




HEBBURN

Comprehensive School

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.

Review Period	Recommended Annually		
Date of next review	March 2023	Author(s)	D Thompson / S Burdis
Type of Policy	Statutory	Approval Status	Governing body
Signed by:			
Head Teacher	Mr D Thompson	Date: 31 March 2022	
Chair of Governors	Mr A Ellison	Date: 31 March 2022	

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.
- 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 should be encouraged to treat the school's environment and each other's property with respect.

Aims

- To ensure that we have an environment in which children feel safe, happy, secure and respected.
- 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 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 encourage the development of positive and caring relationships in all areas of school activities.
- 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 and Rewards 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;
- 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;
- 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;
- 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;
-

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;
- 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;
- Behave sensibly in classrooms, corridors, staircases and in the dedicated dining areas;
- 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;
- Not distract the learning of others for any reason;
- Work sensibly and productively at all times;
- Complete homework, ensuring that it is handed in on time;

Parents/Carers will:

- be aware of, and support, the school's values and expectations of behaviour;
- 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;

- ensure that their child attends school regularly and arrives on time, adhering 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.
- 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;
- 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.

PLEASE NOTE THAT, BY LAW, THE SCHOOL IS REQUIRED TO HAVE TWO EMERGENCY CONTACT NUMBERS.

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.

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.**

Code of Conduct:

ATTITUDES TO LEARNING



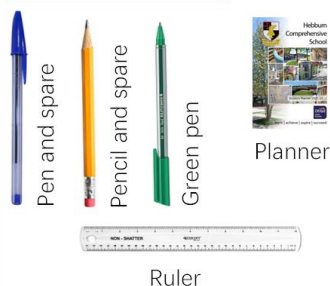
- R**emember to bring all equipment, including bag, homework and PE kit.
- E**nsure excellent attendance and punctuality.
- S**peak to everyone politely and respond positively to instructions.
- P**ride should be taken in our uniform and in our work.
- E**ngage positively, show resilience and strive for excellence.
- C**lean up after ourselves and keep our school tidy.
- T**reat others with respect, show tolerance and be compassionate.

Equipment:

- Pupils should be fully equipped for learning each day, including basic equipment (consisting of blue or black pen, pencil, green pen, ruler and planner), school bag, cooking ingredients and PE kit. Please see our uniform policy and equipment list for further details.

Get set for HCS: Equipment List

Basic Equipment:



Preferred:



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 reading book



A pair of
compasses



Glue stick



Highlighter

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.

