



BARBARA SPEAKE SCHOOLS for PERFORMING ARTS

Behaviour Classroom Management & Exclusion Policy

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This policy is available on the Handbook page of the School Intranet and policies page of the School website and can be made available in large print or other accessible format if required; such requests can be made by email to policies@barbaraspeake.com

This policy complies with section 89 of the Education and Inspections Act 2006

THE PURPOSE OF THE POLICY

The main objective of this policy is to ensure there is a consistent approach to positive behaviour management across the school.

To ensure the safety of everyone at Barbara Speake Schools for Performing Arts.

THE LAW

The Law stipulates that the headteacher of Barbara Speake School must set out measures in the behaviour policy which aim to:

- Promote good behaviour, respect and self-discipline.
- Preventing bullying
- Ensuring that assigned work is completed by pupils
- Regulating the conduct of pupils

The headteacher must take into account the Statement of Behaviour Principles when deciding on what measures should be taken.

The school's Statement of Behaviour Principles is included in this policy as Appendix C. The behaviour policy must be publicised, in writing, to staff, parents/carers and pupils at least once a year.

The school's behaviour policy must be published on its website in accordance with School Information (England) Regulations 2008.

PLEASE NOTE – The school’s combined document ‘Behaviour Policy and the Statement of Behaviour Principles’ takes into account the Children Act 1989 along with the following statutes: Section 89, Education and Inspection Act 2006 (Behaviour Policy) and Section 88, Education and Inspection Act 2006 (Statement of Behaviour Principles).

This document has received approval from both the Headteacher, and a committee of the governing body as required.

For every lesson every pupil should always:

- Line up outside in an orderly queue
- Arrive to the lesson on time
- Enter and leave the room quietly
- Bring the correct equipment and books to the lesson
- Stay on task
- Only talk to other students when they have the teacher’s permission to do so
- Not call out in the lesson – only ask or answer questions when asked to do so
- Not disturb other students during the lesson
- Join in the lesson and be positive
- Hand in homework which is due

Students MUST be aware of the School rules (see below)

CODE OF CONDUCT

All students at the Barbara Speake Schools for Performing Arts are expected to:

- Work hard and allow others to learn
- Come to school on time, in full uniform and with the necessary equipment, homework and uniform for all academic and vocational classes
- Be polite and well-mannered and show consideration and respect for others at all times

- Maintain a clean, safe and pleasant working environment
- Follow all the school rules and expectations

School Rules & Guidelines

- Always keep to the right on stairs and, wherever possible, in corridors.
- Except at the request or with the permission of a parent, students are not allowed to leave the school building at any time during the school day unless accompanied by a responsible adult or chaperone. Students must sign in and out at the school office if they leave or arrive between 8:50am and 3:55pm.
- Food and drink may only be eaten in the classroom at lunch time, or in the playground. No food or drink is to be consumed in the corridors. The only exception to this rule is that a bottle of still water may be carried at all times and consumed in class with the permissions of the teacher.
- Any medicines that are brought in to school must be handed in to the School Office with a letter from parents authorising the student to take the medicine in the presence of a member of the school office. The only exception is asthma medication/inhalers which should be carried by the students at all times.
- If students choose to bring valuable items such as iPhone, iPod, iPad, iWatch, Blackberry's, other mobile phones, MP3 players, PSPs, laptops, recording devices etc., they must be handed in to the school office and will be returned to the student at the end of the day. Any student found to be in possession of any of the above-mentioned items will have the item confiscated, and a parent will need to come to the school office to collect the item. Should any student refuse to hand in any of the above stated items, they will be sent home after the Parent/Guardian has been contacted and advised of the situation. We highly recommend that students DO NOT bring in any of these items, but we do not actually ban them from doing so. However, the school cannot accept responsibility for loss, damage or theft of any such items. None of the above-named items are allowed to be

used during school time. All students & staff must adhere to the e-safety policy at all times in relation to mobile phones and personal electronic devices.

- Students must not plug any electrical items of their own into school sockets for Health and Safety reasons (PAT TESTED). If they have been given permission from the School Principal to bring their own laptop to school for SEN requirements, it must be charged up at home and run on battery whilst in school.
- Students are not allowed to bring or use any of the following items to school: chewing gum, aerosol sprays, make up, any non-regulation clothing or jewellery. If these items are found in school they will be confiscated and a detention may be issued. (N.B. If students who live away from home are bringing any of these items to or from home on a Monday or Friday the items must remain in their suitcase and stored in the school office).
- On the rare occasion that a student needs to change in to their own clothes at the end of the school day, permission must be sought by their parents from a member of the Senior Management team, preferably by e-mail, but a phone request would be acceptable if e-mail is not possible. Changing must NOT take place in the classroom under any circumstances. The relevant changing room must be used.
- If a student needs to bring make up in to school for an audition, this should be handed in to the school office at the beginning of the day.
- Students are not allowed to bring any of the following in to school: penknives or other potentially dangerous objects, matches, cigarettes, lighters, alcohol or other legal substances. Smoking whilst in school or in school uniform is strictly forbidden. Breaking these rules could lead to suspension or permanent exclusion.
- Physical aggression of any type is not acceptable in school and will lead to suspension or permanent exclusion.
- Bullying is not tolerated and will be dealt with seriously in line with the school's anti-bullying policy.

Photos & videos in class & on the internet

The only reason that students should be permitted to take photos or videos in class, or in school in general, is where this is an integral part of the lesson/learning and where the content of the photos and videos is under the direct control of the member of staff e.g. as part of assessments. Photos or films taken as part of such assessments must be seen and approved by staff. Photos or videos taken in school, or outside school in school uniform, must never be placed on Facebook, any other social networking site, 'YouTube' or any similar site. The only exception to this would be if the photos/video had been shown to a member of the Senior Leadership Team and they had given permission for them to be used in this way for particular purpose.

