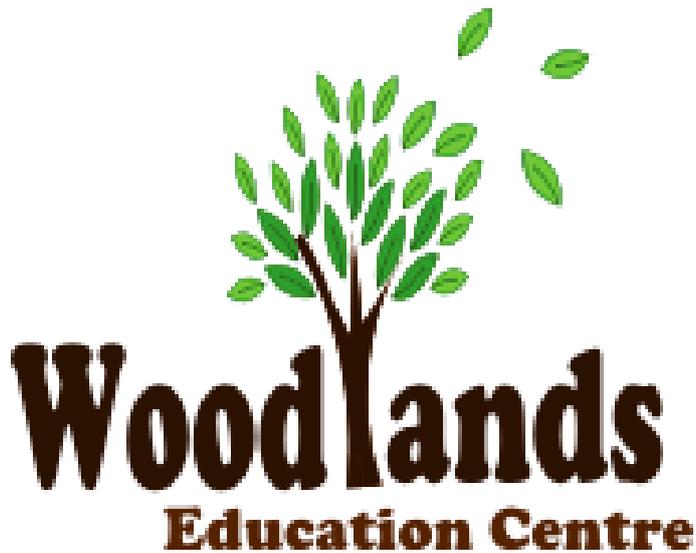


# BEHAVIOUR POLICY



*Current document may be accessed under the policies tab at:*  
[www.woodlandsec.org.uk](http://www.woodlandsec.org.uk)

## Document Control

<b>Start Date:</b>	October 2017
<b>Reviewed by:</b>	Headteacher and Link Governor Julia Oldroyd
<b>Approved by</b>	Management Committee (Nov 17)
<b>Review Date:</b>	October 2018

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## I Introduction

We believe that students should be encouraged to adopt behaviour that supports learning and promotes good relations. Poor behaviour and low level disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.

This Behaviour Policy seeks to encourage young people to make positive choices and re-enforces those choices through praise: this is closely linked to the centre rewards and assessment systems. Even when encouraged to make the right choice, some students will occasionally make choices that threaten their own learning or that of others. A series of strategies will then need to be used to bring about changes to these behaviours. The aim of these strategies is to encourage students to comply with the centre rules and re-engage with learning. Students will also be encouraged to take responsibility for their actions and never to run away from their consequences. In some circumstances, the Headteacher, senior staff and Management Committee will need to act to ensure that the behaviour does not undermine the education or threaten the well-being of others, the centre, or its community: this may result in isolation, seclusion or exclusion. Parents and carers give their agreement to this policy in its entirety by allowing their children to be educated at the centre.

Whenever possible the centre has an open door policy regarding parent and staff meetings. However, there will be occasions when the appropriate member of staff is not available. Parents/Carers are asked to be understanding in this situation and make an appointment when the appropriate member of staff is free. At times the appropriate member of staff will not be the person the parent/carer has asked to see. Parents/carers should ensure they model respect and courtesy towards centre staff at all times. The centre is best placed to decide who is the member of staff best placed to address any concern. The centre does not accept aggressive or abusive behaviour from parents/carers or visitors. These individuals may be banned from the site or their phone calls refused where these have been previously used for threats and/or abuse.

The centre will also determine the adults who work with each student. Parents/carers may not stipulate staff whom students will have/not have contact with or be taught by. It is not possible to separate students and staff in this way. Should such a request be made this could signify an exhaustion of the strategies available to support the student.

Woodlands Education Centre (WEC) recognises behaviour as a communication and has a firm commitment to understanding, assessing and responding to student needs. Policies and practice promote an environment conducive to learning, ensuring achievement for all, irrespective of their differing needs. Students are asked to:

- Attend centre every day of the school year. 100% attendance is desirable; more than 95% attendance is expected; attendance below 95% may lead to action including fines.
- Arrive each day and at lessons punctually and be prepared to learn. Any student who arrives late may be required to undertake after centre detention or be subject to other sanctions.

- Bring appropriate equipment such as pen, pencil, ruler, calculator, PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the day.
- Wear the uniform correctly as per the Uniform Policy; students who are not in full uniform may be sent home to change or kept out of their normal lessons until the Uniform Policy is followed.
- Be polite, courteous and respectful to everyone on the centre site and to comply with reasonable requests or instructions made by staff on the first time of asking. When this does not happen, sanctions such as detention and isolation will be used. Outside of the centre day or the students' timetabled day, students who are on the site and a nuisance, aggressive or abusive may be banned from the site outside of their lesson times.
- Have regard for their own safety and well-being, and that of others.
- Work to the best of their ability and follow the expectations for behaviour as indicated in this policy and other documents.

WEC provides a secure and safe environment for students who are expected to remain on site throughout their day and leave promptly at the end of their day. Students who leave the site without permission from staff put themselves at risk. Staff will work with parents/carers to support children who leave the site without permission. However, if a child leaves the site without permission the centre may treat this as an act of defiance and use sanctions.

Students should not bring phones into WEC. Any phones brought into school need to be handed to staff for safe storage on arrival. Any contact with parents/carers during the day should be via reception or other staff. Students may not make direct contact with parents/carers and then leave the site as if permission had been granted by staff. For safety reasons staff must approve any child who leaves the site. Students who leave the site without permission from the appropriate member of staff will have acted in defiance of centre rules. Learning to accept the consequences of actions and not running away from these is an important part of growing up. If parents cannot be contacted when this happens, police or other services may be contacted.

