

Coombe Dean School Behaviour Policy and Procedures

Vision

At Coombe Dean, it is our mission to create an environment of high self-awareness and mutual respect, with each person taking responsibility for their own positive attitude. Our priority is to create confident, curious learners who excel academically and have positive self-esteem, resilience, teamwork and communication skills which will equip them for life in the 21st Century.

We seek to instil a culture of respect across our school where students are taught and encouraged to respect themselves, respect others and respect the environment around them. Coombe Dean's core values of Community, Integrity, Opportunity are integral to our school culture and teach students how to behave.

At Coombe Dean, we seek to use restorative approaches wherever possible to address concerns. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

We are committed:

- to challenge unacceptable behaviour if it occurs.
- to have a firm, fair and consistent approach to managing behaviour across the school.
- to have a shared understanding of sanctions and their application across the school.

Unacceptable behaviour will not be tolerated – it is a denial of the right of students to learn and teachers to teach. Consistency of approach and a collective responsibility for managing behaviour is likely to lead to even higher standards.

Aims

The aim of this policy is to provide clear guidance to parents/carers, staff, students and other stakeholders about the expectations of the school with regard to behaviour management and the methods used to maintain and promote an effective learning environment both within lessons and around the school.

Further, we wish:

- to promote an ethos of inclusion for all students.
- to support a school-wide system in which student attitudes and actions support effective learning and contribute to the quality of experience for all, in an orderly community.
- to encourage an atmosphere of self-awareness and mutual respect, where good discipline is the norm.
- to reward good work and effort in all aspects of student life.
- to provide a comprehensive system to investigate thoroughly student incidents.
- to work with staff, students and parents to resolve behavioural and disciplinary conflicts in a way which supports and reaffirms the school's aims.



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C Granville, Deputy Headteacher	

General Principles

We believe that effective behaviour management is at the heart of a successful and thriving school; positive behaviour creates a learning environment in which teachers can teach and students can learn - every child has the right to learn but no child has the right to disrupt the learning of others.

It also provides an environment where students and staff feel and are safe, respected and valued by other members of the learning community and are free from fear, bullying and harassment.

We are committed to:

- promoting good behaviour both inside and outside of the classroom.
- promoting self-esteem, self-discipline, correct regard for authority and positive relationships based upon mutual respect.
- ensuring equality and fairness for all.
- promoting consistent responses both to positive behaviours (rewards) but also to negative behaviours (sanctions).
- providing a safe environment for all staff and students that is free from bullying or any form of harassment.
- working with a range of external agencies to promote and encourage good behaviour and to engage in early intervention where we believe this is necessary.
- encouraging a positive relationship with students, parents/carers to develop a shared approach which involves them in the implementation of the School's policy and associated procedures.
- promoting an ethos/culture of praise and encouragement in which all students can enjoy and achieve. Working hard and playing by the rules will always be recognised and celebrated.
- ensuring absolute clarity about the expected standard of students' behaviour - ensure that the School Behaviour Policy is clearly understood by all staff, parents/carers and students.

Special Educational Needs and/ or Disabilities

At Coombe Dean we wish to promote an ethos of inclusion for all students; we are keen to ensure that we do not discriminate - through application of the Behaviour Policy - against students whose apparent inappropriate behaviour may be a function of their SEN, disability, racial and/or cultural background.

Staff should be aware that blanket policies, such as policies that provide a fixed sanction for a particular offence- e.g. an automatic suspension for a student who swears at a teacher- might put the school at risk of discriminating against disabled students. The policy might appear to have the advantage of consistency, but may discriminate because it fails to make reasonable adjustments for the disabled students for whom the swearing may be 'related to their disability'. Therefore, when intervening with apparent inappropriate behaviour, all staff must accept that there will be circumstances in which some students may be treated differently from others and are expected to take account of those individual student needs when applying sanctions. My Coombe Dean Plans will detail those with significant behavioural difficulties and the school's graduated response will see reasonable adjustments made on occasions where it is deemed fair.

