

# HEBBURN


Comprehensive School



WORK HARD | BE KIND | ASPIRE

## 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	Spring Term 2025	Author(s)	D Thompson / K Hardy
Type of Policy	Statutory	Approval Status	Governing body
Signed by:			
Head Teacher	Mr D Thompson	Date: 22 May 2024	
Chair of Governors	Mr G Thompson	Date: 22 May 2024	

## **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.
- No pupil has the right to disrupt the learning of others. Teachers will have disruption free classrooms in which they can teach and pupils will have disruption free classrooms in which they can learn.

### **The Governing Body will:**

- Establish a robust policy that promotes good discipline, good relationships and positive attitudes to learning across the school community;
- Ensure that this policy does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, race, religion or belief, sex and sexual orientation;
- Work closely with the Head Teacher and senior staff to ensure the effective operation of the policy;
- Have a statement of behaviour principles, providing guidance for the Head Teacher on promoting good behaviour;
- Ensure this policy is published on the school website.

### **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 pupils' and parents' cooperation in maintaining an orderly environment for learning;
- Not tolerate violence, threatening behaviour or abuse by pupils or parents.
- Apply sanctions fairly, consistently, proportionately and reasonably, taking into account SEND and the needs of vulnerable children, offering support as appropriate;
- Be responsible for the monitoring and implementation of this policy and of the behaviour procedures within the school.
- Take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing bullying and dealing effectively with reports and complaints about bullying;
- **Act in accordance with the statement of behaviour principles set by the Governing Board**
- Publicise this policy in writing to staff, parents and pupils at least once a year.

**The SENCO will be responsible for:**

- Undertaking day-to-day responsibility for supporting pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers on the effective implementation of support.

**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;
- Teach and model expected behaviour and positive relationships, demonstrating good habits.
- Not tolerate disruption and taking proportionate action to restore acceptable standards of behaviour.

**All members of staff, including teaching and support staff, and volunteers will be responsible for:**

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to the policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high expectations of behaviour.

**Staff induction, development and support**

We will outline the school's expectations and systems to all new members of staff, as part of their induction, to ensure that everyone understands key expectations, routines and how best to support all pupils. Staff will be provided with tailored training, where necessary.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

The Head Teacher and the SLT will review staff training needs annually.

**Pupils will:**

- Follow the Code of Conduct at all times;
- Behave sensibly in morning line-ups, 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;
- Sit silently whilst the register is taken.
- Ensure they are in possession of their learning packs, and all of the contents within.
- Not distract the learning of others for any reason;
- Work sensibly and productively at all times;
- Stand behind desks at the end of each lesson and leave in an orderly fashion;
- Complete homework, ensuring that it is handed in on time;
- Be responsible for their own behaviour both inside school and out in the community.
- Report any unacceptable behaviour to a member of staff.

**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 suspended from the school, ensure that the child is not found in a public place during school hours in the first five days of a suspension;
- Attend return from suspension/exclusion meetings.
- Inform the school if any changes in circumstances which may affect their child's behaviour.

**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**.

**Behaviour Curriculum**

Expectations of positive behaviour will be modelled and taught to all pupils as part of the curriculum. Positive reinforcement will be used to acknowledge good behaviour.

Routines will be explicitly taught to establish positive social norms and create a safe and orderly environment for learning. Appropriate and reasonable adjustments to routines for pupils with specific SEND, where appropriate.

Consistent and clear language will be used when acknowledging positive behaviour and addressing any misbehaviour.

## Our Values:

# WORK HARD. BE KIND. ASPIRE.



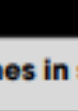
<b>A</b> MBITIOUS	We aim high in all we do.
<b>S</b> UPPORTIVE	We treat each other with kindness and compassion.
<b>P</b> ROUD	We take pride in our work, uniform, attendance and punctuality.
<b>I</b> NCLUSIVE	We celebrate differences and champion diversity.
<b>R</b> ESPECTFUL	We are always polite and show respect to others and our building.
<b>E</b> QUIPPED	We are always ready and equipped for learning.

**Equipment:**

E

QUIPPED

We are always ready and  
equipped for learning.