Please note that this Behaviour Policy makes reference to and draws on the following Department for Education documents:

- 1 Exclusion from maintained schools, academies and pupil referral units in England 2017;
- 2 The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- 3 Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies;
- 4 DfE and ACPO Drug Advice for Schools;
- 5 Use of Reasonable Force;
- 6 Behaviour and Discipline in Schools;
- 7 Screening, Searching and Confiscation;
- 8 Ensuring Good Behaviour in Schools; and
- 9 DfE Dealing with allegations of abuse against teachers and other staff.

All documents should be read in conjunction with this policy. Woodlands Education Centre reserves the right to apply the above DfE guidance and any future changes to statutory regulations in full.

## 2 Behaviour Management System Overview

Our system to manage behaviour is focused on the 'Consequences of Behaviour' and is designed to give students choices. Its principal role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the student's own learning or that of others. If unchecked this sort of behaviour wrecks lessons and undermines the authority of the teacher. 'Consequences' is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons. Parents'/carers' support for sanctions is important and expected. Staff will investigate incidents as they think necessary. The principle of 'balance of probabilities' will be applied when deciding about what happened in situations which are not immediately obvious or clear. The decision of the centre's senior staff is final.

'Consequences' works in conjunction with a progressive system of structured intervention designed to address underlying causes of poor behaviour and disengagement wherever possible. This is a preventative mechanism which enables us to target intervention for those students who have been identified as losing too many periods/days of learning or are at risk of being moved to another centre. It sets in motion a systematic programme of intervention for students accruing detentions, C4s, C5s and C6s and other sanctions (see Consequences System stages on the following pages) for a failure to follow the expectations for student behaviour. Each incident of poor behaviour and the centre's response has a points value (see Appendix A). There are 3 levels of intervention for further support. These are identified through the accumulation of points. A student will move from one level to the next increasing the intensity of the monitoring and intervention as points increase. If behaviour does not improve after support and other sanctions and actions, including reduced timetable, will be considered or 1:1 sessions away from the centre.

Senior staff will become involved in the intervention strategies with students who are receiving C4s, C5s or C6s. Various strategies will be used depending on who the student is and what their needs are. A home/school contract may also be introduced when appropriate.

The length of sanctions will reflect the continuing failure of a student to adhere to the centre's rules as well as the seriousness of a particular incident. The centre retains the right to vary the length of any period of isolation, seclusion or exclusion at any time as it sees fit. However, no student will receive greater than 45 days in any one academic year without being considered for a move to another centre for repeated disruption and defiance. Days of isolation and seclusion given as punishment will be counted, not the days completed by the student. For example, a child who refuses a day or walks out part way through an isolation day (C5) may be given 2 days as a further punishment. In this case, the total counting days will be 3 days assuming the 2 days are completed satisfactorily and no further sanction is required on this occasion.

**Note:** it is likely that a student who is failing to adhere to centre rules will have both C5 and C6 sanctions. Senior staff should consider the number of incidents that a student has received in order to determine the length of sanction. It may be that a half day or another period of time will be used if an isolation or seclusion begins part way through a day, e.g. after lunch.

In order to maintain good order and authority in the school, a student who fails a C5 or C6 during the day, be it morning or afternoon, may be sent off site as soon as possible. This will only happen once the parents'/carers' permission has been recorded within the centre system

along with the time that the student left the site. The student may then be expected to return later in the day to complete that day's time in school. Or, a student may be excluded for a period of time a Fixed Term Exclusion (FTE)

**Note:** a student may receive a Fixed Term Exclusion (FTE) for 0.5 days or longer. For example, after the morning registration but before the PM registration and be excluded for the afternoon (PM) and the following morning (AM) – the two half days totalling one full day exclusion.

After 45 days of isolation, seclusion or exclusion in any one academic year, the management committee recognise that the centre is likely to have exhausted the strategies available to it to deal with the disruption to the learning of others presented by these students. In addition, the centre recognises that the individual concerned will have lost so many days of learning it would be unlikely that the centre could offer any other reasonable support. At this point the Headteacher would be likely to look at a move to another centre or to the LA for further support.

For further information, please see Consequences System documentation later in this document.

### **3 C6 Sanctions**

A C6 sanction may be a C6 Seclusion or C6 Fixed Term Exclusion (FTE).

If a student fails a C5 Isolation or C6 Seclusion then they may be sent home to return later to complete their day or be excluded (C6 FTE) for either 0.5 days or longer depending on the time of the day that the exclusion takes place and the behaviour which led to the sanction.

It is important that a student is not allowed to repeatedly disrupt and defy the centre staff for a longer period of time than we would reasonably tolerate, having exhausted our intervention strategies. Therefore, the Headteacher and senior staff retain full discretion to move a child to another centre, even if they have not reached 45 days' isolation, seclusion or exclusion in one academic year for repeated disruption and defiance.

### **4 Fixed Term Exclusions (FTE)**

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports headteachers in using exclusion as a sanction where it is warranted.'

