



BEHAVIOUR

Reviewed 24th April 2010 – Full Governing Body Meeting

Aims

Cumberland School Specialist Sports and Applied Learning College aims to provide quality education accessible to all pupils, to encourage pupils to think for themselves and to create a safe, secure and stimulating environment in which everyone feels valued and respected. Strategies for fulfilling our aims are found in Appendix A.

Statutory Obligations

A school behaviour policy is essential. It should make clear boundaries of what is acceptable, the hierarchy of sanctions, arrangements for their consistent and fair application, and a linked system of rewards for good behaviour. It should promote respect for others, intolerance of bullying and harassment, the importance of self discipline and the difference between 'right' and 'wrong'. Schools need effective and well understood arrangements to support teachers and other staff dealing with pupils who cause difficulties. These should be set out in the behaviour policy.

Annex B 1 DfES Circular 10/99 Social Inclusion: Pupil Support.

Clause 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and other school staff to discipline pupils, following the recommendations of the Steer Committee. This power came into force on April 1 2007.

Links with Other Policies

The Behaviour Policy forms part of a holistic approach to behaviour in Cumberland School Specialist Sports and Applied Learning College; hence it is linked to other policies. To avoid duplication and to ensure clarity more detail about aspects of the school's approach to behaviour is found in the Anti-bullying Policy and those relating to Equal Opportunities, the Pastoral System, Professional Expectations and Obligations, Special Educational Needs and Teaching and Learning.

What Our Behaviour Policy Should Achieve

Cumberland School Specialist Sports and Applied Learning College believes that effective learning takes place in a supportive and enthusiastic atmosphere. Our Behaviour Policy should be conducive to such an atmosphere, make work and leisure at school enjoyable, ensure fair treatment for all and develop trust and ensure justice.

The Governing Body

The role of the governing body is to keep behaviour under review and monitor the effectiveness of the Behaviour Policy. The Governing Body is also charged with appointing governors to the Pupil Discipline Committee. This meets to hear permanent and fixed term (5 days or over) exclusions. The Pupil Discipline Committee is also convened to meet when pupils have activated a series of triggers that have alerted to their being of serious concern. The committee is convened to meet with these pupils and their parents.

Roles and Responsibilities

The Headteacher

The Headteacher is responsible for the implementation of the policy. Only the Headteacher may authorise permanent exclusion. This power is delegated to a Deputy Headteacher if the Headteacher is off site. He may delegate his power of short-term exclusion to Key Stage Deputies, and AHT's.

Key Stage Deputies

Key Stage Deputies are responsible for:

- Setting and guiding the ethos of the key stage.
- Dealing with serious incidents requiring exclusion, issues where there is a child protection concern and persistent low level offenders.
- Liaising with the teacher in charge of behaviour on managing behaviour strategies.

Assistant Headteachers and Director of Pupil Services and Support

Assistant Headteachers and Director of Pupil Services and Support are responsible for:

- Monitoring behaviour across the year group, liaising with departments, Year Co-ordinator and form tutors.
- Monitoring cause for concerns.
- Monitoring uniform, use of planners and referrals, for example, on a day to day basis.
- Supporting staff in meetings with pupils and parents/carers.
- Organising class meetings where appropriate.

Year Co-ordinators

Year Co-ordinators are responsible for:

- The day to day ethos of the year group.
- Referral to internal and external agencies.
- Monitoring Rewards across the year group.
- Detentions across the year group.
- Use of planners.
- Managing rewards and discipline across the year group.
- Supporting behavior for learning.

Teachers in Charge

Teachers in Charge have a duty to share in the corporate responsibility for the well being and discipline of all pupils. Teachers in Charge are responsible for monitoring and managing learning in their departments. Supporting subject staff and implementing strategies for pupils who are not progressing.

