

# Behaviour Management Policy

Date of approval	13 <sup>th</sup> July 2017
Date reviewed	6 <sup>th</sup> December 2018
Review date	December 2020

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## Statement of intent

St Michael's Church of England High School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school is committed to:

- promoting desired behaviour;
- promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect;
- ensuring equality and fair treatment for all;
- praising and rewarding good behaviour;
- challenging and disciplining poor or unacceptable behaviour;
- providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment;
- encouraging positive relationships with parents/carers;
- developing positive relationships with our pupils to enable early intervention;
- a shared approach which involves pupils in the implementation of the school's policy and associated procedures;
- promoting a culture of praise and encouragement in which all pupils can achieve.

Signed:

\_\_\_\_\_ Date: \_\_\_\_\_  
**Chair of Governors**

\_\_\_\_\_

Signed:

\_\_\_\_\_ Date: \_\_\_\_\_  
**Headteacher**

\_\_\_\_\_

## **1. Legal framework**

1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008

1.2. This policy also has regard to DfE guidance, including, but not limited to, the following:

- DfE 'Behaviour and discipline in schools' 2016

## **2. Roles and responsibilities**

~~2.1. The governing board has overall responsibility for the implementation of this Behaviour Management Policy and of the behaviour procedures at the school.~~

- 2.1. The governing board has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 2.2. The governing board is responsible for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 2.3. The Headteacher is responsible for establishing the standard of behaviour expected by pupils at the school.
- 2.4. The Headteacher is responsible for determining the school rules and any disciplinary sanctions for breaking the rules.
- 2.5. All staff are responsible for the day-to-day implementation of this policy.
- 2.6. The Headteacher is responsible for publishing this policy and making it available to staff, parents/carers and pupils at least once a year.
- 2.7. All members of staff, volunteers and support staff are responsible for adhering to this policy and ensuring that all pupils do too.
- 2.8. All members of staff, volunteers and support staff are responsible for promoting a supportive and high quality learning environment, and for modelling high levels of positive behaviour.
- 2.9. Members of staff, as authorised by the Headteacher, are responsible for the implementation of sanctions outlined in this policy to pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.
- 2.10. Pupils are responsible for their own behaviour both inside school and out in the wider community.
- 2.11. Pupils are responsible for reporting any unacceptable behaviour to a member of staff.
- 2.12. Parents/carers are responsible for the behaviour of their child(ren) inside and outside of school.

### **3. Definitions**

- 3.1. For the purpose of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:
- discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
  - harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
  - vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
  - bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
  - cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
  - possession of legal or illegal drugs, alcohol or tobacco
  - possession of banned items
  - truancy
  - refusing to comply with disciplinary sanctions
  - theft
  - swearing, discriminatory remarks or threatening language
  - fighting or acts of aggression
  - graffiti
  - possessions of items that could be used as a weapon
  - defiance
  - anti-social behaviour outside school
  - continual disruptive behaviour
- 3.2. For the purpose of this policy, the school defines “low level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:
- lateness
  - low level disruption and talking in class
  - failure to complete classwork
  - rudeness
  - lack of correct equipment
  - refusing to complete homework, incomplete homework, or arriving at school without homework
  - disruption on public transport
  - use of mobile phones without permission
- 3.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach.

### **4. Training of staff**

- 4.1. The school recognises that early intervention can prevent inappropriate behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks/lunchtime.
- 4.2. Teachers and support staff will receive training on this policy as part of their new starter induction.
- 4.3. Teachers and support staff will receive regular and ongoing training as part of their development.

## **5. Pupil expectations**

5.1. Pupils will be expected to follow the school Code of Conduct which requires pupils to:

- conduct themselves around the school premises in a safe, sensible and respectful manner
- to be engaged in the learning process and working to the best of their ability
- arrive to lessons on time and fully prepared
- follow reasonable instructions given by the teacher
- behave in a reasonable and polite manner towards all staff and pupils
- show respect for the opinions and beliefs of others
- complete classwork as requested
- hand in homework at the time requested
- report unacceptable behaviour
- show respect for the school environment

## **6. Smoking and drug policy**

6.1. In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

6.2. Parents/carers, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

6.3. Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, shisha pens, lighters, matches or pipes.