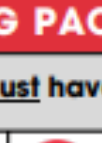






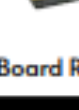

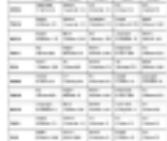
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## LEARNING PACK EQUIPMENT

**You must have these items with you at all times in school:**

 <p style="margin-top: 10px;"><b>A3 Wallet</b></p>	<div style="background-color: #0070C0; color: white; padding: 5px; border-radius: 50%; width: 30px; margin: 0 auto; font-weight: bold; font-size: 0.8em;">OUT &amp; READY</div>  <p style="margin-top: 10px;"><b>Black Pen</b></p>	<div style="background-color: #0070C0; color: white; padding: 5px; border-radius: 50%; width: 30px; margin: 0 auto; font-weight: bold; font-size: 0.8em;">OUT &amp; READY</div>  <p style="margin-top: 10px;"><b>Green Pen</b></p>	<div style="background-color: #0070C0; color: white; padding: 5px; border-radius: 50%; width: 30px; margin: 0 auto; font-weight: bold; font-size: 0.8em;">OUT &amp; READY</div>  <p style="margin-top: 10px;"><b>Pencil</b></p>	<div style="background-color: #0070C0; color: white; padding: 5px; border-radius: 50%; width: 30px; margin: 0 auto; font-weight: bold; font-size: 0.8em;">OUT &amp; READY</div>  <p style="margin-top: 10px;"><b>Ruler</b></p>
 <p style="margin-top: 10px;"><b>Whiteboard</b></p>	 <p style="margin-top: 10px;"><b>2 Board Pens</b></p>	 <p style="margin-top: 10px;"><b>Board Rubber</b></p>	 <p style="margin-top: 10px;"><b>Exercise Book</b></p>	 <p style="margin-top: 10px;"><b>Timetable</b></p>

## LEARNING PACK REMINDERS

- Learning packs must be carried **SENSIBLY AT ALL TIMES** around the school building.
- You **MUST** have a black pen, green pen, pencil and ruler. They **MUST** be placed on your desk as soon as you enter the classroom.
- Your **DO NOW** task should be started immediately and completed **SILENT AND SOLO**.
- School will provide your A3 zip wallet, whiteboard, board pens, board rubber, exercise book and timetable. You **MUST** have these with you at all times in school.
- A C2 equipment detention will be issued if you do not have your basic equipment or learning pack.
- Pupils in KS4 will receive additional study support items in their learning pack.
- Basic equipment can be purchased from the school shop:
  - Black Pen / Green Pen / Pencil: 20p
  - Small Ruler: 20p
  - Large Ruler: 50p

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## ADDITIONAL BASIC EQUIPMENT



A Reading Book  
(from home or our library)



A School Bag  
(big enough to carry an A4  
folder, your books and PE kit)



A Refillable  
Water Bottle

## OPTIONAL EQUIPMENT

The items below can be added to your learning pack, but they are **OPTIONAL**:



Pencil Sharpener



Eraser



Protractor



Coloured Pencils



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



Glue Stick



Highlighter

Pupils are provided with a learning pack at the start of the academic year. Pupils are responsible for this pack, and contents within. Pupils have the opportunity each morning to check they are fully equipped for learning each day, and can access the equipment shop during morning meetings to replace any missing items. Additional items which pupils require, are a school bag, cooking ingredients and PE kit. Please see our uniform policy and equipment list for further details.

**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.
- Trips and activities.

## Our Merit System

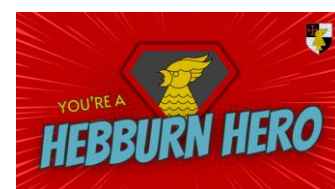
Pupils are awarded merits regularly for exemplary behaviour. Below is an indication of some of the merits, pupils can achieve. These are logged and shared with parents via the Class Charts app.



Pupils will gain certificates and lapel badges for hitting each milestone listed below:



Pupils will also earn the accolades shown below. Our postcards / mini cards will be awarded regularly in recognition of the hard work, kindness and aspirational effort of any pupil.