A school's culture should consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Schools should consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. Schools with good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

Multi-Agency Approach

Any school with an inclusive ethos will experience times when some children and young people need a more personalised approach to address their specific behavioural or emotional needs. In some cases this will mean that sanctions and rewards are not the most appropriate means of dealing with behaviour, and other programmes of intervention and support may be used in conjunction with external agencies. Whatever the systems used, the way they relate to the overall policy should be seen to be fair. The importance of taking a multi-agency approach to behaviour management is central. Taking a student-centred approach, we recognise the lead we may be required to take in consulting and communicating with other agencies.

At Coombe Dean we aim:

- to have clear plans for students presenting with challenging behaviours and ensure staff are aware of them and;
- to put in place suitable support for students with behavioural difficulties;
- to build positive relationships with the parents of students with behavioural difficulties.

Subject Leaders have a responsibility to ensure that setting is designed for positive behaviour and staff are deployed according to their strengths, and the needs of the learners.

Home-School Agreement

Student Expectations

Students are expected to attend school and arrive punctually every day.

Students are expected to follow the basic standards and expectations of the school and be ready to learn.

Students are expected to follow all reasonable instructions and requests from staff.

Students are expected to cooperate with (and abide by) any arrangements put in place to support their behaviour, such as a My Coombe Dean Plan, a Behaviour Contract or a Safety Plan.

Students are expected to try their hardest in all lessons, respect their books and learning materials, respect the property of others and the displays of work in school.

Students are expected to have high standards of behaviour and show respect for all members of the school and local community at all times, acting as positive ambassadors for Coombe Dean School at all times.

Students are expected to come to and from school with the correct equipment and in the correct uniform, and will remove outdoor coats in classrooms and indoor spaces, such as the New Hall for Assembly. It is reasonable for a student to walk to their lesson with their coat on, but they should remove it while lining up to enter.

Students will not bring illegal drugs, cigarettes, alcohol, energy drinks, fizzy drinks, aerosols or chewing gum into school.

Students are expected to ensure that their mobile devices are switched off and put in bags, not to be seen, heard or used at all between the hours of 08.35am and 3.10pm.

Students are expected to celebrate the success of others and encourage each other to achieve high standards of education and behaviour.

Students are expected to respond positively and pro-actively to the support they are offered.

Students are expected to follow any sanctions which are issued and work to improve their behaviour to avoid further consequences.

Students are expected to take responsibility for their actions and make the most of restorative conversations and opportunities to re-engage in learning.

Students are expected to report bullying and abuse and severe breaches of discipline.

Students should never denigrate, harm or bully other students or staff in or out of the school.

Students are expected to read and commit to the Home-School Agreement.

Parent / Carer Expectations

Parents / Carers are expected to ensure that students arrive to school on time, suitably fed and rested every day, equipped to learn and in correct uniform.

Parents / Carers are expected to encourage their children to achieve their very best in school.

Parents / Carers are expected to encourage their children to have high standards of behaviour in and out of school.

Parents / Carers are expected to join the school in celebrating the success of their child's learning.

Parents / Carers are expected to respect the School's Behaviour Policy and the disciplinary authority of school staff.

Parents/ Carers are expected to help ensure that their child follows reasonable instructions by school staff and adheres to school expectations.

Parents / Carers are expected to ensure school staff are aware of any SEND-related or other personal factors which may result in their child displaying behaviour which is different to their usual presentation.

Parents / Carers are expected to work with the school to support their child's positive behaviour.

Parents / Carers are expected to attend meetings with senior staff or other school staff, if requested, to discuss their child's behaviour and take advantage of additional support.

Parents / Carers are expected to support any sanctions which are issued by the school including the application of immediate after school detentions if students are placed in the Reflection Room.

Parents / Carers are expected to support the school's restorative justice work.

Parents / Carers are expected to ensure that children are actively supported in undertaking independent learning and any work missed through absence.

