





BEHAVIOUR AND REWARDS POLICY

THE PROCEDURES OUTLINED IN THIS POLICY ARE OF PARAMOUNT IMPORTANCE: UNLESS WE ARE ALL CONSISTENT IN OUR APPROACH, THEN THE TEAM EFFORT IN PRODUCING THE BEST POSSIBLE OUTCOMES WILL BE DEVALUED.

Important note: temporary adjustments have been made to this policy in light of the Covid-19 pandemic. Please see information highlighted below in green, for key changes, as well as the annex to our Behaviour and Rewards Policy, which takes effect from September 2020)

Review Period	Recommended Annually		
Date of next review	Spring 2022	Author	D Thompson
Type of Policy	Statutory	Approval Status	Governing body
Signed by:			
Head Teacher	Mr D Thompson	Date 4 March 2021	
Chair of Governors	Mr R Pinder	Date 4 March 2021	

VISION AND VALUES

Our vision at Hebburn Comprehensive School is to have a harmonious community where the emphasis for all is on learning and achievement, where pupils feel safe and happy and where a culture of success and ambition is celebrated and embedded throughout the school and wider community. We aim to raise the aspirations of all our young people, inculcating a respect for one another and for the value of learning and citizenship. Through challenge, partnership and support, we aim to raise standards of achievement; create a genuine sense of community spirit; and enhance our pupils' life chances for the future.

At Hebburn Comprehensive, we believe that there is an integral link between good behaviour, feeling safe, effective learning and enjoying and achieving. To ensure the most effective learning, all children have the right to work and to learn in an environment which is safe, secure and free from disruption.

PRINCIPLES

- Pupils learn best in an ordered and supportive environment.
- Good behaviour is achieved through creating a positive learning culture and ethos.
- All members of the school community deserve to be treated fairly and with respect.
- Equal rights and equal responsibilities should be exercised at all times.
- Any form of bullying is unacceptable.
- Pupils need to receive regular and tangible recognition of achievement.
- Giving young people responsibility and autonomy helps to raise self-confidence, develop self-esteem and promote independence.
- Pupils should be encouraged to treat the school's environment and each other's property with respect.

PRINCIPLES IN PRACTICE

- Positive behaviour for learning is celebrated at every opportunity.
- Inappropriate behaviour is always challenged.
- Pupils take responsibility for their own behaviour and encourage positive behaviour in others.
- Incidents of behaviour (positive and negative) are accurately recorded in the school's MIS.
- All staff are **consistent** in all areas of behaviour management and follow the school's procedures set out in this policy.

AIMS

- To ensure that we have an environment in which children feel safe, happy, secure and respected.
- To raise achievement at all levels across the school.
- To foster positive attitudes to learning, in a culture where achievement, at all levels, is valued and celebrated.
- To ensure a calm, purposeful and harmonious environment for learning.
- To embed ambition and raise aspirations in all pupils, regardless of circumstances or backgrounds.
- To inculcate the values of respect, citizenship, social responsibility, cultural awareness, the rule of law, individual liberty, mutual respect and tolerance.
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To encourage, reward and support good behaviour.

- To have robust e-safety and cyber-bullying policies.
- To build and support the self-esteem, self-confidence and self-knowledge of all pupils.
- To value the rights of the individual.
- To encourage the development of positive and caring relationships in all areas of school activities.
- To define acceptable standards of behaviour and continually promote them in a fair and consistent manner.
- To ensure that the school's strategies and expectations of behaviour are widely understood by parents, pupils and staff.

RIGHTS AND RESPONSIBILITIES

- Young people have an entitlement to an education that challenges and helps them realise their full potential. Everyone involved in the life of the school has a responsibility for ensuring good behaviour, both for well-being and for learning.
- This Behaviour for Learning Policy aims to encourage and reinforce courteous and civilised behaviour. Every opportunity will be taken to support self-discipline, where all pupils are involved in the process and accept responsibility for their own actions and behaviour.

THE GOVERNING BODY WILL:

- establish a robust policy that promotes good discipline, good relationships and positive attitudes to learning across the school community;
- work closely with the Head Teacher and senior staff to ensure the effective operation of the policy.

THE HEAD TEACHER AND ALL SENIOR STAFF WILL:

- work closely with all members of the school community to ensure high standards of behaviour at all times;
- ensure that the school's behaviour policy is applied consistently across the school;
- be responsible for the implementation and day-to-day management of the BFL policy, guidelines and procedures;
- maintain a visible and active presence around the school during non-teaching periods;
- expect students' and parents' cooperation in maintaining an orderly environment for learning;
- ensure the school behaviour policy does not discriminate against any pupils;
- support, praise and, as appropriate, reward pupils' good behaviour
- not tolerate violence, threatening behaviour or abuse by students or parents.
- apply sanctions fairly, consistently, proportionately and reasonably, taking into account SEND and the needs of vulnerable children, offering support as appropriate;
- make arrangements for alternative provision from the sixth day of a fixed-term exclusion;
- take all reasonable measures to protect the safety and well-being of staff and students, including preventing bullying and dealing effectively with reports and complaints about bullying;
- ensure all staff model good behaviour;
- work with other agencies to promote community cohesion and ensure safeguarding.

ALL STAFF WILL:

- lead by example in demonstrating professional behaviours at all times;
- be consistent in the application of rewards and sanctions, in line with school policy;
- adopt a proactive approach to behaviour management in all areas of the school;
- be considerate and fair to all pupils;
- encourage all pupils to achieve their full potential as valued members of the school community;
- respond to any complaint of bullying seriously;
- monitor the attendance and punctuality of all pupils;
- provide an education that is appropriately structured, differentiated and challenging for all pupils;
- praise pupils, commending them for hard work, commitment, helpfulness, improvement and excellence, celebrating their achievements;

PUPILS WILL:

- Follow the Code of Conduct at all times;
- Treat all members of the school community with kindness and respect;
- Show tolerance towards others, regardless of religion or faith, race, sexual orientation, gender, gender identity or disability;
- Be polite, courteous and respectful at all times;
- Ensure a positive attitude to learning;
- Get involved in school life in a positive way;
- Follow instructions;
- Not distract the learning of others for any reason;
- Become actively involved in their own learning;
- Work sensibly and productively at all times;
- Be prepared for lessons with the correct equipment;
- Complete homework, ensuring that it is handed in on time;
- Take pride in their work, aiming for neat and accurate presentation;
- Make positive contributions to class discussions and any group or pair work;
- Take responsibility for improving their own learning;
- Avoid distractions in lessons;
- Behave sensibly in classrooms, corridors, staircases and in the dedicated dining areas;
- Get to lessons quickly on lesson changeover;
- Keep the school tidy and free from litter and graffiti, including in classrooms, staircases, dining areas, toilets, corridors and the main yard;
- Aim to get as many merits as possible for the big prize draw in the summer term;

PARENTS/CARERS WILL:

- be aware of, and support, the school's values and expectations of behaviour for learning
- work with the school to ensure a calm and productive environment for learning;
- support the school if sanctions are applied to their child for inappropriate or unacceptable behaviour;
- ensure that their child follows reasonable instructions by school staff and adheres to school rules;

- respect and support the school's behaviour policy;
- ensure that their child attends school regularly and arrives on time;
- adhere to the protocols set out in the Attendance Policy.
- ensure that children are in correct school uniform, as outlined in the school's uniform policy.
- be kept informed about their child's progress, including issues relating to their behaviour;
- ensure that children arrive at school with the necessary equipment, including homework and PE kit.
- be prepared to work with the school to support their child's behaviour;
- attend meetings, if requested, to discuss their child's behaviour. [During the pandemic, face-to-face meetings of this nature will not take place, unless in exceptional circumstances. Contact with parents/carers about behaviour, will take place by telephone, by email, or through the use of the MCAS app, where possible.]
- support children in their learning by actively encouraging them to engage in the many opportunities that the school has to offer, including study support and Homework Club.
- support the school fully with any issues that are hindering progress;
- If their child is excluded from the school, ensure that the child is not found in a public place during school hours in the first five days of exclusion;
- Attend return from exclusion meetings. [Telephone discussions will take place instead of face-to-face meetings, where appropriate.]

PLEASE NOTE THAT, BY LAW, THE SCHOOL IS REQUIRED TO HAVE TWO EMERGENCY CONTACT NUMBERS. [While important at all times, this is of the utmost importance during the pandemic. Staff must be able to contact parents/carers and emergency contacts at short notice. Contact numbers must be kept up to date and can be managed through the MCAS App or by contacting the main office on 0191 4833199.]