6.4. In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.

6.5. Pupils and staff are required to follow the school's Drug and Alcohol Policy.

## **7. Prohibited sexual harassment**

7.1. The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

7.2. Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.
- physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
- taking, displaying, sharing or pressuring individuals into taking photos of a sexual nature
- exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "upskirting", "down blousing", or flashing
- purposefully cornering or hindering an individual's normal movements
- engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:

- accessing, downloading or uploading pornography
- sharing pornography via the internet or email
- creating or maintaining websites with sexual content
- participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication

7.3. The school will respond promptly and appropriately to any sexual harassment complaints in line with the **Complaints Policy and Grievance Procedure and Policy**; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

7.4. Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

7.5. The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

## **8. Rewards and Praise**

8.1. The school recognises that pupils should be rewarded for their display of good behaviour.

8.2. The school will use the following rewards for displaying good behaviour:

- Certificates;
- Postcards home;
- Achievement points;
- Headteacher awards;
- Verbal praise;
- Prizes;
- St Michael's wings badges;
- End of term whole-class rewards.

## **9. Discipline and Sanctions**

9.1. Teachers are able to discipline pupils whose behaviour falls below the established Code of Conduct at the school.

9.2. If a pupil misbehaves, breaks a school rule, or fails to follow instructions issued by a member of staff, the teacher is able to discipline the pupil for their poor behaviour.

9.3. In order for the punishment to be lawful, the school will ensure that:

- The decision to punish a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Headteacher;
- The decision to punish a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip/visit;
- The decision to punish a pupil is reasonable and will not discriminate on any grounds, such as disability, race, special educational needs – as per the Equality Act 2010 in respect of safeguarding pupils with special educational needs, and any other equality rights.

9.4. The school will ensure that all sanctions are reasonable in all circumstances, and will take into account the pupil's age, religious requirements and any special educational needs or disabilities.

9.5. The Headteacher may delegate the power to punish poor behaviour to volunteers, such as parents/carers who assist during an educational visit/trip.

- 9.6. The Headteacher may limit the power to punish poor behaviour from individual members of staff.
- 9.7. In extreme cases, the Headteacher may decide that the only feasible action to be taken is to exclude the student from the school. This may be a fixed term exclusion or a permanent one. In cases of fixed term or permanent exclusions, the school's Exclusion Policy will be followed.

## **10. Behaviour off school premises**

- 10.1. Teachers are able to discipline pupils for misbehaviour outside of the school premises.
- 10.2. Teachers may discipline pupils for misbehaviour off the school premises when the pupil is:
- wearing school uniform
  - travelling to or from school
  - taking part in any school-related activity
  - in any way identifiable as being a pupil at the school.
- 10.3. Teachers may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:
- could negatively affect the reputation of the school
  - could pose a threat to another pupil, a member of staff at the school, or a member of the public
  - could disrupt the orderly running of the school
- 10.4. Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy.
- 10.5. The school will impose the same behaviour sanctions for bullying incidents and non-criminal inappropriate behaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.
- 10.6. Where pupils display aggressive and/or threatening behaviour, or illegal activity discovered, the school will not hesitate to contact the police.
- 10.7. In all cases of misbehaviour outside of the school premises, teachers will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

## **11. Behaviour and sanctions in the Classroom**

- 11.1. Where pupils display aggressive and/or threatening behaviour, or illegal activity discovered, the school will not hesitate to contact the police.
- 11.2. Any pupil, staff member or visitor displaying aggressive and/or threatening behaviour will be removed from the premises.
- 11.3. Teachers have the freedom to impose sanctions as they see fit depending on the behaviour, and age, of the pupil:
- in the first instance, the teacher will tell the pupil to stop the behaviour, explaining to the pupil why their behaviour is unacceptable;
  - if the pupil does not stop immediately, the teacher will give a second warning;

- if the pupil continues to behave in an inappropriate manner, the teacher will give a final warning, advising that if they continue, they will remove the pupil and park them in an alternative classroom;
- if the pupil continues the behaviour following the final warning, the teacher will record the incident on the management information system and may issue another sanction;
- sanctions will be dependent on the seriousness of the misdemeanour. A schedule of the behaviour points used in the school is attached at [Appendix 1](#);
- if a pupil is sent to another classroom/refocus, misses break/lunchtime or receives a detention, the class teacher may contact the pupil's parent/carer to advise them of this, and may invite them to discuss their child's behaviour;
- if a pupil misbehaves on the playground, the same process will be followed and the pupil will be sent inside to spend the rest of their break/lunchtime indoors, after receiving a final warning;
- any pupils that are sent indoors will be supervised by a member of staff at all times.