Promoting the Positive Achievements of our Pupils

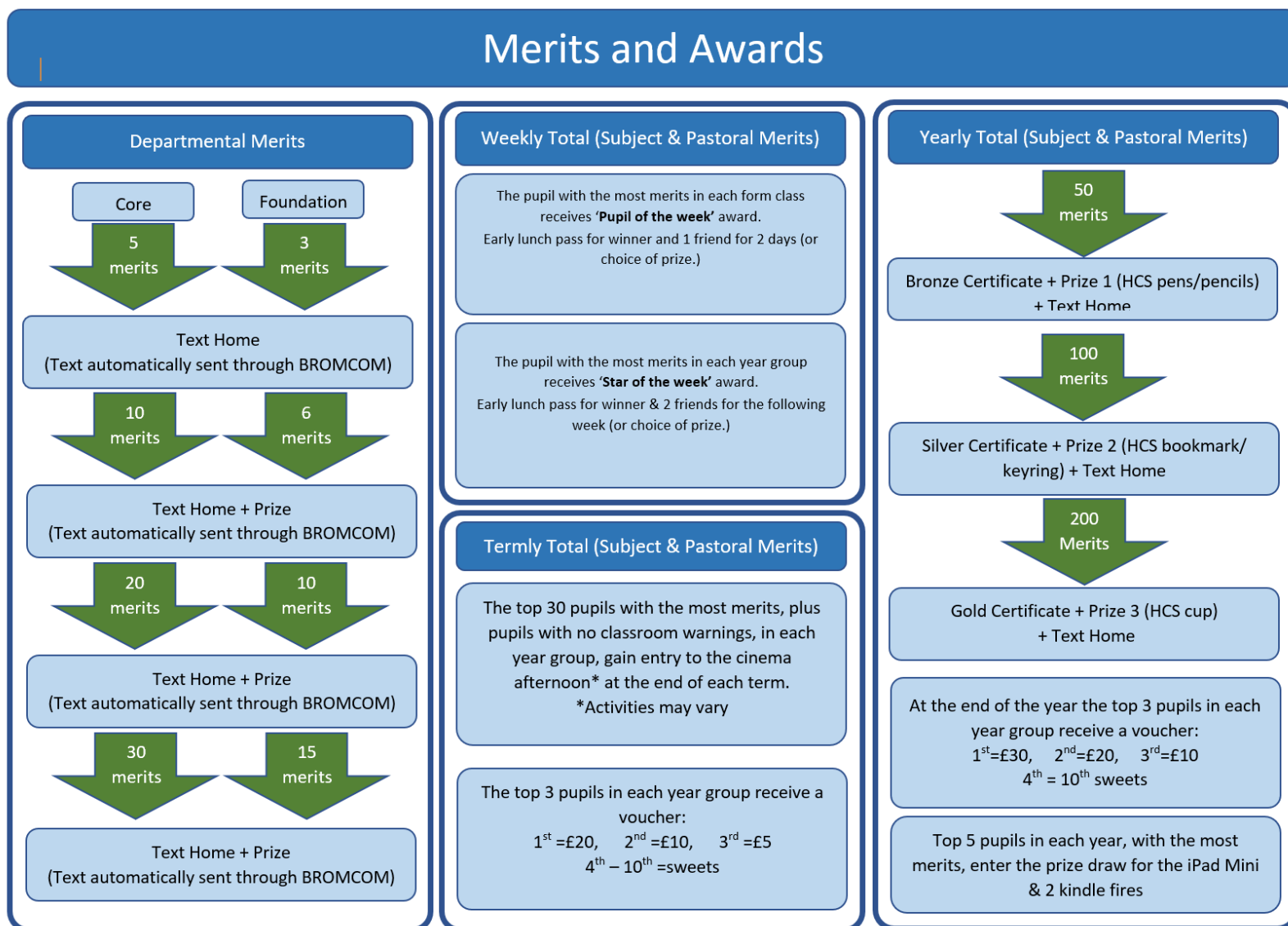
At Hebburn Comprehensive School, we recognise the importance of rewards and praise to recognise pupils' achievements and hard work.

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;
- Comments and stickers in exercise books or online feedback;
- Merits;
- Letters, postcards, phone calls or text messages home;
- Awards Evening;
- Certificates and Prizes.

Our Merit System



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.

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.

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.

- 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 by the pastoral team; sanctions will be escalated, in the event pupils fail to attend.

Stage 3 Warning (Referral to BSR)

- If a pupil receives a third warning, they will be referred to the Behaviour Support Room (BSR).
- **Pupils start each lesson with a clean slate**

Behaviour Support Room (BSR):

- Pupils must work in silence and remain seated throughout the placement.
 - If a pupil refuses to go to the BSR, they could receive a one-day fixed-term exclusion for serious defiance and will return to school via the BSR. Following a fixed-term exclusion, parents/carers must attend a post-exclusion meeting in school.
-

- Following a fixed-term exclusion, pupils will return to school via 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 ('A chance to put things right.')
 - **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 [HALF DAY], including an additional 3.05pm finish and lunchtime placement (12.00 – 1.30pm).
 - **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, 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. Continued refusal to hand over the mobile phone could result in a one-day fixed-term exclusion for defiance.
 - In the BSR, pupils will complete differentiated work booklets. Pupils are expected to work in silence and must complete all work to the best of their ability.
 - Whilst in the BSR, pupils are required to complete a behaviour reflection sheet and complete the BSR expectations sheet. They will also copy out the Code of Conduct.
 - Before pupils return to lessons, they will have a restorative conversation with the member of staff who made the referral and will complete an 'Evidence of Progress' sheet.
 - 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