Parents / Carers are expected to inform the school of any change in home circumstances which may affect a child's learning.

Parents / Carers are expected to approach their child's tutor, usually by email or by phoning the main school to pass on a message, to communicate any concerns, issues, queries, compliments and feedback.

Parents / Carers are expected to ensure that all holidays are taken during school holiday time.

Parents / Carers are expected to inform the school promptly of any change of home contact details.

Parents / Carers are expected to ensure that all communication with the school is undertaken in a respectful manner.

Parents / Carers are expected to attend parents' consultation and other relevant information evenings.

Parents/ Carers are expected to ensure their child understands that bullying and abuse in all its forms, including cyber-bullying, will not be tolerated.

Parents/ Carers are expected to read and commit to the Home-School Agreement.

**In sending your child to this school, it is accepted that parent(s)/ carer(s) and the child agree to these school expectations.*

Staff expectations

Staff are expected to treat students and their families with courtesy and respect.

Staff are expected to promote and model positive behaviour.

Staff are expected to ensure that the school environment and classrooms are in a fit state for use.

Staff are expected to intervene and take appropriate action where necessary when a breach takes place.

Staff are expected to promote an inclusive environment where all students feel safe and understand how to stay safe.

Staff are expected to plan and deliver lessons which engage and motivate students to achieve, taking account of their individual needs.

Staff are expected to provide a balanced curriculum to support the moral, cultural, spiritual, intellectual and physical development of students.

Staff are expected to celebrate the success of students in lessons, tutor time, assemblies and awards evenings.

Staff are expected to develop positive working relationships with students in their classes.

Staff are expected to communicate both successes and concerns with parents.

Staff are expected to use a range of behaviour management strategies and apply the school behaviour system consistently whilst reminding students of the school's high expectations daily during tutor time and in lessons.

Staff, wherever possible, are expected to de-escalate incidents.

Staff are expected to listen to students' perspectives of reported incidents.

Staff are expected to follow the School Behaviour Policy and use reasonable adjustments for students with identified or emerging needs.

Staff are expected to use information available to inform approaches to behaviour management.

Staff are expected to engage in restorative justice opportunities with students.

Staff are expected to work with all members of the school community where there are concerns regarding a child's behaviour to enable every child to succeed.

Staff are expected to ensure independent learning is relevant and set regularly on ClassCharts.

Staff are expected to keep families informed of their child's progress and attendance, and respond promptly and professionally to contact from families.

Tutors are expected to deliver planned sessions in tutor time which contribute to the development of the school ethos and to the development of students' personal qualities.

Staff are expected to read and commit to the Home-School Agreement.

Rewards

Our reward system seeks to recognise those who meet and exceed the behaviour standards expected at Coombe Dean and contribute to the quality of experience for all in the school community. We want to create an environment which encourages, reinforces and rewards good behaviour consistently.

Students are awarded points for conduct both in and out of the classroom. Points are awarded via our database management systems of either ClassCharts or SIMS and are listed under the school's values of Community, Integrity and Opportunity. Students can gain points for working well in class, completing independent learning to a good standard, being a supportive part of the Coombe Dean community, representing the school in an event, to give a few examples.

Staff, students and parents are provided with a personal login in order to monitor the points. Termly rewards take place to further recognise the efforts of students. Each term a student in each year group will receive the Community, Integrity or Opportunity Award for their year group.

We are proud of the positive learning and teaching environment that we create and we recognise the importance of rewards as an incentive for students to achieve their best. Staff and students are encouraged to celebrate success at every opportunity and a range of rewards exist for this purpose:

- Verbal Praise
- Freddo Friday –Awarded by the tutor
- Achievement Points (via ClassCharts)
- Attendance Awards – Weekly points for 100%
- Key Weeks – Attendance Rewards
- Positive Comments in exercise books
- Phone Calls Home / Email Home / Postcard Home / Text Home
- Community, Integrity, Opportunity Certificates
- Letter of Congratulations Home (excellent work, attendance, a specific achievement etc.)