Students must not place any photo or video on any of these sites if it could in any way bring the school or an individual student into disrepute or cause embarrassment to the school or to a school student. This applies to all photos and videos, not just those taken in school or in school uniform. Students must realise that a photo that might appear to be 'fun' at the moment could actually be embarrassing, or damaging, to a student later in their career/ professional life.

Photos or videos including members of staff must never be placed on these sites under any circumstances. Any student not abiding by the above rules will be dealt with extremely seriously and places themselves at risk of permanent exclusion.

Classroom Rules

Classrooms (including the Science/Art rooms and studios) are your places of work. Just as in any factory or office, there needs to be clearly understood rules and expectations to allow everyone to work successfully, safely and enjoyably.

Start of lessons

- Enter rooms sensibly and go straight to your workplace
- Take off and put away any outdoor wear (not on tables/desks)
- Take out books, pens and equipment
- Put bags away (not on tables/desks)
- Remain silent during the register (except when your name is called!)

During Lessons

- When your teacher talks to the whole class, remain silent and concentrate

- If the class is asked a question, put up your hand to answer, do not call out (unless you are asked for quick ideas.)
- You must have a pen, pencil, ruler, diary and any books or folders needed
- You are expected to work sensibly with your classmates: do not distract or annoy them
- If you arrive late without justifiable cause you must expect to be detained for the amount of time you missed in order to make up the work
- Homework must be recorded in your diary
- Eating, drinking and chewing are not allowed. The only exception is a small bottle of still water that may be drunk in class with the permission of the teacher
- I-pods, mp3 players, mobile telephones, magazines or other distractions are not allowed, and will be confiscated, as previously stated, followed by the relevant section
- You should not need to ask, or expect to be allowed, to go to the toilet during lesson time – this is what breaks and lunchtime are for. Discretion can however be applied to this rule.

End of lessons

- You should not begin to pack away or put on outdoor wear until your teachers tells you to do so
- When told, stand and push in or put up your chairs; any litter should be picked up
- Only when your teacher tells you to go may you leave the room
- Finally, but most importantly:

Teachers are in the position of parents/guardians while you are in school. This means in particular that:
- There is no excuse for rudeness, disrespect or insolence towards teachers.
- Any reasonable request from a teacher should be varied out at once and without argument.

BREAKING EITHER OF THESE BASIC RULES WILL BE TREATED AS A VERY SERIOUS MATTER.

POSITIVE REINFORCEMENT

Consistency and accurate recording to behaviour management within Barbara Speake Schools for Performing Arts is key.

For a behavioural system to be efficient and effective, there needs to be consistency in its implementation. This policy sets out the approach and states that all staff are expected to uphold the principles within.

Positive reinforcement is used in the following ways, although this is not an exhaustive list:

- Use of class and school assemblies, where good citizenship and the school's core values are highlighted.
- The use of merits for rewarding good behaviour towards others and good citizenship.
- The termly award of the School Cup for Good Citizenship.
- The use of Prefects to 'buddy' new students to the school.
- The mini-duty staff rota, placing staff in areas of the school where bullying is more likely to occur
- The general excellence of staff – student relationships, which encourages good behaviour and citizenship, where the school community looks after and out for its more vulnerable members.
- A whole school PSHE programme, which challenges students to look at their own and others' behaviour.
- The use of a system of rewards and sanctions which is graded and monitored, from subject teachers and form tutors, through Head of Years, to Deputy Head and the Head.
- The use of SIMS and positive comments on students' work.
- The publicising of achievements via the school's website, on displays and through other media.

School Ethos

The Barbara Speake Schools for Performing Arts is a place where all individuals are respected and their individuality valued, where students are expected to achieve to the best of their ability both academically and vocationally, where self-discipline is promoted and where good behaviour is the norm.

This policy is pivotal to developing each student as an individual and to develop their potential to the fullest. The aim of the policy is to outline, for all members of our community, a range of School Expectations, Strategies and Rules to:

- Promote self-discipline and a high regard for authority among students
- Encourage good behaviour and respect for others, and to aim to prevent all forms of bullying
- Ensure student's standards of behaviour is acceptable
- Regulate students' conduct
- Enable students to behave well, and the approaches to adopt when students' behaviour falls short of our expectations
- Ensure a standard of student behaviour that is not detrimental to learning.

Our Philosophy

Barbara Speake seeks to maintain its ethos with staff providing good role models of behaviour to help develop such an ethos and encourage constructive relationships with and between the pupils. Staff are required to work with and deal with pupils sensitively and with an awareness of individual needs, giving all pupils the respect to which they are entitled by law.

All staff continuously work to establish positive relationships with all pupils' and seek to acknowledge and promote positive behaviour. We realise that for many pupils' problems and frustrations in communication can lead to behaviour difficulties, and we seek to develop relationship in which pupils can interact purposefully, learning positive ways of communicating with others.

Statement of Principles

The Head Teacher with the guidance of the school's Governing Body, will have regard to the general principles established and agreed in determining any measures taken to promote outstanding behaviour. These principles are:

- To provide a safe environment in which all students are supported to achieve their potential, and the school will provide students with support to overcome any barriers to learning they may face.
- For students to achieve their full potential, outstanding learning and teaching needs to take place in lessons.
- Outstanding behaviour management will be proactive consistent and fair in its use of rewards and sanctions.
- Behaviour management is central to a student's development – it develops the individual and how they relate to others in the world around them. It is not simply about getting them to let us do our job. Behaving appropriately is part of their learning.

Barbara Speake Schools for Performing Arts expects all pupils and staff to be:

- Respectful and tolerant of each other's needs and abilities.
- Careful and considerate towards each other and all school property and facilities
- Respectful of everyone's right to equal opportunity

In order to meet these expectations, we recognise that pupils may require support (physically, verbally and redirecting) and that good role models of adult behaviour is paramount in assisting pupil learning. Support is given and offered through a variety of methods and means, including:

- Positive role models and support through the Prefects, Head and Deputy Head and various extra-curricular activities and teams.
- The provision of School Listeners, via the 'Listeners' programme and guidance posters through the school, Childline and the Office of the Children's Commissioner.
- A learning support programme which provides additional support to students with special educational needs/disabilities.
- For students new to the school who can be aided with their transition with the following:
 - A preview day in summer term before September entry
 - 'Taster' days for new or prospective students
 - Having a 'buddy' for the first weeks of their time at Barbara Speake
 - Having specific Prefects for their year group.