11.4. The school has a range of disciplinary measures which can be used, including, but not limited to, the following:

- giving a verbal warning;
- providing extra work or repeating unsatisfactory work until it meets the required standard;
- setting additional work as a sanction, e.g. writing tasks;
- taking away privileges, e.g. not being able to participate in non-uniform days, graduation ceremonies, or losing the right to attend school trips and activity days;
- missing break/lunchtime, or detentions during lunchtime and after school;
- placing the pupil on report for constant monitoring or other consistent behaviour checks;
- excluding the pupil either temporarily or permanently, in extreme cases. In cases of exclusions, whether it is internal, fixed-term or permanent, the school's Exclusion Policy will be followed at all times.

11.5. Teachers will use their judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.

11.6. At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.

11.7. Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a pupil, must add this to the pupil's profile in the school's information management system. Serious unacceptable behaviour will be reported to a member of the Senior Leadership Team. A record will be kept on the pupil's profile on the school's information management system.

11.8. The school does not take serious unacceptable behaviour lightly, and will not hesitate to act in the best interest of the pupils within the school.

11.9. Following an allegation of serious unacceptable behaviour, the pupil will be placed in Refocus whilst an investigation by a member of the Senior Leadership Team (SLT) with the support from the Head of Year (HoY)/Assistant Head of Year (AHOY).

11.10. If, following an investigation, the allegation is found to be true, a member of the Senior Leadership Team or the Headteacher will issue the appropriate disciplinary action.

11.11. Any decision made to exclude a pupil will only be done so by the Headteacher in accordance with the school's Exclusion Policy.

- 11.12. All bullying incidents will be dealt with in accordance with the procedures outlined in the school's Anti-Bullying Policy.
- 11.13. Any allegations made against a member of staff's behaviour and misconduct will be dealt with in accordance with the school's Procedures for Dealing with Allegations Against Staff Policy.
- 11.14. The school will consider whether the behaviour displayed by the pupil gives reason to suspect that the pupil is suffering, or is likely to suffer, significant harm. In these instances, the procedures outlined in the school's Child Protection/Safeguarding Policy will be followed.
- 11.15. The school will also consider whether the displayed behaviour is an indicator that the pupil's educational, or other, needs are not being met. In this instance, the school will implement a Behaviour Intervention Plan.

## **12. Behaviour and sanctions outside of the Classroom**

- 12.1. St Michael's has instituted an Expectation Card Consequence System to monitor the behaviour of pupils outside of the classroom.
- 12.2. The following breaches of behaviour are covered by this system:
- failure to meet the expectations of the uniform policy
  - use of inappropriate language
  - out of lesson without a pass
  - failure to follow the one-way system
  - use of mobile phone
  - inappropriate behaviour in corridors
  - inappropriate behaviour at break time
  - inappropriate behaviour at lunchtime
  - chewing gum
  - littering

12.3. The sanctions that will be used as part of this system are listed below:

## Expectation Card Consequence System

Each completed card will result in the following consequence:



- 30 minute detention
- Form Tutor discussions with student.
- Missed detention = 1hr Friday
- Failing to attend = 1 day Refocus until 4pm



- 45 minute detention
- Form Tutor discussions with student
- Missed detention = 1hr Friday
- Failing to attend = 1 day Refocus until 4pm



- 1 hour detention.
- HoY discussions.
- Missed detention = 1hr Friday.
- Failing to attend = 1 day Refocus until 4pm



- 1 ½ hour detention Senior Leadership Team (SLT)
- HoY/AHoY contact home regarding persistent behaviour, discuss consequences if behaviour persists.
- Review student behaviour concerns and whole school behaviour.



