Behaviour Management Policy and Written Principles "The Moor Park Way"

Approved at Full Governors: 30 June 2021

Introduction

"'The Moor Park Way', a code of conduct that encapsulates the school's ethos. Students express strongly how safe they feel in school. They are also extremely confident that school will not tolerate negative behaviour. The school's shared values have a very positive effect on their sense of fairness and respect for others."

Ofsted Report February 2011

Statement of intent

Moor Park High School and Sixth Form's Behaviour for Learning Policy aims to develop a pupil's sense of responsibility and independence for their own actions, and to ensure that they do not affect the education of others due to poor behaviour.

Each member of staff has responsibility for upholding standards of behaviour in school, both within their classroom and around the school site, as well as implementing this policy both fairly and consistently.

The school's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of bad behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

This policy will be abided by staff members and pupils at all times, and reviewed at regular intervals

1. Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Education Act 2011
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008, and the amendments made in 2012 (as amended)

This policy also has due regard to DfE guidance, including, but not limited to, the following:

- DfE 'Behaviour and discipline in schools' 2016

This policy should be used in conjunction with the following school policies:

- Exclusion Policy
- Uniform Policy
- Home-School Agreement
- Screening, Searching and confiscation Policy
- Anti-Bullying Policy
- Physical Restraint Policy
- The Moor Park Way (Code of Conduct)

2. Definition

The phrase 'behaviour for learning' conceptualises the following three relationships experienced by a pupil:
- Their relationship with themselves, e.g. their self-confidence as a learner
- Their relationship with others, e.g. how they socially interact
- Their relationship with the curriculum, e.g. how best they learn

In order to foster a positive learning environment in name of school, these relationships must be developed and supported.

Most social, emotional and behavioural skills are learned, with behaviour for learning being a theoretical approach to the learning experience.

Rather than focussing on unwanted behaviours, the behaviour for learning approach puts value on positive behaviours, which enable and maximise learning.

This approach helps pupils understand the behavioural skills they need, what the teacher wants them to do, and why this will help them to learn.

3. The Principles

In order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school by:

- Promoting good behaviour and discipline

- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring fairness of treatment for all. All members of the school community must be treated inclusively and be free from any form of discrimination or prejudice – whether it be racial, ethnic, gender, sexual orientation, religious or age-based.
- Creating and maintaining an atmosphere and ethos of tolerance, equality, diversity, respect, understanding, kindness and a sense of citizenship throughout the school community in everyday practice.
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Providing a safe environment free from disruption, violence, bullying and any form of intimidation or harassment and one which promotes the values of caring, empathy, teamwork and coordination
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

4. The Moor Park Way

The underlying principles of the school in determining the behaviour in the school community are outlined in the **'RIGHTS AND RESPONSIBILITIES CHARTER'** enshrined in **'THE MOOR PARK WAY'**

- This acts as the Pupil Code of Conduct which forms the basis of accepted behaviour in the classroom and is based on respect and value for one another, emphasising the right of all pupils to learn and the right of all staff to teach.
- The Moor Park Way is the foundation of our school's culture and it summarises "the way we do things around here and the values we hold."

5. Roles and Responsibilities

The school is aware that in order facilitate high standards of teaching and learning and therefore excellent pupil outcomes there must be high standards of behaviour at all times and therefore we are aware **behaviour management is a matter that concerns and involves all members of the school community:**

The school ensures that all staff job descriptions include appropriate reference to the school's behaviour policy. The Governing Body is advised of the implications of the Behaviour Policy for their own practice and relevant committees recognise their responsibilities under the terms of the policy and any other Regulations and Government guidance.

All Pupils (from Year 7-13):
- All pupils will follow the Moor Park Way at all times
- All pupils are expected to behave in a polite, responsible and respectful manner towards all adults and towards each other both in school and in the local community
- Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.
- All pupils are expected to behave in a manner which does not adversely affect the health and safety of others

- At all times pupils are expected to wear full school uniform and take pride in their appearance at all times.
- Act as positive ambassadors and representatives of the school through their exemplary behaviour
- All pupils are expected to behave responsibly on their journey to and from school and on school trips so as not to bring the name of the school into disrepute.
- Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations.
- Work to the best of their ability and effort at all times, whilst allowing other pupils to do the same.
- Cooperate with other pupils and members of staff in order to create a positive learning environment.
- Be ready to learn by ensuring regular attendance to all lessons and arriving at school with the correct equipment
- Respect and value the environment and their surroundings, as well as each other.
- Understand the school's definition of disruptive behaviour and not act in a manner which is disruptive to the learning of others.