Strong Leadership

Barbara Speake Schools for Performing Arts's Governing Body is committed to supporting the high standards of behaviour the school aims to implement and maintain. The children will be supported in a range of ways, where able, to voice their opinions about behaviour in school. The headteacher and other staff with responsibilities relating to behaviour management will support all staff in maintaining good discipline and will keep staff, parents and governors up to date with DfE and local guidance relating to behaviour in schools.

Classroom Management

At Barbara Speake Schools for Performing Arts, we endeavour to provide an encouraging and enjoyable learning environment for all pupils, as we recognise that some negative behaviours exhibited in the classroom can be as a result of lack of interest in the task or task difficulty for the individual concerned.

To achieve effective learning and positive behaviour management at Barbara Speake Schools for Performing Arts the following must be carefully considered, planned for, put into practice and regularly evaluated:

- Positive and realistic expectations about learning and learning outcomes which are differentiated for each pupil.
- An attractive, tidy, well-cared for environment
- An environment which gives thought to the needs of the children within that classroom. i.e: visual stimulation levels through displays
- Classroom organisation and planning teaching in individual, small group and whole class group sessions in relation to individual needs, staff strengths, space and curriculum content.
- Developing communication system between all staff through use of system management and regular meeting times to ensure consistency of approach.
- Actively encourage positive interactions to develop mutual and reciprocal relationship.

Rewards

The school uses rewards to support class and team working as well as providing a simple but effective means of rewarding notably good behaviour, including learning strategies and examples of good learning. Within the established positive learning environment at Barbara Speake, children should expect to receive regular praise from all they come in to contact with. Where appropriate, class teachers are encouraged to agree rules with their classes and use a range of personally favoured strategies as incentives for the pupils to behave well. Such strategies include, but are not exclusive to:

- Verbal praise and encouragement
- Written remarks about good work
- Sending children to another teacher or headteacher to share their work/good

- Behaviour
- Demonstrate pupil's work and achievements
- Certificates to celebrate children's success (for behaviour and academic achievement)

Expectations and Involvement of Staff

All staff are expected to encourage good behaviour and respect for other students, and to apply all rewards and sanctions fairly and consistently. Overall responsibility for behaviour lies with the Head teacher and Assistant Headteacher. Staff input to policy is encouraged and welcomed through formal and informal conversation with the Head Teacher and Principal, through written response to communications and consultations during regular staff meetings and inset days.

Strategies for Staff to Use in Promoting and Rewarding Good Behaviour:

Staff can adopt a number of strategies outlined to promote effective behaviour in the classroom and around the school.

Expectations: Communicate clear and high expectations of students from the beginning. Students will respond to our expectations of them.

High challenge, Low Stress lessons: Ensure the learning environment and activities are stimulating and challenging. Look to minimise any activities, events or routines that's cause students to feel stressed rather than challenged.

Variety of learning methods: all students have preferred learning styles. Where possible, ensure that lessons include a variety of different learning activities, so that students are more likely to engage in their learning thus reducing the opportunity for negative behaviour.

Positive use of language: Be positive and praise significantly more than we "discipline". This is one of our most effective long term tools in developing an ethos of behaviour that aids learning.

Lesson Structure: Taking in to account the students, consider if they may benefit from more structured, teacher led lessons early on to establish simple behaviour expectations and maybe move onto more student led, independent leaning based tasks when group rapport and trust has been developed. Use if modern technology where appropriate/precise use of starter tests and task to assess learning and progress.

Questioning technique: Regular us of Q&A using “no hands” approach puts a greater emphasis on the students to listen and not get distracted. Respond positively to students when they are correct, always communicating that student contributions are valued even if they are wrong. Students to create tests and ask questions to others within the class as a method of assessment and monitoring, where appropriate.

Contacting parents: Parents are key partners in students learning. Inform and involve them where relevant for both positive and negative events.

Seating plan: Always retain the right as a teacher to choose who sits where. Place students strategically if this will enhance learning. Where appropriate partner students to create a team ethic, working, motivating and achieving together.

Voice: look to vary the pitch, tone and volume of your voice to address behaviour. Avoid shouting, speak one to one where possible. Sometimes speak under rather than over. Sometimes, do not say anything at all.

Use of names: When wanting behaviour responses use names rather than generalised comments that are not “owned” by anyone. For instance, rather than saying “stop talking” to a group of students, use their names so that there is clear ownership of the instructions.

Routines: Have clear, simple instructions for routine task such as setting up and packing away that establish expectations of behaviour and do not create unnecessary opportunities for conflict.

The Junior School “Class Dojo”

We have adopted a new behaviour system in the Junior School called “Class Dojo”.

This is easy to use and gives pupils the chance to be rewarded regularly for demonstrating positive behaviour. Children take ownership of their own behaviour and enjoy working hard to win the Dojos. Class teachers can look at weekly reports to show how successful individual pupils have been and teachers can monitor success amongst classes. Class Dojo also allows staff to track negative behaviour that may be demonstrated, although pupils are then encouraged to earn back positive rewards straight after, rather than dwell on the negative. Class Dojo now forms part of our school behaviour management policy.

Unacceptable Conduct

The school has a statutory power to discipline students for breaches of school rules, failure to follow instructions or other unacceptable conduct.

The school has the power to discipline students in school and in some circumstances outside of school whether they are in the charge of a member of staff or not.

All teachers and other staff in charge of students have the power to discipline.

The school define the nature of what constitutes behaviour that does not reach our expectations below. If incidents occur outside these direct parameters, the principles and levels clearly stated will be applied to behaviour not defined in the table. The list is not exclusive, and includes the use of electronic media.