- Silver Reward Trip – Bouncy Castle Play Afternoon
- Gold Reward Trip – Adrenaline Trampoline Park

Classroom Standards and Expectations

Our whole school behaviour and learning policy, which covers all aspects of school life, ensures students understand what it means to be ready to learn at Coombe Dean School. All sanctions are given through a central school system and are carefully monitored by the Behaviour Support team, Year Team Leaders and the Leadership Team.

The rationale underpinning our behaviour policy:

In March 2017, the DfE published the Tom Bennett's detailed report on behaviour in schools – '*Creating a Culture: How school leaders can optimise behaviour*'. The report concludes the way students behave in school is strongly correlated with their eventual outcomes.

When behaviour in general improves throughout a school the impact is:

- students achieve more academically and socially
- time is reclaimed for better and more learning
- staff satisfaction improves, retention is higher, recruitment is less problematic

In 2014 Ofsted published the national report '*Below the radar: low-level disruption in the country's classrooms*'. The report stated that the typical features of low-level disruption include students:

- talking unnecessarily or chatting
- calling out without permission
- being slow to start work or follow instructions
- showing a lack of respect for each other and staff
- not bringing the right equipment
- using mobile devices inappropriately

The findings from that report show that teachers, parents and carers are rightly concerned about the frequent loss of learning time through low-level but persistent disruptive behaviour.

What does the evidence say about behaviour interventions?

The Education Endowment Foundation (EEF) shows that behaviour interventions add, on average, three months of additional progress per year (EEF +3). The findings state: school-level behaviour approaches are often associated with improvements in attainment. Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on students' learning.

Our aims are:

1. to maintain a culture of achievement, ambition and learning everywhere in the school, and ensure no learning time is ever wasted.
2. to provide complete clarity for all staff and students about behaviour standards, school expectations and the consequences of misbehaviour.
3. to encourage all students to take responsibility for their own choices and actions.

4. to support teachers to deliver engaging and creative lessons.

Our whole-school behaviour system relies on all staff using it in a fair and consistent way. No other sanctions for behaviour are used within the classroom.

Behaviour Expectations

Students will show they are ready to learn by adhering to 6 clear classroom expectations:

1. Be ready to learn and enter in an orderly manner.
2. Be positive. Attempt all tasks set.
3. Follow adult instructions- including seating arrangements.
4. Respect each other and listen well.
5. Be proud, stay on task, work hard.
6. Only drink water- only in lessons where permitted.

If a student fails to meet an expectation they are given a **clear verbal warning** by the member of staff and if they do not correct their behaviour, the **second warning** is given by the teacher writing their name on the board. If the student fails to meet another expectation during that lesson, they will be **sent to our Reflection Room for five lessons, and for an hour after school**. At this point, the teacher will press the three buttons on Classcharts to indicate the reasons the student has been sent to the Reflection Room. Eg. RTL1, RTL4, RTL5. Teachers are expected to take a nuanced approach when dealing with students who are getting it wrong; teachers may use, for example, non-verbal approaches to try to support the student to get back on track before issuing the next warning. We would hope students would respond positively to this but, if there is a case of persistent (low-level) disruptive behaviour, the teacher may deem it necessary to give out warnings or to send the student to the Reflection Room.

When a student is sent to the Reflection Room, a parent is contacted by phone or, when uncontactable by phone, an email is sent by the Reflection Room staff. The teacher will have a restorative conversation with the student during the period the student is in the room; the teacher will also contact the parent by phone and explain the reason their son/ daughter failed in their lesson.

During their time in the Reflection Room, students will undertake a behaviour reflection activity and complete their school work under examination conditions. All students will also undertake silent reading and have separate breaks/ lunches to the main school. Students must complete the appropriate work in the Reflection Room. Staff (including RR staff) should take consideration of the My Coombe Dean Plan when supporting young people and understanding their context.

Break and lunch times are spent in the Reflection Room, but students have the opportunity to eat, drink and visit the toilet.