- Refocus
- HoY/AHoY to arrange a meeting with parent/guardian
- Student Behaviour Contract or Intervention Plan may need to be introduced



- External Isolation
- Meeting when student returns, a Behaviour Plan possibly required

A lost or misplaced card will result in students being issued with the next colour Expectation Card

## St Michael's C of E High School Expectations Card



Stage 1 → Stage 2 → Stage 3

*3 signatures on a card or a missing card will warrant a ½ hour detention in the first instance; however repeat offenders will incur further sanctions which will also include, SLT and parental / guardian involvement. Your card will be signed for the following reasons.*

### **St Michael's Behaviour Standards**

1. Uniform/Appearance
2. Inappropriate Language
3. Out of Lesson (no pass)
4. Not following one way system
5. Phone
6. Inappropriate behaviour in corridors
7. Inappropriate behaviour at break time
8. Inappropriate behaviour at lunchtime
9. Chewing Gum
10. Littering

### **13. The Use of Refocus to Manage Behaviour**

- 13.1. The school may decide to move pupils to a separate room away from other pupils for a limited period – this is known as Refocus.
- 13.2. The school will only move pupils to Refocus where absolutely necessary, and where the process outlined in [sections 10](#), of this policy has been followed and has failed to resolve the behaviour issue.
- 13.3. The school will ensure that pupil's health and safety is not compromised during their time in Refocus and that any additional requirements, such as special educational needs, are met.
- 13.4. The amount of time that a pupil spends in Refocus is up to the school to decide. This could be for more than one school day.
- 13.5. The school will ensure that the pupil is not kept in Refocus any longer than necessary.
- 13.6. The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent in Refocus.
- 13.7. The Headteacher will request that the pupil's class teacher(s) sets them appropriate work to complete.
- 13.8. Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

### **14. The Use of Alternative Provision to Manage Behaviour**

- 14.1. As a voluntary aided school, the school has the power to direct a pupil off-site to improve his/her behaviour.
- 14.2. Where this is the case, the school's Exclusions Policy will be followed.

### **15. Detentions**

- 15.1. The school will make it clear to parents/carers and pupils that they are able to use detention as a sanction, both during and outside of school hours.
- 15.2. All teachers at the school are able to impose detention on a pupil, unless the Headteacher decides to withdraw this power from any teacher.
- 15.3. The Headteacher may decide to delegate the power to impose detention to volunteers, such as parents/carers who assist during educational visit/trips.
- 15.4. The following indicate the times during which detention can be issued outside of school hours:
  - Any school day where the pupil is not authorised to be absent;
  - Any non-teaching day, e.g. INSET days
- 15.5. Parental consent is not required for detentions, however, the member of staff will inform the parents/carers of the detention. Notice will normally be given 24 hours in advance of the detention.
- 15.6. and therefore, the school is able to issue detention as a sanction without first notifying the parents/carers of the pupil.
- 15.7. When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they take into account any additional needs of the pupil.

- 15.8. If the detention is during lunchtime, reduced time will be allocated to allow the pupil time to eat, drink and use the toilet.
- 15.9. When issuing detentions which are set to be outside of school hours, the member of staff doing so will consider:
- whether the detention is likely to put the pupil at risk;
  - whether the pupil has identified caring responsibilities which would make the detention unreasonable;
  - whether suitable transport arrangements are in place between the parents/carers and the pupil.

## **16. Behaviour Improvement Plans**

- 16.1. The Behaviour Improvement Plan (BIP) is a school-based intervention to help students to improve their behaviour. The BIP will identify specific and realistic behaviour outcomes for the individual student to work towards, will indicate the support to be provided and will set out arrangements for a review of the process.
- 16.2. A BIP will be set up when:
- A student's behaviour is seen to be deteriorating rapidly and seriously;
  - A student has been given fixed term exclusions and is showing a continuing trend of behaviour that is likely to lead to permanent exclusion;
  - A student joins the school having been previously excluded from another school, where the BIP is part of the re-integration process.
- 16.3. A nominated member of staff will oversee the BIP. Normally this will be a HoY or AHoY.
- 16.4. To set up a BIP, a meeting is called involving the student, the parents, the HoY overseeing the BIP and a member of SLT. In the meeting targets are agreed, the support to be provided is identified and a review date is set, when those present at the meeting will reconvene to discuss progress and further action. The further action may involve continuation of the BIP, a modification to the BIP or, in the event of success, the ending of the BIP.
- 16.5. In setting up the BIP the help of other outside agencies may be identified and approaches can then be made.
- 16.6. Note that BIPs are not intended to replace Individual Education Plans (IEP) set up as part of the SEN assessment process. A student's IEP may need to be adapted if serious concerns about her/his future exist.

