

**FILEY SCHOOL  
COAST AND VALE LEARNING TRUST**

**Behaviour for Learning Policy**

**HISTORY OF DOCUMENT**

<b>Issue No.</b>	<b>Author</b>	<b>Date Written</b>	<b>Approved by Governors</b>	<b>Comments</b>
<b>1</b>	<b>J Emmerson</b>	<b>February 2023</b>		
<b>2</b>	<b>A. Pickering</b>	<b>November 2023</b>		<b>Amendments made to Sections 6, 13 &amp; 14 regarding racist incidents and Internal Exclusions. Addition of Section 16 – CVLT Whistleblowing Policy</b>
<b>3</b>	<b>A. Pickering</b>	<b>August 2024</b>		<b>Amendments made to Sections 1,3,4 &amp; Appendix A.</b>

## 1. Aims & Outcomes

Filey School has a firm commitment to putting the needs of our learners at the heart of our practice. Our whole school community deserves to work and learn in a safe and respectful environment. We have created a nurturing school which allows learners to succeed regardless of gender, race, background, or ability so they engage positively with their learning and show integrity in all that they do. We want all learners to value their education and 'Be the best they can be'. To achieve this, we focus on:

Embedding a whole school community ethos of respect, whilst building positive relationships between students, parents/carers and staff.

Recognising relationships are key to learner's success, and where our young people fall below our high expectations, we will build on these positive relationships to ensure all our learners have a positive educational experience.

Encouraging learners to take pride in all that they do and use appropriate praise to recognise our school values; **Leadership, Engagement, Ambition, Respect & No Excuses (LEARN)**

Learners understand the difference between right and wrong, so they are prepared to be responsible citizens in 21st century Britain.

Standards of behaviour in our school rely on collective actions, we depend on each other. All school staff have a professional responsibility to ensure the guidelines of this policy are followed.

## 2. Legislative Context

### Equality

The school is aware of its obligations under the Equalities Act 2010 and our public sector equality duty. The school takes all forms of prejudice seriously, and we maintain logs on bullying, homophobic, racist and sexist or harmful sexualised behaviour incidents. These are monitored and appropriate actions and interventions put in place. The academy maintains logs and analyses behaviour data by ethnicity, gender, sexual orientation, pupil premium and special educational need status to identify if students from any protected group are disproportionately affected by our Attitude to Learning policy. Trends and patterns identified are discussed at Local Governing Committee, Leadership Strategy, Director of Learning and Trust Board meetings.

### Legislative Reference

- Equalities Act 2010
- Sections 90 & 91 of the Education and Inspections Act 2006 detailing the general power to discipline
- Section 94 of the Education and Inspections Act 2006 detailing powers of confiscation
- Education Act 2002

## Statutory Guidance Documents

- Behaviour and discipline in schools: Advice for governing bodies, September 2015
  - Behaviour in Schools: Advice for headteachers and school staff, July 2022
  - Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England, July 2022
  - The Equality Act 2010 and Schools: Departmental advice for school leaders, school staff, governing bodies and local authorities, May 2014
  - Searching, Screening and Confiscation: Advice for schools, July 2022
- Use of reasonable force: Advice for headteachers, staff and governing bodies, July 2013
- Exclusion from maintained schools, academies and pupil referral units: A guide for those with legal responsibility for exclusion, September 2017

## 3. Everyday Routines

Filey School has a firm commitment to putting the needs of our students at the heart of our practice. Policies and practice are therefore designed to promote an environment conducive to learning, ensuring high achievement for all young people, irrespective of their differing needs and ensuring students are respectful. To this end, students are asked to;

- 1.1. Arrive in school and at lessons punctually and prepared to learn. Students arriving late to school or lessons which are disturbing the learning of others may be required to undertake after school detention.
- 1.2. Bring appropriate equipment;
  - Planner
  - Black pen, green pen, Pencil, Ruler, Scientific Calculator, P.E. Kit, reading book, exercise books/folders and other equipment that may be necessary.
- 1.3. Comply with the school uniform policy – failure to comply with the school’s uniform policy may result in internal isolation. It may be appropriate for a student to be asked to go home and change after contacting their parent/guardian.
- 1.4. Adhere to standards commonly accepted by society and act in a polite and courteous manner.
- 1.5. All members of the school community are expected to treat staff and themselves with respect. Students are expected to comply with reasonable requests or instructions made by staff on the first time of asking.
- 1.6. Students are expected to have regard for their own safety and that of others.
- 1.7. Leave the school grounds at the end of the school day unless engaged in extra-curricular activities. The school provides a secure and safe environment for students, and all students must remain on site throughout the school day.