Finally, termly, two pupils per subject for each year group will be awarded our subject specific lapel badge to wear with pride. The winners of these awards will have demonstrated the highest of standards and will be selected by department areas.



DRAMA MASK BADGE



ENGLISH BAR BADGE



FRENCH FLAG BADGE



MATHEMATICS BAR BADGE



MUSICAL CLEF BADGE

In addition to those listed above, we also have end of term celebration assemblies where prizes and certificates are awarded.

## The Consequence 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.

### Consequence 1 (C1 - An opportunity to put things right.)

- If a pupil demonstrates any type of negative behaviour during a lesson, they will receive a C1 from the member of staff. This C1 should be sufficient and gives children the opportunity to rectify any issues before they escalate.

A C1 may be issued for the following reasons, or for similar types of issues:

- Off-task talking (not related to learning);
- Distracting other pupils from learning;
- Swinging on chair;
- Turning around;
- Talking across the classroom

*This list is not exhaustive, and is intended to be illustrative, rather than prescriptive.*

### Consequence 2 (C2 – 30-minute same-day detention)

A Consequence 2 (C2) can be issued in class, on the corridor, or around the building. This will generate a 30-minute same-day detention. A C2 means that learning has been disrupted, which is not acceptable.

- 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.
- Member of staff records the incident in Class charts.
- 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. Subsequent and more lengthy detentions (for up to one hour) will be issued, to be supervised by SLT.

A C2 may be issued for the following reasons, or for similar types of issues:

- When a C1 has not been responded to positively in a lesson. (C2 - lesson)
- If a pupil does not have their learning packs. (C2 – basic equipment)
- If a pupil arrives late to school and/or to lessons. (C2 - late to lesson)
- If a pupil is seen with a mobile phone. The phone will be confiscated and a C2 will be issued. Refusal to hand over a phone may result in a BSR placement and could result in a suspension, if the matter is not resolved positively. (C2 – mobile phone.)
- Unacceptable behaviour on the corridor: pushing/shoving/running/using inappropriate language (depending on the severity, these behaviours could also lead to a BSR placement.) (C2 – corridor)

*This list is not exhaustive, and is intended to be illustrative, rather than prescriptive.*

**Consequence 3 (C3 - Referral to BSR and a 30 minute detention)**

- If a pupil receives a third warning in class, they will be referred to the Behaviour Support Room (BSR).
- Parents will be contacted about the incident resulting in the referral, on the same day, where possible.
- Restorative work will be complete with the child upon arrival at the BSR.
- **\*\*Pupils start each lesson with a clean slate\*\***

*All detentions will be 30 minutes in length; parents will be notified of this via the class charts app. Pupils may be awarded up to 2 detentions in the same school day, meaning the maximum length is 1 hour (up to 3.45pm). If a pupil receives more than 2 detentions in one day, a BSR placement will be put in place. Please note, if a pupil is placed in the BSR for multiple detentions, i.e., the remainder of the school day, they will remain in the BSR until 3.45pm.*

The consequence system goes beyond C3, up to, and including the sanction of permanent exclusion:

Consequence System	What does it mean?
C1	A chance to put things right.
C2	30-minute detention (up to 2 can be issued daily)
C3	BSR.
C4	Suspension 1 – 5 days
C5	Suspension 5 – 10 days
C6	Suspension 10 – 15 days
C7	Permanent Exclusion.

**Behaviour Support Room (BSR):**

The school may decide to remove pupils from the classroom for a limited period and refer them to the BSR.

The school will remove pupils from the classroom for the following reasons:

- To avoid disruption to the learning of others.
- If a pupil is not wearing the correct uniform.
- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption.
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment.
- To allow the pupil to regain calm in a safe space.

The BSR is:

- In an appropriate area of the school.
- Stocked with appropriate resources.
- An area suitable for pupils to learn and refocus.
- Supervised by trained members of staff.