A. Behaviour that does not reach our expectations:

Level 1)

- Failure to move around the school in a calm and respectful way
- Not arriving at the lesson or school on time
- Failing to allow one voice – so that the thoughts and answers of others are not respected
- Not working your hardest in lessons
- Failure to be on task throughout the lesson
- Not being fully equipped for the lesson
- Not wearing the school uniform with pride
- Drinking anything other than water during lesson

- Only use headphones when it directly relates to the learning objectives of the lesson and only with the permission of a member of staff
- Antisocial conduct towards others and their property, including rudeness
- Failure to carry out basic instructions or the practices which promote good order. Buying and selling of unauthorised goods at school
- Eating during lesson time and in the corridors
- Chewing gum
- Displaying behaviours that disrupt the life of the school

Learning related behaviours:

- Failure to hand in work on time or reach the standard required by a teacher
- Repeated failure by the student to produce work on time or to the required standard
- Failure to attend work detentions to improve or put matters
- Refusal to carry out reasonable instructions to work, without due cause, wasting teacher time and that of his peers
- Any actions that inhibit the learning of others

Level 2)

- Serious repetition of the behaviours above, or failure to respond to their form teacher, subject leaders such as refusal to follow instructions, and failure to attend detentions
- Non-accidental damage of property
- Smoking (including e-cigarettes) inside or out of school, or on the way to and from school.
- Possession of cigarettes or shisha pens, matches and lighters or related items
- Disruption of lessons
- Flagrant disregard for hair and uniform rules
- Truancy or absence (without good cause) without notice in advance

- Infringement of school practice i.e. rules at lunch/break times
- Bad or inappropriate language or dissent in front (or in hearing) of a teacher/staff member
- Fighting, physical retaliation or aggression
- Inappropriate behaviours that disrupt the life of the school

Level 3)

- Repeated disruption of learning in lessons – including continuous low level disruption
- Repeated negative behaviour to other students in the school at break time or between lessons
- Repeated negative behaviour towards teachers or support staff, in and outside of lessons, including refusal to follow instructions
- Serious actual or threatened violence against another student or member of staff
- Sexual abuse or assault
- Abuse of any type
- Possession, use of supplying an illegal or unauthorised drug or handling of substance purporting to be drugs on school premises in school uniform, or on the way to and from school
- Possession of an offensive weapon or an item that could be perceived as such to be offensive, on school premises in school uniform, or on the way to and from school
- Actions related to radicalisation or extreme view points
- Verbal and written abuse of any type
- Using social media to bully or post inappropriate messages about other students or staff
- Abuse directed towards members of staff
- Bullying, violence, harassment or threatening behaviour

- Bringing the school into disrepute
- Theft or attempted theft
- Outright refusal to carry out school rules or the instructions of a member of the school leadership team
- Refusal to support/accept the reasonable actions of the school, as determined by school policy agreed by the school leaders, within the framework of existing legislation
- Displaying behaviours that disrupt the life of the school
- Continued and widespread repetition of unacceptable or serious actions
- Negative display of school on social media and networking sites

Behaviour that could be categorised as fitting into the 'level 3' may lead to fixed term external exclusions, and in some cases and contexts will lead to permanent exclusion. The use of Disciplinary Sanctions

The Barbara Speake Schools for Performing Arts has the statutory power to impose sanctions. These are imposed with reference to the latest DfE guidance (currently 'Behaviour and discipline in schools' 2014).

Sanctions must be reasonable and proportionate to the circumstances of the case.

Disciplinary sanctions used by the school have three main purposes, namely to; Impress on the student what he or she has done has fallen short of the school's expectations
Deter the student from repeating behaviour

Signal to other that the behaviour is unacceptable and deter them from repeating it

Guidance to staff for implementing the Behaviour Policy

- Make clear you are dealing with the behaviour, rather than stigmatising the person
- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
- Avoid sanctions coming cumulative and automatic (sanctions should always take account of individual needs, age and understanding)
- Avoid whole group sanctions that punish the innocent as well as the guilty

- Wherever possible, use sanctions that are a logical consequence of the student's inappropriate behaviour (for example, if work is not finished in class the teacher might make the student stay behind at break time to finish off)
- Use sanctions to help the student learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome)
- When appropriate use sanctions to put right the harm caused
- Never issue a sanction that is humiliating or degrading
- Use sanctions in a calm and controlled manner; ensure that sanctions are seen as inevitable and consistent (students should know that a sanction, when mentioned, will be used)
- Attempt to use the concept of sanctions to the concept of choice and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.

Expectations and Involvement of Students

Students' are expected to conform to all the school expectations and rules and in involve themselves fully in all aspects of school life. Good work and behaviour is recognised through the school rewards systems. Failure to conform to school rules and expectations will result in sanctions being imposed. Student input to the school behaviour policy is encouraged through School Management consultation with the Senior Students who are responsible for representing not just their own views, but also those of students in the year group to which they are attached. Student questionnaires are to be introduced to seek student opinion and encourage input into school policy.

Expectations and Involvement of Parents

Parents' will be involved in discipline issues as appropriate. They may be informed of a problem or sanction by letter, email or by phone. In more serious situations, parents will be required to come in to the school to meet the Head Teacher and or Principal.

Parental views on school policy will be sought through regular Parents' Newsletter and

through individual discussion with parents. Parent questionnaires are to be introduced to seek parental opinions on this, and others aspects, of the school. Questionnaires are currently issued during parents evening to enable the school to self-evaluate its performance and take any action accordingly.

Equal opportunities

All rewards and sanctions will be applied fairly and consistently and in accordance with the school's equal Opportunities Policy. Where misbehaviour is related to a mental or physical disability, reasonable adjustment will be made in dealing with the student concerned.

SCHOOL SANCTIONS

The school has a clear set of rewards and sanctions that are communicated to staff, students and parents through the staff and parent's evenings and meetings.