Poor behaviour and low-level disruption undermine the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated, or threatened.

The Local Governing Committee (LGC) believes that students should be encouraged to adopt behaviour that supports learning and promotes good relations. This behaviour policy seeks to encourage young people to make positive choices and reinforces those choices through praise: this is closely linked to the School’s Assessment Policy via Attitude to Learning reports and its mentoring and rewards system. The LGC recognise that even when encouraged to make the right choice, some students will occasionally make choices that threaten their own learning or that of others. A series of strategies will then need to be used to bring about changes to these behaviours. The aim of these strategies is to encourage students to comply with the school rules and re-engage with learning. In some circumstances, the LGC and Headteacher will need to act to ensure that the behaviour of a minority does not undermine the education of the majority or threaten the well-being of others, the school, or its community. This may result in exclusion from school.

## 4. Rewards & Recognition

Filey School recognises the use of rewards to motivate students and as recognition of students whose efforts meet our expectations. There are a number of ways students are praised and rewarded, for example:

- The use of Attitude to Learning - All students receive ATL reports throughout the year which recognises the effort they are making across their subject areas. This is sent to parents. Students whose effort and attainment are particularly high are invited to an awards ceremony at the end of each term.
- Golden Ticket – Students receive a golden ticket for exemplary work/behaviours in line with school values of Kindness, Respect, Integrity and Teamwork. Every staff member can hand out one golden ticket each week. At the end of each week a raffle is drawn from the tickets to award the student of the week. At the end of each term a raffle is drawn from the tickets of top merit winners, Student of the week, Student of the term, to award high tariff prizes.
- Weekly awards for merits, including merit badges
- Prom – students reaching the end of Year 11 whose effort has met our expectations will be invited to attend the school prom.
- End of Term Awards for Attitude and Effort
- Praise on a daily basis from staff
- Attendance awards for students with high attendance or improved attendance

## 5. Teaching Of Good Discipline

Many different elements of the school curricula focus on our students' personal development and well-being and, as such, support our students to grow and develop a good set of personal values and habits. This is promoted through a wide variety of curriculum experiences including assemblies, tutor time, curriculum area SMSC links, careers, mentoring, extra-curricular experiences, Relationship and Sex Education and LIFE lessons etc.

## 6. Sanctions

Unsatisfactory behaviour at the Filey School will neither be ignored nor tolerated. We recognise that young people will make mistakes and on occasions may behave unsatisfactorily. We understand that not all behaviour is always choice behaviour in moments of high emotion, but **all** behaviour is communication. We do not serve children well if inappropriate behaviour is condoned by adults and excuses are made for poor choices. We believe that appropriate boundaries and positive habits of behaviour are best reinforced through the application of timely and proportionate sanctions.

Staff will sanction a student if they misbehave, act unsafely, irresponsibly, disrespectfully, if they break a school rule or fail to follow a reasonable instruction issued by a staff member. Filey School operates a hierarchical sanctions system, with sanctions proportionate to the misbehaviour being challenged. Filey School staff (and in particular teaching staff) will make use of a range of behaviour management strategies and sanction to support students, including:

- A verbal reprimand (a reminder or warning)
- A visual reprimand (a logged warning on the Consequences board)
- Changing a student's position in class
- Removing a student from a classroom
- The setting of written reflective or restorative tasks
- Withdrawal of privileges and social time with peers
- Community/restorative opportunities
- Issuing sanctions (such as detentions of varying length and at different times of the day)

- Report cards and behaviour contracts
- Time spent in our Consequences Room
- Referral to the Access to Learning Centre
- Direction to a neighbouring school in the Trust
- Risk assessments
- Pastoral Support Plans
- Managed moves
- Attending an alternative provision programme
- Suspension
- Permanent exclusion

In cases where damage to school property has occurred, students and their families may be asked to make a full contribution to covering the cost of the damage or clean-up required.

When issuing a sanction, staff will show a positive regard, focusing on teaching and modelling the expected behaviours and restoring the relationship with the student. The focus of sanctions will not purely be punitive but will provide guidance to students so they can make positive changes so that unsatisfactory behaviour is not repeated and so that students have opportunities for both self-reflection and to repair any harm caused.

When issuing a sanction...