Guidelines for giving warnings in lessons

Our aim is not to issue as many sanctions as quickly as possible. We expect incredibly high standards of behaviour but it is also important that relationships between staff and students remain a strength of the school. We are committed to working WITH our students, and staff must use language and strategies that

give students opportunities to modify their behaviour quickly and hopefully avoid a sanction in the first place.

Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)

A school should not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

Schools should consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

Schools should consider whether a pupil's SEND has contributed to the misbehaviour and, if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2010 and school's guidance.

The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

With this in mind, it is essential that staff know students' learning needs as identified in their My Coombe Dean plan (if applicable).

A common language

It is essential that warnings are given in a fair, firm and consistent way across the school, by all teachers, including supply and cover teachers. Staff should always try to use language to de-escalate situations.

It is also important that all staff use a common language when giving warnings. For example:

"Adam, I'm giving you a warning as you are talking, when you have been politely asked to listen. You have failed to meet RTL4 and your name has been placed on the board. You need to be ready to learn for the rest of the lesson."

"Leah, you are having an off-task conversation. This is the second time you have shown you are not ready to learn; that's a warning. I am placing your name on the board for failing to meet RTL5 expectation."

Starting lessons - Threshold

In most cases, unless there is a health and safety issue, students will arrive and line up outside the classroom waiting for the teacher to invite them in. It is useful to have a well-established routine for entry and staff will have practised this expectation routinely with their class to ensure all students know and understand how to get it right.

All staff should expect students to:

- unpack promptly

- have appropriate equipment/resources/books
- quickly get on with the Silent Starter task

Whilst students are unpacking, there may well be some noise (but there should not be any chatter!). Students are expected to enter the class in silence and to get on with their silent starter activity.

During the lesson, as the teacher, staff must signal to students if silence is needed. Staff need to indicate this by saying:

“I’m expecting you now to be ready to learn in 5... 4... 3... 2... 1. Thank you”. Alternatively, staff could choose to use the ‘Hands up’ signal.

Establishing purposeful work – Silent Starter Task

Students work in silence; this should be communicated very clearly to students. For example:

“As you know, we always have a silent starter activity. We’ll now be working in silence for 5 – 10 minutes. Obviously, if you talk or make a deliberate noise during that time, you will receive a warning”.

Countdowns

Countdowns are a very good way of indicating to students that staff want them to be silent and to listen, and it is recommended that all staff use them. As soon as staff get to “1”, a warning must immediately be given to any student still talking.

Forewarning

If students are really engrossed in, for example, a group discussion, then it might be unreasonable to expect them to switch immediately to silent listening within 5 seconds. In these cases, staff should forewarn students that they need to get ready for that. For example: “(Over student discussion) 30 seconds left... 20 seconds... 10 seconds... 5... 4... 3... 2... 1”.

Collective reminders

Sometimes, a member of staff may wish to draw attention to the ready to learn expectations, without giving a warning to an individual student. In such situations, a collective reminder to the whole class would be more appropriate. For example, if the class is working in groups and you notice that one group’s conversation appears to be straying away from the set task, staff may say:

“I’d like to remind everyone that off task conversations are for social times. I don’t wish to have to give anyone a warning about this.”

No ‘scatter gunning’

Once a warning has been issued, staff should try not to issue a second warning within 30 seconds of the first. Staff need to allow some take up time. For example, if a student disagrees or argues with their

teacher about the warning, then the member of staff should tell the student that they will discuss the issue at the end of the lesson and that if they continue to argue they will have no choice but to send them to the Reflection Room. For example:

“It wasn’t me, it was him. It’s not fair...”

“Sam, I will discuss this with you at the end of the lesson. If you continue to argue I will have no choice but to send you to the Reflection Room”.

This approach turns it back on the student to make the choice. Staff should then turn their attention back to the lesson to give the student time to consider their response. Silence usually means acquiescence.

It is important to allow students time- they will often grumble but it is often best to ignore and move on.