Teachers and Associate staff
- Be fully aware that behaviour management is the responsibility of all staff
- All staff will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.
- Staff are responsible for dealing with unacceptable behaviour wherever they see it, in classrooms and corridors
- Have high expectations from pupils at all times and insist on high standards of behaviour, discipline, attendance, punctuality and uniform from all pupils
- Create a high-quality learning environment, with well planned, engaging lessons that cater for the needs of all pupils in the lesson
- Follow and **consistently** apply The Moor Park Way and dealing with behaviour that disrupts learning method.
- Issue sanctions, including detentions and the use of on-call, for unacceptable behaviour
- Confiscate inappropriate items from pupils
- Be positive ambassadors of the school at all times, through their professional behaviour and conduct.
- Treat all pupils fairly and equally, seeking to raise their self-esteem and develop to their full potential.
- Record all behavioural events, both positive and negative, on the school's management information system, by following the correct reporting procedure.
- Raise any concerns regarding pupils' behaviour with the relevant head of year.
- Intervene promptly when they encounter poor behaviour or unexplained absence.
- Contact parents/carers regarding their child's behaviour where necessary.
- Monitor the attitude, effort and quality of the pupils' work.
- Consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.
- Ensure they demonstrate, communicate and model correct behaviour in all aspects of school life.
- Ensure they are aware of their roles and responsibilities at all stages of the behaviour intervention hierarchy

Parents and Carers
- Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school by:
- Actively supporting all school policies
- Ensuring regular and prompt attendance is maintained
- Supporting any sanctions, such as detentions, that are issued
- Insisting on high standards of uniform, behaviour and discipline to and from school
- Checking their child's school planner and signing it weekly
- Responding in a positive way to all communication from the school
- Abiding by the Home-School Agreement, ensuring the attendance and punctuality of their child, as well as reporting any absences.
- Encouraging good behaviour and for their child to be an ambassador of the school at all times, in line with the Behaviour for Learning Policy, by reinforcing school rules.
- Sharing any concerns, they have regarding their child's education, welfare, behaviour and life at name of school with the pupil's classroom teacher or SLT.
- Supporting their child's independent learning.
- Supporting the school's decisions in relation to behavioural issues, whilst having the right to question the school's decisions regarding their child's behaviour.
- Ensuring that their child correctly presents themselves as a pupil of name of school, in accordance with the school's Uniform Policy.

The Headteacher and SLT will be responsible for the implementation and day-to-day management of the policy and procedures by:
- Supporting all staff in managing behaviour, including the use of consequences
- Supporting staff where they need to use "reasonable force" (see Appendix 7)
- Supporting staff faced with challenging behaviour.
- Reporting to the Governing Body with behaviour and attendance data

The Headteacher is responsible for taking the decision to exclude any pupil should it become necessary (see Exclusion Policy)

The Governing Body will:
- Ensure that the policy is clearly communicated to pupils and parents, is non-discriminatory and the expectations are clear.
- Support the school in maintaining high standards of behaviour
- Ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.
- Monitor the implementation of the policy

6. Developing Capacity

The School will ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.

The school is working to provide a comprehensive behaviour management training programme which will be reviewed to ensure that it is appropriate to the needs of staff and the circumstances of the school.

The school reviews regularly the health, safety and welfare of its entire staff and provides for professional and personal support.

The school will provide relevant information and training on behaviour management matters to all groups of staff, including:

- Support staff (e.g. learning support assistants, classroom assistants, technicians)
- Other school staff, as appropriate (e.g. canteen staff, building/grounds maintenance, cleaning staff)
- Newly qualified teachers during their formal induction period
- Pupils undertaking programmes of initial teacher training
- Supply teachers and cover supervisors
- Class teachers
- Management/leadership group

The school will provide for the training and development of all staff on behaviour management matters through induction training for all new staff, whole school INSET and specific planned/tailored training.

The school undertakes annual reviews for the continuous professional development needs of all staff.