...staff will do all they can to:	...staff will avoid:
<ul style="list-style-type: none"> <li>● Reprimand in private wherever possible - it secures a more positive response</li> <li>● Remain calm and listen</li> <li>● Use first names</li> <li>● Allow time and space to a student who may be exhibiting an angry response</li> <li>● Praise the student where they are demonstrating that they are taking responsibility for their action</li> <li>● Be fair and consistent</li> <li>● Use the minimum sanction to achieve the desired outcome</li> <li>● Re-integrate the student to class</li> <li>● Seek closure - ensure the student always knows that they have a fresh start and show how relationships can be re-built</li> <li>● Get support from a trusted colleague (New Face) or take the student to a new location where they feel safe (New Space)</li> </ul>	<ul style="list-style-type: none"> <li>● Public confrontation wherever possible</li> <li>● Humiliation</li> <li>● Over-punishing</li> <li>● Any blanket punishments</li> <li>● Jumping to conclusions</li> <li>● Overreacting</li> </ul>

## 6. Consequence System

The 'Consequence System' is designed to give students choices. Its principal role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the student's own learning or that of others. If unchecked, this sort of behaviour disrupts learning and undermines the authority of the teacher. 'Consequences' is not a replacement of classroom management techniques and will not compensate for poor teaching and unstructured lessons.

All classrooms have a Consequences board. The teacher will verbally remind students of the conduct that is expected. As well as the verbal reminders from the teacher, this serves as a visual reminder so that a student knows they have a chance to correct their behaviour at C1 (first warning), C2 (second warning) or C3 (third warning) before a formal sanction is given. A student on a C3 could be moved by the teacher in the seating plan to give them a further opportunity to re-focus. SLT and Pastoral staff regularly visit classrooms. If a student appears on a C2 or C3 on the Consequences board then they should expect to be spoken to by the member of staff and encouraged to make a positive, immediate change in their behaviour. A student who persistently appears on the Consequences board should expect to receive a poor behaviour grade on their Attitude to Learning report for that subject in that reporting cycle. A phone call or in-person meeting with parents/carers will also take place.

The 'Consequence System' works in conjunction with a progressive system of structured intervention designed to address underlying causes of poor behaviour wherever possible. Governors are keen to ensure a fine balance is met, between the use of consequences, internal suspensions and fixed term suspensions to deal with persistent disruption, and their impact on the individual's ability to re-engage with their learning.

Please see;

- Appendix A – Behaviour For Learning actions for staff
- Appendix B – The Consequence Sequence
- Appendix C - Detentions
- Appendix D – Searching students in school
- Appendix E – C5 – C7

When students have reached 40 days' exclusion Governors recognise that the school is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others. In addition, Governors recognise that the individual concerned will have lost at least 40 days learning through this process, and it would be unlikely that the school could offer any other reasonable support at that time. At this point or at any other time in this process, the Headteacher may seek a respite move to another school, organised through the Local Behaviour Collaborative (stays on school role and returns in September, irrespective of the time of year). If the respite move breaks down before the end of the academic year, this is likely to result in a permanent exclusion.

## 7. Mobile Phones and other electrical devices

Students are allowed to bring mobile phones into the school, provided that they are switched off at the school gates on entering school and not switched back on until students leave the school grounds at the end of the school day. During the school day they should remain hidden from view, in the bottom of a school bag or coat pocket. Identical restrictions apply to all other electrical devices; smart watches, ear buds or wireless earphones, music players, etc. Students in Consequences or Internal Suspension will be expected to hand in their electronic devices on arrival. They will be returned to the students at the end of the day.

Should students not adhere to these rules, the item will be confiscated and placed in a secure place until a responsible adult can collect it. On collection, a letter will be issued to the adult asking them to take steps to encourage compliance with the rule in the future. For a first offence, the student may collect it themselves at the end of the school day. Any mobile phones still held at the end of each half term will be returned to the individual concerned.

## **8. Reset Intervention**

As stated above, sanctions have the biggest impact in changing a student's behaviour when they have clarity and immediacy. If a student owes a number of sanctions, then this becomes impossible. In this scenario, a student may be referred for a Reset intervention during which they will:

- Complete the time owed relating to sanctions in a short block of time
- Be allocated a staff mentor
- Receive a new planner from the school to signal a reset.
- Be placed onto report
- Receive a phone call home at the end of each week to celebrate success

## **9. Referral to the Access to Learning Centre**

Students who require significant intervention to bring about changes in their behaviour may be referred to the Access to Learning Centre (ALC) for an agreed period of time. During this time students will complete work set by their class teachers and also undertake a bespoke nurture curriculum, based on teaching them to be safe, be respectful and be responsible and giving strategies to modify how they communicate through how they behave. Towards the end of the placement in the ALC, students will be supported to return to some lessons and social time and given a chance to show that they can be successful. The ALC opens daily from 8:40am to 3:10pm and students have a bespoke break and lunchtime. It is staffed by a trained ALC Manager and other supporting staff. Often, students will receive support and intervention from external agencies during their time in the ALC. Should the placement in the ALC not be deemed successful then a re-referral may be made at the end of the placement. However, the aim is to support students back into their mainstream curriculum successfully.