*(DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)*

At WEC we seek to ensure we do all we can to avoid exclusion from WEC. Decisions to exclude are serious and taken as a last resort where other sanctions have been used and failed to modify behaviour or rejected by the students and/or parents/carers or where the breach of the centre rules is serious. The following are examples:

- Failure to comply with a reasonable request from a senior member of staff. Failure to wear uniform for a student who is in incorrect uniform is regarded as failure to comply with a reasonable request.
- Breaches of health and safety rules, including leaving the centre site without permission from staff and self-harm.
- Verbal abuse of staff, other adults or students.
- Possession of drugs and/or alcohol related offences.
- Failure to comply with the requirements of the 'Consequence System' see section 2 above
- Wilful damage to property.
- Bullying including homophobic, xenophobic or racist bullying.
- Sexual misconduct.
- Sale of goods or services without the centre's permission.
- Theft.
- Use of electrical or other items to cause distress, disruption or infringe others' rights.
- Making a false allegation against a member of staff.
- Behaviour which calls into question the good name of the centre.
- Actions which cause disruption to centre or are detrimental to centre practice.
- Repeated defiance or disruption.
- Other serious breaches of centre rules.

## **5 Partial Timetable**

As an alternative to isolation, seclusion or exclusion senior staff may make use of a partial timetable to support a student. This would normally be with the agreement of a parent or carer.

## **6 Provision of Education for Students Excluded for a Period Exceeding 5 days**

The centre recognises the need to keep fixed term exclusions short wherever possible. It is therefore anticipated that fixed term exclusions would not routinely exceed 5 days fixed term except when lesser exclusions and sanctions have not had an impact on the student's poor behaviour, or the centre considers the incident to be more serious. Should this be the case an exclusion be more than 5 days, appropriate provision will be put in place, normally through the support of the LA.

## **7 Screening, Searching and Confiscation**

Please refer to the DfE guidance 'Screening, Searching and Confiscation. Advice for headteachers, staff and governing bodies'.

In addition to the practice identified in the DfE guidance, the centre also bans the following items and as a result is able to search students for them: any item brought into the centre with the intention of the item being sold or passed on to other students and/or which, in the senior staff's opinion, will cause disruption to the centre or be detrimental to centre practice. This includes searching the contents of a mobile phone, e.g. for images or messages.

### **Confiscation**

- Centre staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to centre discipline.
- Staff should hand the confiscated item to the relevant member of staff or reception, as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff should not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
- Personal items, e.g. MP3 players, iPods, mobile phones etc., are not allowed and will be confiscated if seen. Should it be necessary to carry a mobile phone for safety reasons this must be switched off, handed in at student reception on arrival at WEC and collected at the end of the day. The centre will accept no responsibility for stolen items.
- Any item which staff consider to be dangerous or criminal, i.e. drugs, must be brought to the attention of a senior member of staff immediately. Senior staff will make the decision about contact with the police.
- Items confiscated by the centre can be collected by parent/carers after a set period of time, e.g. one week, except where the centre has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters. Students cannot collect any item themselves until the end of the agreed period which may be longer than if collected by a parent/carer.
- The school's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
- The senior staff will use their discretion to confiscate, retain and/or destroy any item found as a result.
- Electronic equipment, jewellery and other expensive items will be confiscated and held by the centre for a period of one year. If, at the end of the year, the item has not been reclaimed then the centre reserves the right to destroy the item.
- Where alcohol has been confiscated the centre will retain or dispose of it. This means that the centre can dispose of alcohol as they think appropriate (or return it to a parent/carer but this should not include returning it to the student).
- Where the centre finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Headteacher thinks there is a good reason to do so.
- Where the centre finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable, but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Headteacher thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the centre can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence, i.e. it is extreme or child pornography, in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass

them to the police or to retain the image whilst the centre carries out its own investigation.

- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item which is banned under the centre rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
- Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the centre carries out its own investigation.

## **8 Leaving the Centre without permission**

Senior staff may decide that whilst not desirable it is safer to allow a student to leave the centre site than to try to detain them for their own safety and/or carrying out this policy.

## **9 CCTV and Recording Equipment**

WEC may use CCTV for the purpose of maintaining discipline and managing behaviour and safety. A separate policy exists which covers the use of CCTV.

The phone system may record phone calls for monitoring and quality assurance purposes.

WEC activities may be recorded for teaching, training and publicity purposes by staff. Appropriate permissions will be in place before any recordings, visual or auditory, are used for external purposes.

Students, their families and visitors should not record or seek to record openly or secretly any conversation, meeting or activity on the centre site or off-site which involves centre staff and/or students. Meetings should be minuted by those present where notes are required.

The centre does not routinely give permission for any recordings to be shared, exceptions to the policy are when requested by the police to help with their enquiries and when a recording has been explicitly made for promotional purposes.

## **10 Use of Reasonable Force**

Please refer to the DfE guidance 'Use of reasonable force. Advice for headteachers, staff and governing bodies'.

All members of centre staff have a legal power to use reasonable force. This power applies to any member of staff. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on a centre organised visit.

## **11 Discipline beyond the Centre gate**

Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur off the centre premises or which pose a threat to a member of the public or a student, to the police as soon as possible. When appropriate, incidents will be referred by centre staff to the police rather than investigated in WEC.

If a member of the public, staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to a centre member of staff, a member of the senior staff must be informed. In the vast majority of cases they will then involve the centre's Police Liaison Officer, who will follow agreed police and centre procedures (see Section 13 Police and 14 Safer Schools Partnership). In addition, if the senior staff consider that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the school's Child Protection policy will be followed.