## **17. Items banned from the school premises**

- Fire lighting equipment:
  - Matches, lighters, etc.
- Drugs and smoking equipment:
  - Cigarettes
  - Tobacco
  - Cigarette papers
  - Electronic cigarettes (e-cigs)
  - Alcohol
  - Solvents
  - Any form of illegal drugs
  - Any other drugs, except medicines covered by the prescribed medicines procedure

- Weapons and other dangerous implements or substances:
  - Knives
  - Razors
  - Catapults
  - Guns (including replicas and BB guns)
  - Laser pens
  - Knuckle dusters and studded arm bands
  - Whips or similar items
  - Pepper sprays and gas canisters
  - Fireworks
  - Dangerous chemicals
  - Any item that may be used as a weapon
  
- Other items:
  - Liquid correction fluid
  - Chewing gum
  - Energy drinks
  - Offensive materials (i.e. pornographic, homophobic, racist etc.)
  - Aerosols including deodorant and hair spray

## **18. Confiscation of inappropriate items**

- 18.1. All members of staff are able to use their power to search without consent for any of the items mentioned in [section 15](#) of this policy.
- 18.2. Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- 18.3. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 18.4. A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.
- 18.5. The school is not liable for any damage to, or loss of, any confiscated item.
- 18.6. The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.
- 18.7. For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.
- 18.8. Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.
- 18.9. The Headteacher will always be notified when any item is confiscated.

## **19. Use of reasonable force**

- 19.1. Members of staff are able to use reasonable force in line with the Physical Restraint and Reasonable Force Policy to prevent pupils from committing an offence, injuring themselves or others, or damaging property.
- 19.2. Members of staff are also able to use reasonable force in order to maintain good order and discipline in the classroom.

## **20. Controlled substances**

- 20.1. St Michael's Church of England High School has a zero tolerance policy on illegal drugs and legal highs.
- 20.2. Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present.
- 20.3. The staff member will store the sample in the office safe.
- 20.4. The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols.
- 20.5. The school will not hesitate to name the pupil from whom the drugs were taken to the police, and a full incident report will be completed.
- 20.6. Any further measures will be undertaken in line with the school's Child Protection/Safeguarding Policy.
- 20.7. Where controlled substances are found on school trips away from the school premises, the parents/carers/guardians of the pupil, as well as local police, will be notified.

## **21. Outside school and the wider community**

- 21.1. Pupils at the school must agree to represent the school in a positive manner.
- 21.2. The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.
- 21.3. Complaints from members of the public about inappropriate behaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy. Appropriate disciplinary sanctions may be applied in response to complaints.

## **22. Monitoring and review**

- 22.1. This policy will be reviewed by the Headteacher and governing board on a bi-annual basis, who will make any necessary changes and communicate this to all members of staff.
- 22.2. This policy will be made available for inspection and review by the chief inspector, upon request.

## Appendix 1: Behaviour Management Points

Behaviour Type	Points Issued
Assault – Member of Staff	15
Assault – Pupil	15
Bringing a weapon into school	15
Bullying (refer to Anti-Bullying Policy)	15
Failure to comply with Grey Expectation Card	15
Illicit Substances/Drugs	15
Homophobic Incident/Comments	15
Inappropriate Sexual Incident/Comments	15
Intimidation/threat to staff	15
Malicious damage with intention to do harm	15
Racist Incident/Comment	15
Swearing at a Member of Staff	15
Breach of Health & Safety	10
Break/Lunch incident - Physical	10
Damage to School Property	10
Failure to comply with Blue Expectation Card	10
Failure to comply with Purple Expectation Card	10
Misuse of School Technology	10
Misuse of Social Media	10
Persistent Defiance within a Subject	10
Theft	10
Failure to comply with Red Expectation Card	5
Failure to comply with Rose Expectation Card	5
Inappropriate use of Practical Equipment	5
Insolence/Rudeness / Defiance	5
Persistent Lateness to School	5
Smoking	5
Truancy	5
Class Teacher Report	3
Failure to comply with Green Expectation Card	3
Graffiti Damage	3
Missed Detention	3
Persistent Homework Failure	3
Persistent Lateness to Lessons	3
Persistent Uniform Defiance	3
Failure to Correct Uniform	2
Inappropriate Comments/Attitudes	2
Inappropriate Swearing	2
Littering	2
Student Disagreement – Verbal	2
Subject Parking	2
Chewing Gum	1
Equipment	1
Homework	1
Inadequate Work	1
Mobile Phone Misuse	1