## **10. Direction to Off-Site Alternative Provision**

Where there has been repeated and persistent disruption and defiant behaviour, a student may require an Alternative Provision placement for a specified period of time.

The Headteacher reserves the right to direct students off-site for education to help improve their behaviour and meet need and to commission high quality alternative provision for students if appropriate. Alternative provision will differ from student to student but our guiding principles are that students:

- Realise good academic attainment on par with the mainstream academy (particularly in Maths and English), with appropriate accreditation and qualifications
- Achieve improved student motivation and self-confidence, attendance and engagement. Have clearly defined objectives for the next steps in education, including reintegration to mainstream education, progression to further education or training or employment
- Receive high quality personal, social and academic support
- Any provision will be full time in total (but may be a blended combination of different placements or involve a combination of mainstream and alternative provision). Some students may be on a reduced reintegration timetable as part of an agreement between parent/carer and the school.
- Alternative provision is appropriately registered and meets the relevant safeguarding
- All alternative provision will be inspected prior to any placements.
- Be time bound and subject to regular review

Once a student has been directed offsite, the placement will be reviewed by SLT each half-term and student's attendance will be checked daily with visits made to the provision to check on the student. Parents/carers will be engaged in the decision to direct a student off-site, and information about reviews will be provided to the parents/carers (and to the local authority for students with statements of special educational need or education and health care plans (EHCP)). Parents/carers and, where the student has an education and health care plan, the local authority, may request in writing that the school reviews the placement to ensure the provision achieves the aims listed above. The school will comply with this request unless there has been a formal review within the previous 10 weeks.

At the end of any placement the school will seek an end of placement report from the alternative provision provider and will seek the student's views (if appropriate) as to the success of the placement in order to inform future planning.

## **11. Managed Moves**

For a managed move to take place there needs to be agreement between the School, the parents and the new school that a managed move should occur. A managed move is a permanent move to a new school. Before a managed move is agreed to, the pupil may be directed off-site (refer to previous section) to attend the new school for a period to ensure that the new school would be suitable for them. At the end of this off-site directed period, the relevant parties (including the parents) will review the placement before a decision is taken about whether the move becomes a permanent managed move.



## 12. SEND and Reasonable Steps

Filey School is an inclusive school and welcomes all students who are a part of our community. Students with special educational needs or a disability (defined in the Equality Act 2010 as a “physical or mental impairment that has a substantial and long term negative effect on your ability to do normal daily activities”) are entitled for reasonable adjustments to be made in order to ensure that they are able to access and benefit from the full services provided by the school. In applying its behaviour policy, the school starts from the viewpoint that all students have the capacity to behave positively, but recognises that some students will require personalised support to allow them to do so, and that it might take longer for some students to be able to learn how to behave in certain situations. When applying sanctions, staff will consider a student’s SEND status, and will not sanction a student for any behaviour that follows as a direct result of a SEND need. For example, no student with Tourette’s Syndrome would be sanctioned for talking in class if they made involuntary noises; no student with an autistic spectrum condition would be sanctioned for rudeness if they weren’t able to hold eye contact with a staff member; nor would a student with ADHD be sanctioned for fidgeting.

Equally the school will not make blanket assumptions of the behaviour of a student based on generic labels of a particular type of special educational need or disability. For example, ‘autism spectrum condition’ covers a broad range of children and no two autistic children are identical. Instead, the academy will use SEND information and the guidance and advice of our expert SENDCo as a starting point in getting to know the individual child, and staff working with these students collectively (and with input from parents and carers) over time will build up an individual knowledge of the capacity of a child. Filey School may however sanction misbehaviour for students with special educational needs when this is not directly linked to their SEND need. Not to do so, would mean a crucial part of their support was missing and that the school was not reinforcing appropriate boundaries for students whilst at school. It is not in the best long-term interests of students with special educational needs not to address misbehaviour as this does not prepare them for the wider world beyond school.

Regular rules and routines also form part of a student’s security and safety feeling, and it is important that all students are provided with a safe and predictable environment whilst at school. Filey School has a duty to its staff and to other students to ensure that the school is a safe environment for all. The key questions staff will ask when determining sanctions for students with special educational needs or a disability are:

- Was the behaviour a direct result of their special educational need or disability? (as illustrated above)
- Has the student had sufficient education and support to understand the rule they have broken?
- Does the student lack a more fundamental cognitive capacity to understand choice and consequences in relating to that incident? This consideration is not a formal or written process but is a dynamic consideration undertaken when issuing a sanction.
- Does the student’s My Profile need reviewing to meet their needs.