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 BSR FOR INCIDENTS OUTSIDE OF THE CLASSROOM

Pre-arranged BSR placements can be issued, whether for subject placement or longer placement, for up to 10 days. **A placement in the BSR, for a period of up to 10 days, 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:

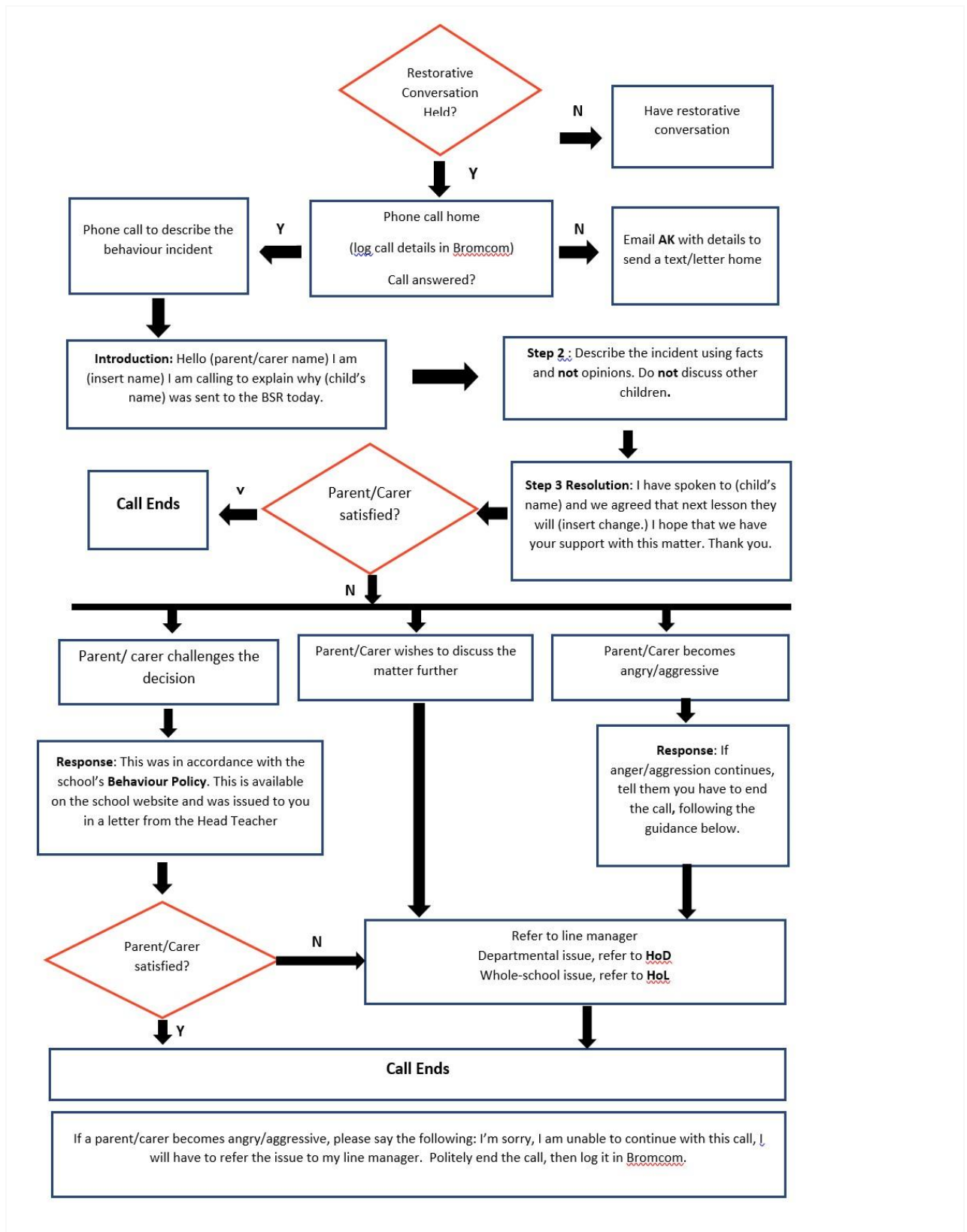
- Settle into school
- Improve attendance
- Feel supported
- Gain self-confidence
- Modify behaviour
- Value learning for themselves and others
- Develop personal and social skills
- Referrals for the Purple Zone are managed by Mrs Payne and Mrs Gray.

