



HARROW WAY COMMUNITY SCHOOL

BEHAVIOUR MANAGEMENT POLICY FOR STUDENTS

RATIONALE

This policy, like all school policies, is to be implemented in accordance with the principles and practice stated in our Single Equality Scheme.

Students have a right to learn and teachers to teach and, without good behaviour, neither is possible. The school has a responsibility to encourage students to manage their behaviour in such a way that learning and teaching can be effective in school, on school visits and on their way to and from school. This policy will also apply at other times when misbehaviour could have repercussions for the orderly running of the school, poses a threat to another student or member of the public, could adversely affect the reputation of the school or a student's behaviour might bring the school into disrepute

Our aim is to encourage students to adopt attitudes and standards, which will produce a positive learning environment and a happy but, ordered school atmosphere.

PURPOSE

- To encourage students to adopt attitudes and standards which will produce a positive learning environment
- To encourage and support students to manage their own behaviour
- To praise and support positive behaviour and use preventative measures wherever possible
- To involve parents in the management of their children's behaviour
- To provide staff, students and parents with common standards and guidelines for behaviour management
- To provide staff with the necessary support in dealing with incidents of challenging behaviour
- To identify the set procedures in managing students (and their parents) who, for whatever reason, choose to disregard the HWCS Behaviour Management Policy.



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1. GENERAL SCHOOL RULES AND BEHAVIOUR IN AND AROUND SCHOOL

General School Rules

- Show consideration for the feelings, interests and property of others
 - Be courteous and well mannered
 - Show respect for staff, other adults and fellow students and behave in a way which brings credit to themselves, their families and the school
 - Students must not be in possession of prohibited items such as controlled drugs, non-prescription drugs such as 'legal highs', weapons, fireworks, alcohol, cigarettes or stolen goods
 - Smoking, including the use of e-cigarettes, is prohibited for students both on the premises and also to and from school whilst wearing our uniform.
 - Chewing gum is also forbidden
 - Students should not bring valuable possessions to school. Social use of audio equipment is only permitted at break and lunchtimes.
 - Mobile phones must be switched off and left out of sight between 8.45 am and 3.10 pm. In case of transgression the phone should be confiscated, switched off, put into a named envelope and placed in the safe for future collection by the parent.
 - No student may leave the school premises at any time without a written request from his/her parents and permission from a senior member of staff. All students leaving must sign in and out at Reception
 - Ensure all litter is placed in the bin
 - Students will be made aware that we expect as high a standard of behaviour on journeys to and from school as we do when they are on the school premises
- During lessons only still water may be consumed

Behaviour in and around the school

- In movement around the school, students should move in an orderly and quiet fashion. They should queue sensibly outside rooms and enter and leave all classrooms in a calm manner
- Students should observe the one-way systems in operation around the school and should keep to the left in corridors
- All bells are action bells and students should move when informed by the teacher/tutor
- Just as punctual arrival at school will be expected, students must be on time for lessons and have the necessary equipment and books with them
- Students should only use the official entrances to the school grounds

2. SCHOOL UNIFORM

Items marked * may only be purchased from the School Uniform office

Girls:

- *Black school jacket with sewn-in logo.
- Grey, badged v-neck jumper (optional addition to jacket)
- White short- or long-sleeved shirt or blouse with *school tie.
- Plain black school skirt (length conforming to standards of decency and not Lycra) or
- Plain black school trousers (see guidance below)
- Plain black socks or black or natural tights (socks or tights must be worn)
- Black shoes (please see pictures below right)



Boys:

- *Black school jacket with sewn-in logo.
- Grey, badged v-neck jumper (optional addition to jacket)
- White short- or long-sleeved shirt with *school tie.
- Plain black school trousers (see note below)
- Black shoes (please see pictures right)



- *Green aprons for Design and Technology: Food
- *Scientific calculator

TROUSERS are permitted for girls and boys but must be plain, black trousers in a classic style – that is, not shaped to hug the legs. They must not be denim or leather, or casual in style. Combat trousers, leggings and jeans are not acceptable. Although many different styles are sold by local stores as school uniform trousers, the Governors and Senior Leadership Team of Harrow Way School reserve the right to decide which styles may be worn as part of our uniform.

Shoes must be black, low-heeled and of a sensible design. Trainers and other casual footwear are not permitted.

Optional items that can be bought from the school include:

- Black fleecy scarf, USB flash drive (8GB),
- Scientific calculator, headphones

Order forms are available from Reception or the school website. Please see page 16 for PE kit information.

ALL ITEMS OF CLOTHING SHOULD BE CLEARLY MARKED WITH STUDENT'S NAME



SCHOOL UNIFORM (Continued)

At Harrow Way we take pride in our high values regarding student uniform, in order to maintain good standards of dress and personal appearance which are sensible and appropriate for students at secondary school.

For both Boys and Girls:

A suitable outdoor coat may be worn as prevailing weather demands; however, it must be removed before entering the classroom. Outdoor coats should be plain and dark, with minimal or no logos. Denim and leather outdoor coats must not be worn.

Shoes must be black, low-heeled and of a sensible design.

The following items are NOT permitted:

- Hoodies and hoody-like garments
- Leather and denim clothing
- Baseball-type caps
- Trainers, boots and other casual footwear
- Jeans, cords, chinos, leggings, etc

Jewellery

The wearing of jewellery, with the exception of watches and a small ear stud (no more than one per ear), is not permitted. No other facial or body jewellery is allowed. Facial piercings are unacceptable.

