon into school, or using or attempting to use such a weapon in school, or on the way to and from school
- Bringing illegal or suspicious substances into school or supplying or selling, or attempting to supply or sell, such substances in school or on the way to and from school

Managed Moves:

The Federation uses Managed Moves as a way of preventing Permanent Exclusions. Managed Moves are used both within the Federation and within the Broxtowe Area

Reasons for a Managed Move:

- A pupil receives more than a 5 day exclusion
- An incident occurs which results in a managed move as an alternative to a fixed-term exclusion
- An incident occurs where it is deemed sensible to provide education at a partner school, under the conditions of a managed move
- A pupil is offered a managed move as an alternative to a permanent exclusion
- A pupil is offered a managed move as parents consider a fresh start is needed

Teachers Power to Search:

- School staff can search a pupil for any item that may contravene the Federation Behaviour Policy (see paragraph on exclusions)
- The Executive Head teacher and staff authorised by the Head have a statutory power to search students or their possessions, without consent, where they reasonably suspect the student has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, drugs and stolen items.
- School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

Teachers Use of Reasonable Force:

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

DFE guidance stipulates that schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves or others through physical outbursts.

When can reasonable force be used?

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control student or to restrain them. On whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

What is reasonable force?

- The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- ‘Reasonable in the circumstances’ means using no more force than is needed in the circumstance. As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Discipline outside the School Gates:

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate students’ behaviour in these circumstances “to such extent as is reasonable.”

In line with DFE Guidance and the White Hills Park Behaviour Policy, the school may discipline a student for any misbehaviour when the child is:

- 1) taking part in any school-organised or school-related activity or
- 2) travelling to or from school or
- 3) wearing school uniform or
- 4) in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- 5) could have repercussions for the orderly running of the school or
- 6) poses a threat to another pupil or member of the public or
- 7) could adversely affect the reputation of the school.

The Behaviour Policy in relation to the Equality ACT 2010 in respect of students with SEND

The Federation acknowledges its legal duties under the Equality Act 2010 and in respect of students with SEND. All incidents are investigated, and reasonable adjustments made for students on the SEND register.

Allegations of Abuse against Staff:

Allegations of abuse are to be taken seriously, but we will ensure that we deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Malicious accusations against school staff are fully investigated and will be dealt with in a fair and consistent manner.

The investigation will be led by the Executive Head Teacher and appropriate action will be taken if the allegations are found to be malicious and unfounded.