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.

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.

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
 - Meeting with parents/carers
 - HoD after-school detention for up to 45 minutes

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. Heads of Learning should liaise with Heads of Department, as appropriate.
 - Any further BSR referrals will result in Head of Key Stage or senior leadership involvement.

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 (Green)
- Head of Learning Report (Amber)
- Head of Key Stage Report (Red)
- Partnership and Support Report (White Target)
- PSP Report (Green Target Report)
- Year 11 Intervention report – (Lilac)

Types of report

Form Tutor Monitoring report Green) - 2 weeks

- 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

Head of Learning Report (Amber) - 4 weeks

- Parental meeting with Head of Learning to reflect on behaviour and strategies for improvement.
 - Head of Learning report for 4 weeks (this may be extended, subject to review by the Head of Learning).
-

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

Head of Learning/Head of Key Stage Report (Red) – 4 weeks

- Parental meeting with Head of Key Stage to reflect on behaviour and strategies for improvement.
- Head of Key Stage report for 4 weeks (this may be extended, subject to review).
- Whilst on report, the Head of Learning should use the following sanctions to address any poor behaviour:
 - Lunchtime detention
 - After-school detention for up to 45 minutes
 - BSR referral for up to 3 days

Partnership and Support Report

- Parental meeting with HoL
- Partnership and Support report for up to 6 weeks, monitored by Head of Learning
- If Partnership and Support is not successful, proceed to PSP.

PSP Report

- Parental meeting with HoL/HoKS/SLT
- PSP report for up to 8 weeks. PSP report monitored by Head of Learning
- If PSP is not working, Managed Move 1.

If the PSP report is not improving behaviour, the following will be put in place:

- PARE meeting (Pupil At Risk of Exclusion) with Head of Key Stage or SLT.
- 6-week Behaviour for Learning contract is signed by pupil and parent + 6-week Head of Key Stage or SLT monitoring, 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, checked 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.
-

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.
- Detentions will also be issued when pupils fail to bring their basic equipment (as outlined above) to school, they fail to hand in homework on time or when they do not wear their full school uniform, as outlined in the uniform policy.
- Discreet detentions can also be issued by HoLs, HoDs and SLT as part of on-going intervention.
- SLT detentions will last for one hour. They will be issued for defiance on corridors and around the building and for pupils who deliberately turn up to lessons late.

Punctuality and Arrival at School or Lessons

- Pupils are expected to arrive at school and to lesson on time.
- If a pupil is late to the morning session, they will receive a morning detention the following day, from 8.20am – 8.40am, in the dining hall. Attendance at detention is compulsory. If these detentions are not attended, there will be an escalation to after school detention with the pupil's Head of Learning, for 30 minutes, or they will be referred to their Head of Key Stage for a detention of 1 hour.
- If a pupil is late to lessons, including the start of P.4, the teacher will mark the register with a late mark (L).

Break and Lunchtime

- If a pupil demonstrates poor behaviour over the lunch period, they will be isolated at lunchtime **they will be isolated at lunchtime for a period of up to 10 lunchtime sessions.**
- If the incident is serious, this may result in placement in a full placement in the BSR or potential exclusion.
- No pupils will be allowed to leave the school premises at lunchtime.
- All year groups have been allocated separate entry points and yards at lunchtime and must stick to them.
- Pupils should refrain from congregating in large groups in the main yard.

