

Inspiring Learners for their future

BEHAVIOUR FOR LEARNING POLICY

UPDATED MAY 2012

Consultation History

Governors/staff/parents/students	Date
Executive (Leadership Group)	May 2012
Curriculum Committee	May 2012
Full Governing Body	May 2012
Next Review of Policy	

Behaviour for Learning Policy

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Behaviour for Learning Policy

Purpose

- To ensure that all Governors, staff, students and parents are aware of the high expectations of the school in terms of Behaviour for Learning.
- To promote positive behaviour and self discipline to create a safe, calm and productive environment for all
- To facilitate the schools mission statement '*Inspiring learners for their future*',
- To promote Section 61 of the Schools Standards and Framework Act 1998 which requires a Governing Body to ensure that its school pursues policies to promote positive behaviour.

Aims & Objectives

This policy will set the boundaries for the detailed operating procedures for a system that

- rewards and reinforces the right behaviours;
- delivers consistent consequences for the wrong behaviour;
- outlines a system where the roles and responsibilities are clear and staff take responsibility for students' learning;
- seek to ensure that all students are treated equally and fairly in the implementation of rewards and sanctions;
- enables staff to teach effectively by removing disturbances to learning and promoting respect and positive attitudes to learning;
- supports and promotes the anti-bullying policy, the Disability Discrimination Policy, Race Equality Policy and Mobile Phone Policy.

Behaviour for Learning Code

Rights

The school believes that the following rights apply to all within The Ridgeway:

- all students have the right to learn.
- all teachers have the right to teach.
- everyone has the right:
 - to feel safe;
 - to be listened to and be treated with respect;
 - to be treated fairly;
 - to be free from discrimination.

We, as a community, agree to the following rights and **responsibilities**:

- to learn and let others learn;
- to show respect for others and their property;
- to arrive on time, equipped ready to work and dressed correctly;
- to follow instructions straight away.

Rewards

A reward scheme will be in place that recognises and promotes:

- positive attitudes to learning;
- outstanding achievement and learning behaviour;
- students' teamwork and independent learning.

Contribution to the community and its development

(Please see Appendix A for guidance on the use of rewards)

Sanctions are in place in order to:

- deter poor behaviour;
- ensure consequences for poor behaviour;
- establish a levelled and proportionate response to poor behaviour;
- identify clear roles and responsibilities for operation;
- re-establish appropriate expectations of behaviour and to restore teacher-student relationships.

In order to create an environment conducive to learning, The Ridgeway School uses five levels of sanctions for behaviour:

Warnings 1, 2, 3 and 4
Detention (break, lunch and after school)
Isolation (1, 2 or 3 days)
Individual Education Plans and Pastoral Support Plans
Exclusion

Detention

It is essential that every teacher responds in exactly the same way using the W1, W2, W3 system:

W1 = Consequence is a verbal warning
W2 = 15-30 minute detention with the class teacher and a letter or telephone call home informing the parent.
W3 = Placed with the Team Leader (or Asst. Team Leader) and followed by an After School Faculty Detention for 1 hour with a letter home or phone call.

The member of staff issuing a W3 would enter the information on to Reports Manager and the Team Leader will send the details of the After School Detention to the Pastoral Secretary (Office) who will send the letter to parents and will issue a reminder to the student on the day of the detention (Period 5).

For persistent offenders the school will impose detentions outside of normal school hours by informing parents but does not require parental consent. These can be evenings (as previously), weekends and certain non-teaching days (days which have been set aside wholly or mainly for members of staff to work but not to teach students, sometimes referred to as 'training days', 'INSET days' or 'non-contact days').

Analysis and further Pastoral Support

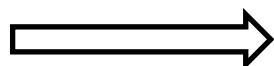
If any student does not respond to the consequences and seems not to understand the consequences of continued poor behaviour the school will:

- in the first instance, act to ensure that the learning of others is not disrupted;
- analyse the reasons for the continued poor behaviour, calling upon experts as required, engaging the student's family group;
- deliver a focussed support plan that meets the student's individual needs. This may include some of the following; restorative justice, school action plan, life coaching.

Section 1	Behaviour in Class	Page 5
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Section 3	6th Form Agreement	Page 13

Classroom Behaviour (lessons & mentoring)

Warning 1

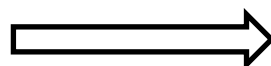


Consequence:
Verbal reprimand

Example Behaviour

1. Off task behaviour
2. Out of seat without permission
3. Inappropriate language (minor)

Warning 2



Consequence:
15-30 minutes detention
with the class teacher

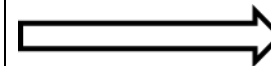
Logged on Sims

Teacher issuing W2 to
phone/e mail home

Example Behaviour

1. Refusing to complete work
2. Constantly ignoring instructions
3. One-off offensive comment
4. Minor acts of vandalism
5. Use of offensive language
6. Persistent W1 behaviour
7. Lack of equipment

Warning 3



Consequence:
Removed from lesson and
placed with Head of
Faculty

Faculty after school
detention (1hr) &
letter/text/email home

Logged on Sims by the
teacher issuing W3.
Teacher issuing W3 to
phone/e mail home.

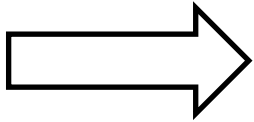
Example Behaviour

1. Continuous refusal to follow instructions
2. Persistent disruption of class activity or one off major act of disruption
3. Repeated low level disruption of learning
4. Damage of equipment and property
5. Threatening behaviour
6. Repeated offensive comments – investigation to follow

A W1 should be a verbal reprimand and is used to re-engage students with the task. If the off task behaviour continues and the student does not respond to the W1 then a W2 should be issued.

Classroom Behaviour (lessons & mentoring) and Extreme Behaviour

Warning 4



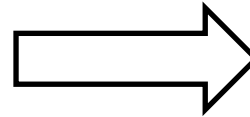
If a student receives more than one W3 in a term, they must be placed on Faculty Report.

To be used if a student receives 2 or more W3s in a term within one Faculty.

