



Behaviour and Discipline Policy



Date agreed: July 2020
Review Date: July 2021

COMMITTED TO
EXCELLENCE



Aims

The purpose of this policy is to fulfil the governors' duty of care to students and employees and to promote high standards of behaviour and attainment.

We want students to feel valued as individuals, to develop self-confidence, pride in their own achievements, and ambitious goals for themselves and a rich variety of interests.

The governors, staff and students have a mutual responsibility to ensure that the school environment is one in which students and all members of the school community feel safe, valued and able to achieve their full potential.

We have clear expectations that aim to foster an environment that is conducive to excellent learning and minimise behavioural problems. These expectations are displayed in various places around the school and are referred to by staff and with students so that we have a shared understanding and common language regarding expectations.

Our training for staff and our behaviour management protocols are designed to improve classroom management and encourage students' self-regulation.

We aim to create a culture that requires students to reflect on their behaviour, understand its impact on others, accept responsibility for their actions and consider ways to improve their behaviour.



Equal Opportunities

Greenshaw believes in Equal Opportunities for everyone and is welcoming to all staff, students and parents. There is no place here for prejudice or intolerance.

We expect all members of the school to show mutual consideration for each other. They should take responsibility for their own behaviour and lead by example.

Anti-Bullying – please see anti bullying policy

The Home School Agreement

This is designed to reflect school policy. It is printed in the front of the Student Journal and issued to all new parents. New parents and carers must sign this document before their children start the school. Current parents are also asked to sign it.

It is split into our expectations for students, staff and parents and sets out what we feel are the values and practice that will combine to maximise a student's sense of well-being and success.

These expressions of the school's core values promote high standards of behaviour for learning.

Rewards and sanctions

The school makes regular use of rewards and praise to promote and reinforce good behaviour and marginalise poor behaviour. A range of sanctions will be used to demonstrate that misbehaviour is not acceptable and that it results in consequences for the individual. Sanctions are also used with the intention of deterring other students from similar behaviour. Sanctions used with students

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are usually communicated to parents where appropriate. We aim to inform parents of detentions where possible, but we do not require parental consent for detentions or exclusions.

It is recognised that the application of rewards and sanctions must have regard to the individual situation and the individual pupil, and the headteacher and school staff are expected to exercise discretion in their use.

Governors expect the school to establish and clearly communicate measures to ensure good order, respect and discipline. They also expect students' and parents' co-operation in maintaining a well-ordered climate for learning.

Governors will not tolerate violence, threatening behaviour or abuse by students or parents. Governors will take firm action against students or parents who behave disrespectfully towards any school staff on or off school premises. We will engage external support services, including the police, as appropriate.

Exclusions

[The School follows the DfE Statutory requirements for Exclusions \(3\)](#)

Fixed term exclusions are used if a student has seriously or persistently broken school policy, or where allowing them to remain in school would seriously harm the education or welfare of themselves or others in the school.

Work is usually set on FROG for students to complete during their exclusion. Exclusions data is monitored for patterns and trends.

Fixed period exclusions should not exceed 45 school days in a single academic year.

Before a decision is made about an exclusion, incidents are fully investigated and, where possible, the student is given an opportunity to give their view of the concerns. This may be in spoken or in written form as seems the best way to get a student account. Whether written by the pupil, or verbalised to a member of staff a record of the student's views will be kept as part of the investigation.

Students are readmitted following a formal meeting with a member of the Senior Leadership Team and pastoral staff, at which the possibility of additional or alternative support will be discussed.

Parents/carers are informed of the exclusion by phone call on the day the decision is made, and the details are then confirmed in writing.

Governors may meet with students and parents/carers who are at risk of permanent exclusion. Parents/carers may also request the opportunity to make representations to Governors.

Permanent exclusions are used as a last resort and in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of themselves or others in the school.

The Governors' Discipline Panel must meet to consider a permanent exclusion within 15 school days of being notified by the School. If Governors uphold the Headteacher's decision to permanently exclude, a student's parents/carers can ask the school to arrange an Independent Review Panel.

Searching, screening and confiscation

Staff have the power to search students for any item banned under the school rules if the pupil agrees.