The school provides opportunities for staff to develop their knowledge and skills in relation to such issues as:
- Implementing the school's behaviour policy
- Logging and recording of incidents
- Lunchtime supervision
- Classroom management
- Educational visits
- Legislation affecting behaviour management (e.g. detention, exclusion, child protection, pupil restraint)
- Pastoral support
- Equal opportunities and anti-discrimination
- Techniques for promoting positive behaviour

7. Involvement of outside agencies

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

8. Review

The Headteacher, in consultation with staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed. The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and parents. The outcome of the review will be communicated to all those involved, as appropriate.

9. Consultation and implementation

- The school's Behaviour Policy has been updated and adopted by the Governing Body in July 2020.
- The school has ensured that parents/carers are fully informed of the Behaviour Policy by communicating it through the school rules, school prospectus, home-school agreements, pupil planners, newsletters and other normally used channels.
- The school aims to communicate expected behaviour to all new and existing pupils through the, school prospectus and website, pupil planners, school assemblies, and within the curriculum wherever relevant.
- The school will seek to ensure that the policy and procedures are accessible to parents/carers and pupils by providing these in appropriate formats where available.
- The school will ensure that all staff are consulted regularly about the policy and its implementation.

10. Acceptable and unacceptable behaviour

- The school defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all pupils in terms of their relationships with other pupils within/outside the school, teachers and other school staff and with visitors or other persons within/outside the school premises.
- The school has identified examples of unacceptable behaviour as that which includes name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment, including racist, sexual and homophobic abuse. (see "The Moor Park Way" and Anti-bullying policy)

11. Communication with stakeholders:

The school communicates regularly the standards of acceptable and unacceptable pupil behaviour to pupils and parents/carers through the school rules, school prospectus and website, home-school agreement, school assemblies, pupil newsletters, pupil planners, letters to, and meetings with parents/carers.

The school communicates the standards of acceptable and unacceptable pupil behaviour to staff through the staff handbook and the staff CPD programme and staff meetings.

12. Recognition, sanctions and support:

Recognition
Good Behaviour at all times is an expectation at Moor Park High School and Sixth Form. A school ethos of encouragement is central to the promotion of good behaviour. Staff will use praise and positive feedback; both to individuals and to groups of pupils in private and in public, via assemblies, tutor time and in classrooms and corridors, to encourage and motivate pupils to maintain high standards of behaviour

Sanctions

Sanctions and disciplines will be given when a pupil's behaviour is unacceptable/inappropriate, in order to help them to develop a sense of right and wrong.

A range of sanctions are clearly defined in the procedures and their use will be characterized by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions.

The procedures make a clear distinction between the sanctions applied for minor and major offences.

The school will implement a range of strategies to deal with inappropriate behaviour by pupils including:
- Talking 'privately' with the pupil
- Verbal reprimand
- Time out
- Use of the detention system
- Withdrawal of school privileges
- Letters to parents/carers
- Meetings with parents/carers
- Referral to external agencies
- Seclusion (see Seclusion procedures)
- Fixed-term exclusions or permanent exclusion (see Exclusion policy)
- Withdrawal of privileges
- The school will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination.

Detentions:

The school uses after school detentions as a form of sanction for pupils, in Years 7-11, who fail to comply with expectations and rules.

Detentions can be issued by teachers and the law states parental consent is not required when issuing a detention. However, the school will endeavour to notify parents by text message for after-school detentions longer than 15 minutes.   The following detentions are currently being used:

Detention	Length	Frequency	Time of day
Same-Day Behaviour Detention	1 hour	Daily	After school
Same-Day Corridor Detention	1 hour	Daily	After school
Class Teacher Detention	Min: 15 mins Max: 1 hour	Daily	Break time, lunchtime or after school, at the discretion of the teacher
Faculty Detention	Min: 15 mins Max: 1 hour	Daily	Break time, lunchtime or after school, at the discretion of the Faculty Leader
Punctuality Detention	Min: 30 minutes Max: 1 hour	Daily	After school
Uniform Detention	Min: 30 minutes Max: 1 hour	Daily	After school

Detention	Length	Frequency	Time of day
Inappropriate Language	Min: 30 minutes Max: 1 hour	Daily	After school
Possession of a banned item (this includes mobile phones, chewing gum, energy/fizzy drinks)	1 hour	Daily	After school
Corridor detention	1 hour	Daily	After school
Pastoral Detention	1 hour	weekly	After school
School Detention	1 hour 30 minutes	weekly	After school

The times outside of normal school hours when detention can take place include:
- Any school day where the pupil does not have permission to be absent.
- Weekends – except the weekend preceding or following a half-term break.
- Non-teaching (training) days.

