



SECONDARY BEHAVIOUR STRATEGY

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BEHAVIOUR STRATEGY

The Principles:

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

- promoting good behaviour and discipline;
- promoting self-esteem, self-discipline,
- regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, violence, bullying and any form of harassment;
- encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's strategy associated procedures.

Roles and Responsibilities:

The Governing Body will establish in consultation with the Headteacher, staff and parents the strategy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

- The Headteacher will be responsible for the implementation and day-to-day management of the strategy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the strategy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the strategy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the strategy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed strategy and procedures consistently. The Governing Body, Headteacher and staff will seek to ensure there is no differential application of the strategy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also endeavour to ensure that the concerns of students are listened to and appropriately addressed.
- Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the strategy.
- Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school strategy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Procedures:

The procedures arising from this strategy are developed by the Headteacher in consultation with the staff. The procedures make clear to the students how acceptable standards of behaviour can be achieved and have a clear rationale which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

Rewards:

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

Purposes for Reward System:

- There are to be no 'invisible' students. We have to find the time to praise the students in our lessons that are doing what we want them to do.
- All research shows that praise and recognition impact more upon behaviour and learning than punishment.
- No matter how short time is we need to make contact with every student.

Guidelines for Positive Behaviour Management – Rewards

The system will allow staff to **award a house point** for special effort, achievement or excellence. House points are added daily by members of staff and at the end of each term the winning house receives a reward.

House points can be given for some of the following reasons:

- Always show respect to other students.
- To co-operate with staff and follow instructions.
- Be on task in your lessons.
- Show respect for school property & equipment.

Further guidance can be found in our House System Policy

Sanctions:

Sanctions are needed to respond to inappropriate behaviour.

A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

When poor behaviour is identified, sanctions will be implemented consistently and fairly. The school will have a range of disciplinary measures in place. These can include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day.
- Missing break time.
- Detention during lunch-time / after school.
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- In more extreme cases the school may use temporary or permanent exclusion.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.

Targeted Intervention:

The Headteacher and Governing Body will seek to ensure that all available resources to promote inclusion and remove barriers to learning are appropriately targeted to provide effective intervention.

Training:

The Headteacher and Governing Body will seek to ensure that appropriate high-quality training on behaviour management is provided to support the implementation of the strategy.

Interrelationship with Other School Strategies:

In order for the behaviour strategy to be effective, it will be implemented in conjunction with other school strategies, particularly equality of opportunity, special educational needs and anti-bullying.

Involvement of Outside Agencies:

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

Review:

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management strategy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The head will keep the Governing Body informed.

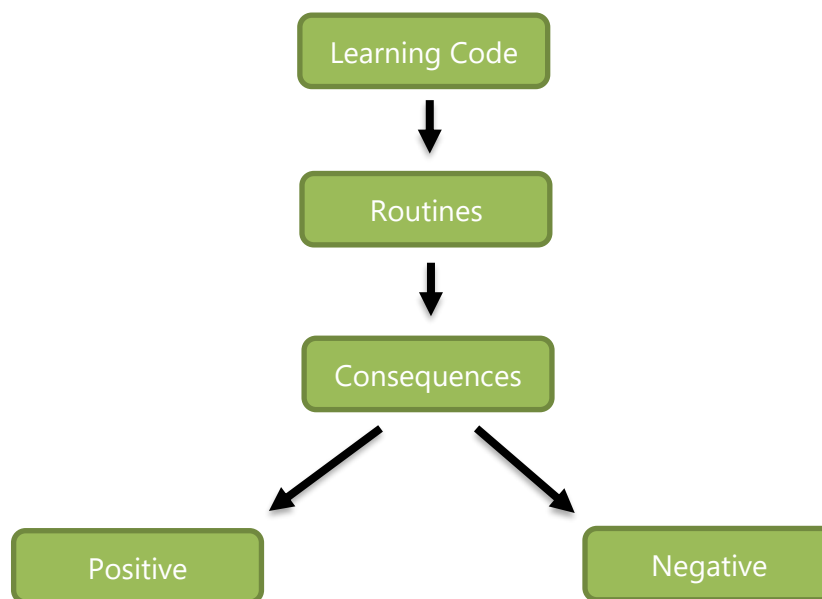
The Governing Body will regularly review this strategy and associated procedures, to ensure its continuing appropriateness and effectiveness.