Consequence:

1 st W4	Isolated from next lesson, PASD, Progress Leader phones home, Pastoral Subject Report
2 nd W4	Isolated from next 3 lessons, Pastoral Subject Report, PASD and meeting of Parents, Progress
3 rd W4	Co-ordinator and Faculty Leader. Fixed Term Exclusion

Extreme Behaviour



Immediate removal to the Isolation room
Informing SLT and Progress Co-ordinator.

Consequence: Isolation or Exclusion

1. Any Form of Violence
2. Bad language directed at a member of staff
3. Dangerous Behaviour
4. Threatening Behaviour to staff
5. Refusal to leave the room following a W3
6. Extreme breaches of the uniform policy
7. Violation of the drugs and substance misuse policy

Behaviour Procedures

Staff	Action	Monitoring	Support
Teacher 	Address Reprimand Move Speak to 1 to 1 Detain at break Detain at lunch (W2) Contact Home (W2) Park with HoD (W3 =Faculty Detn)	Assistant Student Progress Co-ordinator reviews Report Manager weekly overview to monitor student behavior across departments	Class teacher supported by the Faculty/Subject leader and mentor

Teacher sees Team Leader re W3

If not responding to teacher (using the above strategies)

Team Leader 	HoD to see 1 to 1 Remove from the lesson Place on dept report (letter sent) Contact home Faculty After School Detention	Student Progress Co-ordinator fortnightly review of Faculty overview using Report Manager	Faculty/Subject Leader able to seek support from the mentor and Pastoral Support Mentor in the first instance followed by the Student Progress Co-ordinator
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If not responding to Team Leader (using the above strategies)

TL sends referral (W4) to Student Progress Coordinator



Student Progress Co-ordinator	<p>Referral 1 (W4) = Removal from next lesson, pastoral afterschool detention (PADT), phone home</p> <p>Referral 2 (W4) = Removal from next 3 lessons, pastoral report, PADT & meeting with parents, Assistant Learning Coordinator and mentor.</p> <p>Referral 3 (W4) = 1 Day Internal Excl, removed from 3 lessons, pastoral report, PADT & meeting with parents, AHT, LCo & mentor.</p> <p>Referral 4 (W4) = Temp External Exclusion (see below)</p>	Student Progress Co-ordinator able to seek support from the Assistant Headteacher (Support and Guidance) and outside agencies
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Exclusion Levels

Following action

- Level 1** **Readmission meeting:** Student Progress Coordinator, AHT, mentor, IEP & 2 day in Isolation Rm*
- Level 2** **Readmission meeting:** Assistant Headteacher, Student Progress Co-ordinator, PSP, 1-3 day Fixed Term Exclusion, 1 day in Isolation room*, external agency*
- Level 3** **Readmission meeting:** Deputy Head, AHT, Student Progress Co-ordinator, PSP, 3-5 day Fixed Term Exclusion, final warning, Managed move* 1 day in Isolation room*, external agency support*

Level 4: Permanent Exclusion

Following a level 2-3 FTPE it may be appropriate to use the isolation room for the day after the readmission meeting to ensure school standards are being adhered to and the possibility of re-offence minimised.

* Where appropriate

Exceptions to the Level Procedure

There will be, however, exceptional circumstances where in the Head teacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. See page 16.

- a) Serious actual or threatened violence against another student or a member of staff;
- b) Sexual abuse or assault;
- c) Supplying an illegal drug;
- d) Carrying an offensive weapon (for advice on what constitutes an offensive weapon, see *School Security – Dealing with Troublemakers – Chapter 6* (see **related documents**). Schools now have a power to screen and search students for weapons (see separate guidance listed in **related documents**).

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

In cases where a head teacher has permanently excluded a student for:

- a) **one of the above offences; or**
- b) **persistent and defiant misbehaviour** including **bullying** or repeated possession and/ or use of an illegal drug on school premises (see further guidance in **related documents**). And where the basic facts of the case have been clearly established on the balance of probabilities, the Secretary of State would not normally expect the governing body or an independent appeal panel to reinstate the student.

Section 2

Out of Classroom Behaviour

All staff have a responsibility to maintain a calm environment around the school at all times regardless of duty allocations.

At the Ridgeway School & Sixth Form College we believe that everyone has a right to learn in a safe and secure environment and in a community where people feel free to be themselves. Behaviour which challenges this community will result in consequences.

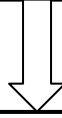
For incidents at the following times use the procedures laid out on the following page:

- Before school
- Break
- Lunchtime
- Bus Duty and during journey
- Between lessons
- School trips and visits

Warning 1

Minor incidents e.g. running in corridors, litter etc.

Action – Verbal reprimand, student moved on

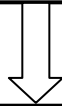


Warning 2

Incidents e.g. pushing, intimidating behaviour **Action – Escorted to Key Stage Pastoral Office**

Pastoral Lunchtime Detention – give details to Pastoral Secretary

Log on Reports Manager by the member of staff dealing with the incident



Warning 3

Serious incidents e.g. refusal to follow instructions, threatening behaviour or reported persistent bullying/racist behaviour, damage of equipment and property.

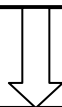
Action – Escorted to Key Stage Pastoral Office

Pastoral After School Detention – give details to Pastoral Secretary

Letter home

Log on Reports Manager by the member of staff dealing with the incident

Removal to the Isolation Room pending further investigation



Warning 4

Extreme incidents e.g. swearing at staff, fighting

Action – Escorted to Key Stage Pastoral Office

Temporary fixed term exclusion

Log on Reports Manager by the member of staff dealing with the incident

Sixth Form Support System

Rationale

The Sixth Form Disciplinary Procedure is designed to support student progress and treat them as young adults by adopting practices reflective of those in the workplace. It works in conjunction with the school's exclusion policy and other policies where appropriate.