During lunchtime detentions staff will allow reasonable time for pupils to be able to visit the toilet and eat their lunch.

Support:
The school will review the support available to individual pupils who may be at risk of disaffection or exclusion, including the development and provision of:
- Learning support programmes
- Mentoring programmes
- Individual Behaviour Plans (IBPs)
- Pastoral Support Plans (PSPs)
- Additional curriculum resources
- Different teaching strategies
- Study support or alternative curriculum provision
- Social, emotional and behaviour Counselling

13. Early intervention

- The school will undertake reviews of the educational needs of pupils, as appropriate. Details of reviews undertaken will be included within each pupil's file.
- The school will involve external agencies where it is appropriate to do so, for the purposes of pupil education and guidance.
- The school will develop measures to encourage pupils to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour.
- The school will provide appropriate training for all staff in order to promote positive and consistent behaviour standards within the school.
- Parents/carers will be contacted promptly by the school to notify them of any reported serious incidents of misbehaviour in which their child has been involved.
- The school will ensure that all relevant staff receive adequate and appropriate training for the conduct of any investigations.

14. Investigations

The school will investigate, as appropriate, reported incidents of pupil misbehaviour and will:

- Provide adequate non-contact time for the conduct of investigations (as available).
- Notify the police and other relevant bodies of incidents where it is appropriate to do so.
- Complete investigations within a reasonable timescale.
- Ensure that appropriate feedback from any investigation undertaken is provided to relevant persons together with recommendations for action.

A copy of the results of all investigations undertaken will be held on record until such time as the pupil leaves the school. Where an investigation finds that there is no case to be heard, the report will be held by the school but will not be kept within the pupil's file.

15. Referral

- The school will undertake review of pupils' needs prior to identifying educational plans, strategies and alternatives for pupils.
- The school undertakes regular monitoring and review of its internal and external arrangements for pupil referral and support.
- The school has established a database of the main points of referral outside the school (including pupil counselling, education welfare officers, educational psychologists, voluntary sector, health authority/trust, children's services/child protection, police).
- The school maintains appropriate records on the use of referrals, using the relevant referral forms.
- The school ensures that the subject teacher/form tutor/appropriate staff are informed in full of the outcome of any referral.

16. Resources

The school undertakes an annual review of the resources needed to ensure the effective implementation of the behaviour management policy, including reviews of the following:

Staffing issues
- Staffing training and development
- Provision for non-contact time
- Workload
- Health and safety

Record keeping
- provision of administrative and record keeping systems (including use of ICT)
- monitoring arrangements (including use of ICT)

Curriculum review and alternative provision
- alternative education provisions for pupils, including the use of off-site provisions (where applicable)
- review of curriculum appropriateness
- use of curriculum flexibility, including disapplication (where applicable)

The school would seek secured access to appropriate specialist child and family support services (where available) including:
- Behaviour support service
- Pupil referral unit
- Education Psychology Service
- Health Services (including mental health)

17. Meeting Needs

Needs assessment / reviews
- The school has identified SENCO to undertake assessments and reviews of the needs of pupils whose behaviour is disruptive (ref. Special Needs Register).
- The school provides appropriate training for all named person(s) responsible for the conduct of assessments and reviews.
- The school ensures that adequate time is given during the normal school day for the conduct of pupil assessments and reviews and for the development and implementation of the pastoral support programme.
- The school would try to ensure that teachers receive adequate non-contact time to provide support to individual pupils.

Curriculum flexibility
- The school's curriculum is appropriate to the needs of the pupils.
- The school's curriculum provides an opportunity for pupils to talk about behaviour issues and to formulate personal and group strategies to minimize and avoid conflict.