In the BSR:

- Pupils must work in silence and remain seated throughout the placement, completing work to the best of their ability.
- If a pupil refuses to go to the BSR, they could receive a one-day suspension for serious defiance and will return to school via the BSR. Following a suspension parents/carers must attend a post-suspension meeting in school.
- Following a suspension, pupils may return to school via the BSR.
- If a pupil is referred to the BSR, they will remain in there for a minimum of 1 hour and can restore their behaviour by completing work. If a pupil completes all required work, is respectful and polite and demonstrates that they are ready to return to lessons, then they will do so at the end of the following period. Should a pupil continue to be defiant, refuse to complete work then they will remain in the BSR until expectations have been met (for up to one full day).
- If a pupil receives 2 C3s in one day, then they will be placed in the BSR for up to one full day (e.g. if a pupil is referred to the BSR during Period 3, they could remain in the BSR until the end of Period 3 the following day.)
- Pupil will remain in the BSR over the lunch period, unless they are in there for a subject placement. 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.
- All full day placements in the BSR have a school finishing time of 3.45pm.

**Additional 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 3.45pm finish, if the warning extends the placement from P.3 to P.4 or from P.5)
- **3rd warning** – placement in BSR is extended by a period of up to an additional day, which may include an additional 3.45pm finish and lunchtime placement (12.00 – 1.30pm).
- **4th warning** – could result in a suspension. If the incident is serious, the suspension may be for longer than one day. Return to school will be via the BSR, including a 3.45pm 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 3.45pm, or at the end of their placement time. 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 suspension 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.
- If your child is referred to the BSR, you will be notified by ClassCharts. This will show as a C3 consequence and does include the same day detention, meaning a finish time of 3.15pm (unless multiple detentions have been incurred). 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 3.45pm finish, if required.

### **Preventative measures for pupils with SEND**

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether a reasonable adjustment needs to be made. It is still important for pupils to understand that certain behaviours are not acceptable and positive boundaries need to be reinforced, to ensure a safe environment for learning for everyone.

Where a pupil is identified as having SEND, a graduated approach will be used to assess, plan, deliver and review the impact of support being provided.



## De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Remaining calm
- Using simple, direct language.
- Providing adequate personal space and not blocking a pupil's exit route.
- Showing open body language, e.g. not standing with arms crossed.
- Reassuring the pupil and explaining what the outcome goal is.
- Identifying any points of agreement to build a rapport.
- Positive framing

## 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 5 days. **A placement in the BSR, for a period of up to 5 days, enables a pupil to maintain attendance at school and continue with the child's 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 K Hardy, Assistant Head Teacher.**