Staff also have the right to search students without consent where they suspect they have prohibited items such as knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, E-cigarettes and shisha pens, fireworks, pornographic images, or any items that can be used to commit an offence, or cause personal injury to, or damage to the property of, any person (including the pupil). The school does have access to a metal detecting 'wand', supplied by local police to Sutton schools and this may be used.

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to cause harm, disrupt teaching, break school rules, commit an offence, cause personal injury or damage property.

If there is a legitimate reason for a student to be searched and they refuse, the school will regard this as defiance and can apply an appropriate punishment as set out in the school's behaviour policy. All prohibited goods found on the student can then be confiscated. While any member of staff can perform a search, it is recommended that this be carried out by a Head of Year or a member of the Senior Leadership Team. All searches should ideally be with more than one member of staff present, although parents do not need to be informed in advance. (1)

Searches must be carried out by a member of staff of the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule. We can carry out a search of a pupil of the opposite sex and/or without a witness present where we reasonably believe that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. If a student identifies as a different gender from their biological gender an agreement will be reached about the most appropriate gender.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school's behaviour policy.

Use of reasonable force

It is unlawful to use force as a form of punishment and staff should avoid any unnecessary physical contact between teaching/support staff and students. As a last resort reasonable force (2) might be used to control or restrain a student who is likely to hurt themselves or others, damage property or cause disorder around the school. This might be when breaking up a fight or stopping some other

form of violence. It is good practice to let the student's parents know when reasonable force has been used.

Allegations made against staff

Allegations made against a member of staff must be taken seriously and schools should ensure that they deal with them in a fair and consistent way.

The local authority designated officer (LADO) should be informed of any allegations that meet the school's serious and immediate intervention criteria. The purpose of this initial discussion is for the LADO and the Headteacher to consider the nature, content and context of the allegation and agree a course of action. The LADO may ask the senior manager to provide or obtain additional information which may be relevant, such as previous history, whether the child or their family have made similar allegations, and the individual's current contact with children.

Where an investigation by the police or local authority children's social care services is unnecessary, the LADO should discuss the next steps with the Headteacher, Chair of Governors or Chair of the Management Committee. In those circumstances, the options open to the school depend on the nature and circumstances of the allegation and the evidence and information available, and will range from taking no further action to summary dismissal or a decision not to use the person's services in future. Suspension should not be the default position.

If an allegation is determined to be unfounded or malicious, the LADO should refer the matter to the relevant local authority children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher should consider whether any disciplinary action is appropriate against the pupil who made it, or the police should be asked to consider whether any action might be appropriate against the person responsible, even if he or she was not a pupil.

- (1) See DfE non-statutory advice for 'Searching, screening and confiscation
Advice for headteachers, school staff and governing bodies - **January 2018**
- (2) See DfE guidelines - Use of reasonable force
Advice for headteachers, staff and governing bodies - **July 2013**
- (3) See DfE Exclusion Guidance - **September 2017**

Glossary

Term	Description
Credit card	A card carried by students listing school expectations. It is visible on students' desks during lessons and used as part of our classroom management system
No voice	The default expectation in lessons is that students do not speak unless directed to by the teacher, from the moment they enter the classroom
Do Now	A task completed immediately on entering the classroom, without waiting for instruction from the teacher
Line-up	At the end of lower school lunch, students line up in silence with their teacher until escorted to their next lesson, in order to prevent noise disturbing upper school lessons
Holding timetable	If a student does not correct their behaviour following intervention by the teacher in the lesson, they are sent to work in the back of another nearby classroom. Holding timetable might also be used to 'hold' a student if they are not allowed back into their lesson eg if they have not completed their corrective detention satisfactorily
On call	During every lesson there is a member of staff timetabled 'on call'. If a student is refusing to do as asked and/or their behaviour is disrupting learning, the teacher may call for 'on call' to remove them from the lesson
On Call Room	If a student is removed from a lesson by 'on call' they are taken to the On Call Room where a member of senior or pastoral staff will be on duty. They will be allowed time to calm down if needed and then will be helped to complete some form of reflection on the incident
Internal exclusion	If a student needs to be out of circulation the following day they will be timetabled to work in the back of 6 th form lessons with members of the Senior Leadership Team
Social exclusion	If a student needs to be withdrawn from social time they will be supervised by a member of staff in a designated area