POSITIVE BEHAVIOUR MANAGEMENT FRAMEWORK

Rationale:

Consistency of delivery and expectations are a key element of ensuring that students are given clear guidelines of what is required, both academically and behaviourally. The behaviour management process at Read Academy is aimed at creating a positive and pleasant environment in which students can learn and teachers facilitate learning.

Classroom Behaviour Plan



The management of behaviour has to encourage students to accept responsibility for their own behaviour and learning. At all stages of the process the students have to have choices and accept the consequences of these choices.

SANCTIONS

Purposes for Sanctions:

- For students to realise their role in the learning partnership.
- To provide a secure learning environment.
- To encourage personal development in order to function as a civilised member of society.
- For students to accept responsibility for their own behaviour.

Guidelines for Positive Behaviour Management – Sanctions

Students who break the learning code are given clear warnings:

- **1st warning (W)**
- **2nd warning (W)**
- **Relocation (R)**
- **Permanent relocation (P)**

Arriving 5 minutes late to lesson **will be a first warning**.

Warnings should be clear and allow time for student to take up.

e.g. "Adam, that's your first warning. You were talking whilst I was speaking. That breaks our learning code".

This warning system is for low level high frequency behaviour. Serious incidents are dealt with separately by requesting the student(s) to be removed.

Low level high frequency behaviour includes:

- Talking
- Being noisy
- Not working
- Disturbing other students
- Being disorganised
- Interrupting etc.

Relocations are recorded on a database in order to monitor students and support staff.

Detention Procedures

Detentions are held at lunch time with an individual staff member.

The prompt arrival of staff at detention is crucial if they are to be well run.

If you cannot attend the detention as scheduled, you should make arrangements to swap with someone else and inform the Senior Leadership Team.

Detentions begin promptly at 1:00pm until 2:00pm every Wednesday and Friday.

All students in detention are expected to read silently, complete work and/or copy the Learning Code in silence. Non-compliance will result in the detention being reset. The staff leading the detention will complete an attendance register/signing of diaries.

Information on students who fail to attend detention will be passed to the Headteacher for follow up. Information on students who misbehave or disrupt detention will be passed to the Headteacher for follow up.

The atmosphere we encourage in the relocation detentions is one of silence. Staff should maintain this and not enter into discussions with students.

Detentions can also be set by staff for:

- Failure to do homework
- Lateness
- Anti-social behaviour

Detentions must be recorded. Teachers are advised to give parents 24 hours' notice. As a general rule the school does not recommend whole class detentions.

Parental consent is not required for detentions.

Whether suitable travel arrangements can be made with the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Students who fail to attend a subject detention are referred in this first instance to the Senior Leadership Team. Senior Leaders are required to reset the detention. If a student fails to attend a rescheduled detention, Senior Leaders are to refer the student to the Headteacher.

There are academic panels which decide on the support and sanction given to students being regularly relocated. Sanctions and strategies available to panel are:

- Request meeting with parents
- Place student on report
- Issue an inclusion
- Departmental isolation
- Removal of privileges e.g. participation in school visits
- Request for involvement or further involvement of SENCO
- Frequent reporting throughout the day to named member of staff

Serious Incidents

Serious incidents should be dealt with as quickly as possible. Any incident involving physical aggression or serious verbal abuse (e.g. swearing, sexist or racist abuse) to a member of staff must be reported via an incident form to the Senior Leadership Team immediately.

Persistent or serious infractions of the School Behaviour Strategy may result in students/parents/carers being requested to appear before the Governing Body's Disciplinary Committee.

All members of staff witnessing a serious incident should make a written report using the school proforma as quickly as possible and send it to the person dealing with the incident or if that is not known to the SLT.

Racist incidents

We expect students to show respect and consideration for others. Racist language and abuse towards other students and staff will not be tolerated.

All racist incidents will be treated as a serious incident and the Procedure for Dealing with Serious Incidents will be followed.

EXCLUSION STRATEGY

INTERNAL EXCLUSION

In this instance pupils will be expected to attend school for the duration of the sanction, however, will not participate in lessons. The length of exclusion will be determined by this member of staff. For more significant incidents, the length of time of the exclusion will reflect the seriousness of the incident.