Stage 1

Reasons	Action
<ul style="list-style-type: none"> ○ Failed to respond to repeated verbal requests. ○ Refusal to follow staff instruction ○ Poor attendance – below 90% or a clear pattern emerging ○ Failure to complete assignments on time ○ Inappropriate behaviour ○ A student may be placed directly onto Stage 1 for a single, more serious misdemeanour. 	<ul style="list-style-type: none"> ○ Meeting with Student and HOY and Mentor to explain why on Stage 1 ○ Action plan to address problem and set date to review progress will be fixed at the meeting. ○ A letter to be sent to parents/guardians by HOY to inform them of this action and inviting them to contact the Students Mentor/HOY.

Stage 2

Reasons	Action
<ul style="list-style-type: none"> ○ Failure to address the issue that led to them being placed on Stage 1. ○ A student may be placed directly on stage 2 for a very serious misdemeanour. ○ Possession of intoxication from alcohol ○ Violence, threatening behaviour, bullying and racism 	<ul style="list-style-type: none"> ○ Student meets with HOY/ Student Progress Co-ordinator to offer advice and support to help the issue/s. ○ Parents/ Guardians will be contacted and invited to discuss the issue/s with Mentor/ HOY/ Student Progress Co-ordinator. ○ Action plan to address problem set and date to review progress will be fixed at meeting.

Stage 3

Reasons	Action
<ul style="list-style-type: none"> ○ A student who fails to address the issue/s that led to them being placed in Stage 2. ○ For a number of very serious misdemeanours. ○ Possession and/or use of an illegal drug or substance on school premises ○ Supplying an illegal drug or substance on school premises 	<ul style="list-style-type: none"> ○ Students Parents/Guardians informed and invited to attend meeting with Student Progress Co-ordinator/ Deputy Head or Headteacher. ○ Reasons for being placed on Stage 3 explained and student asked to withdraw from 6th Form. ○ Support and guidance will be provided for a move to another educational institution or employment.

Pastoral Support and Early Intervention

Mentors

All students are in small Mentor groups (max 20 students) and see their mentors three times a week. Mentors communicate with home at least on a once termly basis and in particular, communicate with home over referrals and house points. The mentor programme promotes good behaviour and has strong SEAL (Social, Emotional Aspects of Learning) programme which encourages students to be aware of their emotional needs and to share concerns with their mentor. All Y7 Mentor groups have peer mentors who work with the group under the supervision of the mentor.

Subject Teachers

Teachers are encouraged to use positive behaviour strategies in their teaching and use praise to reprimand in a ratio of 4:1. The Warning system is now well established within the school and the vast majority of students respond to a W1 and W2 without further levels needed to be used. Students who exhibit challenging behaviour within a subject will face a number of strategies including, withdrawal from lessons, subject report, Faculty Afterschool detention and if necessary, the change to another teaching group.

Student Progress Co-ordinators

The Student Progress Co-ordinators and their assistants work with students who are referred to them by either their Mentors or Team Leaders. They will discuss with the Assistant Head Teacher, - Support, strategies for intervention such as the writing of IEPs (Individual Education Plan) and PSPs (Pastoral Support Plan). They will discuss the need for intervention of outside agencies such as Stratton PRU and Marlborough House with their teams and the Assistant Head Teacher Support.

Attendance

Attendance panels with Student Progress Co-ordinator, Education Welfare Officer and School governor lead to early intervention on attendance issues in order to bring about improvements.

Inclusion Unit

If a student is not responding to a Team Leader using the strategies available to them, then a Team Leader issues a W4, referring the student to the Student Progress Co-ordinator. The Student Progress Co-ordinator and their Assistants along with SLT will be the gatekeepers for this room. The number of lessons or days spent in the room are documented in the Behaviour Procedures. The maximum number of students is 8. Students within the session could be there for a variety of reasons including support.

Criteria for Admittance:

Referrals by Student Progress Co-ordinator after all other strategies have been tried. Entries are planned though there may be some crisis events. Students will have a distinct programme and timetable. They will often be at risk of permanent exclusion

and this will be a significant provision in the steps to avoid this situation. Students returning from exclusion may spend the day in the Inclusion Unit in order to improve the re-integration process.

Students referred to the Isolation Room may have an IEP and in most cases PSPs issued. Parental support and acceptance on to any of the Programmes is essential.

Disciplinary Stages / Fixed Term Exclusions

Level 1 readmission meeting + 1 day in the Isolation Room (if appropriate)

- Parents asked into school to meet with the Student Progress Co-ordinator and, if possible the Mentor. The student will attend.
- Behaviour Targets to be set up and monitored by the Tutor.
- Student Action Plan/Report system set up.
- Readmission Report Card

Level 2 readmission meeting + 1 day in the Isolation Room (if appropriate)

- Parents asked into school to meet with the Assistant Headteacher Learning and Behaviour Support, Student Progress Co-ordinator. The student will attend.
- Pastoral Support Plan set up and monitored by Student Progress Co-ordinator supported by Assistant Headteacher Learning and Behaviour Support and the Mentor.
- Pastoral report required.

Level 3 readmission meeting + 1 day in the Isolation Room (if appropriate)

- Parents asked into school to meet with the Deputy Head, Assistant Headteacher Learning and Behaviour Support Year Leader and a School Governor. The student will attend.
- PSP reviewed and outside agencies identified as necessary.
- Managed move considered.

Level 4 Permanent Exclusion repeated offence following Level 3

- Parents invited into the school for the permanent exclusion meeting with Student Progress Co-ordinator, representatives from SLT, 3 Governors and LA representative.
- Permanent Exclusion paperwork fully documenting issues and actions taken.

DISCIPLINE IN SCHOOLS – TEACHERS’ POWERS

Key Points

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for students, such as teaching assistants.
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline students for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate students’ property.

Punishing poor behaviour

- Teachers can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that student.
- To be lawful, the punishment (including detentions) must satisfy the following three conditions:
 - 1) The decision to punish a student must be made by a paid member of school staff or a member of staff authorised by the head teacher;
 - 2) The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff; and
 - 3) It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- A punishment must be reasonable. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the

penalty must be proportionate in the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

- The head teacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.
- Corporal punishment is illegal in all circumstances.
- Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy.

STUDENTS' CONDUCT OUTSIDE THE SCHOOL GATES – TEACHERS' POWERS

What the law allows:

a teacher may discipline a student for:

- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a student at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another student or member of the public or
 - could adversely affect the reputation of the school.