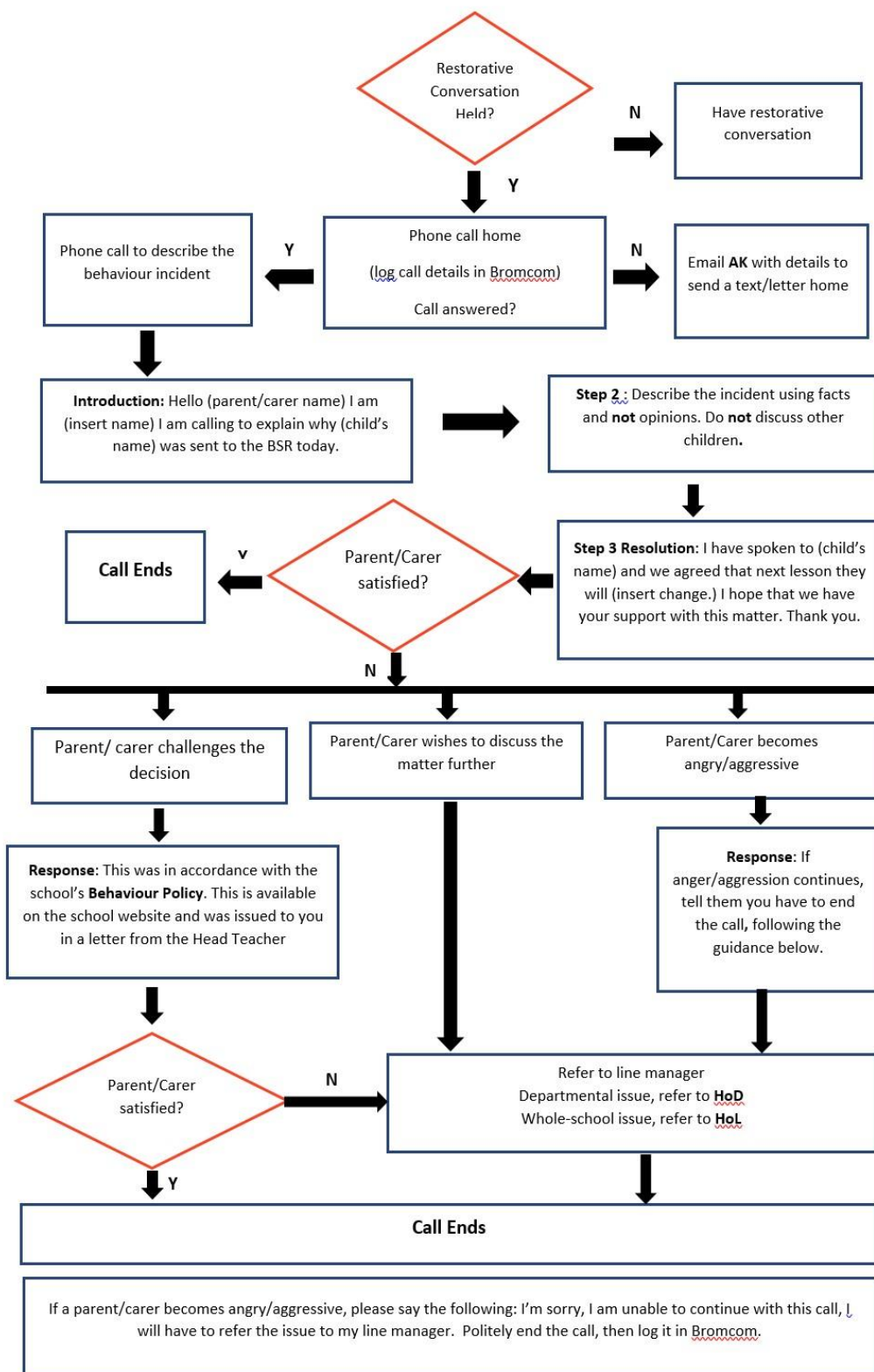
Pre- arranged referrals will follow the same protocols as the BSR.

## **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 Burdis and Mrs Gray.

## Protocol for Ringing Parents



### **Departmental Protocols for Accumulation of Negative Points in Subject Area**

- Where pupils accumulate regular 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.
  - o HoD monitoring – pupil spoken to
  - o Meeting with parents/carers
  - o Use of the whole school detention system.

### **Accumulation of Negative Behaviour Points, Referrals, Suspensions 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:
  - o HoL to liaise with parent. Heads of Learning should liaise with Heads of Department, as appropriate.
  - o Any further BSR referrals will result in Head of Key Stage or senior leadership involvement.

### **Monitoring Reports (Being 'On Report'):**

A pupil 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 (White)
- PSP Report (Green Target Report)
- Year 11 Intervention report – (Lilac)

## Types of report

### Form Tutor Monitoring report (Green)

- 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)

- 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:
  - o After-school detention for up to 60 minutes
  - o BSR referral for up to 3 days

### Head of Key Stage Report (Red)

- Parental meeting with HoL and 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:
  - o After-school detention for up to 60 minutes
  - o BSR referral for up to 3 days

### Partnership and Support (White)

- Parental meeting with HoL/HoKS/SLT
- PSP report for up to 6 weeks. PSP report monitored by Head of Key Stage
- If PSP is not working, escalation to PSP 2.

### PSP Report (2: Green)

- Parental meeting with HoK/SLT
- PSP report for up to 8 weeks. PSP report monitored by SLT member (informed via HoK)
- 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.
- Completion of Behaviour Improvement Plan (BIP) is signed by pupil and parent
- School may advise a Managed Move or use of directed offsite provision

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

### **Final Contract**

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.

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### **Initial interventions**

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary.
- Providing intervention, mentoring and coaching.
- Short-term behaviour report.
- Long-term behaviour plans.
- Engagement with local partners and agencies.
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan.

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

## Detentions

The school is able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. The use of detention as a sanction will be applied fairly and consistently.