For health and safety reasons, very high standards of behaviour are expected on centre residential and day trips. The centre will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on the centre site (see Section 15 Consequences System).

Where bad behaviour occurs when a student is travelling to and from the centre, the centre reserves the right to issue a consequence, or a fixed term or move to another centre, particularly in relation to violent conduct e.g. a physical assault or dangerous or bullying incidents. The full Consequences System will apply.

Students are encouraged to wear their uniform correctly when travelling to and from the centre and must not be involved in behaviour that could adversely affect the reputation of WEC. For example, students should not smoke on their journey to and from the centre. If they are found smoking (including e-cigarettes) while wearing uniform the Consequences System may be used.

The centre reserves the right to use this Behaviour Policy and/or the legal system when an individual's rights have been ignored and/or proper procedures have not been followed and/or WEC is brought into disrepute as a result, e.g. posting audio or visual material on Facebook.

## **12 Behaviour Committee of the Management Committee**

If a student is at risk of a long exclusion, an Internal Behaviour Committee meeting may be convened. The panel may consist of Management Committee members, or members of staff. If convened, the panel will consider if any further interventions or support can be offered.

### **DfE Guidance**

Under DfE Guidance 'Exclusion from maintained schools, academies and pupil referral units in England', a meeting of the Management Committee may be convened when:

- a student has received over 15 days' exclusion in one term;
- recommendation of permanent exclusion is made by the Headteacher for a one-off incident, or through the Consequences System.

The Behaviour Committee will comprise of 3 members of the Management Committee who can hear the case impartially. If a member has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down.

The Behaviour Committee can uphold an exclusion or direct the student's reinstatement, either immediately or on a particular date.

The meeting must be convened between the 6<sup>th</sup> and 15<sup>th</sup> school day after the date of receipt of notice to consider the exclusion.

The Clerk will circulate the paperwork for the Behaviour Committee meeting to all parties invited to attend at least 5 days in advance of the meeting.

The parent/carer has the right to attend the meeting, and/or make written representations. This should be submitted to the Clerk as soon as possible before the meeting. The parent/carer may bring a friend or a legal representative if they wish.

The Headteacher, a member of the Senior Leadership Team and/or other staff, such as Key Workers, may also be invited to attend the meeting. Parents/carers have the right to invite the Local Authority Exclusions Team Manager to attend the meeting.

### **Independent Appeal Panel**

Within one school day of the meeting, a letter will be sent detailing the decision of the Behaviour Committee. The letter will also detail the procedure for appeal, which will be heard by an Independent Appeal Panel convened by the Local Authority. The parent/carer has 15 school days after the day on which notice in writing was given of the Behaviour Committee's decision, if delivered directly. If the notice in writing is posted first class, two additional days are added for postage.

## **13 Police**

The centre will involve the Police where criminal activity has taken place or is suspected of having taken place. In addition, the centre will inform the Police of any intelligence which may support the Police in preventing or tackling criminal activity.

A student and his or her family have the right to contact the Police if they feel that a criminal offence has been committed.

## **14 Safer Schools Partnership (SSP)**

The centre has links to a Safer Schools Partnership (Police) Officer (SSPO) to work at the centre part time.

A SSP is a formal agreement between a school and police to work together in order to keep young people safe, reduce crime and fear of crime and improve behaviour in schools and their communities. All SSPOs aim to ensure:

- the safety of students, staff and the site and surrounding areas
- help for students to deal with situations that may put them at risk of becoming victims of crime, bullying or intimidation, and to provide support to those who do
- focussed enforcement to demonstrate that those who do offend cannot do so without facing the consequences of their actions
- early identification, support and where necessary challenge of students involved in or at risk of offending
- improved standards of student behaviour and attendance, and less need for isolation, seclusion and exclusions
- more positive relations between students and the police and between students and the wider community
- effective approaches to issues beyond the centre site that negatively impact on student safety and behaviour.

**Students will:**

- feel safer, knowing that a police officer is on hand to help resolve conflicts and respond to harmful behaviour
- learn more effectively as they grow more confident that they can attend centre in safety
- find out how to avoid being drawn into crime and anti-social or extremist behaviour and learn more about what the police do in the community
- receive support if they have been victims of crime and learn new skills to avoid being victims and be safer on journeys to and from the school
- benefit from a positive role model through contact with the SSPO.

**The centre will:**

- see improved student behaviour and attendance, and potentially fewer periods of isolation, seclusion and exclusion and better academic achievement
- be helped to identify, challenge and support students most at risk of causing harm and offending through benefiting from the professional expertise a police officer can bring
- receive support to identify and help students most susceptible to the messages of violent extremism and/or gang culture, if these are particular issues in the area
- benefit from the specialist support the police can offer if required, for example in dealing with screening students for weapons, searching students for certain items, dealing with intruders to the centre, including any violent or abusive adults, and dealing with incidents where physical force is needed to control or restrain a student
- experience a calmer environment which is more conducive to learning and achieving and where all members of the centre community will feel safer
- integrate better within multi-agency teams, helping to support more effective interventions with students and families
- build better relations with the local community.