EXTERNAL EXCLUSION

The decision to issue an external exclusion will be taken by the Headteacher. The Headteacher will determine the length of exclusion. Before the pupil is allowed back in school, parents will be required to attend a **Reintegration Meeting** with the Headteacher. The headteacher may decide on a One-day **External Exclusion** followed by One day **Internal Exclusion**. This will be 2 days, the first day at home and the second day takes place in school where support is given to the student to resolve the situation and prevent a reoccurrence

PERMANENT EXCLUSION

Permanent exclusion will be considered if a pupil is in persistent breach of the provisions of this policy and as a result of his/her actions there is a serious detrimental impact on the welfare and education of other pupils or staff at the school or commits a serious breach of the school policies and as a result of his/her actions there is a serious detrimental impact on the welfare and education of others attending the school.

Following the permanent exclusion hearing the parents have 15 days in which to appeal against the decision. Until this time period elapses the student remains the responsibility of the school.

When a decision to exclude has been made, Parents are notified as quickly as possible. This may initially be by telephone call followed by a letter. If the student is being looked after by the Local Authority, The Social Service department should be informed. Parents are legally required to ensure that their child is not present in a public place during school hours and they may be given a fixed penalty notice or prosecuted if they fail to do so.

The exclusion notification should state the reason for the exclusion, its duration and the date of the post exclusion meeting. It must also inform parents/carers of their right to make representation to the Governing Body.

The following will usually lead to an External Exclusion: (an incident report form must be completed)

- Acts of physical aggression or incitement to physical aggression (including assaults on other students).
- Indirect physical incidents with a member of staff by a student due to his/her irresponsible behaviour.
- Persistent and/or malicious refusal to follow staff instructions or to adhere to the expectations of the School as stated above.
- Persistent disruption of lessons and/or persistent behaviour that is detrimental to the learning of others.
- Persistent and/or malicious refusal to follow the school behaviour policy, other school rules, discipline and uniform code.
- Possession and/or use/consumption of anything prohibited:
- Possession and/or use of any of the following:
 - Pornographic materials (including misuse or attempted misuse of ICT equipment).
 - Any articles deemed offensive.
- Acts of abuse of any nature including incitement to abuse on religious, racial, age or gender related grounds.
- Acts of bullying (including cyber bullying).
- Acts of racist or homophobic abuse.

- Malicious accusations against school staff.
- Acts of behaviour that are dangerous or deemed to endanger the health, safety and wellbeing of any person associated with the school and/or school property.
- Acts of contaminating food or drink which is likely to be consumed by staff or students.
- Acts of swearing directly at a member of staff.
- Acts of vandalism or damage.
- Any act, either by word or deed which brings the school into disrepute; this includes any mention of Read Academy on social media.
- Theft from students, staff, visitors, school property.
- Theft from the local community shops - shoplifting.
- Burglary of the school at any time.
- Recording anti-social behaviour, including fighting, bullying, homophobic or racist comments or incidents and assaults of any description.
- Acts of inappropriate use of technology.
- Setting off the school fire alarm without good reason.

The following will usually lead to Permanent Exclusion: (an incident report form must be completed)

- Serious actual or threatened violence against, and/or injury to a student, a member of staff, or a member of the general public (this includes arranging for a group of students from another school to congregate outside of the school).
- Sexual abuse or assault.
- Possession or supply, directly or indirectly, of an illegal drug in school and/or out of the school.
- Carrying an offensive weapon.
- A criminal conviction.

ASSAULTS ON STAFF AND OTHER SERIOUS INCIDENTS

1. All assaults on staff will be treated as a serious incident.

However, the term 'assault' can be used to cover a very wide range of actions, ranging from pushing past someone, to using a weapon to cause serious injury. It would be wrong, therefore, and against the principles of natural justice, to have a blanket standard response which laid down the same action whatever the nature of the incident or the circumstances which led up to it.

2. All incidents will be dealt with individually, taking into account such factors as:

- the circumstances leading up to the incident;
- the nature of the incident.

3. If an incident is:

- Serious and/or sustained or
- Pre-meditated or
- Involving drugs or a weapon or
- Following a warning

There is likely to be a strong case for the recommendation of permanent exclusion to the Governing Body.