DETENTION

What the law allows:

Teachers have a legal power to put students (aged under 18) in detention.

Schools must make clear to students and parents that they use detention (including detention outside of school hours) as a sanction. Where detention is outside school hours they will give parents 24 hours notice, in writing. They do not have to give 24 hours notice for a lunchtime detention.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a. any school day where the student does not have permission to be absent;
- b. weekends - except the weekend preceding or following the half term break;

- c. non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘non-contact days’.

Matters schools should consider when imposing detentions

Parental consent is not required for detentions.

The school must act reasonably when imposing a detention as with any disciplinary penalty. In addition, when deciding the timing, the teacher should consider whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient.

With lunchtime detentions, schools should allow reasonable time for the student to eat, drink and use the toilet.

CONFISCATION OF INAPPROPRIATE ITEMS

What the law allows

There are two sets of legal provisions which enable school staff to confiscate items from students:

- 1) The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. Student Progress Co-ordinators will keep confiscated items in their offices unless obliged to hand them to the police.

- 2) **Power to search without consent** for weapons, knives, alcohol, illegal drugs and stolen items. The legislation sets out what must be done with prohibited items found as a result of a search and this is described in more detail in separate guidance in 'Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies'.

Weapons and knives must always be handed over to the police otherwise it is for the teacher to decide when and if to return a confiscated item.

POWER TO USE REASONABLE FORCE

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

KEY POINTS

- (i) School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

- (ii) Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

- (iii) Senior school leaders should support their staff when they use this power.

What is reasonable force?

(i) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.

(ii) Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

(iii) 'Reasonable in the circumstances' means using no more force than is needed.

(iv) As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

(v) Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

(vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Who can use reasonable force?

(i) All members of school staff have a legal power to use reasonable force

(ii) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

(i) Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

(ii) In a school, force is used for two main purposes – to control students or to restrain them.

(iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

(iv) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

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

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;

- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; and
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

What about other physical contact with students?

- (i) It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.
- (ii) Examples of where touching a student might be proper or necessary:
 - Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
 - When comforting a distressed student;
 - When a student is being congratulated or praised;
 - To demonstrate how to use a musical instrument;
 - To demonstrate exercises or techniques during PE lessons or sports coaching;
 - To give first aid.

SEARCHING AND CONFISCATION

Key Points

School staff can search a student for any item banned under the school rules, if the student agrees

Head teachers and staff authorised by them have a statutory power to search students or their possessions without consent, where they suspect the student has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items

School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

Searching with Consent

Schools' common law powers to search:

- School staff can search students with their consent for any item which is banned by the school rules.

1. Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.
2. Schools should make clear in their school behaviour policy and in communications to parents and students what items are banned.
3. If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
4. A student refusing to co-operate with such a search raises the same kind of issues as where a student refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

Searching without Consent

What the law says:

What can be searched for?

Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').

Who can Search?

The Headteacher, or a member of school staff who is authorised by the Head teacher

- a) You must be the same sex as the student being searched; and authorised by the head teacher. But:
- b) There must be a witness (also a staff member) and, if at all possible, they should be the same gender as the student being searched.

School staff here means a teacher or someone who has lawful control or charge of the child.

The ability to give consent may be influenced by the child's age or other factors

Member of school staff means any teacher who works at the school, and any other person who with the authority of the head teacher has lawful control or charge of students for whom education is being provided at the school.

Appendices

- A. Guidance on the use of Rewards**

- B. Exclusion Letter - sample**

- C. Responsibilities & Support for Students**

- D. Relationship to other policies, Monitoring, Review and Evaluation**

- E. Uniform Policy**

- F. Out of lesson /Mentoring Teach responsibilities**

- G. The role of the Mentor**

- H. Teacher Responsibilities in Lesson Behaviour**

- I. Reports: Examples and Expectations**

Appendix A

Guidance on the use of rewards

Praise and rewards should have emphasis to encourage students to participate, perform and progress. Staff members are encouraged to use the following methods of providing students with satisfaction and pride in their achievements:

- Smile.
- Thumbs up!
- Verbal Praise (Remember a 4:1 ratio of praise to reprimand in a classroom).
- Stickers or Stamps for good work.
- Positive comments written in books.
- Appropriate comments on report books.
- The Housepoint system and the accumulative certificate and vouchers which will be presented in assemblies.
- Displays of Students work around the school.
- Praise in assemblies.
- Team Leader, Mentors, Tutors, Student Progress Co-ordinators, SLT or Governors invited to classrooms to deliver praise.
- Positive postcards sent to parents.
- Badges for roles of responsibility.
- Student of the Term. Subject staff to nominate students for effort.
- Annual presentation evening to celebrate effort and achievement.
- Positive phone calls home/letters home.
- Positive conversations with or e mails to a student's Mentor/Tutor.
- Ask Tutor/Mentor, Team Leader, ALC, LC, SLT along to class to praise a group of students or view work where appropriate.

In addition a more formal rewards system will operate:

- House points will be awarded for good class work, sustained progress or good standard of homework. House points will replace credits and will be recorded on Reports Manager in exactly the same way as before.

The following criteria will be used for rewarding students who obtain house points:

	Praise Postcard	Bronze Certificate	Silver Certificate	Gold Certificate	Platinum Certificate
KS3	15	30	50	100	150
KS4	10	20	40	80	100

Praise postcards will be organised by the Mentor/Tutor.

Bronze Certificates will be sent home with a covering letter from the ALC KS3/KS4.

Silver Certificates will be sent home with an accompanying letter from the LC KS3/KS4.

Gold Certificates will be sent home with an accompanying letter from JMW/JP.

Platinum Certificates will be sent home with an accompanying letter from SC.

- Praise postcards can be sent home by a classroom teacher for a particularly pleasing piece of class work/progress/homework. This practice is encouraged.
- Teams are asked to select a Student of the Term for each subject in each year group. Nominations should be sent to JMW on request. Winners' names are displayed. Certificates are sent home to all winners and their names read out in year group assemblies.
- Annual presentation evening to celebrate effort and achievement
- Competition between Houses will be encouraged in House Assemblies once a term and in year group assemblies regularly.