- If a pupil receives a detention from a member of staff, they must complete this on the same day.
- If a pupil is issued with a C2 in a lesson, they will receive a 30-minute same day detention, as outlined above in the 'C2' section.
- Discreet detentions can also be issued by HoLs, HoDs, HoKs and SLT as part of on-going intervention.
- If a detention is missed, the sanction will escalate, e.g. 30 minutes will escalate to an hour, an hour to a BSR placement including a 3.45pm finish.
- Should a pupil repeatedly fail to attend detentions, an extended BSR placement of up to 3 days (including 3.45 finish time) will be sought.

Parental consent is not required for detentions and, therefore, the school will be able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions. However, parents will receive a notification of any detentions awarded via the Class Charts app.

When issuing detentions school will consider any additional needs of the pupil. When determining whether it is reasonable to issue a detention outside of school hours, school will consider the following:

- Whether the detention is likely to put the pupil at increased risk.
- Whether the pupil has known caring responsibilities
- Whether the detention timing conflicts with a scheduled medical appointment

Detentions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

**Please note that the school has the right to detain pupils for up to 2 hours. If detentions are repeatedly missed, this may be used.**

## 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 school, they will receive a 30-minute after school detention on the day they are late
- Pupils should ensure they are on their designated yard **by 8:30** in order to facilitate a prompt start to the school day.
- Year groups will start to enter the building at 8:35 and if pupils arrive after their year group has entered, their lateness will be recorded, and a same day detention will be set.
- 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 may be issued a c2 30 minute same detention.**
- If the incident is serious, this may result in placement in a full placement in the BSR or potential suspension.
- 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**

- Pupils should move through the corridors in a safe, calm and respectful manner.
- During transitions between lessons (going from one lesson to another) pupils will act appropriately, which means no running through the corridors or loitering.
- Where there are concerns about behaviour on corridors a sanction will be put in place. Sanctions can range from a C2 (30 minute detention) up to an and including permanent exclusion, depending on the severity of the incident.
- It is essential that all pupils are aware of the time and the need to arrive promptly to every lesson to avoid lost learning time and a sanction.

### **During social times pupils:**

- Should sit/stand with their friends before school, break and during lunch, in their designated yard.
- 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 Class Charts.

### **The Journey to and from School:**

Pupils are expected to demonstrate a high standard of conduct on the journey to and from school as each person is an ambassador for Hebburn Comprehensive School.

Pupils are expected to:

1. To arrive at school and leave school in full uniform.
2. To use the traffic lights and zebra crossings, especially where there is crossing patrol, to cross the road safely.
3. To use the cycle lanes/pedestrian zones safely.

4. To take any litter home and dispose of it properly.
5. To respect our neighbours and all local residents.

**There may be consequences for those who do not uphold these expectations. Serious issues on the way to or from school, could result in suspension or permanent exclusion.**

### **Behaviour outside of school premises**

Pupils at the school must represent the school in a positive manner at all times.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any serious incidents witnessed outside of the school premises and reported to the school will be dealt with in accordance with this policy. The school will impose the same sanctions for bullying incidents witnessed or reported outside of the school premises, as would be imposed for the same behaviour conducted on the school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Policy.

### **Conduct outside the school premises, including online conduct, that we might sanction pupils include:**

- When taking part in any school-organised or school-related activity;
- When travelling to or from school;
- When wearing school uniform;
- When in some other way identifiable as a pupil at the school;
- That could have repercussions for the orderly running of the school;
- That poses a threat to another pupil; or
- That could adversely affect the reputation of the school.

### Smoking/Vaping

No pupil will smoke/vape on Hebburn Comprehensive School grounds, or on the periphery of our school site, or when dressed in the uniform of our school. If a pupil smokes/vapes or chooses to associate with smokers the consequences will be as outlined below:

- Smoking/vaping/associating with smokers/vapers will lead to a BSR referral.
- Refusal to hand over smoking (or vaping) paraphernalia when asked by staff could result in a suspension.
- All tobacco and smoking/vaping related paraphernalia will be destroyed.