Parents and carers of students with SEND are encouraged to communicate with the Senior Leader for Engagement & Safety and SENCO regarding their child’s individual needs and this should be done openly and in advance so that school is informed of these views and can take them into consideration when putting in place support plans for students with SEND. Students with education and health care plans (EHCPs) may be supported differently to the processes detailed in aspects of this policy.

### **13. Internal and fixed term suspensions**

Internal suspension involves a student being placed in isolation from 8.40 until 4:10pm. Internal suspension may be for a series of days depending on the breach of school rules.

Fixed term suspensions where a student is not permitted into school are recorded by the LA and mean a student is not allowed in school for the period of the suspension. Such fixed-term external suspensions will vary depending on the breach of school rules.

All decisions to suspend, whether internally or externally, are serious and only taken as a last resort or where the breach of the school rules is serious. The following are examples of incidents that may warrant an internal or external suspension. The decision as to which will take place will depend on the nature of the incident

- Serious failure to comply with a reasonable repeated request from a senior member of staff
- Persistent failure to wear the school uniform which has been provided for a student who is in correct uniform is regarded as failure to comply with a reasonable request
- Breaches of health and safety rules (including smoking or vaping on site)
- Verbal abuse of staff, other adults or students
- Possession of drugs and / or alcohol related offences
- Failure to comply with the requirements of the 'Consequence System©' see section 6 above
- Wilful damage to property
- Homophobic, sexist or Racist behaviour, language or bullying
- Bullying of a sustained and serious nature
- Persistent defiance or disruption
- Assaults or fighting that is not premeditated or planned
- Sexual behaviour and misconduct (including upskirting which will be considered a serious and deliberate breach of policy)
- Theft
- Making a serious or false allegation against a member of staff
- Behaviour that calls into question the good name of Filey School
- Other serious breaches of school rules
- This list is not exhaustive

All fixed-term suspensions will involve a readmission meeting with parents/carers and the student present, along with a member of the SLT and HOY.

Internal and fixed-term suspensions that result from a failure to comply with a reasonable request from a senior member of staff may result in reintegration via the Access to Learning Centre. Fixed-term suspensions may include reintegration in the consequences system at the discretion of the Headteacher.

## 14. Permanent exclusion

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school such as staff”.

([Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England](#), July 2022)

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or ‘one-off’ offence. These offences might include:

- a) serious actual or threatened violence against another student or member of staff.
- b) supplying an illegal drug
- c) carrying an offensive weapon (see below)
- d) sexual abuse or assault
- e) repeated verbal abuse of staff
- f) persistent defiance and disruption that may or may not be directly linked to the Consequences system.
- g) deliberate activation of the fire alarm without good intent
- h) repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network.

The Headteacher may also permanently exclude a student for:

- one of the above offences
- persistent disruption and defiance including bullying (which would include racist, sexist or homophobic behaviour, language or bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises
- an offence which is not listed but is, in the opinion of the Headteacher, so serious that it will have a detrimental effect on the discipline and well-being of the academy community

Further legislative information with respect to the carrying of offensive weapons can be found here:

<https://www.gov.uk/government/publications/the-offensive-weapons-act-2019>

The school has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into school. In addition to knives; axes, BB guns, air guns, GATT guns, catapults and slings etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Headteacher or LGC to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, for example.

When a student is permanently excluded, the responsibility for their provision from the 6th day of the permanent exclusion rests with the Local Authority in which the academy is located. The Clerk to the Academy Council will liaise with parents/carers and convene a Behaviour Committee to review the Permanent Exclusion on or before the 15th day of the exclusion.

## 14. Searching, Screening and Confiscation

Please refer to DfE guidance: [Searching, screening and confiscation: Advice for head-teachers, school staff and governing bodies](#), January 2018,

## 15. Confiscated Items

Filey School has the right to confiscate, retain or dispose of a students' property as a punishment if reasonable in the circumstances. School staff can seize any prohibited item found as a result of a search and can also seize any item considered harmful or detrimental to school discipline. Filey School and its staff are not liable for any loss of, or damage to, any item they have confiscated in accordance with our policies and procedures. The school will dispose of items in the following ways.