Appendix B Exclusion Letter - SAMPLE

Dear **[Parent's Name]**

I am writing to inform you of my decision to exclude **[Child's Name]** for a fixed period of **[specify period]**. This means that he/she will not be allowed in school for this period. The exclusion begins/began on **[date]** and ends on **[date]**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[Child's Name]** has not been taken lightly. **[Child's Name]** has been excluded for this fixed period for **[specify]**.

?? now moves to Level ? of the Exclusion Levels (*as shown below*)

Level 1: 2 day Internal Exclusion in Isolation Room

Level 2: 1 to 3 day Fixed Term Exclusion with Pastoral Support Plan commencing

Level 3: 3 to 5 day Fixed Term Exclusion – Final Warning

Level 4: Permanent Exclusion

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on **[specify dates]** unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work for **[Child's Name]** to be completed on the days specified in the previous paragraph as school days during the period of his/her exclusion when you must ensure that he/she is not present in a public place without reasonable justification. **[detail the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the governing body. If you wish to make representations, please contact The Clerk to the Governors at The Ridgeway School, Inverary Road, Wroughton, Swindon, SN4 9DJ; telephone 01793 846100; e mail admin@ridgeway.swindon.sch.uk as soon as possible.

Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record. Whilst the governing body/management committee has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SENDIST). The address to which appeals should be sent is SENDIST, Mowden Hall, Staindrop Road, Darlington DL3 9DN.

You **[and your child or student's name]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school **[within the next ten days]** to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed **[not for parents of secondary aged students]**. Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order on you.

You also have the right to see a copy of **[Child's Name]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[Child's Name]**'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact **[Name]** at **[LA name]** LA on/at **[contact details — address, phone number, email]**, who can provide advice. You may also find it useful to contact the Advisory Centre for Education (ACE) — an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on 020 7704 9822 or [here](#) **[insert reference to local sources of independent advice if known.]**

[Child's Name]'s exclusion expires on **[date]** and we expect **[Child's Name]** to be back in school on **[date]** at **[time]**.

Yours sincerely

S J Colledge
Headteacher

J S Povoas
Associate Headteacher

Appendix C

RESPONSIBILITIES

The Mentor will:

- Monitor behaviour of all members of the mentor group.
- Support the students verbally and by use of the mentor report.
- Encourage and praise students for good behaviour.
- Give guidance on how to behave.
- Liaise with parents as necessary.
- Work with teachers, Student Progress Co-ordinator and SLT to enforce the school code of behaviour fairly, consistently and effectively.
- Monitor House Points and respond as necessary.
- Be involved in regular pastoral reviews.
- Check the Student Planner on a weekly basis to communicate with home and Learning Co-ordinators monitor the recording and completion of homework.

The Teacher will:

- Liaise with parents regarding student attainment & behaviour
- Follow behavioural procedures to achieve consistency across the school
- Implement appropriate awards & sanctions
- Work with mentors, LCO's, Heads of Faculty/ Department and SLT to enforce code of behaviour fairly, consistently and effectively
- Take responsibility for the behaviour of students in their lessons.

Heads of Faculty/Dept will:

- Ensure that the school rules are enforced consistently and fairly within their area.
- Follow the procedures in order to achieve good order and effective learning within their area.
- Implement rewards and sanctions as appropriate.
- Support staff as necessary when there are implementing the school rules
- Take responsibility for the behaviour of students in their area.

Student Progress Co-ordinator will:

- Monitor the overview of the Year group's behaviour.
- Work with all staff to modify student behaviour as necessary.
- Keep records of behaviour for certain individuals.
- Monitor trends and patterns of behaviour.
- Liaise effectively with the outside agencies to support students and parents
- Meet parents.
- To set and maintain high standards of behaviour within the school.
- To ensure that positive behaviour is taught.
- Distribute rewards and apply sanctions as necessary.
- Hold regular pastoral reviews.
- Meet parents with the student.

- Refer to the Student Progress Co-ordinator if a very serious incident occurs or if a student is failing to modify behaviour when all the strategies have been implemented.

Assistant Head of Behaviour and Learning Support will:

- Manage and lead the Isolation Room
- Oversee the SENCO and provision of Special Needs Education
- Oversee the provision of support for students whose behaviour reflects significant learning or personal problems
- Liaise with outside agencies to provide Learning and behaviour for students
- Work closely with Student Progress Co-ordinator with rewards to pastoral reviews.

Deputy Head will:

- Keep an overview of whole school behaviour
- Work with the Student Progress Co-ordinator to support students in the modification of their behaviour.
- Ensure that the systems for rewards and sanctions are consistently and fairly implemented.
- Liase with parents.

Support for students whose behaviour reflects significant learning or personal problems

- Peer Observations. Learning Support
- Anger Management
- Student Support Group
- Behaviour support team
- Learning Mentor.
- Student coach
- Life coach
- Buddy.

Support and training available to help staff manage challenging student behaviour

- In house training from the Key Stage 3 Behaviour Consultant.
- Peer Observations.
- Peer Mentoring.
- External training as appropriate.

Support available to parents who wish to learn more about improving behaviour

- Parent support evening organised by the school.
- Parental support from meetings with the Tutor, Student Progress Co-ordinator, Mentor, teacher or Head of Faculty/Learning.

Appendix D

Relationship to other policies

- The attendance policy.
- The equal opportunities policy.
- The anti-bullying policy.
- The SEN policy.
- The Teaching and Learning Policy.

Monitoring, Review and Evaluation

The bodies consulted and to be consulted in the development and future revision of this document.

- Students
- Parents
- Staff
- Governors
- DCSF
- LEA

The purpose of reviewing the effectiveness of the implementation and development of this policy are:

- To ensure that all parents are aware of this Behaviour for Learning Policy.
- To ensure that all school staff are aware of the workings of the policy.
- To ensure that all students are aware of the behaviour requirements.
- To monitor the standards of behaviour in the school and to aim for increased improvements.