Students and parents should be aware that if we feel that the amount or nature of jewellery worn by an individual student is inappropriate or unreasonable, he or she will be expected to remove it.

Hair and Make-up

Extreme styles are not acceptable. Students should not wear excessive make-up or coloured nail varnish. In such cases students will be expected to remove it.

A further note on uniform

- Outdoor coats, scarves and gloves must be removed prior to entering teaching areas.
- Ties should be fastened properly and free from graffiti.
- White school shirts must be tucked in.
- A coloured or heavily logoed t-shirt should not be visible under the school shirt or blouse.

The correct school uniform should be worn at all times, including on the way to and from school. However, if owing to special circumstances students are not in uniform they should carry a signed note from home in their student diary, which explains why and states when the situation will be rectified. The note should be countersigned by the Tutor.



3. STUDENT MANAGEMENT

The following code is intended to provide some consistency in expectation of students:

Harrow Way Checklist

The best way to ensure settled behaviour is to stick to your routines and practice them so students fully understand how to conduct themselves in the classroom. The checklist might seem prescriptive, but routines and rituals provide a sense of security. Be persistent, be consistent and drill students in your classroom routines until they are second nature to them and you. Make starts, ends and transitions orderly, purposeful and safe.

Before the lesson, have you:

- Planned a lesson with challenge for all students
- Set objectives where all students can meet or exceed their targets and show progress
- An up-to-date seating plan
- Marked your books diagnostically in line with the HWCS policy
- Manned your area outside the corridor and greeted students at the door ('one foot in and one foot out')

Beginning of the lesson, have you:

- Ensured all students are Ready to Learn within 2 minutes of entering the classroom?
- Engaged students with a starter activity as they arrive (Bell Task) with challenge?
- Taken the register within the first 10 minutes of the lesson?

During the lesson, have you:

- Insisted on silence when teaching is taking place?
- Engaged with students during the lesson and not been sat at your desk?
- Made sure students face you and have pens down when listening to you?
- Used a variety of teaching & learning strategies to engage learners?
- Planned transitions between activities?
- Used our Rewards protocols?
- Followed the HWCS consequences of poor behaviour?

End of the lesson, have you:

- Used an AfL activity or reflection to show progression in learning and made sure you don't leave setting homework to the end of the lesson?
- Collected books/work in and made sure students return equipment in an orderly way and leave desk/room/environment tidy?
- Issued stamps for those who have achieved the 5 golden rules?
- Made sure students push chairs under desks/or on desks at end of Period 6?
- Returned to the corridor to ensure a smooth transition? ('one foot in and one foot out')?
- Dismissed students in an orderly manner?

General Expectations of Staff

- Bells should not be anticipated and when necessary, staff should move as they ring. Where possible they should arrive at the lesson to meet the students;
- At the end of the lesson they should see students out of the room, check the corridors and maintain high standards of student behaviour;
- Staff should stay in the classroom with the students and only leave in an emergency;

It is the teacher's responsibility to look after the fabric of their teaching area. Departments should assume a degree of responsibility for the fabric of their area. All students will be billed for wilful damage.



In more serious incidents that require statements to be made the official school form must be used. It is important that statements are obtained from both the victim and the perpetrator of the offence as well as any witnesses.

For more minor incidents individual staff must ensure they record both the incident and their action on the SIMS Behaviour Management log.



4. REWARDS AND SANCTIONS

Rewards at Harrow Way

Possibly the most important factor in encouraging good behaviour is constant and consistent positive recognition; it improves students' self-esteem and creates a positive school environment.

Reward	Given for?	When?
Stamps	5 'Golden Rules' <i>Correct Uniform</i> <i>Punctuality</i> <i>Correct Equipment</i> <i>Good Behaviour</i> <i>Completion of classwork/homework to an acceptable standard</i>	Students may 'cash in' their Stamper points for school equipment and vouchers
Positive Postcards	Consistently positive work, effort / contribution in lessons	At any time by class teachers/subject leaders
Badges	Participation	At any time by teachers in recognition of participation in clubs or special events
Department 'Learner of the Week'	Positive work, effort / contribution in lessons	KS3 (Yr 7/8) and KS4 (Yr 9/10/11) Positive work, effort / contribution in lessons Weekly nominations. Certificate given in assembly 1 week lunch pass
Department 'Learner of the Term'	Most frequently nominated student in one term	Certificate at end of each term in assembly and published in newsletter
Attendance	99-100% Attendance 96-98% Attendance Most improved	Certificates each term in assembly.
Reward Event	For students with 0 negative SIMS and excellent attendance and punctuality throughout year	End of school year
Awards Evening Year 7/8 Year 9/10	Effort and achievement in each subject area	Annual evening event for winners and families.
Tutor Group 'Learner of the Term'	Consistent work and effort during the term	Certificate and gift voucher
Termly Year Leader Awards	Year Leader Termly Awards - "Attitude to Learning"	They receive a badge and certificate. Lunch with the Headteacher



Stamper System

The stamper system provides students with the opportunity to 'build up' a number of stamps within their Student Diaries) on a daily basis. Students will receive a stamp in the space provided on each page of the diary, only if they achieve success in ALL of the following criteria during their lesson:

- Correct school uniform
- Punctuality
- Correct Equipment
- Good behaviour
- Completion of classwork/homework to an acceptable standard

Throughout the school week there will be opportunities for the student to earn extra stamps for voluntary activities and extraordinary achievement.