While there is always room for interpretation and treating each situation as an individual case, the pyramid of sanctions should be used across the school. It is sometimes necessary to use sanctions although staff are encouraged also to address behaviours through positive reinforcement, such as the awarding of merits and other rewards, delivering interesting and stimulating lessons, the use of SIMS etc. The grid relating to sanctions can be found in Appendix D and its stages found below.

Stage 1

Here the subject teacher or tutor will utilise a three-strike policy. On the first offence, a verbal warning may be given. On the second offence (after such a time that the student has had reasonable time to correct behaviour) a demerit should be given. On the third strike, the teacher/tutor should hold a break time detention at their own convenience and record it on SIMS. The three strikes are to be re-set every term.

Teachers need to use their own discretion when deciding on the appropriate length of time given to a student to correct their behaviour. This will be dependent on the offence

and situation. It is imperative that poor behaviours are resolved as soon as possible. The appropriate length of time will depend on the offence. For example if a pupil is given a verbal warning for having inappropriate trousers/skirt they cannot rectify this on the same day. If it is given for chewing gum, it would be expected that a student modifies their behaviour immediately.

Departments can choose to run these detentions as 'Departmental Detentions' at a set time each week if they so wish; it is for each Department to decide how these will be organised.

Stage 2 (Head of Year Detentions)

School detentions will run from 13:10 until 13:30 and will be manned by Head of Year at a pre-determined room. If staff feel that the student's behaviour warrants this sanction then they should add the student's name to the appropriate day's list in the staff room and the reason as to why the detention has been given, selected from the 'Reasons for School Detention' list (see Appendix E). The Head of Year will then collect the list prior to the detention time and register those that are supposed to be there. The staff member requesting the detention should record it on SIMS. After the detention has been completed, the Head of Year responsible for that day's detention is to give the list to the school office administrator who will send the appropriate email home to parents notifying them of the detention (see Appendix F – Detention email to parent).

If a student's behaviour warrants removal from lesson, a teacher should give the student a 'Removal from lessons card' (see Appendix G) and send them to the Isolation Room, whilst also sending the supervising teacher an email so that they can expect the arrival of the student. If the situation warrants it, the subject teacher can email the supervising teacher to come and collect the student who needs removing. On arrival at the room students will fill out a 'Reflection Sheet' (see Appendix H), that will get them to think about their behaviour. The student will stay in the Isolation Room until the next break period, where the Head of Year or member of staff will speak with the student and place them on an appropriate report form (if deemed necessary). The student will go on report for the remainder of the week. At the start of the next lesson that the student has with the

teacher that asked them to leave the classroom, the Head of Year and teacher will speak with the student getting guarantees about future behaviours.

Depending on the situation, Head of Year detention is to be used in the first instance. If the behaviour then continues, removal from lesson and the Isolation Room should be utilised, but the other steps must have been followed first. If poor behaviour still continues after that then it would be escalated up to L3 as this would now be classed as persistent.

Stage 3 (After School Detention)

The after-school detention is to be reserved for more major incidents. The pupil will be referred to the Deputy Head as appropriate. Parents will be informed of the detention and pupils will remain at school on a Friday from 16:00 until 16:50, where they will have to be collected by their parents.

If a student's behaviour warrants removal from lesson, a teacher should give the student 'Removal from lessons card' and send them to the Isolation Room. On arrival at the room students will fill out a 'Reflection Sheet' that will get them to think about their behaviour. The student will stay in the Isolation Room until the end of the day – this will be applied if the severity of the behaviour warrants it, or if they had already been sent to the Isolation Room, under Stage 2, for an identical offence. In some circumstances, a case conference will be held between pupil, Head of Year, teacher and Deputy Head. If appropriate, parents will be asked to attend the meeting – this will be determined by the reason for removal from lesson.

Stage 4

This will be taken on a case by case basis. Conversation will occur between Head of Year and SLT/Deputy Head to determine the most appropriate course of action.

Please note that there may be other behaviours not listed, these will be dealt with on a case-by-case basis and the most appropriate stage, and therefore sanction, will be applied.

Informing parents/guardians – at all levels of the system (see sanctions" appendix), communication with parents is helpful, either by telephone call or by email.

Monitoring of Sanctions

It is the role of tutors and Heads of Year to monitor the level of verbal warnings and demerits that a student is receiving and therefore to act if necessary. For example, if a student is receiving multiple verbal warnings and demerits from an array of staff for failing to complete homework, early intervention may be necessary and appropriate steps taken to help the student resolve the situation. This will need to be dealt with on a case-by-case basis.

In addition to the sanctions stated above, students will face the following sanctions when accumulating demerits:

| Number of Demerits | Sanction |
|--------------------|---|
| 5 | Tutor detention – breaktime |
| 10 | Head of Year detention – lunchtime |
| 20 | Deputy Head detention – Friday after school |
| 30 | Case conference with Headmaster |

SUSPENSION & EXCLUSIONS

Each child and situation will be treated individually. We will always work with all the staff, pupils and parents to ensure the best interests of the child, only as a last resort will exclusion be considered.

To become effective, the threat of suspension or expulsion can only be used sparingly when all else has failed or when the offence is serious and the school, staff or student is at risk from continued presence of the offender.

When it is considered necessary to suspend a student for gross and continued disobedience, assault, or any other serious misdemeanour, the Headteacher must be apprised of all events and circumstances. He will then contact parents by telephone to notify them of his intention to suspend make the necessary arrangements. The student will then be seen immediately before his/her departure and informed of the reasons for such actions. This will then be followed up by a letter to parents detailing the action and reasons. The said student will not be re-admitted to school until the Headteacher receives, in writing, an apology and promise that such actions will not recur. Parents and students are made aware that a further offence of a similar or equally serious nature may lead to expulsion. The incident is recorded in a book held by the Office Administrator/Secretary and the Chair of Governors notified. There is no prescribed length for a suspension. In most cases it need only be a few days.