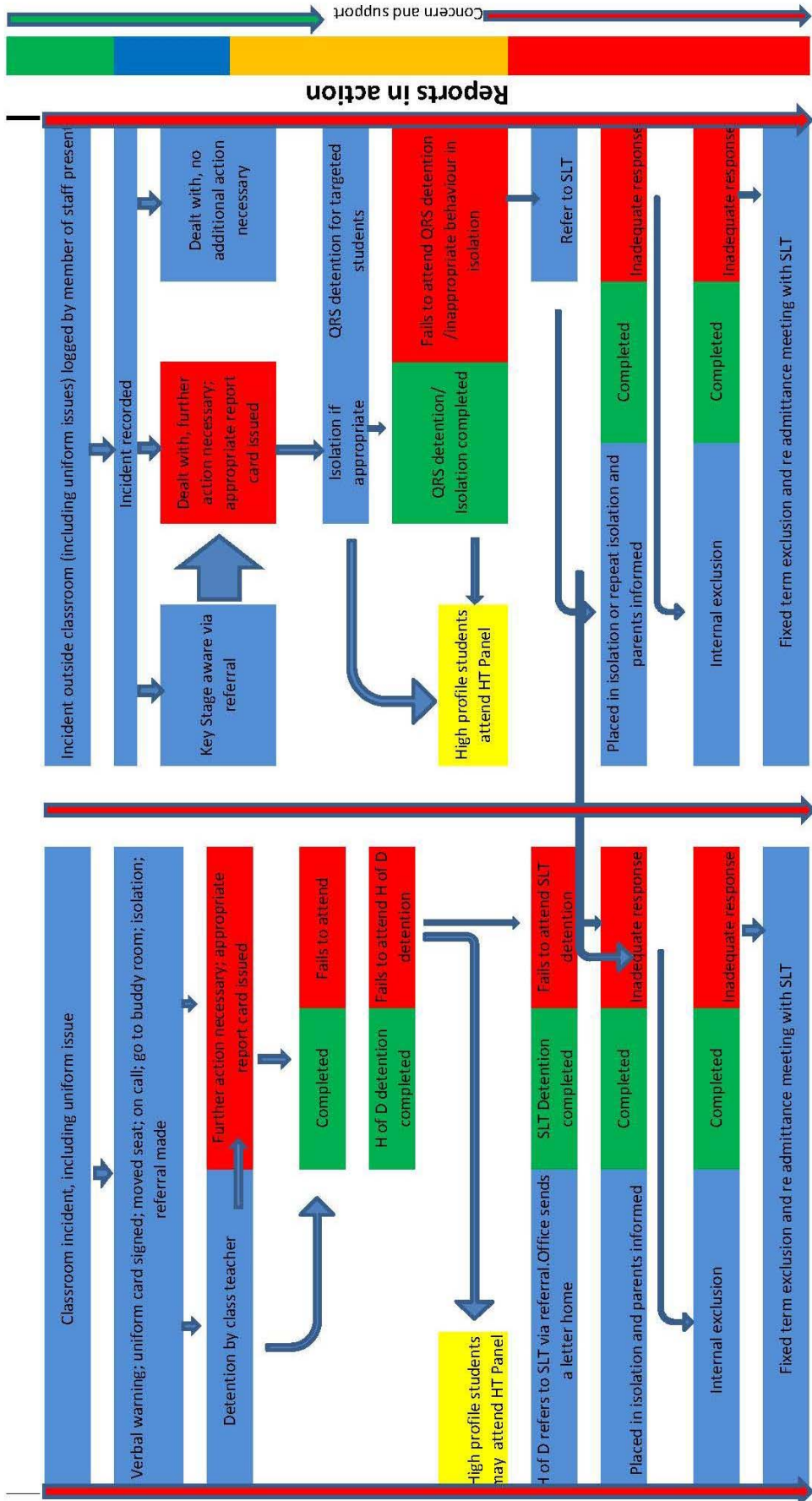
Any allegations against the Executive Head Teacher will be investigated by The Chair of Directors.

Any investigation involving any member of staff will be reported to the LADO.

Further guidance and additional information can be found at:

<http://www.education.gov.uk/publications>

Actions and Consequences



Appendix 2:

Classroom Consequence System:

During your lesson you may need to reinforce the classroom rules to ensure the highest level of teaching and learning can take place. To support the classroom rules you may issue Behaviour sanctions - Verbal Warning, Move Seats and Move Rooms. It is important to note that you must not do the following when issuing the behaviour sanctions:

- Issue blanket warnings
- Move back down and miss out levels
- Carry a warning over from one lesson to the next
- Allow students to record the behaviour sanction on the board

Teaching assistants must liaise with the teacher if they feel a student has made poor choices, to ensure all negative behaviour is dealt with.

Verbal Warning.

If a student has failed to follow the classroom rules and has stopped the learning of others and continually obstructed your teaching. You will need to issue a Verbal Warning.

When issuing a Verbal Warning you must:

- Give the reason why the warning has been issued, refer to the classroom rules
- Make clear what will happen if the student continues to make poor choices

Move Seats.

Students who have already received a Verbal Warning and are still continually disrupting the learning of others and continually obstructing your teaching should be issued a Move Seats. Members of staff should ensure they have continued to use interventions to avoid this action.

When issuing a Move Seats you must:

- Have given a Verbal Warning already
- Give the reason why the warning has been issued, refer to the classroom rules
- Make clear what will happen if the students continues to make poor choices
- Record the Move Seats on a referral.

After issuing the Move Seats you must move the student to another space in your classroom. If they refuse to comply it is an automatic Move Room.