To be awarded a stamp for tutor period or a lesson, all 5 of the following criteria must have been achieved for that lesson (published on page 13 of the Student Diary):

1. Correct Uniform

School blazer over white shirt tucked in (front and back) to black trousers or skirt. A tie correctly knotted to the top of shirt collar with top button fastened. (Blazers are to be worn unless the teacher has given permission for it to be removed during the lesson)

2 Punctuality

This means being on time to school in the morning and being on time to each lesson. If there is a genuine reason for the student's lateness they must have a note in their student diary from the adult who can explain their lateness. If they are late because of poor conduct in a previous lesson this is not a genuine reason.

3. Correct Equipment

This means having the equipment necessary for each lesson. Clearly some technical/practical subjects may have additional requirements which will have been made clear to them. Otherwise, correct basic equipment will mean as a minimum: their student diary, a black or blue pen, a pencil, a ruler and an eraser.

4. Good Behaviour

Good behaviour will be recognised as conduct that contributes to a productive working environment; one in which the teacher can teach, without interruption and the students can learn, without distraction or disruption. This includes, therefore, listening to and following instructions in a courteous manner and similarly, if help or guidance is needed, requesting it politely.

5. Completion of classwork/homework to an acceptable standard

Students should have completed classwork to a level that meets the teacher's expected progress, at this stage, towards their TML/TMG.



Consequences of Poor Behaviour

The good behaviour of students is essential to effective teaching and learning. Inadequate behaviour will always be challenged and acted upon.

The Behaviour for Learning system is one that has been tried and tested in numerous schools. It is based on the principle that, once students know the rules and the consequences, they can make the right choices for themselves and for others. When children thrive at school and at home, it is usually because the boundaries are very clear and there are clear consequences if they stray beyond them. Clear boundaries and discipline are completely compatible with a caring and happy atmosphere.

At school, in every situation where there are rules, students either choose to follow them or they make a choice to break them and face the consequences. The rules have to be clear and the consequences need to be consistent for this to work and that is our aim in implementing this system.

SIMS

Negative behaviour is logged on an electronic behaviour monitoring system called SIMS. Parents can access this information via the Learning Gateway if an email address is supplied to the school?

Detentions

All schools have the legal right to use detention as a disciplinary measure. Whole class detentions should be avoided as they are unfair on those students who do behave appropriately and this causes unnecessary resentment. Procedures for dealing with poor behaviour must be followed rigorously so that systems work smoothly, students are dealt with swiftly and consistently and so that all staff and students know the consequences of behaviour. Behaviour incidents do vary considerably and each case will be treated on an individual basis. Students who need to be removed from lessons by a senior member of staff will receive a one hour detention by the department. Parents will be informed of this in a telephone call.

Report Cards

The school has a system of report cards which are used to monitor student behaviour in lessons where there are concerns. The report card has identified targets which the student needs to focus on for a two week period in order to be successful. It is important that when a parent is informed that a child is on report that they look at the report card each day and sign it.

Protocols for Day-to-day Isolation

Isolation will only be used after all other reasonable strategies have been unsuccessfully attempted. Isolation will be used for serious incidents that take place during the course of the school day and where it is not possible or appropriate to reintegrate the student immediately into lessons.



The student will be placed with the YL or Tutor within the class room. Under no circumstances should a student be placed in isolation unsupervised outside class rooms.

Late detention

Students who are late to school will be placed in a late detention at lunchtime by the tutor.

Saturday detention

Students who are on SLT report and fail to demonstrate satisfactory progress or who have seriously breached school rules may be expected to attend the school to complete a Saturday detention. Only a member of SLT can place a student in a Saturday detention.

Internal Exclusion Room (IER)

Where a student has behaved in a more serious manner they may be isolated in the IER as an alternative to exclusion from school. Students have break and lunch at a different time from the rest of the school and are expected to work in silence throughout the day. Parents will be informed by phone call and letter if their child is placed in the IER.

Afternoon School

Afternoon is the final sanction before fixed term exclusion. Students attend the IER between 2.00-5.00pm and students sign in and report to the IER. Work will be organised and they will be supervised by a member of staff.

Flexible Learning Centre (FLC)

This is where students can learn in small groups and are provided with additional interventions to support their behaviour and learning needs. It is also a place where students with particular needs may be integrated or reintegrated to the school. Students will receive targeted support in the form of specific interventions. Referrals to the FLC will be discussed at FLC meetings.

Case Reviews

This is the primary mechanism by which students are discussed and pastoral and academic interventions are initiated. A case review for each year group takes place each fortnight and uses a range of data and referrals to identify students who need additional support. Actions from case reviews are followed up and discussed at subsequent meetings to ensure no child is left behind. (see SEN/Inclusion map). All the notes are kept on Adminstaff\Case Reviews

Exclusion

Exclusion is a very serious sanction and not taken lightly. The decision to exclude a student from the school is made only by the Headteacher. Parents will be informed by telephone and by letter if their child is excluded. Parents are legally responsible for their child for the first 5 days of any exclusion and they must be at home during this period. Parents are expected to attend a reintegration meeting with a member of the senior team on return from any exclusion. Work is available on the VLE for students on an exclusion. A letter signposting this should be given to the parents or the parents can be informed



verbally at the time of exclusion.