Areas for future consideration:

- To consider any relevant new legislation.
- To look at best practice and consider new strategies.

Appendix E

The Ridgeway School Uniform

Autumn and Winter Term, Boys and Girls

All skirts/trousers/shirts should be purchased from the 'school range' of major chain stores.

Items marked should be purchased from the School Shop.*

- White long-sleeved school shirt/blouse (tucked in and buttoned to the neck).
- *The Ridgeway School tie.
- *The Ridgeway School sweatshirt with school logo or the Ridgeway School cardigan with school logo.
- Black school trousers/skirt. Large belts, buckles, laces, pin stripes etc. are not acceptable.
- Suitable plain black school shoes. (High heels and backless shoes are not allowed for health and safety reasons, max heel 2"). Boots are not acceptable.
- black or natural colour tights. Grey or black socks.
- Cream apron for Technology.
- Trainers are not acceptable.

Summer Term

Items marked in the PE section with an are optional.*

Students may continue to wear a long sleeved white shirt and tie or short sleeved shirts may be worn. It is at the discretion of the Headteacher to allow ties to be removed during hot weather. Shirts must be tucked in. Students may wear tailored short trousers.

PE Kit Boys and Girls

- One House T-Shirt (available from the visits office)
- Two pairs of plain black shorts.
- Sky blue polo shirt with school logo (available from Trutex).
- Sky blue rugby shirt/hockey shirt with black collar and reversible contrast band in black (available from Trutex).
- Two pairs of sky blue with navy 'turnover top' long socks (available from Trutex)
- Black 'Speedo' style swimming trunks, costume, swimming hat and towel.
- Football boots and shin pads.
- Gum shield/mouth guard are desirable.
- Trainers (please see important note below).

- *Athletics vest.
- *Black drill top/tracksuit top.
- *Black plain tracksuit bottoms.
- *Exam PE polo shirt (GCSE students only).
- *Shower proof jacket (black).

Please note: the risk of injury and long term damage to joints and bones is increased if students perform in 'leisure trainers' where the sole is narrower than the foot, and has little cushioning effect or much support and are too often worn with either the laces untied or loosely tied. We strongly recommend a cross trainer type of trainer.

Further Points

1. Outdoor coats – must not have inappropriate logos, slogans and should NOT be worn inside the school building. Hooded sweat tops or tracksuit style tops are NOT acceptable as outdoor coats.
2. Trainers and boots are **NOT** school uniform and **should NOT be worn during the school day**. Trainers can be worn when students are taking part in a sporting activity.
3. Jewellery – the wearing of jewellery is not considered appropriate for school and is therefore not allowed. Students with pierced ears may wear one small discreet stud in each earlobe only. (These will need to be removed for PE lessons.)
4. Only school-type belts and trousers are permitted.
5. Mobile Phones – please refer to the Acceptable Use Policy.
6. Personal stereos – please refer to the Acceptable Use Policy.
7. Make-up – natural, discreet make-up is allowed. Not nail varnish.
8. Haircuts of extreme fashion or unnatural colour are NOT permitted. Haircuts below grade 2 are discouraged.

The school will remove any student from lessons who does not conform to our guidelines.

Uniform infringements

It is a professional responsibility of staff to be aware of students who are not wearing the correct uniform or who have brought in items which are not permitted, and to take appropriate action. Students must bring a note dated and signed by a parent if they are not able to wear an item of uniform for an acceptable reason, e.g. wearing trainers for medical reason. Non-school jumpers and jewellery should be removed on teacher request and retained by the pastoral team.

If a student arrives at school without correct uniform, without the authorisations of a signed parental or medical note, the tutor needs to take the following action:

1. The tutor is requested to send a slip to the Key Stage Office Staff. The slip needs to give details of the uniform infringement. The parents will then be contacted immediately by telephone and in writing. The details will be recorded on the student database and the Behaviour Leadership Team and Learning Co-ordinators informed.
2. The tutor will need to issue a written instruction to the student to inform them of the action taken and warn the student that they have one day to comply.

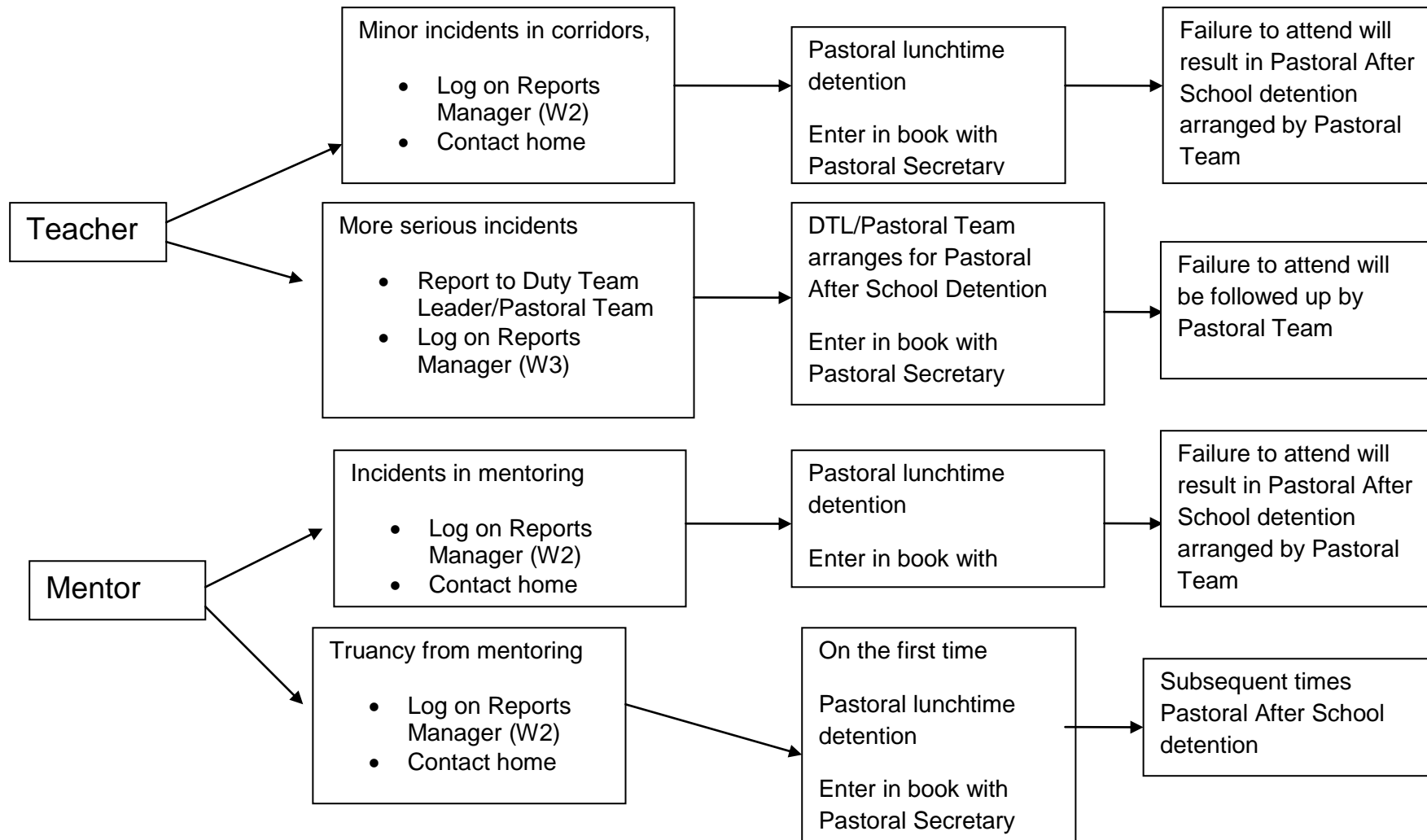
If on the following day there is still no compliance, arrangements will be made to withdraw the student to a working area outside an office. Parents will be telephoned and asked to bring in the correct uniform for the student to change into on the day. The student will be isolated at break and placed in detention at lunchtime.