**The police will:**

- see reductions in youth crime and anti-social behaviour, through identifying and dealing with issues at an early stage in the school
- see improved public confidence in local policing as a result of the relationships built through SSPOs

- achieve improved efficiency and better use of police time in terms of prevention and early intervention
- be able to better support and monitor prolific and other priority young offenders through working with the centre and multi-agency teams
- be able to identify and support children and young people who feel threatened by crime and antisocial behaviour
- have the opportunity to talk to young people about local crime issues – including if there are problems around gang culture or group offending, weapon carrying or risks from violent extremism
- build better relationships with young people and their parents/carers, which will have significant benefits in the wider community.

**Parents/carers will:**

- be more confident about their children’s safety in a SSP school and on journeys to and from the centre
- be reassured that any particular tensions in the local community such as racism, gang culture or weapons issues will not be allowed to intrude on the centre
- if their child is at risk of involvement in anti-social behaviour or crime, know that the police presence in WEC will help deal with this in an appropriate way
- be reassured that staff have the support of police in ensuring good student behaviour and attendance, and in tackling bullying
- know that their child is being encouraged to trust the police and to take a responsible attitude towards issues around crime.

**Outside agencies and others will:**

- benefit from the impact that SSPOs can have on helping them reach a number of local and national targets, including measures on public perceptions of safety
- benefit from effective exchange of information. The centre and children’s services working more closely with the police leads to more effective safeguarding arrangements
- receive support for effective multi-agency working, including early intervention and prevention strategies with students and families and (as appropriate) local Prevent and Deter arrangements.

A SSPO is a positive way for the centre to demonstrate their commitment to promoting a safe climate of learning and to preventing crime. One of the key aims of the SSP programme is to build more positive relationships between students and police. Giving students a chance to meet police officers in the school, away from some of the influences of the street, can help to foster these relationships. This can then have benefits for the police when encountering them in the wider local community.

SSPOs can help local communities meet their objectives measured by the National Indicator set (NI). Key indicators for which SSPs can make a positive impact include:

- NI 17 – perceptions of anti-social behaviour
- NI22 – perceptions of parents/carers taking responsibility for the behaviour of their own children in the community
- NI69 – students who have experienced bullying
- NI 86 – The school judged as having good or outstanding standards of behaviour
- NI 87 – Academy persistent absence rate
- NI 111 – first-time entrants to the youth justice system aged 10-17

- NI 114 – rate of permanent exclusions from the Academy
- NI 115 – substance misuse by students
- NI 72-78 and 93-101 – Attainment indicators.

The Headteacher and staff retain their responsibility for centre discipline and behaviour, though look to their SSPO for support and advice as necessary. The SSPO remains an operational police officer and will make his or her own decisions on when and how to intervene where the law is threatened.

Further information on the role of Safer Schools Partnerships can be found in the Safer Schools Partnership Guidance document available on the internet:

[https://www.education.gov.uk/publications/eOrderingDownload/Safer\\_Schools\\_Guidance.pdf](https://www.education.gov.uk/publications/eOrderingDownload/Safer_Schools_Guidance.pdf)

## 15 CONSEQUENCES SYSTEM

### Consequences of Behaviour in the Classroom – Teacher Expectations

In all classrooms we aim for praise to outweigh consequences. There should be an 80/20 ratio. We need to concentrate on **positive aspects of behaviour**.

***‘When students behave inappropriately give them what they don’t want – a cool, mechanical, emotionless response. Save your emotion, passion, enthusiasm and excitement for when it has most impact - when students behave appropriately’.***

***Setting the scene for positive behaviour is key.***

**Positive role model** – be at the door, or if more appropriate go and find the students, smile, be enthusiastic about working with the students and about the content/context of the lesson. Discuss how successful learners deal with the frustrations and create a calm atmosphere. Think about Spiritual, Moral, Social and Cultural issues and how developing the ‘big picture’ with students allows them to think outside the box.

**Giving Achievements and Praise** - apply achievements and praise with care – be sure you have explained why a student has received the achievement or praise as some students may feel that individuals are given acknowledgements unjustly.

**Start each day with a clean slate** – making sure that incidents have been dealt with from prior lessons. (Please clean your consequences boards at the end of the lesson and day).

**Catch Up** - Students should be spoken to by the class teacher in the catch up/detention set by the teacher when used as a sanction. This conversation should rebuild the relationship and follow the principles of restorative practice.

**Be consistent** - use this and only this approach with **all** students as they must perceive this as a predictable, reliable and consistent pattern. State the facts when you describe behaviour. Do not invite discussion by phrasing your comments as questions, e.g. “Why are you talking?” Rather, “I’ve asked you not to talk, CI”. Ensure that students know it is your priority to maintain the pace of your lesson for the benefit of all students. The Consequences system does not mean that effective behaviour management strategies are not used. Effective and efficient behaviour management should mean that the Consequences System is not used because pace, challenge and positive reinforcement should sustain students and enthuse them.

#### **Key questions to ask yourself**

- Have I planned my lesson appropriately and shared my learning outcomes with students?
- Am I praising and rewarding those who behave?
- Is the work challenging and exciting enough to engage students in learning?
- Are the resources appropriate and readily available so that pace is maintained?
- Have I greeted them at the door and made my high expectations clear at the beginning?
- Is my seating plan right and have I made my ‘reasonable requests’ clear?
- Have I taken control of the class on entry, during the lesson and at dispersal?