Students normally face expulsion for failing to abide by the terms of their return from suspension. There are however, instances where the seriousness of the offence might deem immediate expulsion eg: serious assault, sexual misconduct or drug abuse. In the event of a student being expelled the Chair of Governors is notified in advance of the final decision. The procedure is otherwise the same as above. The Headteacher will make every effort to find the student an alternative school place.

There are four ways in which a student can ordinarily be 'excluded' from school which have been summarised:

1. **SUSPENSION (FIXED TERM EXCLUSION)** Suspension involves exclusion from school for a fixed number of days. The length of suspension will depend upon the seriousness of the situation. Suspension may be used for an ongoing problem when other school sanctions have not been effective, or

for a more serious, one off, infringement of school expectations or rules.

In some circumstances, it may be decided that an 'internal exclusion' is more appropriate. This means that the student will still attend school but will work in isolation in school and will not be allowed to mix with other students at breaks or lunchtime.

2.

WITHDRAWAL BY THE PARENT

This may be appropriate when there are ongoing concerns about the work, progress, attitude or behaviour of a student. The usual school sanctions and support mechanisms will be used to address the problem initially, including meeting with parents. However, if these fail to bring about the required improvement, parents may wish to withdraw their child before reaching a situation in which the student may be required to leave. Where the school and parents agree that withdrawal is the best course of action, any fees paid in advance will normally be refunded along with any deposit remaining once all debts to the school have been cleared.

3.

REQUIREMENT TO LEAVE

If a student has committed a serious breach of school rules, if they show consistent failure to work or if they are not flourishing in the school environment then a 'Requirement to Leave' will be issued by the Headteacher and in their absence the Deputy Headteacher. This may involve a period of notice to allow time for the parents to look for an alternative school. However, in more serious circumstances, a 'Requirement to Leave' immediately may be issued. In such circumstances, the school may agree to set work for the student to do at home while an alternative school placement is sought. Any fees paid in advance will normally be refunded along with any deposit remaining once all debts to the school have been cleared.

4.

EXPULSION (PERMANENT EXCLUSION) Permanent

Exclusion will be used when necessary in order to uphold and maintain the quality of teaching and learning, to protect the safety and well-being of all members of the school and to ensure that the school's aims, ethos, rules and reputation are not violated.

Permanent exclusion may result from a single offence where the school considers that offence to be sufficiently serious, or it may be the result of a series of less serious offences where the repetition of these offences

indicates that the student is not prepared to conform to the school rules and expectations. Permanent exclusion will also be used if a requirement to leave has been issued and parents refuse to comply with this requirement. An exclusion will only be issued by the Headteacher and in the absence of the Headteacher, by the Assistant Headteacher. Parents have the right to appeal against a decision to exclude. They will be informed of this in the 'Exclusion letter' and a copy of the Appeals Procedure will be enclosed. The Appeals procedure is set out in the school 'Complaints Policy, Panel Hearing'. Parents have seven days in which to decide if they wish to appeal against the decisions and on what grounds. In the case of Exclusion, the deposit and fees paid for the current term will not normally be refunded.

Parents are also subject to the above conditions (1. & 4.), relating to fixed term and permanent exclusion, where the welfare of other members of the school community is threatened by the conduct of a parent. Sanctions applied to a parent may include:

- On-site – Access to the site and school events is only permitted under certain conditions
- Fixed Term – Barring the parent from the school site. Removal of child/ren from the school roll
- Permanent – Permanent barring from the school site. Removal of the children from the school roll.

The school will communicate with the police where it is deemed necessary for the welfare of the community.

Every pupil has a right to confidentiality during the consideration of a possible exclusion; an investigation will be undertaken in the strictest confidence and the details only disclosed to those who need to know. This does not preclude the conclusion of an investigation being made public to the school community on completion of an investigation, if the person being investigated has been found to be culpable. If the School decides (after completing the investigation or as a result of new evidence and further investigation) that it is necessary to extend a fixed term temporary exclusion or to convert it into a permanent exclusion, the Head will write

again to the parent with the reasons for this decision.

Where exclusion has taken place the parents will be notified immediately, followed by a letter. This will detail the following:

- Length of exclusion and whether it is temporary or permanent.
- Reasons for the exclusion.
- Parents' right to make representation to the Head. If they are not satisfied with the Head's decision, stage 3 of the school's complaints procedure (the panel hearing) will be used as a template for an appeal against a permanent exclusion. During an appeal process, an exclusion will remain in place, except at the discretion of the Head teacher or the Assistant Head in the Head teacher's absence.
- The child will be given work to do at home for the first five days of a fixed term exclusion.

Records of Sanctions

Lesser sanctions, including de-merits, departmental detentions and other detentions are recorded on SIMS.

Head of Year Monitoring

To assist in detecting issues and to monitor behaviour, the Deputy Head submit the following half termly reports to the Head:

1. Incident Log
2. Bullying Register

Any serious misbehaviour is deemed to be that reaching a Stage 3 sanction. Records of these sanctions are kept centrally by the Deputy Head. These will include pupil's name and year group, the nature and date of the offence and the sanction imposed.

The following appendices are included in the behaviour & exclusions policy as it is good practice for schools to have policies that cover these important areas. The inclusion of these appendices should not be taken as an indication that any of these areas are, or have been, of significant concern at the Barbara Speake Schools for Performing Arts.

Appendix A

Policy on Physical Contact with Pupils and 'Reasonable Force'

The school adopts the guidelines set out in the Department for Education (DfE) document 'Use of Reasonable Force – Advice for head teachers, staff and governing bodies'. This document can be downloaded from the DfE website www.education.gov.uk

Physical force is never used as a means of punishment at the Barbara Speake Schools for Performing Arts. However, there are occasions in which physical contact with a student is proper and necessary. Examples include:

- When demonstrating an exercise or technique in dance, singing or drama classes
- When administering First Aid
- When comforting a distressed student
- When congratulating or praising a student

In addition, the law empowers those working in schools to use 'reasonable force' when this is deemed necessary. 'Reasonable force can be used to either control or restrain. At the Barbara Speake Schools for Performing Arts, this would only ever be used as a last resort and in the unlikely circumstances that it was necessary to restrain or control a student in order to prevent them from hurting themselves or others, from damaging property or from causing disorder.