Reintegration Meetings

These will take place after an exclusion. Where possible, the Year Leader, SLT for the Year Group and Year Leader Assistant should be invited. If a student is on AEC outreach, the outreach worker should also be invited. Similarly the social worker and Designated Teacher for LAC are invited to reintegration meetings for LAC students. Notes and actions agreed will be recorded. These are passed to admin staff for further action.

Protected Learning Detention

These are used to realign some key students with the school's expectations and thereby allow the vast majority of students for whom the current behaviour policy is sufficient, to engage with their learning without disruption. Key Students are identified by Year Leaders and SLT as students who consistently attempt to disrupt the learning of others. If Key Students receive a C3 they will automatically on the same day go into a Protecting Learning Detention of 90 minutes instead of receiving a sanction by the teacher. The teacher needs to call ECO at this point and the student will be exited from the class for the remainder of this period. This will be logged by staff on ECO with admin staff and the relevant contact will be made with parents by admin staff. Behaviour must be added to SIMS by classroom staff as normal.

In the Classroom

Students are expected to follow these rules in every lesson:

- Be Ready
- Be Respectful
- Be your Best

Teaching staff will use the 'Consequences' system of sanctions if students do not follow these rules. Teaching staff will explain their signal for attention to their students and will make it clear what each task is as the lessons progress.

Be 'Ready to LEARN' within 2 minutes of the lesson starting

Be equipped: This includes a pen, a pencil, the exercise book for the lesson and Student Diary. Students can borrow a standard pencil case and temporary Student Diary at student reception before school without a consequence on a one off occasion. Repeated borrowing within a week or failure to return the pencil case will lead to a detention.

Additional rules to note

No toilet breaks are allowed during lessons unless a student has a prior agreement between home and school. No water breaks are allowed during lessons, except as directed in PE. Water is freely available during breaktime, lunchtime and lesson change-overs

No use of electronic devices in lessons without explicit permission from teaching staff. The consequence for using phones and other devices without



permission will lead to a confiscation of the item. We will only return the items to parents. If students choose to break this rule, they have made a choice to cause their parents the inconvenience of attending school to collect the item.



Implementation in the Classroom
The charts opposite give *examples* of misbehaviour at each level and the sanctions which may be given

Consequences of Poor Behaviour

Level	Consequence	Example behaviours
C1	Warning 1	<ul style="list-style-type: none"> • Verbal Warning • Disturbing learning • Not doing as asked when asked • Inappropriate language • Being impolite • Incorrect uniform
C2	Warning 2	<ul style="list-style-type: none"> • Repeat of any offence at any C1 offence
C3	Teacher Sanction Detention Phone call home Note in planner <i>Negative SIMS recorded</i> If unable to resolve an incident refer to Curriculum Leader	<ul style="list-style-type: none"> • Persistent C1 and C2 Behaviour • Lateness to lessons • Refusal to follow instructions • Disruption of learning • Chewing gum • Lack of equipment • Rudeness • Offensive language • 2 homework deadlines missed
C4	Curriculum Leader Teacher/Curriculum Leader <i>Negative SIMS recorded</i> Teacher/Curriculum Leader issue 1 hour department detention	<ul style="list-style-type: none"> • Persistent disruption of learning • Repeated refusal to follow instructions
C5	Emergency Call Out (ECO) Teacher/Curriculum Leader <i>Negative SIMS recorded</i> Teacher/Curriculum Leader issue 1 hour detention Rebuild and repair relationships	<ul style="list-style-type: none"> • For emergencies / circumstances of severe disruption



Implementation in the Classroom

Within the classroom, teachers recognise both positive behaviour and negative behaviours and teach the behaviour they expect from students. Teachers record these on a whiteboard within the classroom for each lesson. For negative behaviours students receive a C1, C2 or C3. Once a student reaches a C3, they should receive a negative SIMS and a sanction from the teacher. Teachers will give clear warnings to students stating 'C1' 'C2' to allow students to rectify their behaviour before a sanction is applied. The stamper system provides students with the opportunity to 'build up' a number of stamps within their Student Diaries on a daily basis. Students will receive a stamp in the space provided on each page of the diary, only if they achieve success in ALL of the following criteria during their lesson. To be awarded a stamp for a lesson, all 5 of the following criteria must have been achieved for that lesson:

- Correct Uniform
 - Punctuality
 - Correct Equipment
 - Good Behaviour - Be **Respectful**
 - Completion of classwork/homework to an acceptable standard - Be **your Best**
- } **Be Ready**

Throughout the school week there will be opportunities for the student to earn extra stamps for voluntary activities and extraordinary achievement. Student achievements will be rewarded based on the total number of stamps gained at certain intervals during the year. These are published on page 12 of the Student Diary.

Implementation outside the classroom

Students are expected to behave safely, and with courtesy and respect for others at all times, both around the school and on the journey to and from school. These expectations are communicated to students clearly through posters around the school and by staff on duty. There is supervision at all times during the school day to ensure that students are respectful to each other and safe. Behaviour expectations apply equally to students on school day and residential visits.