IF THE NUMBERS YOU HAVE PROVIDED TO THE SCHOOL CHANGE, PLEASE CONTACT THE SCHOOL IMMEDIATELY.

IF WE ARE UNABLE TO MAKE CONTACT WITH HOME WHEN REQUIRED, THIS COULD BECOME A POTENTIALLY SERIOUS SAFEGUARDING ISSUE.

HEBBURN CODE OF CONDUCT

- Attend school regularly and on time; [We are operating a staggered entry system. Pupils should arrive at school no more than 5 minutes before their entry time and make their way to their year group entry point; pupils must not mix with other year-group bubbles; pupils should not go to any other entry or exit points, so bubbles are kept separate.]
- Come to school in full uniform and fully equipped for learning;
- Listen carefully and follow **all** instructions, both in lessons and around the school building;
- Respect people, place and property;
- Behave in an appropriate and acceptable manner at all times, both in lessons and around the school, including entry and exit;
- Demonstrate a mature attitude and have consideration towards other members of the school community.

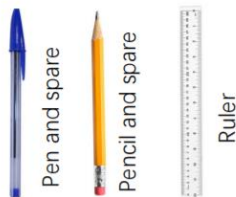
HEBBURN COMPREHENSIVE SCHOOL RULES

- Pupils must be in full school uniform at all times, including lesson changeover. If a pupil is not in full uniform, we must receive a signed note from home with the reason and an indication of when the issue will be rectified, so a uniform pass can be issued. Pupils must carry the uniform pass and show it to members of staff when asked.
- Pupils should be fully equipped for learning each day, including all stationery, cooking ingredients, PE kit. [Practical lessons may not be able to take place in the usual manner, in light of current guidance.] Please see our uniform policy and equipment list for further details.
- On days where pupils have PE, they should wear their PE kit. Dark-coloured tracksuit bottoms and/or sensible dark-coloured sports leggings may be worn.
- The equipment list has been amended, so that the sharing and borrowing of equipment can be minimised. Please see below:

Get set for HCS: Equipment List



Minimum expected:



Pen and spare

Pencil and spare

Ruler



Eraser



Pencil sharpener



Protractor



Coloured pencils



School bag (big enough to carry an A4 folder, exercise books, and PE kit)

Even better if:



Scientific calculator (preferably Casio FX-83GTX or FX-85GTX)



A pair of compasses



Glue stick



Highlighter



Green pen

- No jewellery, with the exception of a wrist watch.
- Subtly applied make-up only is allowed in school. If make-up is not subtly applied, pupils will be asked to remove it.
- No extreme haircuts.
- **Please see our uniform policy in the parents' section of the school website for full details about the school's expectations of appearance and dress.**
- All mobile phones should be switched off on entry to school (please see our mobile devices policy). Mobile phones should not be used at any point during the school day, including breakfast club, lesson changeover, lunchtime and when exiting the school at 2.45pm. Pupils may only use mobile phones when they have

permission from a member of staff. Refusal to hand over a mobile phone or electronic device when asked will result in isolation.

- Pupils must not bring any unnecessary items into school from home.
- No eating in class, unless permission has been given for things like throat sweets and for specific medical needs. Parents should contact the school with any information relating to this.
- No energy drinks (these will be confiscated and not returned). Any pupils refusing to hand over energy drinks will be placed in isolation.
- Pupils may only drink water around the building and in lessons. The only exception is lunchtime, where pupils may purchase juice from the school canteen. Pupils should not bring fizzy drinks into school. Please note: the water fountains around school will not be in use and pupils cannot fill up bottles in the toilets. They should bring a suitably sized water bottle for use during the school day. There will be the opportunity to purchase another drink at lunchtime.
- Pupils should respond to any instruction without challenge. Any non-compliance will be dealt with firmly and will result in a sanction, up to, and including, potential exclusion from school.
- Pupil should follow the one-way system around the school building. There will be a revised one-way system in operation for pupils in Key Stage 4, who are not static. KS4 pupils must follow the one-way system and walk in single file when moving between lessons.
- Year 11 will be dismissed first, at lesson changeover, and must make their way to the waiting area for their next lesson. It is an essential step to ensure they do not come into contact with pupils in Year 10. High standards of behaviour are expected on corridors and in waiting areas.
- No food or drinks to be taken outside of the Dining Hall or packed lunch areas. Pupils should not take plastic bottles into the main yard.
- Pupils will go to their designated yard bubble at break time and at lunchtime. They should keep their distance and avoid any physical contact. They must also adhere to expectations in terms of hygiene and hand sanitising.
- All year groups have been allocated separate entry points and separate yards at lunchtime and must stick to them. Pupils are not permitted to move between the designated spaces.
- No pupils will be allowed to leave the school premises at lunchtime.
- 'Grab bags' will be available from the dining hall at lunchtime, or pupils can bring a packed lunch.
- Pupils should refrain from congregating in large groups in the main yard and they should respect the 'Hands. Face. Space.' directive.
- Any non-compliance with Covid-related safety regulations will be dealt with firmly and will result in a sanction, up to, and including, potential exclusion from school.

PROMOTING THE POSITIVE ACHIEVEMENTS OF OUR PUPILS

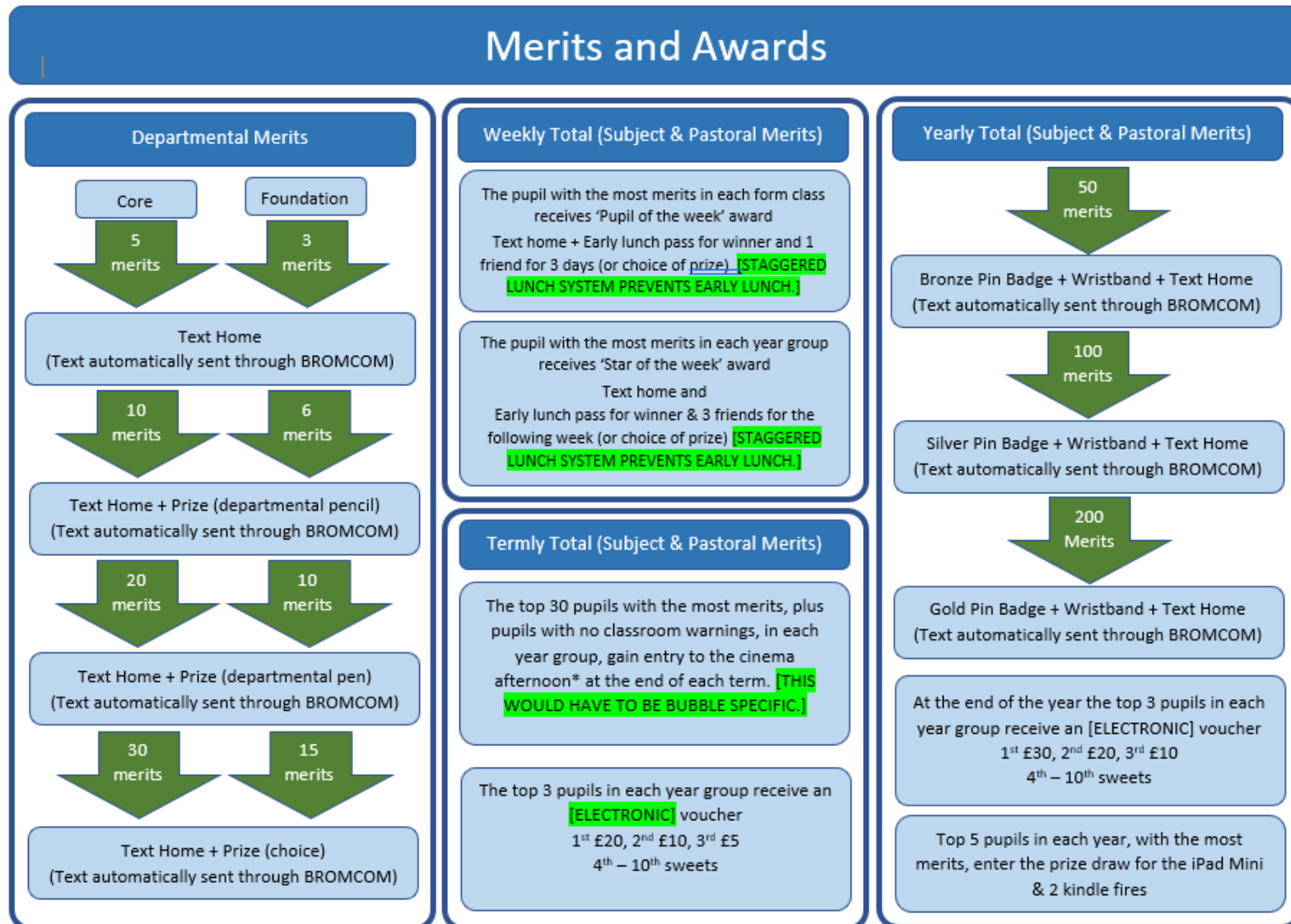
At Hebburn Comprehensive School, we recognise the importance of rewards and praise to recognise pupils' achievements and hard work.