If there is further non-compliance, i.e. in excess of two days except where a reasonable arrangement has been made with parents, the infringement will be considered an act of defiance and further sanctions considered by the Behaviour Leadership Team and, where appropriate, by the Headteacher.

Extremes of hairstyle, etc. are also not permitted and should be referred in the first instance to the Learning Co-ordinators.

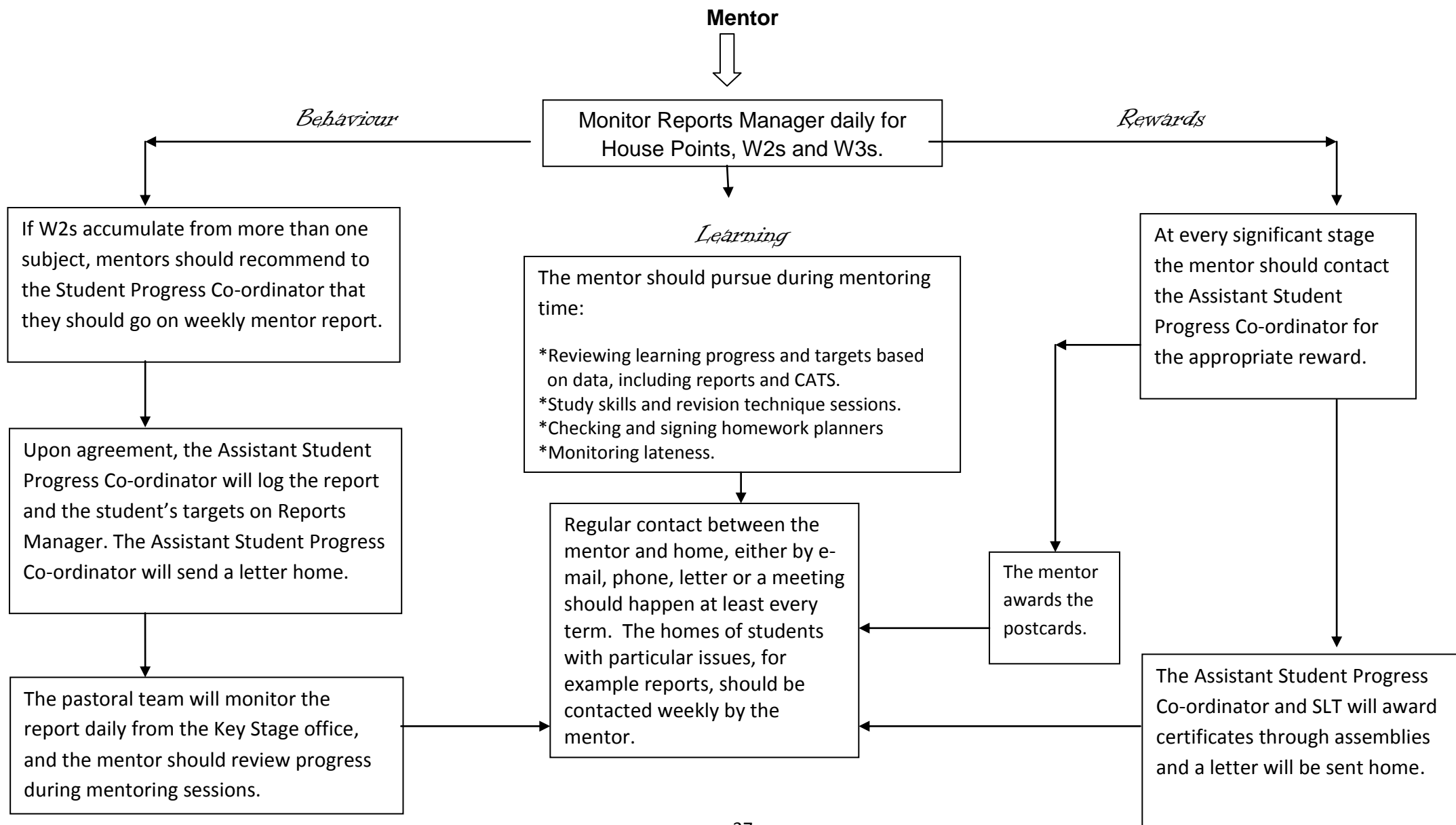
Appendix F

Out of Lesson / Mentoring Teacher Responsibilities



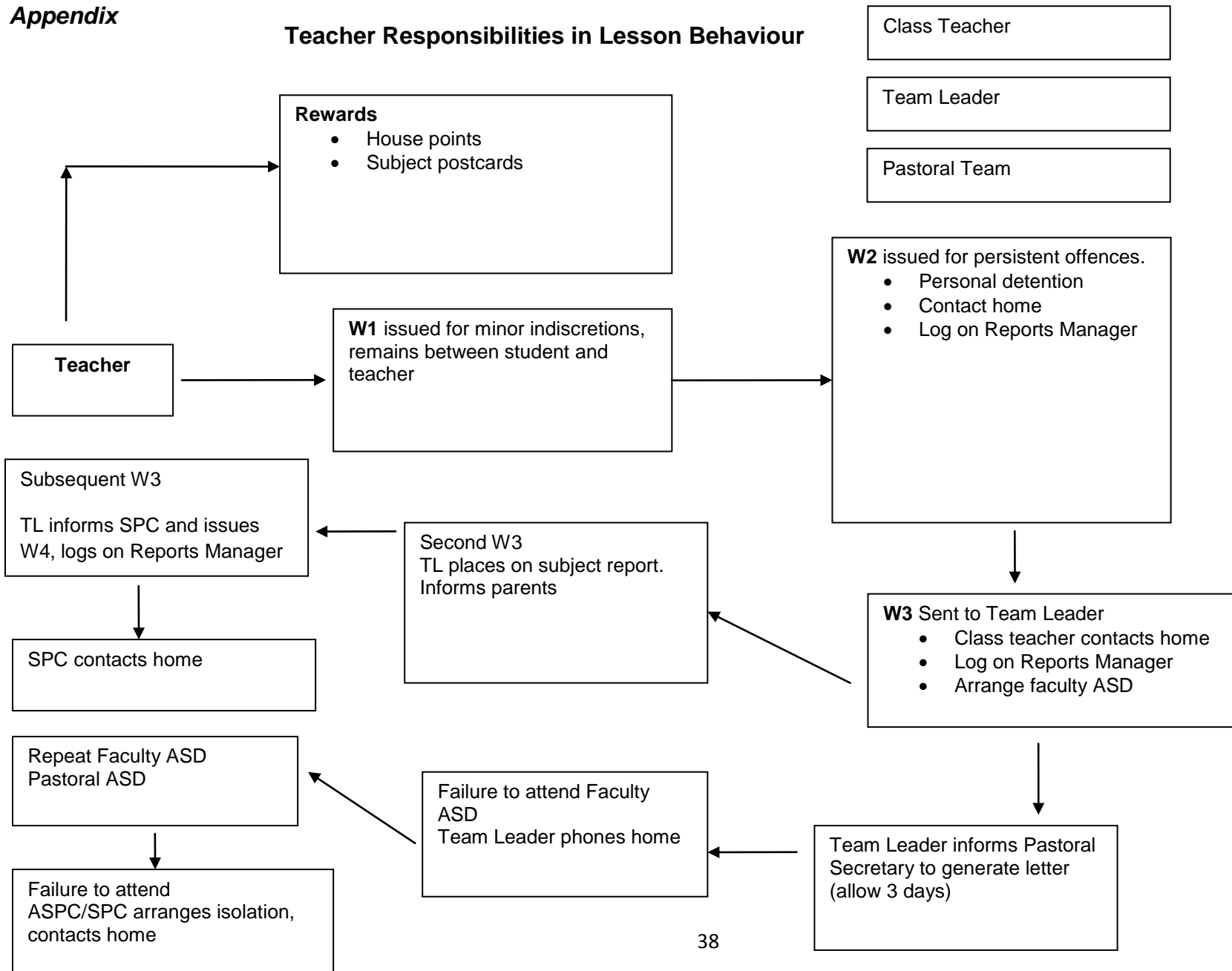
Appendix G

The Role of the Mentor



Appendix

Teacher Responsibilities in Lesson Behaviour



- Class Teacher
- Team Leader
- Pastoral Team

Appendix I

Reports: Examples and Expectations

Mentor Report

A student who receives several W2's in a fortnight should be recommended to the Student Progress Co-ordinator as a student in need of a Mentor Report.

- This should last for a period of at least two weeks.
- The student should have three daily targets, and two weekly targets.
- When the mentor has chosen the targets with the student, the Assistant Student Progress Co-ordinator will send a letter home outlining these.
- This will be logged on Sims by the Student Progress Co-ordinator/Mentor.

As the name of the report suggests, the mentor should be monitoring and reviewing this report in mentoring sessions and contacting the students home to discuss progress and achievement each week of the report period. The report will be checked daily by the Key Stage Team.

Year Leader Report

A student who does not respond to the Mentor Report, or who receives several W3's in a fortnight should be recommended in the same way as a student in need of a Student Progress Co-ordinator report.

- This should last for a period of at least two weeks.
- The student should have three daily targets, and two weekly targets.
- The Student Progress Co-ordinator will discuss the targets with the student and send a letter home outlining these.
- This will be logged on Sims by the Student Progress Co-ordinator.

The report will be checked daily by the Key Stage Team and monitored by the Student Progress Co-ordinator. The mentor should continue to review and discuss the students' progress as part of the learning conversation between mentor and student during mentoring sessions.

Post-Exclusion Report / Pastoral Support Plan (PSP)

These reports will be set up by the Pastoral Team during a re-admittance meeting, following a period of exclusion. Targets will be agreed by the parent/carer, the student and the Pastoral Team. The type of report is dependent on which exclusion level the student is at.

- This should last for a period of at least two weeks.
- The student should have three daily targets, and two weekly targets.
- This will be logged on Sims by the Student Progress Co-ordinator.

The mentor should be involved in reviewing and discussing the students' progress as part of the learning conversation between mentor and student during mentoring sessions.