Teachers in Charge are also responsible for:

- Ethos of the department that reflects the ethos of the school.
- Managing the learning of pupils within the department, rewards and sanctions.
- Implementing and monitoring the department.
- Support subject staff to implement behaviour policy.
- Monitoring underachievers and referring pupils as per school policy if nature of issue requires.

Teachers

Teachers take principal responsibility for the management of pupil behaviour in the classroom and associated follow up actions as appropriate, including contact with parents/carers.

Teachers are also responsible for:

- Ensuring that the Policy and procedures are followed and applied consistently and fairly.
- Creating a high quality learning environment.
- Teaching good behaviour.
- Liaising and planning with support staff.
- Promoting a calm, purposeful environment.

Form Tutors

Form Tutors are responsible for:

- Establishing an ethos during registration periods and PDE.
- Monitoring behaviour of class and individuals via class reports and referrals.
- Liaising with teachers and parents regarding behaviour/academic concerns.
- Daily monitoring of uniform, planner, punctuality and equipment.
- Liaising with year Co-ordinators over pupils where there is persistent and serious cause for concern.
- Issuing rewards and detentions.

Support Staff

Support staff are responsible for:

- Ensuring that policy and procedures are followed and applied consistently and fairly.
- Creating a high quality learning environment, teaching good behaviour and implementing the agreed Policy and procedures consistently.
- Liaising and planning with teachers.

Parents/Carers

Parents/carers take responsibility for the behaviour of their child both inside and outside the school. Parents have responsibility for working in partnership with the school in order to assist us in maintaining high standards of behaviour. ***Parents of excluded pupils must ensure that their son/daughter is not in a public place at any time during school hours on the days when they are excluded.***

Pupils

Pupils are responsible for:

- Keeping the Cumberland Code.
- Following staff instructions.
- Taking responsibility for their own behaviour consistent with an understanding of the need to respect others' rights.
- Reporting any incidents of violence, bullying and harassment.

Classroom Rules

The Cumberland Code clearly lays out the school's expectations of pupils. Pupils should show respect and consideration for others, be responsible for their learning and progress and care for the school building. All pupils are issued with copies of the code and encouraged to follow it. Departments may wish to establish additional classroom rules following discussion with pupils. Classroom rules are accessible to all staff, parents and pupils of Cumberland School Specialist Sports and Applied Learning College and they can be found in pupil planners, on classroom walls in learning areas and in the home-school agreement.

In our classrooms pupil's show B4L by:

- Arriving on time in an orderly manner and with the correct equipment.
- Following instructions – phones & MP3s must be off.
- Listening to the teacher and other pupils in silence.
- Respecting other people and their property.
- Doing their best and allowing others to do their best.

Bullying

All staff should be alert to signs of bullying and act promptly and firmly. Pupils may see failure to respond to incidents or allegations as tolerating bullying. Concerns about bullying in lessons should be referred by teachers in the first instance to form tutors. If the concern persists or if it is about bullying over more than one learning area form tutors should make a referral to a Year Co-ordinator. Concerns about bullying during pastoral, lunch or break time or between lessons should be referred in the first instance to form tutors who may subsequently make referral to Year Co-ordinators. Guidance on dealing with bullying can be found in leaflets and documents issued by the school such as the anti-bullying Policy and the Parent Guide to Bullying.

Racial and Sexual Harassment

Cumberland has a duty to have in place a framework for action to prevent racism and sexism. This is found in a variety of documents. For example, Schemes of Work, the Behaviour Policy (any such incidents are treated in the same way as other breaches of discipline), the Race Equality Policy, the Cumberland Code and in particular, Section 10 of the Equal Opportunities Policy. Effective procedures for the reporting and recording of such incidents are in place. The Headteacher is responsible for maintaining these records.

Rewards

Our mission is to guide our pupils to “Aspire to Achieve”. Our established school policy is to promote Positive Behaviour. This involves reinforcing good habits of Attendance, Punctuality, Organisation, Commitment to Learning and developing a Respect for all in our Community.