Calling out

If a student calls out (and is genuinely engaging with learning) they should not be given a warning. However, if a student repeatedly calls out in a way that is unhelpful for learning, staff might say to them:

“I know you are only trying to answer the question, but you have called out too many times, which is unhelpful for other students. If you call out again, I will have to give you a warning.”

Behaviour Expectations

Behaviour which interferes with student learning or prevents a member of staff from teaching is not acceptable. In the same way that students are rewarded for their positive contributions, any misdemeanours are recorded through our data management systems of Classcharts and SIMS. Students will be given a red card detention for out-of-class behaviour incidents such as running around the school site, or eating outside of a designated area. These behaviour incidents are recorded so that tutors and teachers gain an overall picture of student conduct. This will be reported as part of the information sharing with families.

Managing Behaviour in the Classroom

Teachers at Coombe Dean are highly skilled and qualified in behaviour management techniques. Our whole ethos of building relationships, positive self-esteem and mutual respect are vital to the smooth running of lessons. Thus, teachers use a variety of strategies to engage and motivate young people including the use of strategic seating plans, scaffolded work, deliberate pairings and groupings for work, identified students used to feedback to the class, lead learners, self and peer assessment to name a few.

The Department for Education Teachers’ Standards document (Part One: Teaching – Section 7 – Manage behaviour effectively to ensure a good and safe learning environment) states:

A teacher must:

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

Classrooms are a place of learning and we have high expectations for student behaviour in lessons.

Often it is doing the simple things that can make a difference with behaviour.

Managing Unacceptable Behaviour Outside of Lesson

We expect high levels of behaviour from students both inside and outside of the classroom. The latter will include:

- behaviour in the corridors and communal areas of the school.
- behaviour at break, lunchtimes, after school clubs/activities.
- behaviour whilst representing the school e.g. fixtures, events, trips, work placement.
- behaviour on the way to and from the school; in the community, on the bus, etc.
- behaviour outside of school if it impinges on the well-being of other students and/or staff (e.g., via social media networks, etc.).

We expect students to:

- show respect for each other in the way that they talk to each other and behave towards each other.
- show respect for adults in the school community.
- look out for each other.
- show respect for the physical environment. This includes not dropping litter or knowingly damaging school property/ the damage of others.
- behave calmly and safely so that no other student is placed at physical risk.
- refrain from any activity that could be regarded as bullying or harassment of others.
- show equality and fairness to all members of the school community and not to act in a way that could be regarded as prejudiced or discriminatory.

When moving to and from lessons and at other social times, the key rules are:

- keep to the left
- move around responsibly and safely, especially on the stairs.
- line up quietly outside classrooms.
- be considerate of and helpful towards others, especially younger students.
- eat/drink only in designated places.

- respect the environment by taking the responsibility to pick up litter even when it is not your own.

Red Cards- out of classroom standards and expectations

Students will receive a 'Red Card' for any of the following:

1. Late to school without a valid reason or extenuating circumstance.
2. Running, shouting, eating or drinking in the corridors.
3. Taking hot food out of designated eating areas.
4. Leaving/dropping litter anywhere other than in the bins.
5. Pushing/shoving in corridors or the canteen queue.
6. Being out of bounds.
7. Incorrect uniform without a note from the tutor.
8. Missing equipment or PE kit vital for the current lesson with no note from the tutor.
9. Gathering in large groups and/ or exhibiting boisterous or unsavoury behaviour.

If a student fails to meet one of the above basic expectations, an adult will tell them that they have a 'Red Card', and that they must serve a 20-minute detention the following day. Students will be informed by their tutor (during tutor time) that they have a red card detention. Teachers will alert students in receipt of a 'Red Card' via the student tag on Classcharts/ SIMS. Red Card detentions will be held in the Maths corridor, (unless informed otherwise) and students are expected to arrive within 5 minutes of the start of break.

If they fail to attend, the following day they will receive an after school detention.