In the Corridors

- In the corridors, any member of staff has the authority to enforce the rules by giving students an automatic C3 detention. These are the rules:
 - Wear full uniform correctly
 - Use private voices without shouting
 - In movement around the school, students should move in an orderly and quiet fashion. They should queue sensibly outside rooms and enter and leave all classrooms in a calm manner
 - Students should observe the one-way systems in operation around the school and should keep to the left in corridors
 - All bells are action bells and students should move when informed by the teacher/tutor
 - Keep hands, objects and inappropriate comments to yourself

In the Auditorium, School Grounds and Outside the School

Again, the consequence for breaking these rules is a detention:

- No electronic devices except before/after school; and only outside the building
- No littering
- Clear away all debris after using the auditorium
- No pushing-in, in the lunch queues
- Following all instructions from members of staff without argument
- Using private voices without shouting in residential areas
- Crossing the roads in a safe, disciplined manner
- No Swearing
- Serious incidents or failure to cooperate will be dealt with Isolation or Exclusion.



Dealing with inappropriate behaviour

When dealing with incidents of unacceptable behaviour it is important to remember the following points:

- Remain calm before and whilst dealing with the incident
- Avoid confrontation which escalates the problem
- Focus on the primary behaviour (tactically ignore secondary behaviour)
- Be clear about the rules – give firm reminders of the expectations
- Use a range of behaviour management strategies in an attempt to diffuse the situation:
- Offer a physical outlet (walk around the room to calm down)
- Make a physical change (move seats / move others etc)
- Give child space to calm down
- Use short sentences / clear messages
- Acknowledge child's perception
- Use calm body language
- Offer simple choices
- Use positive corrective language
- Try to avoid raising your voice

It is also important to:

- Give praise for good / positive behaviour
- Seat all students where you wish them to be
- Avoid any whole-class lectures / sanctions
- Deal with any incidents when you can resolve them in an appropriate way
- Speak with the student following an incident prior to the next lesson with them and so repair and rebuild the relationship
- Be consistent and always follow up incidents according to the guidelines in this policy
- Keep a record of all incidents in the SIMS Behaviour Log

If an incident does escalate and you feel unable to manage it, you should then seek the support of your subject Line Manager (usually the Curriculum Leader). The Curriculum Leader will then attempt to resolve the issue or, if unsuccessful, will use the "Emergency Call Out" system to request the assistance of the duty SLT staff.

It is always essential to fill in a record of any incident using the SIMS Behaviour Log and ensure that all follow up is added to the record.



Lines of Referral

When dealing with poor behaviour you should use the following lines of referral:

1. Class Teacher (CT) should try to resolve the incident.

- If **successful**, the student goes back to learning in class.
- If **not successful** refer to Curriculum Leader (CL)

CT issues any relevant sanctions and records the incident on SIMS

2. CT is unable to resolve the incident – refers to the Curriculum Leader (CL).

CL will make a judgement regarding the situation and try to re-integrate the student where appropriate.

- If **successful**, the student goes back to learning in class.
- If **not successful**, the SL will place the child appropriately where SL can supervise them. CT provides relevant work.
- In the event that **CL is unable to settle the child** – CL refers to Emergency On Call (ECO)

CT records incident on SIMS and sends the referral message to SL.
CL completes the incident log with their further intervention.

3. CL is unable to settle the child – CL refers to “Emergency Call Out” (ECO)

ECO duty staff will make a judgement regarding the situation and try to re-integrate the student where appropriate.

- If **successful**, the student goes back to learning in class and a decision made if an ASD is needed
- If **not successful**, the ECO duty staff will place the child in Isolation, following the procedures outlined in this Policy document. CT provides relevant work.

CT records incident on SIMS.

CT will issue a detention of one hour to reflect and rebuild relationship
CL completes the incident log with their further intervention.



Emergency Call Out (ECO)

When do you call ECO?

- If a student is on the PLD list
- Once all other reasonable strategies have been exhausted
- For emergencies / circumstances of severe disruption
- It can only be called for by the Curriculum Leader when available or in extreme cases the class teacher can call ECO.
- Low level disruption is to be dealt with in subject areas.

How to call ECO?

- Send responsible student to Reception who will then make contact with the ECO

Please also refer to “Lines of Referral No. 3” in this policy document

Examples of incidents that warrant ECO

- Emergencies or severe disruption
- Any physical assault by one student on another
- Repeated refusal to do what the Curriculum Leader asks

What happens when ECO comes?

- The ECO will try to diffuse the situation to allow the learning to continue. In some cases it may be necessary to remove the student.
- If a student is removed then the Class Teacher must set a one-hour detention.
- The ECO will place the child elsewhere for the remainder of the lesson and be asked to do work from the lesson or do alternative work. The ECO will make a judgement as to whether the student is released back to their normal timetable.
- If a student receives two ECOs in one day, or three in any school week, they will be placed in Internal Isolation (IER).

Follow up procedures to an ECO

- The SIMS Behaviour Log must be completed.
 - The Curriculum Leader or teacher where the incident occurred should phone home to inform parents of what has happened.
- The ECO log is given to the office at the end of each day. A one-hour detention must be set by the Class Teacher .

On Call Data will be circulated at the end of each week to Year Leaders and SLT. Curriculum Leaders will discuss the data termly with their line manager and department teams with appropriate action taken on identified individuals.