- Weapons, child pornography, or items which are evidence of an offence will be handed to a police officer
- Alcohol, tobacco, cigarettes and papers, e-cigarettes, fireworks will be disposed of by the school. They will not be returned to the student
- Contraband in the form of chewing gum and fizzy or energy drinks will be disposed of
- Controlled substances will usually be passed to the police but may be disposed of by academy staff if there is good reason to do so. The Headteacher will consider the relevant circumstances to determine if they can safely dispose of the seized article. Where school staff suspect that a substance is controlled it will be treated as a controlled substance
- Items which have been or could be used to commit an offence, or to cause personal injury or to damage property can be handed to the police or disposed of
- Items banned under the school rules will either be returned to parents or disposed of. Jewellery can be collected by students at the end of the day
- Stolen items may be handed to the police or returned to the owner. They may also be retained or disposed of if returning them to their owner is not practicable. The police will not be involved for low value items

The academy will inform parents/carers where alcohol, illegal drugs or potentially harmful substances are found.

## 16. Whistleblowing

For further information, please see the CVLT Whistleblowing Trust Policy

# CONSEQUENCES OF BEHAVIOUR IN THE CLASSROOM - APPENDIX A

Consequences is designed to give students choices. It supports learning by tackling and dealing with low level disruptive behaviour. It is not a replacement for good classroom management techniques, poor teaching and unstructured lessons.

Aim for praise to outweigh consequences 80/20, remember the saying 'what you praise, you increase'

When students don't behave, give them what they don't want, a cool, mechanical, emotionless response.

Save your passion, emotion, enthusiasm and excitement for when it has most impact – when students behave appropriately.

Setting the scene for positive behaviour is the key.

**Positive role model** – be at the door to greet students, smile, be enthusiastic about working with the students. This is about Spiritual, Moral, Social and Cultural issues and how developing the 'big picture' with students allows them to think 'outside the box'.

**Praise** – apply achievements and praise with care. Be sure you have explained what the praise or achievement is for as some students may feel individuals are given acknowledgment unjustly.

**Clean slate** – clean consequence board, make sure you deal with incidents before the next lesson. Speak to the student in the consequences detention to have those restorative conversations

**Be consistent** – use this and only this system with **all** students

The system is PREDICTABLE, RELIABLE and CONSISTENT. Do not invite discussion.

State the facts. The priority is to maintain the pace of the lesson for the benefit of all students

If you use effective behaviour management strategies then the Consequences system will be rarely necessary because the PACE, CHALLENGE and POSITIVE REINFORCEMENT should sustain and enthuse them.

## Reflecting on our practice

Reflecting on our practice is a vital tool in developing our skills, so:

Questions to ask yourself:

- Have I planned my lesson appropriately and shared the outcomes with students?
- Am I praising and rewarding those who behave?
- Is the work challenging and exciting?
- Are the resources appropriate and readily available?
- Have I greeted them at the door and made my high expectations clear at the beginning?
- Is my seating plan right and have I made my 'reasonable requests' clear?
- Have I taken control of the class on entry, during the lesson and at the end?

## C1 – C4 System

### C1 First negative behaviour – ‘Talking, C1’

Mark the moment by writing the name on the board but then redirect behaviour with teaching and learning reminders.

Raise expectations by praising those who are working well.

If a student argues with you about the consequence then issue another one



### C2 Second negative behaviour - ‘Interrupting, C2’

Mark on the board

If time allows you could try a quiet chat with the student, getting down to their eye level will help.

You could also use additional signals or non-verbal refocusing



### C3 Third negative behaviour - ‘Calling out, C3’

Mark on the board and log on SIMS using your register list, right click, add behaviour

Quietly, you could remind them it is their choice to break the rules and the rule they are breaking. Offer them solutions on how they can alter their behaviour e.g. time markers, moving seats, thinking time.



### C4 Fourth interruption – C4

You need to go to..... which is the matrix room.

Complete a sticker accurately and over sign. Place in the planner on the day the detention will be served.

If they argue with you that means they have failed matrix and so should go to the Consequences room (C5)

Students have 5 minutes to get to matrix.



A student needs to return to your class 5 minutes before the end of the matrix period with the work they have completed in the matrix room.

You should have a brief discussion with them about their behaviour.

If this is not possible, you should have that discussion at the detention, so you can discuss strategies to avoid the poor behaviour next time.

Detentions should be logged on Bromcom, taking care to complete all necessary details as this will assist with analysis and intervention strategies.