We aim to foster a positive attitude to all aspects of school life; the acknowledgement of learning – and of the positive attitudes which maximise learning – lies at the heart of all we do.

It is our aim to encourage all pupils to achieve their potential through a system which strives to reward through praise and acknowledgement of achievement. This is done through:

- Praise in lessons;
- Acknowledgement on the plasma screens around school;
- Acknowledgement through the school's social media platforms;
- Celebration assemblies; [Temporarily unable to take place; however, praise, rewards and acknowledgments will be given in form class, while these celebration assemblies are not permitted. Positive achievement can also be acknowledged through our virtual assemblies.]
- Comments and stickers in exercise books or online feedback;
- Merits;
- Letters, postcards, phone calls or text messages home;
- Awards Evening; [Our annual Awards Evening is unable to take place, in line with social distancing guidance and current restrictions on large gatherings. Awards will be issued to pupils individually, until the guidance changes and normality resumes.]
- Certificates and Prizes.

OUR MERIT SYSTEM



EARLY INTERVENTION

- The School recognises the importance of early intervention and preventative work in its positive reinforcement approach to behaviour management.
- The School will take steps to encourage young people to take responsibility for their own behaviour and help them to recognise the consequences of inappropriate behaviour.
- Parents and carers will be contacted promptly to notify them of any serious incidents of misbehaviour in which their child has been involved.
- The School will take steps to identify students who may benefit from early intervention through the effective management of transition points at all Key Stages.

INFORMATION AND DATA

Individual pupil and whole-school data are analysed and used to inform differentiated short, medium and long term planning. Teachers use data profiles of their classes to prepare programmes of study and lessons.

If a pupil exhibits unacceptable behaviour categorised as persistent Level 1, Level 2 or Level 3, it is important that a variety of data on the pupil be looked at, to identify any potential underlying problems: this includes data on ability, attainment, attendance, behaviour, individual learning needs and individual social needs.

Data on pupil behaviour are stored in the school's Management Information System (Bromcom) which can be accessed by all staff.

SETTING THE SCENE FOR POSITIVE BEHAVIOUR

In both classrooms and around the school, it is important to promote a positive and inclusive environment for learning at all times. In order to maintain an environment where all children are engaged and are able to make good progress in their learning, it is important to establish positive routines that are understood by everyone and to have high expectations of both **behaviour and learning**.

Please refer to our updated Code of Conduct:



Where a pupil's behaviour does cause concern, the issue should be dealt with in **firm and positive** manner. The language, including body language, and the tone we use are very important when dealing with incidents of poor behaviour.

PROCEDURES FOR RECORDING INCIDENTS OF POOR BEHAVIOUR

All incidents should be recorded in the school's MIS (Bromcom), following the guidelines below:

- Enter the relevant information using the drop-down boxes within the behaviour management module
- In the comment box, write an overview of the incident
 - Record the facts succinctly
 - If a pupil uses foul language, record what was said
 - Do not make any value judgements
- Save the information

Current individual pupil information regarding reports, exclusions, Amber Zone placements, Purple Zone will be emailed to staff, as appropriate.

Heads of Learning meet regularly with senior team line managers, to discuss matters and issues within the year group. The data mentioned above are used to inform these meetings. As with all schools, summative data are shared at the Local Authority Behaviour and Attendance Partnership meetings.

COMMUNICATION AND PARENTAL PARTNERSHIP

Hebburn Comprehensive gives high priority to clear communications within the school and to positive partnerships with parents, since these are crucial in promoting and maintaining high standards of behaviour and learning.

A positive partnership with parents is essential to build trust and develop a common approach to behaviour, expectations and strategies for dealing with problems.

Where behaviour is causing concern, parents will be informed at an early stage, and encouraged to work with the school in rectifying the situation. This may lead to a Partnership and Support scheme or a PSP, with the support of the governor responsible and any other agencies necessary.

For the foreseeable future, communication with parents will be via telephone, the school app (MCAS), email and letter. Face-to-face meetings will not be able to take place until government guidance changes, with the exception of essential safeguarding meetings. Therefore, parents and carers will not be able to access the school's reception area.

MONITORING REPORTS (BEING 'ON REPORT'):

A student will be placed on report to monitor progress in relation to one or more of the following:

- Form Tutor Report
- Head of Learning Report
- PSP Report
- SLT Report

During the pandemic, paper reports will not be issued to students. Heads of Learning and Intervention Managers will keep track of identified pupils through a standardised electronic report, which will be created in Bromcom.

THE REFERRAL SYSTEM

In order to have an outstanding environment for learning, there will be a firm approach to any disruption and/or defiance in the classroom.

All staff and pupils will be following the protocols set out below:

Stage 1 Warning (An opportunity to put things right.)

- If a pupil demonstrates any type of negative behaviour during a lesson, they will receive a first warning from the member of staff. This first warning should be sufficient and gives children the opportunity to rectify any issues before they escalate. The pupil's name/initials will be written on the board as a reminder to the pupil and will signal that he/she has received a first official warning.

Common distractions and disruptive behaviour in the classroom:

- Off-task talking (not related to the learning);
- Distracting other pupils from learning;
- Swinging on chair;

- Turning around;
- Talking across the classroom;
- Talking/causing distractions when the teacher is talking/giving explanations;
- Making silly noises;
- Not following instructions;
- Getting out of seat without permission;
- Answering back;
- Not moving seats when told.

(This list is illustrative and not exhaustive.)

Stage 2 Warning (Detention)

As a school we are committed to delivering the highest standard of education to all pupils, in a safe and productive environment, where all children feel safe and happy. In order to achieve this and maximise all pupils' learning potential, we have adjusted the way the warning system operates:

- If a pupil receives a second warning for continued poor behaviour, his/her initials will be written on the board and the class teacher will issue a 15-minute detention. Detentions must be completed by pupils in the timescale stipulated and will escalate if they are not.
- Pupils could potentially be given more than one 15-minute detention per night, depending on the number of times they receive a 'Warning 2', in lessons, across the school day. A 'Warning 2' means that learning has been disrupted, which is not acceptable.
- A maximum of three 15-minute detentions will be given, unless there are further issues, in which case the matter will be escalated: Head of Learning detentions and SLT detentions will also take place.
- Should a pupil receive a 'Warning 2' more than 5 times within a week, this will be referred to his/her Head of Learning, who will make a referral to the BSR and consider whether further intervention is required.
- At stage 2, Pupils receive a -1 behaviour point. If pupils accumulate negative points, this will lead to further sanctions and will trigger a behaviour monitoring report. [Monitoring will be carried out electronically.]
- Member of staff records the incident in Bromcom.
- The detention system is centralised, meaning that pupils are unlikely to be on detention with the member of staff who issued it. Instead, socially-distanced detentions will be taking place within year-group designated areas.
- Attendance at detention is compulsory and will be monitored closely; sanctions will be escalated, in the event pupils fail to attend.

Stage 3 Warning (removal to BSR)

- If a pupil receives a third warning, they will be referred to the Behaviour Support Room (BSR). Being referred to the Behaviour Support Room supersedes Step 2, so that sanction will be removed. [During the pandemic, pupils will not be sent to the BSR. Instead, staff should ring 403 and ask for Corridor Support to collect the pupil from their room; the pupil will then be escorted to the BSR by a member of staff who will ensure that year groups bubbles are not crossed.]