Appendix B

Policy on Screening, Searching and Confiscation

The school adopts the guideline set out in the Department for Education (DfE) document 'Screening, Searching and Confiscation – Advice for head teachers, staff and governing bodies' February 2014. This document can be downloaded from the DfE website www.education.gov.uk

Screening is not used at Barbara Speake Schools for Performing Arts

The Senior Leadership Team, and any staff authorised by them, would use the statutory power to search students or their possessions, without consent, if the school suspected the student had certain prohibited items. The items that can be searched for under this statutory power are knives or weapons, alcohol, illegal drugs and stolen items.

School staff can search a student and their possession, with consent, for any other items banned under the Barbara Speake Schools for Performing Arts rules.

Any search would be carried out in accordance with DfE guidance.

School staff can confiscate any banned or prohibited item found as a result of a search which they consider harmful or detrimental to school discipline. Confiscated items will be dealt with in accordance with DfE guidance. No item shall be returned to a student, a parent will need to come into school to collect offending articles.

Appendix C

Governors' Statement of Behaviour Principles

April 2019

Rationale and Purpose

This statement has been drawn up in accordance with the Education and Inspection Act 2006, and DfE guidance (The school behaviour policy – the role of the governing body). The purpose of this statement is to give guidance for the Headteacher in drawing up Barbara Speake's Behaviour Policy so that it promotes the shared vision and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters.

The intention is to help school staff to become aware of and become in total understanding of the extent of their powers in respect of discipline and sanctions and how to use them. The support of Governor's should bring confidence to the staff when following this guidance. It is the responsibility of the Headteacher to draw up the Behaviour Policy for Barbara Speake, while taking in account these principles when formulating this.

The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (January 2016).

The Behaviour Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

Principles

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe.
- Everyone must be protected from disruption or abuse.

- Barbara Speake is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times.
- We seek to give every child a sense of personal responsibility for his/her own actions.
- The school's Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it also provides guidance on use of reasonable force.
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school.
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour.
- The school's Behaviour Policy will clearly reflect the school's approach to exclusions.
- The school will fulfil its' legal duties under the Equality Act 2010 in respect of Safeguarding.
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations.

APPENDIX D

| Stage | Sanction | In Class | Out of class (School & Outings) | Consequences |
|---|--|--|--|---|
| 1 | <ul style="list-style-type: none"> Formal warning. Demerit. Teacher/form tutor break time detention, if applicable. | <ul style="list-style-type: none"> Interrupting lesson and other students. Lateness to lessons without pass. Incomplete or poor homework.*¹ Incorrect uniform. Lack of correct equipment/poor organisation. Eating and drinking in lessons. Chewing gum. Mobile phone in lessons (unless otherwise instructed). Inappropriate language used in conversation. | <ul style="list-style-type: none"> Belongings not kept in locker in a tidy manner. Dropping litter. Chewing gum. Use of mobile phones in the classroom areas or whilst moving around the site. Inappropriate language used in conversation. Discourteous/inconsiderate behaviour (low-level or rare). Noisy and/or boisterous behaviour. Gross untidiness. | <p>This will be run on a three-strike policy: 1st time – verbal warning. 2nd time – demerit. 3rd time – teacher/tutor break time detention</p> <p>Parents are informed by automatic demerit notification. Detentions are to be recorded on SIMS.</p> <p>For incidents that occur in boarding the following strike policy applies (two stage only as demerits not applicable): 1st time – verbal warning. 2nd time – community service (clearing tables/litter-picking [must not become onerous and must reflect good hygiene) writing up accounts of involvement in incidents (causing participants to reflect upon actions)</p> <p>Demerit notifications go straight to parents; The appropriate staff will be informed once demerit has been applied.</p> |
| <p>*¹ In the case of homework not done or very poorly done/incomplete, the verbal warning should also be accompanied by a reasonable demand to complete and submit the homework. This should be later in the day (if the pupil has a free time slot available) or early the next day (this may be extended for longer pieces of work, which may require more time to complete). If the pupil fails to meet this new deadline this will take the offence immediately to strike 2 (demerit and new deadline) and so on. Teachers should allow greater leeway if they have set a homework with a 24-hour turnaround and/or the pupil has other evening commitments.</p> | | | | <p>Teacher's/staff member's discretion must be applied where applicable.</p> |

APPENDIX D

| Stage | Sanction | In Class | Out of class (School & Outings) | Consequences |
|-------|---|--|---|--|
| 2 | <ul style="list-style-type: none"> • School detention • Removal from class if applicable. • Put on report. • withdrawal (temporary) of facility | <ul style="list-style-type: none"> • Persistent Stage 1 behaviour (sanction already applied and student has not altered their behaviour; has reoffended after the third strike). • Bad language used in the classroom. • Failure to attend a teacher detention. • Refusal to follow instructions. • Inappropriate behaviour directed at other pupils. • Lying to a member of staff. • Missed a lesson without authorisation. • Insolence shown to subject teacher. • Inappropriate use of school computers/equipment. | <ul style="list-style-type: none"> • Persistent Stage 1 behaviour (sanction already applied and student has not altered their behaviour; has reoffended after the third strike). • Bad language used around the site. • Failure to attend a tutor detention. • Refusal to follow instructions. • Inappropriate behaviour directed at other pupils. • Lying to a member of staff. • Lack of respect shown to member of staff. • Minor damage to school property. • Missed an activity without prior authorisation. • Misuse of facilities. • Repeated gross untidiness. | <p>School detention will be run at lunchtimes by HoYs.</p> <p>Names should be written on the appropriate day's detention list (held in staff room). List for each day to be collected by admin staff and parents notified by email that a detention has been served.</p> <p>If behaviour in class warrants removal from lesson, that student will be sent to the 'Isolation Room' where they will first complete a 'Reflection Sheet'. That student will stay in Isolation Room at least until the next break period where HoY or SMT member, in their absence, will speak to them. – Academic report.</p> <p>The extra time for tidying room will be taken from leisure time, but will not prevent reasonable relaxation.</p> <p>If a facility is withdrawn from a pupil, this will be done on a temporary basis. These could include a ban from artistic sessions.</p> <p>If there is damage to school property, parents are to stand the cost of replacement items.</p> |