4. All other cases (excluding the most minor forms of inappropriate physical contact) can result in:
- A lengthy fixed-term exclusion.
 - The student appearing before the disciplinary panel of the Governing Body, at which their future in the school would be considered.
 - If allowed to return to school, a formal Governors' warning that any repetition would result in permanent exclusion.
 - Appropriate follow up, monitoring and intervention from the Inclusion Team.

SCHOOL CODE STUDENTS

We expect students to share in the responsibility for their learning and progress:

- by coming to school every day; arriving promptly at school and at all lessons.
- by wearing only school uniform and not wearing outdoor clothing in lessons and assembly.
- by bringing to school and carrying to all lessons pens, pencil, ruler, rubber, reading book, PE kit on the appropriate days, and all appropriate books and equipment for each lesson; by carrying all books and equipment in a strong bag or brief case which can be fastened.
- by co-operating with teachers and other adults and obeying instructions.
- by completing all the learning activities set to the highest standard possible.
- by undertaking all the assignments (homework) set and taking time to read, organise, revise, research, practise, and in any other way enhance school work at home.
- by participating in tutorial and profiling activities and personal record of achievement.

We expect students to show respect and consideration for others:

- by behaving appropriately in lessons.
- by moving about the building quietly and carefully, using the left-hand side of corridors and stairs.
- by lining up and waiting quietly outside classrooms until invited to enter.
- by deploring and avoiding violence, including pushing, kicking or fighting (even in fun).
- by refraining from insults, verbal abuse and bad language (including swearing, sexist or racist comments).
- by not bringing on to school premises any object which could be dangerous or harmful (e.g. aerosol sprays, penknives, cigarettes, matches and lighters, personal stereos, radios).
- by being aware of health and safety issues and reporting quickly anything likely to be disruptive.
- by reporting any instances of bullying, intimidation or theft.

We expect students to share in the care of the building and school equipment:

- by not dropping litter and by picking up any dropped by others and putting it in a bin
- by eating and drinking only in the designated dining areas
- by refraining from vandalism of any kind to the building or its contents; by reporting any vandalism seen
- by taking proper care of school equipment, including books and paper. We expect students to promote the good name of the school in the community:
- by behaving well and with consideration for others in the local area, particularly when coming to and leaving school
- by queuing properly to get on buses or coaches and once on, sitting quietly
- by showing the highest standards of behaviour and courtesy when participating in any school journey, extracurricular activity or event or when representing the school in, for instance a team, or on work experience. - by achieving the highest standards of success in all aspects of school work.

CONFISCATION OF INAPPROPRIATE ITEMS

The school enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items.

Power to search without consent for "prohibited items" including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Electronic equipment (**Refer to Bring Your Own Device Policy**)
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item that may be searched for.

RESTRAINING STUDENTS

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. Staff have been provided with professional restraint training.

What is reasonable force?

- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example if two pupils are fighting and refuse to separate without physical intervention.
- Staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

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

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

- In school, force is used for two main purposes – to control pupils or to restrain them.
- 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.

The School can use reasonable force to:

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

Telling parents when force has been used on their child

If an incident involving the use of force on a child occurs the school will decide whether it is appropriate to report the use of force to parents. A record will be kept of all serious incidents.

In deciding what a serious incident is, teachers should use their professional judgement and also consider the following:

- The pupil's behaviour and level of risk presented at the time of the incident
- The degree of force used
- The effect on the pupil or member of staff
- The child's age

What happens if a pupil complains when force is used on them?

- All complaints about the use of force will be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

What about other physical contact with pupils?

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil 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 pupil;
 - When a pupil is being congratulated or praised;

- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

PROCEDURE FOR DEALING WITH SERIOUS INCIDENTS INCLUDING ASSAULTS OF AND ABUSE OF STAFF

If a member of staff has been assaulted or verbally abused, they may temporarily relieve them from any duties. If necessary, he or she should obtain medical attention.

The Headteacher, will seek an account of events from all those involved in the incident as soon as possible.

Where the exclusion is for a fixed period of time discussions will be held concerning the arrangements for the return of the student.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and maintain good order and discipline in the classroom and around the school.

Monitoring and Review:

It is the responsibility of those working in the Secondary Department to follow the principles stated in this policy. The Headship team will carry out monitoring on the department as part of the whole school monitoring schedule. **This policy will be reviewed every two years or when necessary.**

G A Hussain



Headteacher

Hanila Ali Syed



Deputy Headteache