## Appendix 2: Behavioural R

### Class Teacher

- Class teacher can put a student on a monitoring report if they have concerns;
- Class teacher should make contact with home to inform parents of reason for monitoring report;
- Record as report on SIMS/G4S (which will inform Form Tutor & HoY);
- Set student appropriate targets, the timeframe and review after 6 lessons;
- If behaviour has improved only somewhat continue with monitoring report;
- If behaviour has not improved consult HoD;
- If behaviour has totally improved a meeting should take place with the student and parents should be informed.

### HoD

- Discussion with class teacher to produce action plan for student;
- Inform parents of outcome of class teacher monitoring and action plan to continue to try and address difficulties;
- Record report on SIMS/G4S;
- Can place student on own monitoring report or continue on class teacher monitoring report or refer to HoY if appropriate

### Form Tutor

- Receives referral from HoY to place student on report, or Form Tutor reports the need for monitoring to HoY;
- Develop action plan (jointly);
- Inform parents;
- Student to report to Form Tutor at the end of P6 (if student fails to attend, place in detention);
- Updates and progress in weekly form meetings;
- Review after 3 weeks with HoY (however, if there are serious concerns refer to HoY);
- If successful meet with student, discuss success and inform parents;
- If unsuccessful refer to HoY.

### HoY

- Develop action plan identifying intervention;
- A parental meeting should take place before being placed on monitoring report;
- Student to report to HoY at the end of P2, P4 and P6 (if student fails to attend, place in detention);
- Student will be given consequences if student does not meet targets set i.e., detention, missing lunch and break times;
- If successful a meeting should take place with the student and parents;
- If unsuccessful refer to SLT.

### SLT

- A parental meeting should take place before being placed on monitoring report;
- Students should be monitored by SLT if all other strategies/monitoring has been unsuccessful. However, the school will strive to be inclusive in its practice;
- If monitoring and in house intervention is unsuccessful the following may occur:
- Alternative provision other than school maybe sought;
- Fixed term exclusion;
- Permanent exclusion.

## Appendix 3: Behaviour Intervention Plan Record Form



Student Picture

### Behaviour Intervention Plan

#### STUDENT DETAILS

<b>Name</b>		<b>Form Group</b>	
<b>Date</b>		<b>Plan Start Date</b>	
<b>Stage of Behaviour Intervention Plan</b>	<input type="checkbox"/> Initial Plan <input type="checkbox"/> First Review <input type="checkbox"/> Second Review		

<b>SEND</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>K1 (SA)</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>K2 (SA+)</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>EHCP</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>SEND Need</b>		<b>External Agency Involved</b>					

<b>Current Negative Points</b>		<b>Current Positive Points</b>	
<b>Current Negative Events</b>		<b>Current Positive Events</b>	

#### Student Background (supporting information)

<b>Primary School</b>		<b>Start Date/ End Date</b>	
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*Any additional information that needs to be shared with staff.*

#### SIGNS AND SAFETY

What is going well?

- 

What are we worried about?

- 

#### INTERVENTIONS

<b>Previous Intervention &amp; Date</b>	<b>Aim(s)/ Objective(s) and Outcome(s)</b>


**Interventions to be implemented**

- 

**STRATEGIES**

Strategies that have been implemented but *not* been effective:

- 

Strategies that have been implemented and had a positive impact and been effective:

- 

Strategies to be implemented:

- 1.

**TARGETS**

In Lessons and Around School (Break/Lunchtime):

- 

**SUPPORT FROM PARENTS/GUARDIANS**

Expectations of parent(s)/guardian(s)

**ADDITIONAL COMMENTS**


**SIGNATURES**

<b>Student Signature</b>		
<b>Parental/Guardian Signature(s)</b>		
<b>Staff Signature(s)</b>		
<b>Date</b>		