APPENDIX D

| Stage | Sanction | In Class | Out of class (School and Outings) | Consequences |
|-------|--|--|---|--|
| 3 | <ul style="list-style-type: none"> • After-school detention (Friday 16:00 – 16:50). • Removal from lesson if appropriate. • Ban on representing school (fixtures, events, trips, academic competitions, artistic performances). • Removal of privileges (for those who have them). | <ul style="list-style-type: none"> • Persistent Stage 2 behaviour (Stage 2 sanction already applied and student has not altered their behaviour). • Missed school detention. • Truanting. • Persistent inappropriate behaviour directed at another pupil whilst in lessons. • Major incident of insolence shown to a member of staff. | <ul style="list-style-type: none"> • Persistent Stage 2 behaviour (Stage 2 sanction already applied and student has not altered their behaviour). • Missed school detention. • Serious damage to school property. • Persistent inappropriate behaviour towards another pupil that causes distress (including via technology). • Smoking/use of smoke related devices. • Major incident of insolence shown to a member of staff. | <p>Immediate removal from lesson if applicable – see above – will stay in 'Isolation Room' for remainder of day: Parents to be informed.</p> <p>A phone call/letter/email to be issued to parents to notify them of the afterschool detention.</p> <p>If there is damage to school property, parents to stand the cost of replacement items.</p> |

APPENDIX D

| Stage | Sanction | In Class | Out of class (School and Boarding) | Consequences |
|-------|--|--|---|---|
| 4 | <ul style="list-style-type: none"> • SLT referral; to include: After-school detention, fixed/temporary exclusion. | <ul style="list-style-type: none"> • Persistent Stage 1-3 behaviour. • Swearing at a teacher. • Physically obstructing staff. • Disruption of a formal exam. | <ul style="list-style-type: none"> • Persistent Stage 1-3 behaviour. • Possession of banned items (drugs, alcohol, pornography, weapons etc). • Fighting. • Dangerous behaviour. • Setting off fire alarm/extinguishers. • Theft. • Physically obstructing staff. • Assault. • Bullying, including via social network platforms. • Sending/forwarding threatening or abusive messages to staff/pupils. • Sexually inappropriate behaviour. • Racist incidents. • Bringing the school into disrepute. | <p>SLT and HoY to discuss appropriate sanction to include: after school detention, fixed and temporary exclusion.</p> |

Appendix E - Reasons for School Detention

Please choose one code from the list below and write this on the detention form

1. Persistent late or non-submission of homework
2. Persistent incomplete or poor homework
3. Persistent lateness to lessons/registration.
4. Persistent disruption of lessons.
5. Persistent uniform infringements.
6. Persistent lack of correct equipment.
7. Persistent chewing of gum.
8. Persistent poor behaviour in the common room.
9. Inappropriate behaviour towards another pupil.
10. Lack of respect towards school property.
11. Inappropriate use of mobile phone.
12. Bad language.
13. Failure to attend a teacher/tutor detention.
14. Insolence shown to a teacher.
15. Lying to a teacher.
16. Missed a lesson/activity without authorisation.
17. Minor damage to school property.
18. Inappropriate use of the school computers/equipment.
19. Lack of respect shown to another student.
20. Other – please specify on Detention List.

Appendix F - School Detention: Parent Email

Dear Parent,

We regret to inform you that (name of pupil) served a lunchtime detention this week for (insert reason from options).

This email is just to keep you informed and we hope that you will discuss this with your child and express your own disappointment.


No further action is needed on your behalf, however, if you would like to discuss this then please contact your child's Head of Year.

Yours faithfully,

Options

1. Persistent late, or non-, submission of homework.
2. Persistent incomplete, or poor homework.
3. Persistent lateness to lessons/registration.
4. Persistent disruption of lessons.
5. Persistent uniform infringements.
6. Persistent lack of correct equipment.
7. Persistent chewing of gum.
8. Persistent poor behaviour in the common room.
9. Inappropriate behaviour towards another pupil.
10. Lack of respect towards school property.
11. Inappropriate use of mobile phone.
12. Bad language.
13. Failure to attend a teacher/tutor detention.
14. Insolence shown to a teacher.
15. Lying to a teacher.
16. Missed a lesson/activity without authorisation.
17. Minor damage to school property.
18. Inappropriate use of the school computers/equipment.
19. Lack of respect shown to another student.
20. Other – please specify on Detention List.

Appendix G – Removal from Lessons Card


 **Removal from lesson**

Name..... Form

Lesson left Time Staff initials

Reason

.....


 **Removal from lesson**

Name..... Form

Lesson left Time Staff initials

Reason

.....


 **Removal from lesson**

Name..... Form

Lesson left Time Staff initials

Reason

.....

 **Removal from lesson**

Name..... Form

Lesson left Time Staff initials

Reason

.....

Appendix H – Reflection Sheet

Name: _____ Date: _____

Form: _____

Teacher sending pupil out: _____ Time: _____

You have been sent out of your lesson because of your behaviour. We would like you to think about what happened and answer these questions. The Reception staff will let a senior member of staff know that you have been sent out and they will come to speak to you once you have completed this form.

| |
|--|
| 1. What happened? |
| 2. What rule or right was affected by your behaviour? |
| 3. What can you do to make things better? |
| 4. How can your teacher help you to change this situation? |
| 5. Why might an apology be necessary and if so how are you going to apologise? |

Signature of pupil: _____