- At stage 3, pupils will receive a - 2 behaviour point (the first -1 point will be removed). Again, accumulation of negative behaviour points will lead to further sanctions and will trigger a behaviour monitoring report [Monitoring will be tracked electronically].
- Any serious issues will be dealt with at a higher level and may bypass the steps above.
- Members of staff records the incident in Bromcom.
- ****Pupils start each lesson with a clean slate****

Protocols for the Behaviour Support Room (BSR):

- After a third warning, pupils will be escorted to the BSR and details will be shared with the member of staff on duty in there, allowing the correct booking in procedures to take place. Cards will not be completed and carried to the BSR at this time.
- Pupils will be placed at a safe distance of at least 2 meters apart and they must remain seated throughout the placement.
- If a pupil refuses to go to the BSR, they will receive a one-day fixed-term exclusion and will return to school via the BSR (full day). Following a fixed-term exclusion, parents/carers must a post-exclusion meeting in school. [During the pandemic, parental meetings will not take place, unless necessary; therefore, a post-exclusion telephone call with a parent/carer will take place instead; pupils will not be allowed to return to normal lessons until this post-exclusion discussion has happened. There will be a separate discussion with the pupil and their HoL/HoK, or with a member of SLT, before the pupil returns to class.]
- Following a fixed-term exclusion, pupils will return to school via the BSR (one day), including the finishing time of 3.05pm and a lunchtime placement in the BSR.
- If a pupil is referred to the BSR, they will remain in there for the equivalent of one full day (e.g. if a pupil is referred to the BSR during Period 3, they will remain in the BSR until the end of Period 3 the following day)
- Pupils in the BSR will remain in the BSR over the lunch period. If they require a packed lunch, it will be ordered by staff supervising and delivered to the BSR by a member of the kitchen staff.

The protocols for monitoring behaviour in the BSR are as follows:

- **1st warning** – pupil's initials written on board (opportunity to rectify behaviour)
 - **2nd warning** – placement in BSR is extended by one period (this will include a lunchtime placement in the BSR or a 3.05pm finish, if the warning extends the placement from P.3 to P.4 or from P.6 to P.1.
 - **3rd warning** – placement in BSR is extended by an additional day, including an additional 3.05pm finish and lunchtime placement (12.00 – 1.30).
 - **4th warning** – one-day fixed-term exclusion. If the incident is serious, the exclusion may be for longer than one day. Return to school will be via the BSR (one day), including a 3.05pm finish and a lunchtime placement in the BSR.
- When pupils arrive at the BSR, they must hand over their mobile phone, which can be collected at 3.05pm. Mobile phones must be handed back in at the start of the following day. Refusal to hand over the mobile phone will result in a one-day fixed-term exclusion for defiance.

- In the BSR, pupils will complete work booklets. Pupils are expected to work in silence and must complete all work to the best of their ability. Failure to do so will result in an escalation of the warnings highlighted above.
- Whilst in the BSR, pupils are required to complete a behaviour reflection sheet and complete the BSR expectations sheet.

Before pupils return to lessons, they will have a **socially-distanced** restorative conversation with the member of staff who made the referral and will complete an 'Evidence of Progress' sheet. The restorative conversation is a crucial part of the process and provides the opportunity to repair and rebuild relationships and allows children to reflect on their behaviour and discuss strategies for what they can do to improve it.

- If your child is **referred** to the BSR, you will receive a text to inform you of this and the fact that they will finish **at 3.05pm**. You will also receive a call from the member of staff who made the BSR referral to discuss the reasons for the referral and strategies for improvement. All staff will be following the parental contact flowchart in the Parents' section of the school website.
- Whilst completing a BSR placement, if a pupil is absent or signs out for a medical appointment, they must make up the equivalent time in the BSR, including a lunchtime placement or a **3.05pm** finish, if required.

GUIDANCE AND LEARNING CENTRES (SECLUSION) Aims:

The Guidance and Learning Centres aim to help in the promotion of social inclusion and raising of standards of achievement at Hebburn Comprehensive School, by providing support in the removal of barriers related to:

- Learning
- Behaviour
- Attendance

USE OF THE AMBER ZONE/BSR

PLEASE NOTE THAT BSR AND AMBER ZONE PLACEMENTS HAVE NOW BEEN COMBINED. PRE-ARRANGED (AZ) PLACEMENTS CAN STILL BE BOOKED.

The BSR is also used for subject referrals and longer placements, for up to 10 days. A placement enables a pupil to maintain attendance at school and continue with his/her studies whilst removed from mainstream classes for a period of time. It avoids breaks in the pupil's learning and promotes inclusion. **Pre-arranged placements** may be for a serious incident which will cause a stay of **one to five days**, or a subject referral, for up to 5 lessons, after other strategies have been used. All referrals are monitored and sanctioned by Mrs S Burdis, Assistant Head Teacher.

Pre-arranged referrals will follow the same protocols as the BSR.

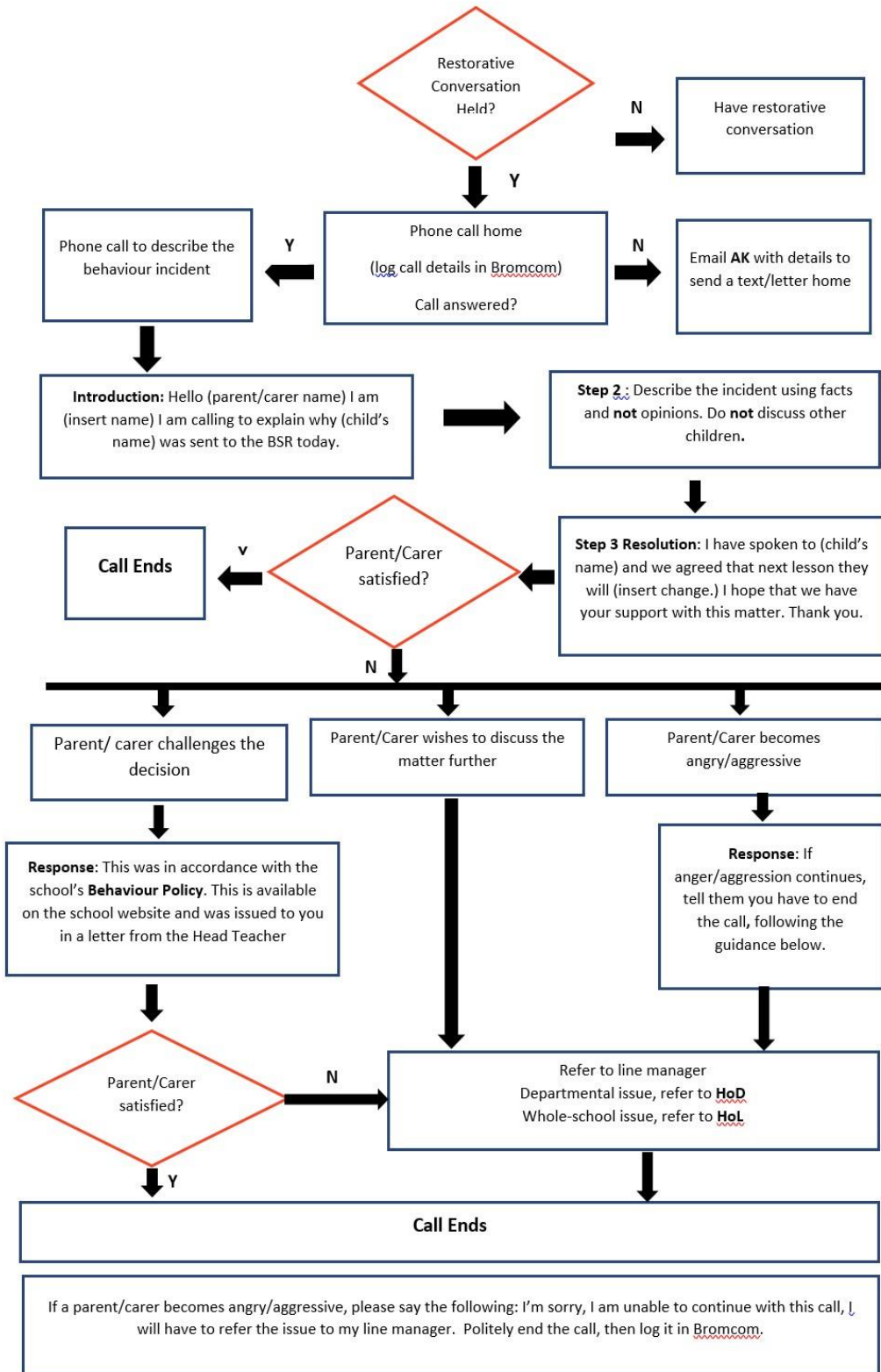
USE OF THE PURPLE ZONE

The branch of the Guidance and Learning Centre seeks to provide a safe, secure and healthy environment in which pupils can:

- Settle into school
- Improve attendance
- Feel supported

- Gain self-confidence
- Modify behaviour
- Value learning for themselves and others
- Develop personal and social skills
- Referrals for the Purple Zone are managed by Mrs Payne and Mrs Gray.