## Consequences in the Classroom/Lesson

### Consequence System Stages 1-6

Consequences/Behaviour	Behaviour Management Dialogue/Strategies
<p style="text-align: center;"><b>Warning – Rule Reminder</b></p> <p>A warning can be given to an individual and also a group/class. Blanket warnings can be given for things such as:</p> <ul style="list-style-type: none"> <li>• General ‘carrying-on’</li> <li>• Shouting out</li> </ul> <p>Where the behaviour is particular to one student a blanket warning should not be given, for example:</p> <ul style="list-style-type: none"> <li>• Poor levels of work</li> <li>• Talking to another student across the room</li> <li>• Distracting others</li> <li>• Chewing</li> <li>• Swinging on furniture</li> </ul>	<p>“Chris you are talking (see Be Consistent). If you choose to keep talking that is a C1”</p> <p>State what is happening and give rule reminders.</p> <p style="text-align: center;">Try to identify behaviour that is proactive/positive.</p> <p>You do not have to write the student’s name on the board at this point.</p>
<p style="text-align: center;"><b>C1- First negative consequence</b></p> <p>The student’s name <b>must</b> be written on the board at this point.</p>	<p>“Chris you have continued to talk across the classroom” “Chris you are now on a C1”</p> <p>Mark the moment of poor behaviour on the Consequences Board, but then redirect behaviour with teaching and learning reminders. Raise expectations and defuse the situation by praising those who are working well.</p> <ul style="list-style-type: none"> <li>• Consider moving seats – if this is possible</li> </ul>
<p style="text-align: center;"><b>C2 – Second negative consequence</b></p>	<p>“Chris you have again continued to talk you have now moved to a C2”</p> <p>When you have given the verbal comment try speaking privately to the student. Getting down to the student’s eye level being more personal can help diffuse communication with others, this will keep the class calm, additional signals or nonverbal refocusing is useful.</p>

	<ul style="list-style-type: none"> <li>• Offer different activities</li> <li>• Ask student to take a minute to think about her/her behaviour.</li> </ul>
<p style="text-align: center;"><b>C3 – Final Warning</b> <b>Third negative consequence</b></p>	<p>“Chris you are on the verge of leaving the lesson because you a not behaving reasonably.”</p> <p>Remind the student that it is their choice to break the rules and the rule they are breaking. Offer them solutions on how they can alter their behaviour:</p> <ul style="list-style-type: none"> <li>• Set time markers for completing work, “You are here now and when I come back you should be here”, mark with the time.</li> </ul> <p>If not already done consider:</p> <ul style="list-style-type: none"> <li>• Moving seats – if this is possible</li> <li>• Offer different activities</li> <li>• Ask them to take a minute to think about their behaviour.</li> </ul> <p>It may be appropriate at this point for the class teacher to set a 10 minute recall to catch up. If a student does not attend this should be followed up by the class teacher.</p>

### Consequences Beyond the Classroom/Lesson - Sanctions

<p style="text-align: center;"><b>C4 - Relocation</b> <b>Fourth negative consequence</b></p> <p style="text-align: center;"><b>or</b></p> <p style="text-align: center;"><b>immediate C4 for Health &amp; Safety</b></p>	<p>“Chris you have now moved to a C4 because ... which means you can no longer stay in the room.”</p> <p>At this point the student must leave the room to the relocation area for the remainder of the lesson. A member of staff will be required to accompany the student and speak with the student as he/she completes a yellow reflection form. The student needs to leave with the consequences sheet to be filled in. If he/she becomes argumentative then defer and say it will be discussed later.</p> <p>When he/she returns discuss with him/her their behaviour and the strategies that will be put in place to support next time. It could be some of the strategies above. This needs to be explained before next time so they can start with a clean</p>
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	<p style="text-align: center;">slate.</p> <p style="text-align: center;">It may be appropriate at this point for the class teacher to set a catch up session. Failure to complete this will result in C5.</p>
<p style="text-align: center;"><b>C5 - Isolation</b> <b>Fifth negative consequence or immediate C5 for:</b> <b>Health and Safety</b></p> <p>Examples: Walking away from a member of staff Refusing to hand over items which are not allowed in the centre Swearing directly at a member of staff</p>	<p>Fifth misbehaviour (may be first in relocation area) means that the student is sent or taken elsewhere for a period of time.</p> <p>Again Section A needs to be completed, with the time etc.</p> <p>Code of Conduct to be copied out by student.</p> <p>Behaviour staff will arrange time in the Consequences Room. This will be as soon as possible after the C5 incident but dependent on space being available in the Consequences Room.</p>

**Guidance for following a reasonable request** – refusal to follow a reasonable request means that students are persistently not complying with a reasonable request. It does not mean that students are immediately given a C4, but they are asked 4 times to comply:

“Chris, can you please ...”

“Chris, I have asked you to ... can you please do so.”

“Chris, are you refusing to follow a reasonable request to ...”

“Chris, you have refused to follow a reasonable request, this has resulted in a C4.”

Failure to follow a reasonable request may mean that a student is behaving in an unsafe manner and so needs to be sent home to return later to complete the day or is subject to an exclusion if from a morning session. Only the Headteacher or senior staff may approve this sanction. The student may be isolated for the remainder of the day and/or subsequent days.