Pupil involvement
- The school encourages pupils to take responsibility for their own learning and behaviour.
- The school encourages pupils to take responsibility for developing a positive behaviour culture within the school through such measures as peer mediation, involvement and strategies for self- discipline.
- The school provides opportunities for pupils' positive involvement in the life of the school and community.

Parental/carer involvement
- The school ensures that parents/carers are informed promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs.
- The school provides opportunities to encourage parental involvement and support for the Behaviour Policy.

18. Community involvement

The school liaises with a range of external and professional bodies as appropriate, including the LA, health and social services, police, voluntary sector and religious bodies, Children's services.

19. Reviewing Effectiveness Record keeping

- The prompt and accurate reporting of incidents in considered particularly important to the effectiveness of the schools' Behaviour Policy.
- The school maintains accurate records of behaviour incidents.
- The school has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents.
- The school provides for the use of ICT for logging of incidents and monitoring of trends as appropriate.
- The school deploys appropriate clerical staff to undertake routine administration and record keeping.

20. Monitoring and evaluation

- The school monitors behaviour incidents in order to identify issues and trends.
- The school makes effective use of ICT database facilities to support the implementation of its procedures.
- Staff receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcome of referrals.

The school is monitors incidents of disruptive behaviour in terms of:
- Type of incident (including racist, sexist and homophobic incidents)
- Critical days/times in the week
- Critical places within/outside the school
- Pupils involved
- Profile of pupils involved (ethnicity, gender, age, SEN)
- Outcomes

The school ensures that its pupil record keeping systems provide analysis of the impact of its behaviour policy on particular groups of pupils and in respect of special educational needs, disability, ethnic origin, gender and children in public care.

The school assures appropriate levels of confidentiality within its monitoring and reporting arrangements.

The school evaluates its policy against key improvement objectives which include:
- individual measures
- improvement of individual behaviour
- academic progress
- class/department/whole-school measures
- general behaviour patterns
- balance in the use of rewards and sanctions
- staff support and training needs
- curriculum access and academic progress
- equal opportunities
- behaviour management trends over time
- encouraging positive behaviours
- The school provides details of issues and trends to staff and the Governing Body as a basis for effective decision making.

The school will report to parents' details of the implementation of the behaviour management programme.

21. Sharing good practice

The school shares information on good practice gleaned from:
- Reviews of individual practice
- Reviews of whole-school practice
- Reviews of practice in other schools
- Reviews of cross-phase practice
- Reviews of cross-departmental practice

Relevant information is shared with all members of staff and the Governing Body to better inform decision making, and to assist in meeting the educational needs of all pupils at the school.

22. The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

23. Classroom and Corridor Routines

One key way to establishing and maintaining a culture of excellent behaviour is through ensuring there are routines that teach pupils the correct way to behave. These routines are to be followed all of the time by staff to ensure consistency of practice and to support pupils in managing their behaviour and enhance their learning. These routines must not be changed or altered for any class at any time

Classroom Routines

At the start of every lesson the routines are as follows and staff must:

- Welcome pupils at the door
- Ensure pupils enter immediately in an orderly manner.
- Ensure pupil place all equipment (pen, pencil, ruler, books etc.) on desk.
- Ensure bags and coats are be packed away (under the desk, on a hook or where the teacher had decided and informed pupils).
- Ensure planners are on the desks – opened on MPW and routines pages.
- Ensure pupils stand quietly behind their chair in the seating plan place.
- Greet pupils appropriately ("good morning" / "good afternoon")
- Expect pupils to respond in an appropriate manner (as instructed) when greeted
- Instruct pupils to sit down (give them appropriate task etc.)
- Take register in silence.
- Call out every pupil's name and expect the response to be 'Yes Miss/Sir' (or as instructed).