Behaviour in Corridors and Around the School Site

- There should be 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.
 - Pupil should follow the one-way system around the school building.
 - Incidents around the school site should be recorded in Bromcom.
-

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).

Corridor Support

Corridor Support 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, due to a serious incident, or if a pupil is refusing to attend the BSR as instructed, they should ring the main office (ext. 401, in the first instance). The member of staff on Corridor Support for that period will be contacted and will escort the pupil to the BSR.
- If a pupil refuses to go to the BSR, this could result in a fixed-term exclusion. In this case, a student will complete a BSR placement, on return from exclusion and before returning to class.

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.
 - 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, 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.**
-

Applying Sanctions

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 to discipline is available 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.
- Designated teachers have the authority to search students, their pockets, bags or lockers and to confiscate students' property where there are reasonable grounds to believe that the pupil has prohibited items. Reasonable grounds may include overhearing pupils talking about an item or a pupil behaving in an unusual or suspicious manner.
- Prohibited or banned items include:
 - knives
 - weapons
 - alcohol
 - tobacco and cigarette papers
 - substances that could be abused, such as illegal drugs, solvents or so-called "legal highs"
 - stolen items
 - fireworks and/or smoke bombs
 - pornography
 - inflammatory material of a religious, political, racist, homophobic, or sexist nature
 - headwear or clothing that prevents an individual's identity being readily established
 - any electronic equipment that could be used to breach the school's ICT Acceptable Use Policy
 - any other item that it could be reasonably assumed may be used, or mis-used, to disrupt effective learning and good order in the school or to commit an offence, cause personal injury or damage to property.

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 (up to 1hr 30 mins).
 - 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 (isolation).
 - 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 and Rewards Policy may result in permanent exclusion. As a school, we aim to safeguard against this, but any behaviour that endangers the education or wellbeing 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 investigation of exclusion incidents and 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. Fixed term exclusions can be for full days, part days or for lunchtimes and periods of fixed term exclusion do not have to be continuous. 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 may impose a further period of exclusion to begin immediately after the first period ends; or to issue a permanent exclusion to begin immediately after the end of the fixed period if further evidence comes to light after the initial exclusion decision has been made.

If a student reaches 45 days exclusion in an academic year, 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 one single academic year. 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

- Serious or persistent breaches of the behaviour and rewards policy.
- Refusal to go to a Behaviour Support Room placement.
- Poor behaviour in the Behaviour Support Room.
- Failure to comply with a reasonable request from the Head Teacher.
- Serious defiance.
- Verbal abuse to a member of staff, other adults or pupils.
- Physical assault.
- Possession of alcohol and/or drugs, including so-called 'legal highs'.
- Wilful damage to school property.
- Theft.

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

Permanent Exclusions

The decision to exclude a pupil permanently 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.

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', or equipment for taking drugs.
- Dealing drugs or so-called 'legal highs'.
- Supplying illegal drugs, including so-called 'legal highs'.
- Being in possession of alcohol on the school premises or trip/visit.
- Being intoxicated (drugs or alcohol) on the school premises or school visit.
- 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.
- Inappropriate use of social media.
- Persistent defiance and disruption.
- Serious breaches of the school rules that would seriously harm the education and welfare of others.
- Verbal abuse/threatening behaviour against pupil, including visitors.
- Bullying: physical, homophobic/transphobic/biphobic, racist or similar.
- Serious or persistent sexual misconduct.
- Theft or burglary
- Serious and persistent disruption to the education of other pupils by repeated refusal to accept the authority of staff

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 drugs paraphernalia), we will contact the police, who may start a criminal investigation that could lead to a police caution or prosecution.

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 or SEND will be closely monitored. The school has the legal responsibility to make reasonable adjustments in such cases.

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.

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.

Use of 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)**.
-

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 for 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

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 harmonious and safe 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 members of staff, 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 800 pupils, 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 Board. By choosing Hebburn Comprehensive School for your child, you do so in acceptance of our policies and procedures. All of the staff at the schoolwork 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 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/carers 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.