PROTOCOL FOR RINGING PARENTS



DEPARTMENTAL PROTOCOLS FOR ACCUMULATION OF NEGATIVE POINTS IN SUBJECT AREA

- Where pupils accumulate more than 5 negative behaviour points, if action has not already been taken, the Head of Department should intervene and continue to monitor the situation, taking the appropriate action.
 - HoD monitoring – pupil spoken to
 - Telephone discussion with parents/carer
 - HoD after-school detention for up to 45minutes

ACCUMULATION OF NEGATIVE BEHAVIOUR POINTS, REFERRALS AND EXCLUSIONS

Where a pupil has accumulated a number of behaviour referrals, further action will be put in place to ensure that behaviour for learning is being monitored and remains good, with the following actions/strategies in place:

BSR

- If a pupil has repeat referrals to the BSR, the following protocols will be in place:
 - 5th referral = HoL to liaise with parent, over the telephone or by email. Heads of Learning should liaise with Heads of Department, as appropriate.
 - Any further BSR referrals will result in senior leadership involvement.

FIXED-TERM EXCLUSIONS

- If a pupil reaches 3 fixed-term exclusions in a term, this will result in formal communication with the Head of Learning
- If a pupil reaches 5 fixed-term exclusions in a term, this will result in an SLT strategy meeting

15 negative behaviour points - Form Tutor Monitoring report (Green) - 2 weeks

PLEASE NOTE THAT PAPER BASED REPORTS WILL NOT BE ISSUED DURING THE PANDEMIC. DAY TO DAY MONITORING WILL TAKE PLACE VIA THE STANDARD ELECTRONIC REPORT ON BROMCOM

- Form Tutor monitoring report for 2 weeks. This may be extended subject to review by the form tutor
- Form tutor to ring home at the end of each week with a progress update
- Form tutor to monitor progress either at the start or end of the school day

25 negative behaviour points - Head of Learning Partnership and Support (Amber) - 4 weeks

- Parental communication with Head of Learning to reflect on behaviour and strategies for improvement
- Head of Learning Partnership and Support report for 4 weeks (this may be extended, subject to review [Electronic monitoring to take place instead of a paper-based reporting system] by the Head of Learning).

- Whilst on report, the Head of Learning should use the following sanctions to address any poor behaviour:
 - Lunchtime detention [Temporarily suspended]
 - After-school detention for up to 45 minutes [Temporarily suspended]
 - BSR referral for up to 3 days

40 negative behaviour points - PSP Report (Red) - 8 weeks

- 1-day BSR placement + 3.30pm finish
- Parental discussion with HoL/SLT
- PSP report for up to 8 weeks. PSP report monitored by Head of Learning •
- If PSP is not working, Managed Move 1

If a pupil reaches 40 negative referral points and the PSP report is not improving behaviour, the following will be put in place:

- PARE discussion (pupil at risk of exclusion) with HoL or SLT.
- 6-week Behaviour for Learning contract is signed by pupil and parent + 6-week SLT monitoring process, reviewed at the end of each week and discussed with parents.
- If the report is not working, Managed move 2.

*Following an unsuccessful Managed Move, pupils will complete a placement for up to 6 weeks in the Purple Zone.

If the negative behaviour persists, the following will be put in place:

- Final behaviour contract and Head Teacher monitoring for up to 4 weeks, monitored at the end of each week.
- Alternative provision.
- If all strategies have been exhausted, the Head Teacher will consider permanent exclusion for persistent disruptive behaviour and will present this to the Governing Body at a disciplinary hearing.

Pupil thresholds will reset at the start of each term, but the log of the incidents will still be kept as a record.

Please note the following:

- If a pupil has reached 15 negative behaviour points, they will go back to being monitored by their Form Tutor after receiving 5 negative behaviour points in the new term.
- If a pupil has reached 25 negative behaviour points, they will move straight to Head Learning monitoring after receiving 5 negative behaviour points in the new term.
- If a pupil has reached 40 negative behaviour points, they will move straight back to PSP monitoring process, after receiving 5 negative behaviour points in the new term.

DETENTIONS

- If a pupil receives a detention from a member of staff, they must complete this at the specified time.
- If a pupil is issued with a Warning 2 in a lesson, they will receive a 15-minute detention, as outlined above in the 'Stage 2 Warning section above.
- However, discreet detentions can also be issued by class teachers, HoLs, HoDs and SLT as part of on-going intervention.

PUNCTUALITY AND ARRIVAL AT SCHOOL OR LESSONS

- Pupils should arrive at school no more than 5 minutes before their year group entry time and make their way to their designated entry point.
- Pupils must not mix with other year-group bubbles.
- Pupils should not go to any other entry or exit points, so bubbles are kept separate.
- While KS3 pupils are static throughout the day, so punctuality to lessons should not be an issue, KS4 pupils are expected to move swiftly and sensibly to lessons as directed.
- Where Year 11 pupils have to use 'holding bays', the highest standards of behaviour are expected at all times.
- While pupils are expected to arrive on time, reasonable adjustments will be made, for students who need to travel to school using public transport.
- Where public transport is used to get to school, the safer travel guidance for passengers will apply, including the wearing of a face mask: masks worn on public transport must be disposed of in a bin at the entry point into school or placed in a sealable plastic bag that must be put away (a sandwich bag would be best). Pupils must not wear the mask in school they have worn on public transport.

LUNCHTIME

- If a pupil demonstrates poor behaviour over the lunch period, they will receive a BSR lunch placement for up to 5 lunchtime sessions
- If the incident is serious, this may result in placement in a full placement in the BSR or potential exclusion.

BEHAVIOUR IN CORRIDORS AND AROUND THE SCHOOL SITE

Incidents around the school site should be recorded in Bromcom.

5 incidents recorded in Bromcom = Head of Learning referral + action

10 incidents recorded in Bromcom = SLT referral + action

15 incidents recorded in Bromcom = BSR placement for up to 5 days with 3.20pm finish

Totals for corridor incidents will be separate from classroom incidents

EXAM HALL

- For internal examinations, any issues in the exam hall should be referred to the Head of Learning.
- Any issues in external examinations should be referred to the member of the SLT with responsibility for examinations (DC).

USE OF SANCTIONS

- It must be clear why a sanction has been applied.
- Sanctions must be applied consistently across the school.
- The sanction must be proportionate to the incident.
- It must be made clear what changes in behaviour are expected to avoid a similar situation arising in the future.
- Serious incidents must be investigated thoroughly before a sanction is applied. This means that a sanction may not be able to be applied immediately. Pupils may need to be placed away from other pupils until the incident is fully investigated.

ON CALL

On Call should be used for incidents of serious disruption, which cannot be resolved within the department, or where there is a risk of harm to a pupil or member of staff.

Protocols:

- If a member of staff needs to have a student removed from their lesson or they have been referred to the BSR, they should ring the main office (ext. 403 in the first instance). The member of staff on call for that period will be contacted and will escort the pupil to the BSR.
- If a pupil refuses to go the BSR, this will result in a fixed-term exclusion. In this case, a student will complete the BSR placement, on return from exclusion and before returning to class.

APPLYING SANCTIONS

The Head Teacher will take account of the following principles in determining and implementing sanctions within the Behaviour Policy:

- none of the school's sanctions must be degrading or humiliating;
- all rewards and sanctions must be applied fairly and consistently: for example, it is not appropriate to issue a whole-class sanction for the misbehaviour of a few;

The Education Acts of 2006 and 2011 and the Education and Inspections Act 2006 gives all schools the 'Power to Discipline'. Teachers have a statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006). Only the Head Teacher has the power to exclude a pupil.

- The power also applies to all paid staff with responsibility for students, such as teaching assistants, cover supervisors, learning mentors, lunchtime supervisors and admin staff.
- 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 have a specific legal power to impose detention outside school hours.
- Teachers have the authority to confiscate students' property, although hygiene protocols must be adhered to, while in contact with the property of someone else.

When imposing a sanction, the following should be taken into consideration:

- Whether the sanction is reasonable and proportionate to the circumstances;
- Whether there are any safeguarding concerns;
- Whether there are any special circumstances which are known to the person imposing the sanction, including;
 - a. the student's age;
 - b. any Special Educational Needs or Disability;
 - c. any religious requirement.