#### **C4 After school detentions (1 hour)**

Examples of behaviour warranting a one hour after school detention are listed below:

- Disruption to learning (C4 Matrix removal from the classroom)
- Failure to complete homework
- Refusing a reasonable request
- Serious incidents of behaviour outside the classroom.
- Failure to attend 30-minute lunchtime detention without a valid reason
- Repeated incidents of behaviours following issue of a 30-minute lunchtime detention

#### **C4 Lunchtime detentions (30 minutes)**

Examples of behaviour warranting a 30-minute lunchtime detention are listed below:

- Using a mobile phone or any smart technology
- Out of bounds
- Inappropriate behaviour in the canteen or corridors
- No planner
- Being late to school or a lesson without a valid reason
- Uniform infringements including jewellery, false nails or false eyelashes
- Chewing gum or eating in class
- Arriving more than 5 minutes late to a lunchtime detention

All detentions should be logged on to Bromcom by the member of staff giving the detention and detentions should be served the following day wherever possible.

If there is a genuine reason for a student not being able to complete an after school, then parents/ carers should inform the school either using a note in the student's planner or by calling the school. Students should take notes to be shown to the Head of Year before 1:10pm on the day of the detention. Teachers will be unable to respond to emails or phone calls regarding detentions as they will be teaching up until 3:10 pm and often run after school sessions up until 4:10 pm. Detentions cannot be changed after this point. The detention will then be completed by the child on the next available night.

Failing the above detentions may result in a day in Consequences at SLT discretion.

**C5 –**

**C7**

**C5**            1 day in Consequences from 8.40am – 4:10pm

- Student fails matrix, misses or disrupts a C4 detention (not homework)
- Rudeness to staff
- Unpleasantness to other students

A restorative conversation should take place before a student returns to lessons

## **C6** Internal Exclusion

1 – 5 days in Consequences Room from 8.40am – 4:10pm

- Abusive language to others
- Fighting
- Defiant behaviour
- Smoking or vaping on the school site

Parents /Guardians will be contacted by the HoY or member of SLT to inform them of the incident, reason for the Internal Exclusion and the length of time to be spent in the Consequences Room. A conversation will take place with the student prior to their return to the classroom and where appropriate, other members of staff may attend a meeting or hold restorative conversations with the students to resolve issues.



## **C7** Fixed Term External Suspension

Work will be provided, and students are expected to complete this and return it.

For very serious breaches of school discipline such as

- Rudeness to or refusal to comply with instructions from members of the Senior Leadership Team.
- Physical assault on a student.
- Refusal to go into the Consequences room for internal exclusion or poor behaviour whilst in Internal Exclusion.

Students must complete a full day in Consequences. If they fail Consequences, then the day has to be done the next day.

Students should complete a reasonable amount of work whilst in the Consequences room.

Students will be isolated all day. They will get their lunch delivered to them from the canteen and eat in the Consequences room.

# THE CONSEQUENCES SEQUENCE

# APPENDIX B

- C1** First misbehaviour – verbal warning.  
Name goes on the Consequences board.
- C2** Second misbehaviour – verbal warning.  
Name goes on the Consequences board.
- C3** Third misbehaviour – final warning.  
Name goes on the Consequences board. This is recorded electronically using Bromcom.  
**Students who accrue 2X C3 detentions in a week will receive a C4- 1-hour detention after school.**
- C4** Fourth misbehaviour – issue sticker or write in planner and send to student to Matrix Room. Ensure the student has work to take with them. Make sure you record in the planner date of detention to inform parents and the detention is logged on Bromcom.  
**Students who accrue 2X C4's removals in a day will be given a day in Consequences**
- C5** Fifth misbehaviour – send to Consequences Room for the rest of the period. Gatekeeper to arrange full day Isolation in Consequences with 1 hour detention after school.

### **When do I call for further assistance?**

If there is a serious incident, e.g. A health and safety issue, foul and / or abusive language directed at a member of staff, then a senior member of staff must be contacted through on-call.

## Whole School C4's

A C4 is a serious sanction since it is backed by the weight of the Consequences system.

Students will require a C4 if:

- They arrive after 8.40am without a valid reason (medical appointment, interview, etc.)
- They wear their uniform incorrectly.
- They repeatedly arrive at school without their planner.
- They arrive at lessons without their equipment.
- They are out of bounds at lunchtime.
- They are seen chewing gum in school.
- They do not bring PE kit 3 times in a row

## Homework Detentions

### **Year 11 Detentions from failing to complete exam preparation and revision tasks or homework**

All tasks which Year 11 students are expected to complete at home are exam preparation and revision tasks. These tasks will give our students knowledge of content or offer practice of questions that typically appear in GCSE exams. The completion of these tasks is crucial to our students' success in their exams. Teachers will ensure that all students leave school with a clear understanding of how to complete these tasks and will offer after school support should any students need further help to complete them. Students who fail to complete these tasks without good reason will receive a homework detention. Students who fail the homework detentions will receive a C4 whole school behaviour detention.