Where behaviour outside of lessons is deemed to be in serious breach of school expectations, for example physical assault on another student, theft, vandalism, verbal assault on a member of staff, a student may be placed in internal or external reflection or be issued with a Fixed-Term Suspension. A student who brings a prohibited item into school (knives or weapons; alcohol; illegal drugs and psycho-active substances; stolen items; tobacco and cigarette papers/ e-cigarettes/ vapes/ vape liquids; fireworks; pornographic images) is deemed to be in serious breach of school expectations too. The Education Act 2011 grants authorised school staff the power to search. In reality, it is exceptionally rare that we have need to exert this authority, as students are well educated and understand that it would be foolish (and against the law in some cases) to bring prohibited items into school. However, schools need to have a policy which shows how those rare incidents will be dealt with. The *Searching and Screening Policy* can be found on the school's website.

Students with a record of unacceptable behaviour will not be entitled to participate in trips, visits and exchanges. Students whose behaviour on a school trip is in breach of school standards and expectations will be issued with a sanction.

Mobile Phones- Phone Free Zone

Whilst students are on the school site – between 08.35 and 15.10 - mobile phones should be switched off, in their bags and not used during the school day. A warning bell sounds at 08.35 to remind students to move towards tutor time, finish their phone interaction and ensure it is **turned off**. They must hand

over to a member of staff any phone that is seen or heard who in turn will arrange for safe-keeping at Main Reception. If confiscated more than once during a term, a parent/carer will be required to collect it from Main Reception. If a student refuses to hand it over, they will be placed in internal reflection. If they refuse to hand it over whilst in internal reflection, they could face a suspension.

Post-16 students are not to use their phones/headphones around the site – the only exception is in the Sixth Form Centre, where they are permitted to use their devices in the Common Room area only. Teachers may choose to allow students to use devices within a lesson for a learning context; clear instructions will be given for this, should it be required. If members of staff see a Post-16 student using a mobile device outside of the Sixth Form Centre, this should be challenged and they should be asked to put it away. If there is a persistent issue with a particular student breaking these rules, staff should inform the Head of Post 16 and the Post 16 Administrator.

Detentions

Students have to attend detentions and we would expect parents/carers to support the school with this important sanction. The Department for Education cites the following in the '*Behaviour in Schools-September 2022*' document:

'A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go home or to break.

When used, it should be done so consistently and fairly by staff. This process should be well known to all pupils and staff.

What the law allows

Teachers have authority to issue detention to pupils, including same-day detentions.

A school's behaviour policy should make clear that detention (including detention outside of school hours) can be used as a possible sanction.

Matters schools should consider when imposing detentions

Parental consent is not required for detentions.

With breaktime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

School staff should not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

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

- whether parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely; and
- whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.'

Managing Unacceptable Behaviour Outside of the School

At Coombe Dean School we have high expectations of the behaviour of our students when off school premises. This includes behaviour on activities arranged by the School, such as work experience placements, educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing the school uniform in a public place. As such this policy has the following objectives in regulating behaviour off the school premises:

- To maintain good order on transport, educational visits or other placements such as work experience or school courses;
- To secure behaviour which does not threaten the health or safety of students, staff or members of the public;
- To provide reassurance to members of the public about school care and control over students and thus protect the reputation of the school;
- To provide protection to individual staff from harmful conduct by students of the school when not on the school site.

To that extent, the school will:

- work with transport providers to agree how behaviour on public transport should be addressed.
- show students what we mean by positive behaviour on the bus through educating them/ showing them videos
- make explicit statements about how rewards and sanctions (including loss of access to transport by way of a school bus ban, usually for a term) can improve behaviour.
- make our expectations of out of school behaviour clear through the assembly programme.
- work with Work Experience providers to ensure the school and provider have clear expectations of standards of behaviour and procedures to use in the case of poor conduct.
- liaise with members of the local community such as retail staff, local residents and Police to establish clear communication routes and operational strategies, particularly to manage complaints by individuals in the community.
- ensure that all parents/carers and students are clear about behaviour standards on school trips through letters and formal meetings.
- ensure that a contact strategy should be given to a Senior Leader so that advice for staff is available in a crisis, particularly on residential trips and international trips.