The Governing Body of the School has agreed that the following sanctions may be used:

- Removal from the group/class or particular lesson on a short-term basis
- Detention
- Withdrawal of privileges, including withholding participation in educational visits or sports events which are not essential to the curriculum
- Completion of work or extra work
- Carrying out a useful task in the school, such as litter picking
- Internal Exclusion
- Fixed-Term Exclusion
- Permanent Exclusion

EXCLUSIONS

Good discipline in schools is essential in ensuring that all pupils can benefit from the opportunities provided by education. The government supports Head Teachers in using exclusion as a sanction where it is warranted. (DFE 'Exclusion from maintained school, Academies and pupil referral units in England 2017').

We pride ourselves on being an inclusive school; however, it may be necessary to exclude a child from attendance at school if they are in repeated breach of the school's behaviour policy or for a one-off incident that is serious in nature. This is known as a 'fixed-term exclusion', with parents receiving a phone call and a letter explaining the reason(s) for the exclusion. This is not a decision that the school takes lightly and requires a meeting with parents/carers following the exclusion and may result in an individual Pastoral Support Programme (PSP) being put in place.

Cases of extreme or dangerous behaviour or persistent failure to follow the expectations set out in our Behaviour for Learning Policy may result in permanent exclusion. As a school, we aim to safeguard against this, but any behaviour that endangers the safety of anyone in our school community or hinders the life chances of other children will not be tolerated.

Only the Head Teacher in a school has the legal powers to exclude a child from education; however, the information about the exclusion may be communicated, via a phone call, to parents by a member of staff nominated by the Head Teacher. All letters about an exclusion will be sent by the Head Teacher.

FIXED-TERM EXCLUSION

There are occasions when pupils, in order that their ultimate inclusion may be assured, are temporarily excluded from mainstream provision. This is known as a 'fixed-term exclusion', with parents/carers receiving a phone call home and a letter explaining the reason(s) for the exclusion. The maximum period for a one-off fixed-term exclusion is 15 days. The length of any fixed-term exclusion is at the Head Teacher's discretion. The length of exclusions may increase, over time, to reflect the continuing failure of a pupil to adhere to the school's expectations of behaviour. The Head Teacher has full authority to vary the length of exclusions and may extend an exclusion if further evidence comes to light after the initial decision has been made.

If a student reaches 45 days' exclusion in one term, this evidence will go to the pupil disciplinary committee of the school's governing body for consideration for permanent exclusion from the school. Please note that the Head Teacher reserves the right to permanently exclude a pupil for persistent disruption and defiance even if they have not reached the maximum exclusion threshold for the term (45 days). A pupil can be permanently excluded for persistent, serious breaches of the school's behaviour policy or for a one-off serious breach of the behaviour policy that puts the health and safety of others at risk.

REASONS FOR FIXED-TERM EXCLUSIONS

- Continued refusal to go to the BSR;
- Continued refusal to go to an Amber Zone placement;

- Poor behaviour in the BSR or Amber Zone;
- Failure to comply with a reasonable request from the Head Teacher;
- Serious defiance;
- Persistent or serious breaches of the behaviour for learning policy;
- Serious verbal abuse to a member of staff, other adults or pupils;
- Possession of alcohol, including so-called 'legal highs';
- Persistent and/or wilful damage to school property;
- Theft (minor)

PERMANENT EXCLUSION

The decision to exclude permanently a pupil will be taken in response to:

- A serious breach or persistent breaches of the school's behaviour policy;
- Where allowing the student to remain in school would seriously harm the education or welfare of others in school.

REASONS FOR PERMANENT EXCLUSIONS

After a thorough investigation, the Head Teacher may consider permanent exclusion.

BEHAVIOURS WHICH COULD RESULT IN PERMANENT EXCLUSION INCLUDE:

- Being in possession of an offensive weapon in school or on a school visit, i.e. knife, knuckle duster or other weapons;
- Being in possession of illegal drugs;
- Supplying illegal drugs, including so-called 'legal highs';
- Possession of an illegal drug with intent to supply;
- Serious physical assault against a pupil or member of staff;
- Making malicious or serious false allegations against a member of staff;
- Placing staff, pupils and members of the public at risk of serious harm;
- Persistent or serious bullying;
- Sexual misconduct;
- Persistent defiance and disruption;
- Level 4 fighting/assault;
- Other serious breaches of the school rules that would seriously harm the education of others in school.
- Serious or persistent physical assault towards any pupil or adult, including visitors
- Serious or persistent verbal abuse/threatening behaviour against pupil, including visitors.
- Serious or persistent verbal bullying/physical bullying/homophobic bullying/racist bullying or similar.
- Serious or persistent racist abuse.
- Serious or persistent sexual misconduct.

DRUGS

Any drug and/or alcohol related incidents, such as:

- Being intoxicated (drugs or alcohol) on the school premises;
- Being in possession of illegal substances/drugs, including so-called 'legal highs', or equipment (paraphernalia) for taking drugs;
- Supplying illegal drugs, including so-called 'legal highs', or equipment for taking drugs;
- Dealing drugs or so-called 'legal highs';
- Any pupil involved in any incident involving drugs will be referred to Matrix and the police may be involved.
- Serious or persistent deliberate damage to school or personal property.
- Serious or persistent theft or burglary, or persistent minor theft.
- Serious and persistent disruption to the education of other pupils by repeated refusal to accept the authority of staff – despite the application of a hierarchy of sanctions including fixed-term exclusion.

The above list is not exhaustive, and is meant to be illustrative, rather than prescriptive.

Please note the following:

If a child brings anything illegal into school (this includes offensive weapons or **drugs and/or paraphernalia**), we will contact the police, who may start a criminal investigation that could lead to a police caution or prosecution.

THE DECISION TO EXCLUDE

Only the Head Teacher has the statutory powers to exclude a pupil from school. The decision to exclude will only be taken after:

- A thorough investigation has been carried out.
- Evidence available to support the allegations has been considered, taking account of the school's behaviour and equal opportunity policies and Anti-Discrimination legislation where applicable.
- The pupil has been allowed to give his or her version of events.
- Where a pupil engages in persistent disruptive behaviour and all sanctions short of exclusion have been applied, parents will be informed that exclusion will follow if their child's behaviour does not improve.
- All behaviour contributing to a decision to exclude will be fully documented.

THE PROCEDURE TO BE FOLLOWED IN THE EVENT OF AN EXCLUSION

Notification of parents, governors, Executive Director Children and Young People's Service and teachers.

- The Head Teacher, or person delegated by him/her (usually a Head of Learning or Assistant Head Teacher) must inform the pupil's parents of the exclusion without delay.

- Notification will normally take place on the day before the exclusion starts and may be by telephone, but must be followed by formal notification in writing.
- Parents/carers must be informed of the length of, and the reasons for, the exclusion. The notification letter should contain sufficient information to ensure that the precise reason for the exclusion is fully understood. The letter will inform parents of their right to make representations to the Governing Body and the appropriate timescales for doing so. These depend on the nature and length of the exclusion.
- Where the exclusion is permanent, parents have the right to see written evidence of the reasons for the exclusion, and any disciplinary measures taken prior to the exclusion, including details of previous warnings and fixed-term exclusions which have been imposed.
- Because this will take time to collate, it is available on request within 5 working days of any permanent exclusion.

The Main School Office will immediately send duplicates of the exclusion letter to:

- Governor Support
- Services for Young People
- Alternative Education Services
- A copy will also be placed in the pupil's school record file
- Governors will be informed in the termly summary of all exclusions.

DURING EXCLUSION

- Excluded pupils will be marked as 'authorised absences' during the period of their exclusion. An 'E' symbol will be used to indicate the reason for absence for up to 5 days and then other symbols used from the 6th day depending on circumstances.
- Excluded pupils must not be involved in any school activity or enter the school premises when school is in session. To do so will be deemed unlawful. The Governing Body has the authority to allow a pupil to attend school to complete examinations.
- During the initial period of up to five school days of any exclusion, the parent of the excluded pupil must ensure that he or she is not present in a public place during normal school hours without justifiable reason. Failure to comply is an offence and a fixed penalty notice can be given if parents fail to do this.
- For exclusions of more than one day and less than 6 days pupils must be set schoolwork until they return to school or are removed from the school roll. The Head of Learning will make necessary arrangements for such work to be despatched and returned for marking. It will be made clear it is the responsibility of the parent/carer to ensure the work is completed and returned to school.
- For exclusions of more than 5 days, pupils must be set schoolwork for the first 5 days. The Head of Learning will make necessary arrangements for such work to be despatched and returned for marking. From the 6th day of exclusion, the school will make alternative arrangements with the LA for the pupil to receive full time education until they return to school or are removed from the school roll.