## Consequences to follow-up Previous Poor Behaviour

<p style="text-align: center;"><b>C4 Catch Up - for one off incidents</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Walking out of lesson for no good reason Refusing a reasonable request</li> <li>• Out of bounds</li> <li>• Inappropriate behaviour in the restaurant</li> <li>• Repeatedly late to the lesson</li> <li>• Eating or drinking in a lesson</li> <li>• Using ICT inappropriately – games etc</li> <li>• Smoking on WEC site or outside centre gate</li> <li>• Assault on a student as a result of provocation.</li> </ul>	<p>Catch Up for up to 1 hour. This is given for a student in a lesson or out of lesson and should lead to a time set by the relevant member of staff, e.g. the class teacher in a lesson</p>
<p style="text-align: center;"><b>C6 Exclusion</b></p> <ul style="list-style-type: none"> <li>• <b>Fixed term exclusions</b>, e.g. failure to complete C5 appropriately</li> <li>• failure to complete C4 Catch-Up appropriately</li> <li>• endangering the health and well-being of self or another</li> <li>• Physical, verbal or emotional assault on another student</li> <li>• Persistent refusal to follow instructions</li> <li>• Failure to follow instruction of SLT</li> </ul> <p style="text-align: center;"><b>Re-integration and other intervention meetings</b></p>	<p>Reintegration meetings are held between a member of SLT and/or other appropriate staff, the student and the parent/carer when a student returns from an exclusion. At this meeting the student's behaviour will be discussed and a review of the passport undertaken. Targets will be shared with staff and included on the passport. Staff will be requested to complete the 'round robin' circulars to assist with further targets and interventions if poor behaviour continues. Alternative short term programmes may also be put in place, for example, working in another part of WEC.</p> <p>If parents/carers persistently fail to attend reintegration meetings re-admission to the centre will be at the discretion of senior staff.</p>

**When do I call for further assistance?** If there is a serious incident, e.g. a health and safety issue, foul and/or abusive language directed at a member of staff, then a senior member of staff should be contacted through 'On Call'.

**Smoking off site/general behaviour off site** – If students are in uniform and on their way to and from the school, consequences can be issued and students should be tackled. If you see them smoking please report this.

## Consequence Reflection Form

### C4 and C5 Consequences Reflection Form

**Section A - This section to be completed by teacher prior to sending student to Relocation Room**

Date of Lesson	Period	Staff Name

C4 Time Left Classroom	Time Arrived at Relocation Room	Time Left Relocation Room	Time Arrived at the Consequences Base

**Section B - This section to be completed by student in the Relocation Room or Consequences Base**

Name	Year	Group
Teacher	Subject	
	Which room were you in?	

**Tick the classroom expectations that the teacher spoke to you about:**

- 1. Arrive to lessons on time and with the right equipment
- 2. Follow instructions first time
- 3. Listen to the person who should be talking
- 4. Keep hands, feet and unkind words to yourself
- 5. Put your hand up if you want attention

<b>Describe exactly what you did to get a C4 or C5</b>	
<b>How do you feel now about your behaviour?</b>	
<b>What SHOULD you have done to avoid the C4/C5</b>	
<b>How can you make up for what you have done with the member of staff and/or other students?</b>	
<b>What do you need to do to behave in the future?</b>	<b>What classroom strategies will help?</b>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>New seating plan</b></li> <li><input type="checkbox"/> <b>Differentiated activities</b></li> <li><input type="checkbox"/> <b>Time limits on tasks</b></li> <li><input type="checkbox"/> <b>Challenging activities</b></li> <li><input type="checkbox"/> <b>Catch-up</b></li> <li><input type="checkbox"/> <b>Departmental report</b></li> <li><input type="checkbox"/> <b>Parent/Carer meeting</b></li> <li><input type="checkbox"/> <b>Refer to SENCO</b></li> </ul>
<b>3 facts about yourself</b>	

**Section C – Catch Up (to be completed by teacher / member of staff who set detention)**

<b>Date</b>	<b>Length/Time</b>	<b>Room</b>
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**Section D – Completed by appropriate member of staff and then the form retained in the department’s records**

<b>Completed</b> Yes / No	<b>If ‘No’ what and who is following up</b>
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**Consequences of Behaviour – Code of Conduct**