Behaviour Reports

Students who appear regularly on the SIMS Behaviour Log will be placed on report, with the relevant follow-up action as outlined below. Students will need to ensure that they get the card filled in each lesson and report to the relevant member of staff at the end of the school day.* Parents / carers will be asked to sign the card at the end of each week.

Adhering to these procedures will send a clear message to all students that poor behaviour will be dealt with. It will also be clear to all stakeholders (children / staff / parents / governors / etc) what measures have been put in place at each stage of the process. This will inevitably support the School in:

making requests for further intervention from outside agencies
conducting Governor Disciplinary meetings
giving evidence and justification with respect to Exclusions and Appeals

Procedures are outlined as follows:

1) Tutor Report

- When a student has received 4 or more entries on the SIMS Behaviour Log for disruptive or inappropriate behaviour in the space of one school week they should be placed on **Tutor Report** for the duration of 2 weeks.
- The Tutor should contact the parents / carers and discuss the problem(s) and agree on the targets to be set.
- This should be logged on SIMS and the student will be highlighted on the SIMS register for all staff to see

- If successful – off report
- If unsuccessful – refer to Year Leader

2) Subject Report

- When a student has received 4 or more entries on the SIMS Behaviour Log in that subject for disruptive or inappropriate behaviour in the space of one school week they should be placed on **Curriculum Leader Report** for the duration of 2 weeks.
- The Curriculum Leader/teacher should contact the parents / carers and discuss the problem(s) and agree on the targets to be set.
- This should be logged on SIMS and the student will be highlighted on the SIMS register for all staff to see

- If successful – off report
- If unsuccessful – refer to Year Leader



3) Year Leader Report

- If a student does not show improvement in their behaviour (as above) they should be placed on Year Leader Report for 2 weeks
- The Year Leader should now invite the parents / carers in to school
- YL produces a Pastoral Support Plan
- This should be logged as above

- If successful – off report
- If unsuccessful – refer to SLT Line Manager for the Year Group

4) SLT Report

- If the student still does not show improvement in their behaviour (as above) they should be placed in the Inclusion Room for 2 days before being allowed to normal lessons
- The student will be placed on **SLT Report** for 2 weeks
- The **SLT Line Manager** for the Year Group should now invite the parents / carers in to school once more
- The SLT Line Manager produces a Behaviour Support Plan
- This should be logged as above

Protocols for the Internal Exclusion Room

The aim of the Internal Exclusion Room (IER) is to provide an extra layer of support and intervention for those students for whom exclusion is a growing risk. The IR will be used for cases of serious and continued disruption or refusal to comply with the school's expectations. It will not be used to isolate students who have been removed from lessons through the "Emergency Call Out" system or other ad hoc basis. These latter cases will follow procedures for Day-to-Day Isolation (see separate guidance in this Policy document)

Students will be targeted and selected for the IER by the senior team -
Students will be placed in the IER using the following criteria:

One day

- Students who have been "On Call" twice in any one day
- Students who have been "On Call" three or more times during a school week
- Students who appear regularly on the SIMS Behaviour Log for disrupting lessons / refusal to comply with the school's expectations
- Other students at the discretion of the Assistant Headteacher (Inclusion) in liaison with YLs/ SLT



Two days

- Students who have reached the level of SLT report (see section on “Behaviour Reports” in this Policy document)
- Other students at the discretion of the Assistant Headteacher (Inclusion) in liaison with HOYs / SLT

Procedures

Once students have been identified to be placed in the IER the following procedures will be followed:

- A letter will be sent to Parents / Carers to inform them of what will happen and this will be logged on SIMS
- Year Leader Assistants will check the list of students who have been “On Call” at the end of each day to assist with identifying the students to be placed in the IER
- At the start of the day, the Year Leader or Year Leader Assistant will collect the student(s) and bring them to the IER
- Students will sit and work in silence from the work which will be supplied
- Part of this work will include time to work with the Year Leader Assistant (or other support worker as appropriate) on reflection and reintegration strategies.
- Students will not eat or drink, other than water which will be provided
- Desks will be checked at the start and end of the time the student is in the IER to ensure there is no graffiti. If any is found, the student will be told to remove it.

Students will have lunch / break times designated by the Pastoral Support Worker, to avoid contact with their peers during the school day:

Students will be escorted to the toilets / canteen by the member of staff on duty and be expected to return promptly. They must not be allowed to wander the school site.

Year Leader Assistant will be responsible for keeping a register of those students placed in the IER and producing the relevant statistical data as required. From this data, the Assistant Headteacher (Inclusion), in liaison with SLT / YLs, can make further decisions regarding additional intervention as required.

Depending on how well the students respond to the intervention strategies whilst in the IER, they may be released back to normal timetabled lessons immediately, or gradually.



5. THE USE OF MOBILE PHONES IN SCHOOL

Mobile phones should be switched off and kept out of sight between 8.45am and 3.00pm. Parents/carers are requested that in cases of emergency they contact the school first so we are aware of any potential issue and may make the necessary arrangements.

The school recognises the importance of emerging technologies present in modern mobile devices e.g. camera and video recording, internet access, music & video playback, blogging etc. Teachers may wish to utilise these functions to aid teaching and learning and students may have the opportunity to use their mobile phones in the classroom. On these occasions students may use their mobile devices in the classroom when express permission has been given by the teacher. Students can take advantage of the schools wireless network infrastructure to access the internet with their own devices and content filtering will be applied, but all users should be aware that this use is still subject to the schools IT acceptable use policy.