During every lesson the expectations form pupils are as follows:

- Pupils will follow all instructions from all adults in the classroom at all times
- Pupils will speak to peers and adults in a pleasant and polite manner
- Pupils will complete all work to the best of their ability
- Pupils will ask for help by putting up their hands to attract a teacher's attention
- Pupils will treat all members of the class with dignity and respect

At the end of every lesson the routines are as follows and teachers must ensure:

- Pupils only pack away when they are told to
- Pupils remain seated until the teacher asks them to stand behind their chairs
- Pupils will stand behind their seats in silence
- Pupils will be dismissed by the teacher
- The teacher will stand at the door to control the exit of pupils from the room and to monitor movement and behaviour on the corridor

Corridor Rules and Routines:

Around the school staff will monitor behaviour, encourage and expect pupils to:

- Walk on the left-hand side of the corridor
- Always wear full school uniform
- Not wear coats, hats, gloves and scarves in the building
- Eat and drink in designated areas - no eating or drinking in corridors or classrooms
- Only use the designated toilets for the year group
- Use the correct staircases and remain in designated areas
- Place litter in the bins provided
- Be polite and helpful to others at all times
- Move sensibly and safely (no running, shouting etc.)
- Follow ALL instructions given by ALL staff at ALL times
- Never argue or answer back to requests or instructions from staff
- Arrive promptly to lessons.

24. Dealing with disruptive behaviour in the classroom

Definition of disruption: "Disruptive behaviour is anything pupils do that causes the teacher to stop teaching the lesson"

If disruption occurs in a lesson a teacher will issue a:

1. **REMINDER** to **ALL** pupils**:**
   - On the first incident of disruptive behaviour ALL pupils will be reminded that disruption to lessons is unacceptable
   For example; "I have stopped my teaching because........ I am reminding you that this is unacceptable"

2. **WARNING** to **ALL** pupils:
   - On the second incident of disruption ALL pupils are issued a warning
   For example; "This is the second time I have stopped my teaching, you are all warned any pupil that disrupts from now will receive a consequence for their actions"

3. **CONSEQUENCE** to the **pupil(s) that continue to disrupt**:
   - The next pupil(s) to disrupt are issued with a 1-hour detention (3.30-4.30) on the same day for incidents of disruption Periods 1-4 and the next day for incidents of disruption periods 5-6.
   For example; "You have disrupted my lesson despite the reminders and warnings, your consequence is a one-hour detention after school"

- It is the responsibility of the pupil to report to the detention room on the say the detention is issued. Pupils who fail to attend the detention, without discussion or permission from a member of staff will have further sanctions, including seclusion or exclusion applied.

4. REMOVE pupil from lesson via the "on-call" system
If the same or any other pupil further disrupts the lesson:
- The teacher to make a request for on-call.
- The pupil will be removed from lessons and parents will be contacted and a meeting will be arranged to discuss the matter. In some cases, pupils may be put in isolation pending a meeting with parents.

25. Dealing with disruptive behaviour on the Corridor

Definition of disruptive behaviour outside of lesson times: "*Disruptive behaviour is **anything** pupils do that does not follow the corridor and school rules or instructions given to them by adults*"

The System
When disruption occurs on a corridor (break, lunch, lesson change-overs etc) Staff are required to:

1. Issue a REMINDER to individual or group of pupils:
- *"Your behaviour on this corridor/Library/Yard/classroom etc is unacceptable, I would like you to stop and follow my instruction to ………."*

2. Issue a WARNING to individual or group of pupils:
- *"This is the second time I have instructed you to …….., you are / you all are warned any pupil that does not follow this instruction will be issued with a consequence for their behaviour*

3. issue a CONSEQUENCE to individual or group that continue to disrupt:
- *"You have not followed my instructions despite the reminders and warnings, your consequence is a detention"*
- Any individual or group of pupils that are not following instructions will ALL be issued with a 1-hour behaviour detention
- If pupils remain in a group and anyone of that group argues, they will all get a sanction - this is to encourage pupils to walk away from disruptive behaviour

4. Remove pupil via "on-call" system:
- The teacher makes a request for SLT or pastoral support
- The pupil will be removed from the area and parents will be contacted and a meeting will be arranged to discuss the matter. In some cases, pupils may be put in isolation pending a meeting with parents.

26. Issuing disruptive behaviour in class or corridor detentions

Issuing a Behaviour Detention:

- The detention issued for unacceptable behaviour needs to be logged by the member of staff as soon as possible to allow parents to be informed by text message.
- This can be at the end of break / lunchtime or at a quiet time during the lesson.
- It is to be recorded on PARS using the instructions provided on the desktop - issued as a corridor disruption detention

- For incidents at break/ before period 4 the detention must be logged before 1.30pm as it will be issued on the same day.
- For incidents at lunchtime and later the detention will be issued on the following day.