Coombe Dean School will not tolerate abuse or intimidation of staff by students when not on the school site, and when not under the lawful control or charge of a member of staff of the school.

Staff are made aware that:

- they have the same rights of protection from threat as any citizen in a public place;
- they should use their professional judgement about immediate action to take in circumstances where a number of young people are present and displaying intimidating behaviour;
- their first concern must be for their own personal safety;
- they should make clear that the student has been recognised, even if in a group of young people;
- they should then use their judgement about how to leave a difficult situation without provoking further confrontation;
- staff who feel that they have been subject to abuse or intimidation by students outside of school should refer the issue in the first instance to a senior member of staff.
- the school will apply disciplinary sanctions and restorative approaches/ procedures as appropriate at a suitable time when the student is in school.

Record Keeping and Monitoring

All incidents are recorded and kept so we can improve policies and practices.

The school maintains accurate records of behaviour incidents using Classcharts predominantly, or SIMS.

All racist incidents and bullying incidents are reported on our Safeguarding system (CPOMS), and routinely monitored by SLT, and are available to the Local Authority, upon request. For racist incidents, staff are required to complete an additional report. The reports are kept in the Inclusion Base and need to be uploaded to CPOMS once completed.

The school has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and has advised staff of the correct procedures for recording statements. Parents, and other outside agencies, may request access to all records pertaining to their child/ a particular student at any point; it is therefore imperative that record-keeping is accurate.

The school monitors behaviour incidents in order to identify issues and trends. This information is used to provide further intervention or support as is required for individuals or for identified groups of students who cannot meet the school behaviour expectations.

Staff receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcome of referrals.

The school ensures that its student record keeping systems provide analysis of the impact of its behaviour policy on particular groups of students and in respect of special educational needs, disability, ethnic origin, gender and children in public care.

The school evaluates its policy against key improvement priorities identified in the School Development Plan and reviews its effectiveness.



Linked Policies

Attendance Policy
Uniform Policy
Safeguarding and Child Protection Policy WeST September 2023
Safeguarding Staff from Abuse Policy WeST 2023
Anti-Bullying Policy
Drugs Policy 2020 WeST
E-Safety Policy
Search and Screening Policy
Exclusion Policy WeST 2022
Equality, Diversity and Inclusion Policy- WeST

Linked Documentation

Child on child sexual violence and sexual harassment between children in schools and colleges
Teaching and Learning Principles and Expectations
Equality Act 2010
Use of Reasonable Force- Advice for Headteachers, Staff and Governing Bodies July 2013

Monitoring and Evaluation

This policy will be due to be reviewed in 1 year or earlier if legislation or practice should change significantly in the meantime.

Coombe Dean School works within the parameters of this policy and takes cognisance of the following
Research and Documentation:

Behaviour in Schools- July 2022 DfE Guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089687/Behaviour_in_Schools_guidance_July_2022.pdf

'Improving behaviour in schools guidance report' Education Endowment Foundation, June 2019

https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf

'Behaviour and discipline in schools – Advice for headteachers and school staff', Jan 2016

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

'Exclusion from maintained schools, academies and pupil referral units in England', Sept 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

'Searching, screening and confiscation', January 2018

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

Advice from Charlie Taylor (Government's Expert Adviser on behaviour in schools) published in 'Getting the simple things right: Charlie Taylor's behaviour checklists'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/571640/Getting_the_simple_things_right_Charlie_Taylor_s_behaviour_checklists.pdf

'Creating a culture: How school leaders can optimise behaviour. Independent review of behaviour in schools' – Tom Bennett, March 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf

'Use of reasonable force in schools', July 2013

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

'Behaviour and discipline in schools: guide for governing bodies', July 2013.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies>

Tom Bennett's Running the Room