SLT will monitor the students who receive a C4 for failing to appear at the faculty detention. The school will invite the parents of those students who are accumulating a number of these C4 detentions so the support can be put in place to help the student.

### **Year 9 and Year 10**

If students do not complete homework they will be issued with a detention for up to an hour. During this detention, students should complete missed homework. Students who fail these detentions will receive a C4 behaviour whole school detention. Support to Learn conversations with their teachers regarding the reasons for missed homework need to take place, ideally before the next lesson.

Support to learn conversations are ones that explore the issues behind the non-completion of homework. This is to help prevent further homework issues and resolve any conflict. As a result, student progress should improve.

They happen between teacher and student but may be further explored with parents either on the telephone or at a face-to-face meeting. A series of actions identified from the conversations could be carried out by the student, teacher, HOD, HOY, parents or a combination of those involved.

Students who repeatedly fail to complete homework will be required to attend homework club and may be placed on Faculty report.

**C5** In addition to matrix failure, missing or disrupting a C4 behaviour detention a C5 will be issued for:

- Rudeness to staff.
- Unpleasantness to other students.

Students will spend 1 day in the consequences room until 4:10pm. Work will be provided. Heads of Year will have a Support to Learn conversation with each student in their year group during their day in Consequences.

**C6**

### **Internal Suspension**

These will be issued for serious breaches of school discipline. They will be issued for:

- Abusive language to others.
- Fighting.
- Bullying behaviour.
- Defiant behaviour.
- Smoking or vaping on the school site

Students will spend between 1 – 5 days in the Consequences room. Their school day will be from 8.40am – 3:10pm. Work will be provided. Heads of Year will have a Support to Learn conversation with each student in their year group during their Internal Exclusion period.

**C7**

### **Fixed Term Suspension.**

This is for very serious breaches of school discipline such as:

- Rudeness to, or refusal to comply with instructions from members of the Senior Leadership Team, including refusal to complete a C6.
- Physical assault.
- Making threats to other students.

## Searching:

- In line with Dfe guidance School staff can search a student for **any item if the student agrees**.
- The Headteacher and staff authorised by the headteacher, have a statutory power to search students or their possessions, **without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item**. Prohibited items at Filey School are:
  - Level knives or weapons
  - Alcohol
  - Drugs
  - Stolen items
  - Tobacco, cigarette papers, lighters, matches and electronic cigarettes
  - Fireworks
  - Pornographic images
  - Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to,
  - or damage to the property of, any person (including themselves)

**Confiscation:** School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Illegal items such as drugs and weapons will be handed to the Police.

## Conditions of searching:

- The requirement that the searcher is the same sex as the student and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the student and a witness then the teachers wishing to conduct a search must do so.
- In the exceptional circumstances when it is necessary to conduct a search of a student of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a student's expectation of privacy increases as they get older.

## Extent of the search:

In line with the law, searches can be carried out on outer clothes, possessions and lockers.

- The person conducting the search may not require the student to remove any clothing other than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the student has or appears to have control – this includes desks, lockers and bags.
- A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

- The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (such as a Police Officer can carry out).

**Use of Force:**

- Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, combustible items such as lighters, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

**Informing Parents:**

While the school is not legally required to inform parents before a search takes place or to seek their consent to search their child, the school will inform the individual student's parents or guardians where prohibited items are found.

*This Policy was reviewed by the Local Governing Body on a yearly cycle and must be signed by the Chair of Governors and Headteacher.*

Policy Reviewed:	
Next Review:	
Signature of Chair of Governors:	Signature of Head Teacher:

**Please ensure you complete the Equality Impact Assessment below.**

**Equality Impact Assessment Form**

1. Title of policy, project or practice being reviewed or planned.

2. Outline the aims, objectives and purpose of the change including any positive impacts on equalities groups.

3. Which groups of people (if any) are most likely to be affected by the planned changes, positively or negatively?

4. Does, or could these changes have an adverse effect on members of an equalities group? Identifying a negative impact is not a problem, as it gives you an opportunity to remove the barrier, find a way around it, or offer an alternative.

Protected Group	Characteristics /	Yes (brief explanation)	No
Age (staff only)			
Disability			
Gender			
Gender reassignment			
Marriage / civil partnership			
Pregnancy / maternity			
Race / ethnicity			
Religion / belief			
Sexual orientation			



5 Is there a way to modify the decision to remove or mitigate the negative impact on protected groups while still achieving this aim? How can you maximise positive outcomes and foster good relationships?

6 Outline the decision made and actions planned.