Sanctions

Students who infringe the rules set out in this document could face having their devices confiscated by teachers. If a student is found using their mobile device for any other reason than a legitimate educational one as discussed above, the equipment will be handed to the member of staff teaching the lesson. That member of staff should then lock it away in a safe place in the classroom until such a time that it can be handed to the Finance Office. Staff should complete a SIMS behaviour entry as normal. A note or sticky label may then be placed in their student diary informing the parent/s the phone has been confiscated that day. The Finance Office staff will record the receipt of the mobile device in the Confiscation Log.

The student will not be permitted to collect the equipment without a parent/carer's consent. At that point, the device will be placed in an envelope with the students name and form written on the front and locked away. The parent is then responsible for collecting the device at the end of the school day. Parents should not be invited to collect the device until 3:00pm. If a parent/carer is unable to attend the school they are permitted to send in a written request for their child to collect the phone, which should be countersigned by the appropriate Year Leader. The incident will be recorded in SIMS. For any further infringements further sanctions as evidenced below will be used.

Sanctions (all logged on SIMS) SIMS and a letter will be sent to the parents from the Headteacher).

1st offence: Parents Collect
2nd time: Parents Collect and Detention



- 3rd time: Handed in at the start of the day and collect at the end – SLT attached (two weeks)
- 4th time: Handed in at the start of the day and collect at the end –SLT attached (month)
- 5th time: Saturday Detention/ Fixed term Exclusion



6. SCREENING AND SEARCHING STUDENTS

Screening

At the present time Harrow Way Community has no intention of introducing measures to screen students for prohibited items.

Searching students with their consent

Although all staff, have the power to search students with their consent for items such as cigarettes, mobile phones, fireworks, chewing gum or any other item which is banned by the school, this will generally be carried out by Year Leaders and SLT. This means asking the student to turn out their pockets or bag for example but does not involve the member of staff touching the student. If a student refuses to give their consent then they are defying a reasonable request and should be punished in the ordinary way. Should a prohibited item be found then the advice relating to confiscation below should be followed.

Searching students without their consent

If a member of staff has reasonable grounds to suspect that a student is in possession of a weapon, alcohol, illegal drugs or stolen items then he/she should refer the student to a member of SLT. Only the Headteacher and other members of SLT have the authority to search a student without consent. The search should be carried out by a member of SLT who is of the same sex as the student in the presence of a witness, also of the same sex. Only outer garments such as coats, blazers, shoes or hats may be removed. There is no need to inform the parents of the student that a search is going to be or has been carried out. Should prohibited items be found then they must be confiscated and both the police and parents informed.

The paragraphs above equally apply to a student's bag or locker.

Confiscation

The member of staff may use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Where any article is thought to be a weapon it must be passed to the police.

When confiscating any prohibited item staff must follow the legal recommendations which are outlined below.



A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.

Where a person conducting a search finds alcohol, they may retain or dispose of it.

Where they find controlled drugs, these must be delivered to the police as soon as possible unless there is a good reason not to do so - in which case the drugs must be disposed of.

Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

Where they find stolen items, these must be delivered to the police unless there is a good reason not to do so – in which case the stolen item should be returned to the owner. These stolen items may be retained or disposed of if returning them to their owner is not practicable.

In determining what is a “good reason” for not delivering controlled drugs or stolen items to the police the member of staff must have regard to guidance issued by the Secretary of State¹ (see below).

Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

It is up to members of the Senior Leadership Team to decide whether there is a good reason not to deliver stolen items or controlled drugs to the police.

1. Section 550ZC (6) Education Act 1996.

In determining what is a ‘good reason’, the member of SLT should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.

Where staff are unsure as to the legal status of a substance and have reason to believe it may be a controlled drug they should treat it as such.

With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, members of SLT may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

Schools can dispose of alcohol as they think appropriate but this does not include returning it to the student.



7. PROCEDURES FOR MANAGING STUDENT BEHAVIOUR, INCLUDING THE SCHOOL EXCLUSION PROCEDURE (SEP)

This section should be used in conjunction with the 5-stage Intervention Strategies Model which outlines the processes and levels of support provided for EVERY student in the school according to their needs and circumstances. At each stage of the following procedures, consideration should be given to the possible need for a referral for Special Educational Needs (SEN) -see SEN Code of Practice. **Sanctions other than exclusion from school are included for guidance and should not be seen as prescriptive**

Intervention Level	Description of Provision	Possible criteria for identification	Lead professional/case holder, with overview of the student.	Possible interventions from School	Possible interventions from outside agencies
Pre level	Quality relationships between school, parents and students.	<ul style="list-style-type: none"> Behaviour points increase. Lack of stamps. Number of detention is rising. 	Tutor	<ul style="list-style-type: none"> Rewards and behaviour policy. Tutor to contact home. Tutor report for two weeks, student monitored daily. Tutor to inform HOY of progress and pass on report cards. 	<ul style="list-style-type: none"> Extra-curricular activities.
Level 1	Internal low level intervention , students are presenting a concern in learning/behaviour, attendance or socially. There is a need for diagnosis and low level interventions	<ul style="list-style-type: none"> Evidence of lack of engagement/underachievement. Attendance above 90%. Recurring incidents of the same type of behaviour. 	Curriculum leaders(CL) or Year leaders(YL)	<ul style="list-style-type: none"> CL or YL to discuss issues with student and staff involved. Relationship between staff and student mediated where necessary. CL/YL/YLA to observe student. CL/YL report. CL to put in place an agreed action plan with the classroom teacher.(action plan copied to YL) Short term Dept isolation(in line with behaviour policy) Regular parental contact. Keep tutor informed. After 3 weeks of intervention 	<ul style="list-style-type: none"> Training provided for staff Youth workers in the community Counselling.