Move Room.

Consequence: Class teacher detention

This is a very serious consequence and members of staff are reminded that they should use appropriate teaching skills and strategies before issuing this. If a student has not followed the classroom rules and has not responded to all of the intervention given by the member of staff it will be necessary to send the student to a colleague's classroom. It is essential that the students take their work with them to a colleague's classroom. If they refuse to comply, request SLT On-call immediately.

Log the Move Room incident on a referral along with the detention.



The White Hills Park Federation Trust

Systems for Success

A Federation for Every Future

Executive Headteacher: Mr P Heery



No Mobile Phone System

(or any similar device such as an MP3 player, headphones etc...)

Staff to confiscate the mobile phone the first time it is seen and hand to Student Services. Student Services log the confiscation on each occasion it is taken from a student.

- 1. First confiscation: phone is handed into Student Services and will be returned to the student at the end of the day.**
- 2. Second time a phone is confiscated: hand into Student Services and parents must come in and collect before it is returned to the student.**
- 3. The third time it is confiscated: hand in to student services and returned at the end of that term.**

A new term will start the process off again.

Jewellery/Non-Uniform System

Staff to confiscate the item the first time it is seen and hand to Student Services. Student Services log the confiscation on each occasion it is taken from a student.

- 1. First confiscation: item is handed into Student Services and will be returned to the student at the end of the day.**
- 2. Second time the item is confiscated: hand into Student Services and parents must come in and collect before it is returned to the student.**
- 3. The third time it is confiscated: hand in to Student Services and returned at the end of that term.**

A new term will start the process off again.



Non-Smoking System

A student is seen smoking or caught with any smoking materials, including e-cigarettes.

Staff inform Student Services

Incident logged and the following action taken:

- 1. First Occasion: same day detention and parents informed**
- 2. Second Occasion: isolation and parents informed.**
- 3. Third Occasion: Fixed Term Exclusion and letter home.**

On Call System

Students causing disruption: order of strategies if available.

- Student receives a verbal warning.**
- Student is moved seat, teacher may issue a detention.**
- Student is moved to a nearby staffed classroom, class teacher issues detention, office informed and letter sent home.**
- Teacher requests SLT 'on call'. Student placed in isolation if appropriate, parents informed via Student Services and same day detention after school.**

Detention System

- Step 1 Class teacher issues initial detention.**
- Step 2 Fail to attend class teacher detention: attend Faculty/HoD Detention.**
- Step 3 Fail to attend Faculty/HoD Detention: attend Leadership Detention.**
- Step 4 Fail to attend Leadership Detention: half day isolation to include both break and lunch. This isolation will cancel a previous detention.**



Strategies for promoting good behaviour

Act as a role model for things you expect to see – mirror what you want.

Plan for good behaviour.

Don't be surprised when problems occur – we are working with children who are learning and testing the boundaries of acceptable behaviour.

Our success in managing behaviour should not be judged by the absence of problems but how we deal with them.

Do all you can to avoid:

- Humiliating – it breeds resentment
- Shouting often – it weakens your status
- Overreacting – the problems will grow
- Blanket punishments – the innocent don't deserve them.
- 'Over' punishing – it reduces options later.
- Jumping to conclusions – avoid punishing what you can't prove.

Do not block a student's exit

Do all you can to:

- Use humour –it builds bridges.
- Keep calm –it uses high status and reduces tension.
- Listen – it earns respect.
- Use first names.
- Praise good behaviour.
- Be consistent and fair.





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A Federation for Every Future

Executive Headteacher: Mr P Heery

EPRAISE HOUSE POINTS

POSITIVE REFERRAL

POSTCARDS

PHONE CALL HOME

PRIZE DRAW

VERBAL WARNING

MOVE SEAT

MOVE ROOM

CONSEQUENCE: CLASS TEACHER DETENTION & PARENT/CARER CONTACTED.

SLT ON-CALL

CONSEQUENCE: ISOLATION FOLLOWED BY DETENTION ON THE SAME EVENING.