RETURN TO SCHOOL AFTER EXCLUSION

- Following the expiry of a fixed-term exclusion The Head Teacher (or someone delegated by him/her) should arrange a reintegration contact with the parent/carer where the excluded pupil and his or her parent/carer will reaffirm their commitment to support the school. The reason for exclusion will be discussed.
- Where the exclusion period was 6 days and longer the Head of Learning will liaise with LA to ensure curriculum continuity.
- The parents of a pupil excluded for fewer than 5 days may make representations to the School's Governing Body, in relation to the exclusion. The governing body cannot however direct reinstatement.
- The parents of a pupil excluded for between 5 days, and up to and including 15 days, can request the School's Governing Body to review the decision of the Head Teacher. This request must be made in writing as soon as possible. The governing body must meet no later than 50 school days following notification of the exclusion.
- Where a pupil has been excluded for more than 15 days in one term, or permanently, the School's Governing Body must meet no later than the 15th school day following notification. to consider the exclusion and must:
 - Invite the parent, Head Teacher and LA officer to a meeting which is convenient to all parties.
 - Have appropriate documentation in advance of the meeting
 - The role of the governing body is to review the decision of the Head Teacher. It cannot increase the severity of the exclusion.

The governing body can:

- Either uphold the exclusion or direct the pupil's reinstatement (either immediately or by a particular date)
- The Governing Body will inform the parent, the Head Teacher and the LA of its decision in writing.
- Parents of a pupil who has been permanently excluded have a further right of appeal to an Independent Appeals Panel within 15 school days of receiving the decision of governing body.

PERMANENT EXCLUSIONS

- The Head Teacher and relevant staff will produce a written report detailing the circumstances of the offence or persistent behaviours which triggered a permanent exclusion and provide a record of the incident prior to the exclusion hearing. This report will be sent to the parents/carers of the excluded pupil before the exclusion hearing, as well as the governors on the exclusion panel.
- Information about the right to appeal the decision will be communicated to parents and carers in the letter from the clerk.
- A record of all decisions made during all stages of the exclusion process will be placed in the pupil's school record file.

REASONABLE ADJUSTMENTS

The school aims to ensure that students with disabilities are not treated less favourably than other students and will endeavour to ensure that no exclusion of a student with SEND has been caused directly or indirectly

by the student's disability or special educational need. Any exclusion of a student with a disability will be closely monitored. The school has the legal responsibility to make reasonable adjustments in such cases.

MOBILE PHONE/ELECTRONIC DEVICES POLICY

- Mobiles phones or electronic devices should not be taken out at any point during the school day, including lesson changeover, lunchtime and exiting the school building at the end of the day, **unless permission has been given by a member of staff.**
- If a pupil has a mobile phone out without permission, it will be confiscated and returned at 2.45pm, via the school office. If the issue is repeated, parents/carers will be asked to collect the phone from the school office. **[Pupils must not wander around the school freely, as staggered exits will mean that different year groups are on the move at different times. Form/Academic tutors should then ensure that the pupil is escorted to their designated exit point.]**
- If a pupil refuses to hand over their phone or electronic device, a sanction will be put in place. Staff do not have time to deal with defiant behaviour of this nature. If any pupil is in persistent breach of school policy, parents/carers will be contacted **by telephone**, and pupils will be asked to keep their phone/electronic device at home or arrangements will be made for the pupil to hand their mobile phone to a member of staff each morning, returning at 2.45pm to collect it.
- **Please note that any communication between home and school should be done via the school. Parents are asked not to text or call pupils on their personal devices during the school day. If a pupil answers a text or a phone call during the day without having permission, they will have breached the mobile devices policy and sanctions may apply.**

OFFENSIVE WEAPONS AND DRUGS

- There is no place for offensive weapons or drugs in school.
- There will be extremely serious consequences for any pupil who brings drugs or offensive weapons into school.
- The health and safety of all members of the school community are of paramount importance and anything compromising them **will not** be tolerated.

SEARCHING, SCREENING AND CONFISCATION

- Head Teachers, and staff authorised by the Head Teacher, have statutory (legal) powers to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item, as set out in Section 91 of the Education and Inspections Act 2006.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- **drugs paraphernalia**
- stolen items

- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

CONFISCATION

The school can seize any prohibited item as a result of a search. Staff should give the confiscated item to the relevant member of staff. The following details should be logged:

- Name of pupil
- Item confiscated
- Time and date

Any item which is considered to be illegal will be given to the police. Items that are not illegal will need to be collected by parents, except where the school has disposed of the item(s), i.e. cigarettes, alcohol and lighters. Pupils will not be allowed to collect confiscated items themselves.

GUIDANCE FOR STAFF

School staff can search a pupil for any item if the pupil agrees. **Only Head Teachers and staff authorised by the Head Teacher** have a statutory power to search pupils or their possessions **without consent**, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The authorised staff in school are members of the senior leadership team. Any searches must be done with another member of staff present **and gloves must be worn in the current climate.**

During a search, pupils will be asked to empty bags and all pockets and may be asked to remove their socks and shoes to check that nothing potentially dangerous or illegal is being concealed. We will check blazers, including the lining.

USING REASONABLE FORCE

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 a school, reasonable 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 concerned and should always depend on the individual circumstances (Section 93, Education and Inspections Act 2006).

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

Staff 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 from attacking a member of staff or another pupil, or to stop a fight; and
- to restrain a pupil at risk of harming themselves.

Please note the following:

- Reasonable force cannot be used as a punishment.
- Reasonable force will only be used **as a last resort (or to stop a pupil harming other children or members of staff.**
- All members of the senior leadership team have received positive handling training

ELECTIVE HOME EDUCATION

Parents are advised to discuss Elective Home Education with Mrs Payne, Assistant Head Teacher, before making the decision to remove their child from the school roll.

Procedures for educating your child at home:

- Write a letter addressed to the Head Teacher, informing the school that you intend to educate your child(ren) at home, providing the date.
- Sign and date the letter.
- This letter will be forwarded to the Alternative Education Service at the Beacon Centre.
- Your child will be removed from the school roll.
- The parent/carer will then be fully responsible the child's education.

For further details, contact the Alternative Education Service, at The Beacon Centre in South Shields, which deals with all issues regarding 'Education Other Than at School' (EOTAS).

CCTV

- Staff may use CCTV footage when investigating an incident. This must only be viewed by the member(s) of staff investigating and must not be shared with other staff not involved directly in the investigation.
- Due to confidentiality restrictions, CCTV footage cannot be shared with parents.

- The police may ask for CCTV footage following any serious incidents.

STAFF TRAINING

It is essential that staff are fully aware of, and act in accordance with, the school's behaviour policy. To this end, all staff receive in-house training and guidance as to the policy and its implementation. On joining the school, staff are given training through the induction programme for new staff. Additional support for all staff can be provided through:

- Refresher courses
- Teacher improvement strategies
 - One-to-one support

REQUESTING POLICE ATTENDANCE FOR A VIOLENT INCIDENT IN SCHOOL

This section is focussed primarily on the police response to incidents of violence by a student or students, either towards other students, staff, or school property.

1. There may be occasions when staff will need to call the police to attend school premises to deal with an incident. This decision should only be taken by senior members of staff, unless the situation is life threatening, then a call should be made immediately by any member of staff.
2. When making the call, sufficient information should be provided to the police to enable the call handler to assess the Threat, Harm and Risk the incident poses, to ensure an appropriate response can be provided. This should include:
 - a) Details of the student(s) involved including date of birth and address
 - b) Current demeanour including any known substance misuse
 - c) Any known threat to staff/officers e.g. weapons used, type of violence, size/build of student etc.
 - d) Behavioural history of a similar nature, or lack of
 - e) Medical issues including mental health
 - f) Details of the incident leading to the call to police
 - g) Action already taken by staff and the result
 - h) Are there strategies that have been previously successful with the pupil?
 - i) Preferred outcome e.g. removal from school premises
3. Upon the arrival of an officer, it should *not* be assumed that the officer has been given all of the information that has been passed to the call handler, and this information (see point 2) may need to be reiterated to the officer to allow them to deal with the incident effectively. Ensure any change in circumstances since the call was made is also relayed to the officer.