During the detention:

- All members of SLT and All Faculty will be present in the canteen from 3.30pm
- Period 6 tutors need to remind pupils who appear on their register to attend the detention
- Pupils will report to the detention and be seated by pastoral/senior staff
- ALL staff who have issued classroom or corridor disruption detention will, with the support of a Faculty/Senior Leader, have a discussion with the pupil about the reasons for the sanction - the purpose of this is to re-set the pupils behaviour, complete the restorative process and ensure a fresh start the following day.
- Staff will leave the detention room after the meeting with the pupil(s)
- All Faculty Leaders and SLT will remain in the detention room until 4pm after which allotted staff, supported by Pastoral Team will supervise on a rota until 4.30pm

27. The On-Call System

The On-Call system is to be used:

- As a last resort, to **supplement normal disciplinary procedures** in the school and where behaviour disrupts the teaching of a lesson
- Where health and safety of members of the school community is compromised
- Support staff and pupils on an immediate basis.
- To deal with a pupil who is sick or injured.

The On-Call System is not to be used:

- To remove a pupil as soon as they have done something wrong
- By staff to send messages around school
- Not be used to remove pupils who have not got the correct equipment
- For pupils with headaches or minor ailments or TLC - The best and only place for a child with a slight head or tummy ache is in the classroom by an open window.

Roles and Responsibilities:

Class Teacher Responsibilities
- Follow above guidelines for dealing with disruptive behaviour use all other strategies before removing pupils
- Log the incident on the relevant incident form
- If the problem is persistent refer pupil to relevant Faculty Leader

Faculty Leader Responsibilities
- Support class teachers in managing behaviour of pupils in their class

On-Call Staff Responsibilities
- Needs to complete the 'On-Call Log' as this information is used to track pupils removed from class

Behavioural Problems

Pupils removed via the on-call system for behaviour that disrupts teaching will be placed in seclusion and parents will be contacted for a meeting to discuss the incident. Pupils who are regularly removed via on-call for behaviour which disrupts teaching will face further sanctions which could include longer periods of seclusion, fixed term exclusion or even permanent exclusion

Health Problems

The on-call teacher must judge the severity of the situation and decide the best option, which can include: -
- Placing the child in the medical room and closely monitoring them. The school office MUST be informed when this is done. Pupils should not be left sitting in the entrance area. This is intended for guests and visitors only.
- Arranging for a first aider to assess the pupil if you feel it is urgent – the Office will have a list of appropriately trained staff

PLEASE NOTE:
- If a child is so ill that he/she cannot make their own way home, it is the responsibility of the parent / carer to make arrangements to come and collect the pupil otherwise the pupil must remain in the medical room.
- The school cannot administer any medication without parental permission
- The medical room must not be used for pupils temporarily removed from the classroom for discipline problems. The medical room is for injured or sick pupils only

28. Seclusion Procedures

Who decides if a pupil is secluded?
- The Headteacher
- The Deputy Headteachers

Which pupils should be in the seclusion room?
- Pupils who have been excluded from school and whose parents cannot be contacted are to remain in seclusion until 3.30, after which they will take home a letter of exclusion
- Pupils who have been issued seclusion as a sanction can be placed in the room
- Pupils removed by on-call and whose parents cannot attend an immediate meeting are to remain in the seclusion room.

Who should not be in the seclusion room?
- It is important to reduce the "traffic" in and out of seclusion, therefore:
- Pupils who are giving statements or where incidents are being investigated are not to be placed in the seclusion room. Behaviour manager to take statements in alternative places (SEN room, BASE, Meeting rooms etc.)
- Pupils who need a "time-out" or to calm down should not be placed in the seclusion room.

Procedures for placing a pupil in seclusion as an alternative to fixed term exclusion:
- Seclusion meetings are to be held from 9.30am onwards. This will provide enough time for appropriate work to be set/collected for each pupil
- A parent Carer meeting will be held with a relevant member of SLT
- Following the meeting the pupil will meet with DH KS4 to be issued work and report card for the day

- These pupils are to remain in seclusion for the entire time, they are not permitted to join the behaviour detention at the end of the day
- At the end of their time in seclusion the pupil will bring their report card and work to DH KS4 to be checked. At this point rewards or further sanctions may be issued.