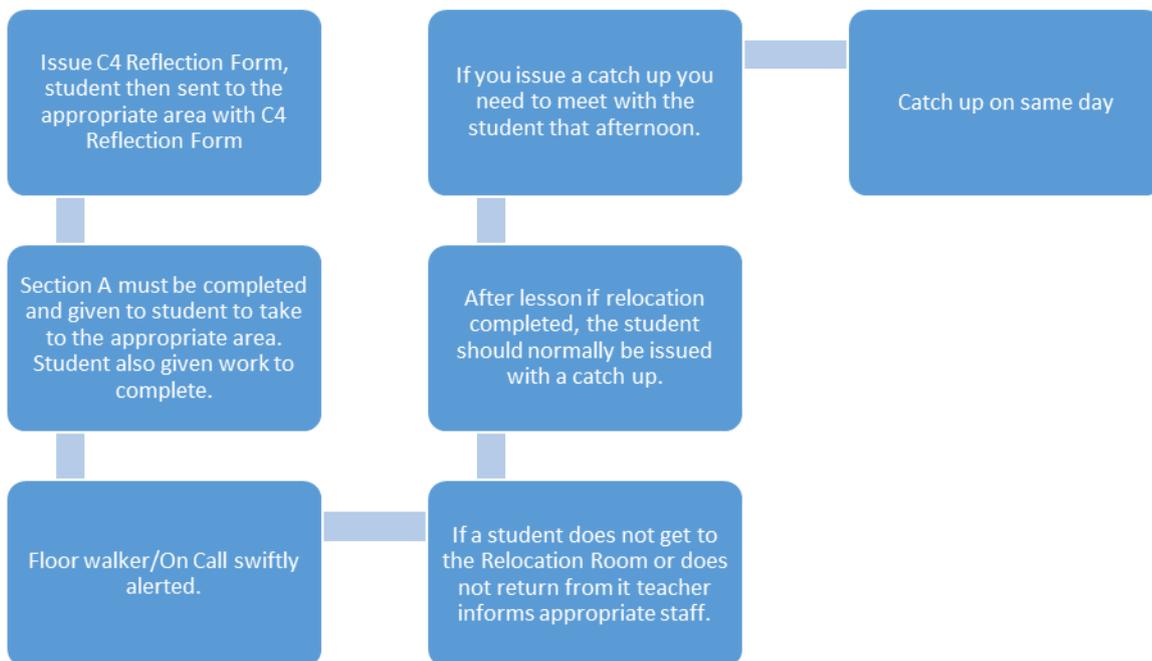
**THIS MUST BE COPIED OUT BY ALL STUDENTS AT THE BEGINNING OF ISOLATION**

The **Consequences of Behaviour** system is central to the way the centre operates. It helps all members of the centre community feel secure because we are really clear about what behaviour is unacceptable and what the consequences will be. It makes everyone feel valued because it is a way of making sure students are rewarded for good behaviour.

- **Consequences of Behaviour** allow teachers to teach and all students to learn.
- **Consequences of Behaviour** is a consistent, fair and positive system which is applied in all lessons across all subjects.
- **Consequences of Behaviour** means that positive behaviour is praised. However, everyone is clear about the consequences for negative behaviour.
- Praise is the most important aspect of **Consequences of Behaviour**. Students should try hard to gain praise in all lessons and staff will always aim to award more praises than **consequences**.
- Students will always receive a warning about their behaviour before any **consequences** are issued to them.
- During lessons, students who receive **consequences** will have their names displayed on the **consequences** board.
- Students must change their behaviour in any lesson where a C1 has been issued otherwise a C2 will be given. If students choose not to change their behaviour it will result in a C3, the final warning. By continuing their negative behaviour, the student is given a C4. This means a removal from the lesson to the Relocation Room and in many cases a catch-up session.
- Failure to arrive promptly or to behave appropriately in the Relocation Room will result in a C5 being issued.
- Failure to complete or to behave appropriately in a C4 Catch Up may result in a C5 which is a time isolated at a later date.
- **Consequences** is time for students to reflect on the serious consequences of their behaviour.

- **Consequences of Behaviour** will be used alongside rewards to monitor and track all students.

**C4 Relocation Procedure**





## Consequences

**You are responsible for your own behaviour and must choose to be respectful and focus on your own learning. You must follow reasonable requests from your teachers. You will not be permitted to prevent other students from learning. We will not allow others to prevent you from learning.**

**Consequences** are designed to help you understand if you are getting it wrong and help you to change your behaviour by thinking about the choices you have.

<b>Consequences</b> At each stage you will be given time to make the right choice	
<b>Warning</b>	<ul style="list-style-type: none"> <li>• If you are not getting it right, your teacher will remind you of expectations</li> </ul>
<b>C1 Consequence</b>	<ul style="list-style-type: none"> <li>• If you choose to continue to misbehave, your name will be written on the Consequences board and a tick placed in column C1</li> </ul>
<b>C2 Consequence</b>	<ul style="list-style-type: none"> <li>• If you still choose not to improve your behaviour, another tick will be placed against your name in C2</li> </ul>
<b>C3 Consequence + catch up</b>	<ul style="list-style-type: none"> <li>• If you are still misbehaving, a third tick will be placed against your name in C3</li> </ul> <p><b>This is your final warning</b></p> <ul style="list-style-type: none"> <li>• You may receive a catch up with your teacher after school</li> <li>• You may be spoken to by another member of staff</li> </ul>
<b>C4 Relocation to another room + catch up</b>	<ul style="list-style-type: none"> <li>• You will be given a Consequence Reflection Form and work to complete</li> <li>• You will return to your class teacher at the end of the lesson with your completed Consequence Reflection Form and work</li> <li>• You may be set a catch up of up to 1 hour.</li> </ul> <p><b>(A C4 may happen immediately in some circumstances)</b></p>
<b>C5 Consequences Area</b>	<ul style="list-style-type: none"> <li>• If you get it wrong in a relocation room, arrive late, do not return to your class at the end of the lesson, a C5 may be issued.</li> <li>• You will receive a period of isolation</li> <li>• Your parents will be informed</li> </ul> <p><b>C5 will also be issued for serious behaviour incidents in and outside of lessons</b></p>
<b>C6 Fixed Term Exclusion</b>	<p><b>C6 will be issued for very serious incidents</b></p> <ul style="list-style-type: none"> <li>• The length of time for a C6 will be determined by senior staff in line with centre policy</li> <li>• Your parents will be informed</li> <li>• If you fail to complete a C5, this will also become a C6, the length of time for this will be determined by a senior member of staff</li> </ul>

***The final decision on consequences and punishments is made by senior staff***

**END OF DOCUMENT**