### 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 pupil 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 the BSR, this could result in a suspension. In this case, a pupil will complete a BSR placement, on return from suspension 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 (unless they are on detention), 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 pupils 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 suspend/exclude a pupil.

- The power to discipline is available to all paid staff with responsibility for pupils, such as teaching assistants, cover supervisors, learning mentors, lunchtime supervisors and admin staff.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

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).
- 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 suspension.
- Suspension.
- Permanent Exclusion.

## **Suspensions and Permanent Exclusion**

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 suspension as a sanction where it is warranted. (DFE 'Exclusion from maintained school, Academies and pupil referral units in England 2017', updated in 2023).

We pride ourselves on being an inclusive school; however, it may be necessary to suspend 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 'suspension', with parents receiving a phone call and a letter explaining the reason(s) for the suspension. This is not a decision that the school takes lightly and requires a meeting with parents/carers following the suspension 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 suspend or exclude a child from education; however, the investigation of incidents and information about the suspension/exclusion may be communicated, via a phone call, to parents by a member of staff nominated by the Head Teacher. All letters about a suspension/exclusion will be sent by the Head Teacher.

## **Suspensions**

There are occasions when pupils, in order that their ultimate inclusion may be assured, are suspended from mainstream provision. This is known as a 'suspension', with parents/carers receiving a phone call home and a letter explaining the reason(s) for the sanction. Suspensions can be for full days, part days or for lunchtimes and periods of suspension do not have to be continuous. The length of any suspension is at the Head Teacher's discretion. The length of suspensions 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 suspension to begin immediately after the first period ends; or to issue a permanent exclusion to begin immediately after the end of the suspension if further evidence comes to light after the initial suspension decision has been made.

If a pupil reaches 45 days of suspension 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 suspension 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 Suspensions**

- 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.
- Refusal to hand in smoking/vaping paraphernalia.
- Refusal to hand in a mobile phone upon request.
- Failure to comply with a reasonable request from the Head Teacher.
- Serious defiance.
- Verbal abuse to a member of staff, other adults or pupils.
- Swearing at a member of staff (even under their breath)
- Physical assault.
- Possession of alcohol and/or drugs, including so-called 'legal highs'.
- Wilful damage to school property.
- Theft.
- Defying a member of staff by walking off when being spoken to/reprimanded.
- Physically attack another pupil or member of staff.
- Abuse or bully another pupil on the basis of their race, ethnicity, ability, gender or sexual orientation.

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

**Suspensions do not have to be consecutive: school reserves the right to specify dates.**

Once the decision has been made to suspend, a pupil will only be sent home once contact has been made with parents/carers and where it is clear that the pupil will be returning to a place of safety. Work will be provided and either sent with the pupil or arrangements will be made for collection of work.

## **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 pupil 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, for example, knife, knuckle duster or other weapons.
- Being in possession of illegal drugs, or so-called 'legal highs'.
- Supplying illegal drugs, including so-called 'legal highs', or equipment for taking drugs.
- Dealing drugs or 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
- Physical assault against a 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; physical, homophobic/transphobic/biphobic, racist or similar.
- Serious and 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.
- Serious verbal abuse/threatening behaviour against pupil, including visitors.
- Serious or persistent sexual misconduct.
- Burglary.
- Serious and persistent disruption to the education of other pupils by repeated refusal to accept the authority of staff.
- Arson.

**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 pupils with disabilities are not treated less favourably than other pupils and will endeavour to ensure that no suspension of a pupil with SEND has been caused directly or indirectly by the pupil's disability or special educational need. Any suspension of a pupil 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
- Lighters
- Alcohol
- Illegal drugs/'so called' legal highs
- Drugs paraphernalia
- Stolen items
- Tobacco, cigarettes and cigarette papers
- E-cigarettes/Vapes/Vaping paraphernalia
- Laser pens
- Energy drinks
- 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:

- o Name of pupil
- o Item confiscated
- o 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.

## Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

## 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 Burdis, 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/carers 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.

## **Requesting Police Attendance for a Violent Incident in School**

This section is focussed primarily on the police response to incidents of violence by a pupil or pupils, either towards other pupils, 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 pupil(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 pupil 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 pupil, 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 suspension.

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 suspension.