Procedure for placing an on-call pupil into seclusion:
- Pupil removed from on-call will be taken by on-call teacher to DH KS4
- Pupils will explain / complete statement
- DH KS4 to allocate a place for pupils to remain, this could be seclusion or an alternative place
- Parents to be contacted immediately and where possible, meeting to be arranged for the same day
- If meeting cannot be arranged pupil UIS will issue pupil work and send to seclusion
- These pupils are to remain in seclusion until their parent can attend a meeting, at this point fixed term seclusion procedures are applied.
- In the absence of DH KS4, the Lead DSL will follow the procedures above.

Staff Responsibilities
- Staff assigned to seclusion must report promptly to the Seclusion Room at the appointed time and remain there throughout the lesson.
- Seclusion is not a free lesson or an additional PPA, staff may take work with them to complete but their main priority is to provide support to any pupil requiring assistance with their work.
- Staff in seclusion are expected to engage with pupils to ensure they are following the rules and completing the work.
- Staff in seclusion will be provided with support from SLT and Pastoral staff in managing the behaviour of the pupils in the seclusion room
- Staff allocated period 4 seclusion will be expected to (with a member of SLT where needed) to escort the pupils to the dining room for their lunch.

Behaviour Manager Responsibilities:
- Inform parents and arrange appropriate meetings
- Gather and collate the work for the pupil and bring down to meeting with DH KS4
- Ensure report cards are provided for the initial meeting
- Check in on the pupils at least once per lesson
- Provide prompt and high-level support to staff requesting it
- Keep SLT informed about pupil behaviour

Routines for staff to follow during seclusion allocation:
- Enter the room and greet the pupils in there
- Go to each pupil and ask them to show what work they are doing that period
- Ensure the pupils have written date/heading/title
- Wander the room on 3 or 4 occasions, checking on the quality and quantity of work pupils are producing
- At the end of the period, staff to collect the pupils work for that period and put it in the allocated place
- Staff to sign each pupils report card with appropriate comments

Expectations for Secluded pupils:
- The following expectations are highlighted for secluded pupils:
- The Moor Park Way and classroom expectations apply at all times
- Pupils will not put their heads on the desk. They will sit up straight at all times.
- Pupils will complete all work to the best of their ability.

- Pupils will raise their hands to speak/ask questions
- Pupils will follow all instructions given to them

Behaviour Management procedures for Seclusion:
- If pupils are not following the rules for the seclusion room. The usual non-verbal cues must be used at first.
- The following procedures are applied, depending on the behaviour, this can be either to individuals OR the whole room:

1. **REMINDER** to the pupil(s) are reminded that their behaviour is unacceptable.
For example; "you are not following the rules of seclusion, because you have/are……… I am reminding you this is unacceptable"

2. **WARNING** to the pupil(s) about their behaviour.
For example; "this is the second time, I am asking you to stop………., you are warned that any further continuation of this behaviour will result in a consequence.

3. **CONSEQUENCE** for the pupil(s)
- At this point the member of staff will ring to DH KS4 (or in their absence DH KS3 or Headteacher) for support.
- The behaviour manager will remove the pupil and escort to the relevant person

The pupil will be spoken to and they will be given the choice to:
- Return to seclusion and complete their work or they will be issued a fixed term exclusion from school and then will re-do the seclusion.
- Pupils will be informed that if they refuse to complete the seclusion, any absences will be unauthorised and their will then be subject to attendance monitoring procedures.
- Pupils will be given a "time-out" in the SLT waiting area to make their choice.
- Depending on their choice, the pupil may be returned for the next lesson or sent home with a fixed term exclusion.

Timetable for Day in Seclusion

Period	Activity
1	Meeting with parents/carers. Work for the day issued Reflection form to be completed
2	Task 1
3	Task 2
4	Lunchtime: - pupils to be escorted to the toilet - pupils to go to canteen for "family dining" with the teacher and SLT member - pupils to be given the opportunity for some time on the yard - pupils to be returned to seclusion room by 12.55pm
5	Task 3
6	Task 4
3.30	Meeting with UIS Positive work and attitude could result in being dismissed at 3.30 or time can be extended. This depends on the reason for seclusion.
7	Task 5 Pupils dismissed at 4.30