				feedback to YL. <ul style="list-style-type: none"> • EWA to monitor • 	
Level 2	<p>There is a need for diagnosis, low level interventions and FLC referral.</p> <p>Identification of primary need, placed on action plan.</p> <p>Gather evidence from previous levels to bring to case reviews</p>	<ul style="list-style-type: none"> • Attendance may be a concern below 90% • Behaviour logs show no significant improvement/specific areas of concern. • Learning is below normal expectations. • Number of incidents is increasing. • If no improvement after at least six weeks move up to level 3. • Sanctions having no impact. • 	YL	<ul style="list-style-type: none"> • Action plan for staff in place. (student profile meeting which focuses on primary need) • May wish to keep on YL or YLA report • SENCO additional assessment of needs Environmental checklist (classroom management, SEN needs being met) • Mentor assigned if possible • ELSA • SEAL • PLD • TA support • YLA support in some lessons. • PSP set up by FLC and information shared • Managed move to be considered. • Attendance group in the FLC • 	<ul style="list-style-type: none"> • Parenting support/classes. • EWO aware • LAC team • YISP •
Level 3	<p>Interventions at level 1& 2 have been unsuccessful. A single external agency is involved where the need is specific. School intervention may involve an alternative programme to the normal school day.</p>	<ul style="list-style-type: none"> • Attendance is an on-going concern below 85% • Severity of behaviour is getting worse • Little learning is taking place and is disrupting the learning of others. • IEP and PSP targets are not being met 	YL or assigned Keyworker	<ul style="list-style-type: none"> • Key Worker assigned at case reviews. • SLT report may be part of the action plan. • Action plan created at case review meeting. • Identified as K • Student Profile developed with parents informed 	<ul style="list-style-type: none"> • FSM • Possible legal action for attendance. • CAMHS • Medical/therapists • Key worker/appropriate agency • Counselling



	<p>Student brought up at case review meetings by YL. Inclusion File to be set up</p>	<ul style="list-style-type: none"> • Not engaging with interventions. • 		<ul style="list-style-type: none"> • Home visits by family partnership manager. • Tracking of progress by SENCO. • SENCO may seek outside agency advice /support. • EP assessment if necessary. • Regular meeting between keyworker and student and contact made with home. • Review Student Profile and PSP • Interventions in FLC. • Wave 3 literacy and Numeracy set up if necessary. • Fixed term exclusions and reintegration meetings. • Withdrawal from normal teaching sessions. (IER) • Structured support for identified hot spots. 	
Level 4	<p>Student has a variety of needs which may include dysfunctional home background. Multi agency interventions are needed to ensure access to education is possible.</p> <p>All/most targets in action plans have not been achieved over several case reviews.</p>	<ul style="list-style-type: none"> • Student is refusing to come to school • Parents fail to respond to school/EWO • Student has had several (3+) FTE. • All/most targets in action plans have not been achieved over several reviews. • Student's behaviour is impacting on the learning and wellbeing of others in the school community. • Students behaviour is 	SLT for inclusion	<ul style="list-style-type: none"> • Referrals made to additional agencies • TAF • EIS referral completed by YL and passed to SLT for inclusion. • Bespoke or reduced timetable. • EHCP provision requested where appropriate. • EIS outreach. • Data tracking kept current. • Evidence compiled from previous levels. • Regular and frequent liaison across all agencies/school/parents e.g. TAF 	<ul style="list-style-type: none"> • EIS support • Locality team • Social care- supports designated carer/student. • Child protection register & core group support. • GP/Counselling/CAMHS • Family group support/conference. • Parent partnership • Housing agencies



		<p>causing concern in the wider community</p> <ul style="list-style-type: none"> • Little or no learning is taking place. 		<p>meetings.</p> <ul style="list-style-type: none"> • HT to contact ECM to discuss support available. • FTE reintegration meetings continue. • On-going attendance monitoring. • Restricted/reduced timetable negotiated with parents. 	
Level 5	<p>Alternative provision as intervention at every level has failed to achieve any improvement because the students' needs are perceived as being beyond any reasonable intervention from a mainstream school.</p>	<ul style="list-style-type: none"> • Student's behaviour cannot be addressed by the school systems/policies and permanent exclusion is imminent. • Students learning needs are not able to be met by mainstream classes/curriculum, even with support identified in statement awarded. 	HT EIS dept	<ul style="list-style-type: none"> • HT contacts AEC manager and advises that PEX likely 	<ul style="list-style-type: none"> • ECM/EIS provide alternative educational provision in the short term while specialist/longer term provision is sought.



Committee responsible for review: Students and Curriculum

Date ratified by Governing Body: 13th February 2017

Date of next review: November 2019