4. Should the situation allow, a conversation should take place between the staff member who has best knowledge of the incident, a senior member of staff, and the officer. During this conversation, the information collected in point 2 should be provided to the officer.
5. It is also important to discuss with the officer what your mutual expectations are. Do you want the officer merely to be present in case they are required? Do you want them to take control of the situation immediately? Are you able to assist the officer in restraining the student, if required? It must be appreciated that officers have a legal duty to keep the peace and seek to prevent injury or damage to property. It may therefore become necessary for the officer(s) to take action which had not been previously discussed.
6. The police do not expect staff members to be mere observers. Equally, police officers must not be obstructed in their lawful duty. Any staff involved in the incident should explain to the officer what their training limits are e.g. Team Teach.
7. Where appropriate, the police and school will complete a review of the incident.

PARENT/CARER PROTOCOLS WHEN ON SCHOOL SITE AND SPEAKING TO STAFF ON THE PHONE

During the pandemic, parents and carers will not be allowed in the building, unless absolutely necessary. Communication with key staff, therefore, will need to take place by telephone, via email or through the use of the My Child At School (MCAS) app.

The continued success of our school community is based on a commitment to ensuring the best possible outcomes for all our children. We recognise the importance of working in partnership with parents and carers in order to achieve this, and endeavour to foster positive relationships which are based on trust and mutual respect.

The vast majority of parents and carers are keen to work with us and are supportive of the school's work. If a parent or carer has concerns, we will always listen and seek to address them as quickly as possible.

At Hebburn Comprehensive, we are committed to:

- Listening to parents carefully and respectfully, including allocating an appropriate length of time for prearranged meetings
- Responding appropriately to concerns raised
- Outlining any actions that may be required
- Updating parents and carers on progress and outcomes of the concern
- Listening and responding to updates from parents and carers

At Hebburn Comprehensive, we expect parents and carers to:

- Communicate their concern respectfully and accurately

- Listen to and consider the responses from the school
- Work in partnership with the school in order to reach a resolution, including supporting the Hebburn Comprehensive School Behaviour for Learning Policy
- Allow time for the school to respond to concerns (3 – 5 working days)
- Acknowledge support and intervention put in place

Unfortunately, there are occasions where parents/carers are aggressive whilst speaking to staff on the phone, in meetings and in the school's reception area, often making unreasonable and aggressive demands to speak to staff immediately. Obviously, this is not acceptable and staff should not be subjected to any form of abuse or threats.

We are a busy school and I expect parents/carers to understand that it may not be possible to see or speak to a member of staff immediately. All teaching staff have a teaching commitment, including the senior leadership team and staff may be in meetings or involved in dealing with other issues in school. If you are told that a member of staff will ring you when they are able to, please respect this.

I outline some protocols below that all parents/carers and visitors should follow:

TYPES OF UNACCEPTABLE BEHAVIOUR

In order to support a peaceful and safe school environment the school cannot tolerate parents, carers and visitors demonstrating any of the following behaviours:

- Disruptive behaviour or disorderly conduct which interferes or threatens to interfere with the running of a meeting, the school reception area, main office or any other area of the school grounds.
- Use of loud or offensive language or behaviour, including: shouting, swearing, using profane language, attempting to physically intimidate, use of aggressive hand gestures or displaying temper either on the phone or on the school premises. If a parent/carer continues to be aggressive over the phone, the call will be terminated and a member of the SLT will become the point of contact for the parent/carer.
- Threatening to harm a member of school staff, visitor, fellow parent/carer or pupil, regardless of whether or not the behaviour constitutes a criminal offence.
- Damaging or destroying school property.
- Sending abusive or threatening e-mails or text/voicemail/phone messages or other written communications.
- Defamation of the school or staff character on Facebook or other social networking sites. Parents will be contacted and will be asked to remove any inappropriate posts. Failure to do so will result in the school contacting the police or taking other action to have the posts removed.
- The use of physical aggression towards another adult or child; this includes the physical punishment of your own child on school premises.
- Approaching someone else's child in order to discuss with or chastise them because of their actions towards your own children.
- Smoking, including e-cigarettes, and consumption of alcohol or illegal drugs on school premises.
- Dogs being brought on to school premises with the exception of assistance dogs.

STEPS TO BE TAKEN IN THE EVENT OF UNACCEPTABLE BEHAVIOUR

STEP 1: VERBAL WARNING The Head Teacher (or member of the SLT) will speak to the person or persons perpetrating such an incident, privately. It will be explained why their behaviour is unacceptable and an assurance will be sought that it will not be repeated. It will be stressed that repetition of their behaviour will result in further, more serious, action being taken. If the Head Teacher has been subject to abuse this will be done by the Chair of Governors (or another appointed governor). If any such incident occurs near to or within school holidays, weekends or out of reasonable hours, the Chair of Governors (or another appointed governor) will write to the person or persons highlighting the incident and any relevant particulars.

STEP 2: WRITTEN WARNING If a second incident occurs involving the same person or persons, the Head Teacher will write to them, informing them once again that this conduct is unacceptable. As with Step 1, if the Head Teacher has been subject to abuse, this will be done by the Chair of Governors or another appointed governor. Any incidents of violent conduct would immediately proceed to step 4. At any stage, the school may report serious incidents of abusive and threatening behaviour to the Local Authority and/or police. The school has a statutory responsibility to report any racist or discriminatory incidents to the Local Authority. Any act of actual or threatened violence will be referred to the police immediately.

STEP 3: EXCLUSION FROM SCHOOL PREMISES If the unacceptable behaviour continues or if an initial incident is considered serious enough, the Chair of Governors (or other appointed governor) will enforce an exclusion from school premises.

STEP 4: REMOVAL FROM SCHOOL PREMISES If, following a decision to exclude a person from the school premises, that person persists in entering school premises, they may be removed as a trespasser under Section 547 of the Education Act 1996 and may also be charged with an offence. The school may also refer these matters to the police where a public order offence is believed to have been committed.

If a parent is excluded or removed from school premises because of their behaviour, we will put in place alternative arrangements for the parent/carer to communicate with school staff. Those arrangements will take into account the needs of the pupil, the parent and the need to protect school staff from harmful abuse and unacceptable behaviour.

HIGH EXPECTATIONS LEAD TO EXCELLENT OUTCOMES

The school has a clear behaviour policy and clear expectations of the way that pupils should behave when in school.

Why do we have school sanctions?

In the same way that parents or carers set boundaries and use praise, reward and the removal of privileges to encourage good behaviour at home, we operate a similar principle in school. With a roll of over 700, it is important that we have robust policies and clear expectations, so all pupils learn in a safe and orderly environment.

The framework and policies for ensuring good behaviour are set out by the Head Teacher and the school's Governing Body. By choosing Hebburn Comprehensive School for your child, you do so in acceptance of our policies and procedures. All of the staff at the school work extremely hard in the pursuit of excellence at all levels, as do the members of our very active Governing Body, but I ask you to accept that success comes through partnership: your child's best interests are served, in all spheres, where you work with us, supporting all that we try to do.

For many minor matters, a discussion of the issues and strategies on how to address these is often sufficient. Where there is an ongoing problem, or the behaviour is more serious, the discussion that takes place will be accompanied by a sanction.

The purpose of the sanction is to reinforce to pupils that certain behaviours and/or attitudes are not acceptable. For more serious ongoing matters, sanctions also serve as a warning that failure to correct the poor behaviour could lead to temporary or, in extreme cases, permanent exclusion from the school, in order to protect others' education or well-being.

DECIDING ON THE SANCTION THAT APPLIES

When an incident occurs, a sanction will be put in place by the relevant member of staff in line with this policy.

There are times when an incident needs to be investigated before a decision can be made. This is usually because a concern has been reported without direct evidence and/or because pupils' accounts are not consistent with other reports. In these instances, the following general procedure will be followed:

1. Pupils concerned will be asked to give an account of the incident and investigatory staff will ask additional questions to clarify sequencing, detail or any apparent discrepancies. In serious cases, pupils will be asked to write a statement that they will sign and date.
2. Any witnesses will be asked for their account of the incident; this will include pupils and staff. Where possible, witnesses who are neutral, i.e. not part of involved pupils' friendship groups, will be spoken to.
3. Any CCTV footage of the area at the time will be viewed. Due to confidentiality restrictions, CCTV footage cannot be shared with parents. CCTV footage can be used as evidence in permanent exclusion hearings.
4. A decision will be made as to the likely pattern of events based on the evidence collected.

In all cases, the school will determine the level of the sanction that applies. Failure to follow the sanction, will result in an escalation of the sanction and potential exclusion.

Decisions that the school makes do not require parental/carer approval, although the school will make every effort for parents/carers to understand the reasons behind its decision and how this complies with this policy.

Pupils are expected to comply with all school rules and all sanctions that are put in place. Failure to do so could result in exclusion.