VIVO is now our main tool for acknowledging and rewarding these behaviours. The consistent, regular and fair use of VIVO is now school policy for all staff.

Pupils get a unique **Vivo Rewards Card**, and are able to earn **Vivos** for different achievement; completing an outstanding piece of homework, attending extra-curricular activities or for continually keeping your planner up-to-date; in fact having full and punctual attendance with correct uniform and equipment can earn you **10 Vivos** a week!

Using **Vivo** looks and feels like a pupil's first on-line bank account. The currency is the ‘**Vivo**’ and pupils earn them by good old fashioned hard work. It is a good opportunity to learn some important personal finance lessons; pupils are able to save up for something over a longer term – budgeting and managing an account are all covered by the Vivo system. Pupils use our on-line shop, **vShop** to spend their Vivos on lots of exciting items.

The Jack Petchey Award scheme was set up to recognise the effort and achievement of young people in East London and West Essex. Each month from September to July staff will be asked to nominate a pupil from a particular year group for an award. Pupils gaining the award receive an Achievement Award Certificate and the school is given £200. The certificates for Year 11 are presented at the Progress File Presentation and those for Years 7 to 10 at a Prize Evening when form tutor and subject prizes and year awards are also presented. On the day following Prize Evening each year has a special assembly where the achievement, progress and citizenship of numerous other pupils is acknowledged by the presentation of certificates.

Sanctions

The school's sanctions system aims to inform and educate pupils of the boundaries of acceptable behaviour and encourage self-discipline. The system is designed so that all staff can consistently apply it. The system aims to reduce inappropriate behaviour and ensure an environment where pupils feel safe.

It is important that sanctions are applied consistently and with fairness. The delivery of a sanction must be a transparent process so that all parties are fully aware of what they are and why they are applied. General rules to observe when a sanction is necessary are given in Appendix B.

Referral System

See Appendix F for guidance.

Serious Cause for Concern

Weekly review of pupils at YC/AHT weekly meeting
Pupils with 5 or more referrals

Action: YC to review list and the referrals

YC/AHT to have minuted meeting to review provision/action on each pupil

- ensure all communication with home in place
- SENCO referral complete, if appropriate
- Appropriate support in place
- Appropriate consequences

Fixed Term Exclusions

Pupils' who are excluded for a fixed term between 1 and 5 days are to remain at home and complete work provided by the school. During the exclusion the parent/carer have a duty to ensure that their child is not present in public during school hours, unless there is reasonable justification for this e.g. a medical appointment. The family may be prosecuted or receive a penalty notice from the Local Authority if their child is in a public place during the exclusion. All looked after pupils, pupils with a statement or with exceptional needs will attend the Behaviour Improvement project from day 1 of the fixed term exclusion.

Exclusion Continuum

See Appendix G for guidance.

Staff Experiencing Difficulties With A Pupil

All of us who work with young people in schools experience difficulties managing pupils' behaviour at some time in our career. It is important to sort the problem out sooner rather than later. The more individuals are open to support and reflect on their own practice the sooner a solution will be reached. Strategies for dealing with difficult behaviour are given in Appendix C.

Detention Procedures

Clause 91 of the Education and Inspections Act 2006 makes it lawful to hold detentions for pupils without parental consent, during the school day, in the evenings and at lunchtimes. Twenty-four hours written notice to parents is required for all detentions outside the hours of the school day (but not for break or lunchtime). In setting after school detentions teachers should be mindful of any care duties that the pupil may have.

The key focus and purpose of detentions is to raise achievement through attendance, punctuality to lessons and completion of work at an appropriate standard. There are two types of detention pastoral & academic.

Pastoral detentions are set for punctuality. Year co-ordinators set a weekly detention. The year team may organise a rota.

Academic detentions are set for incomplete work, work below the pupil's standard and failure to complete homework. Teachers in charge oversee the detentions which will be set by their individual subject staff. A rota may be organized. Small departments may join together in holding detentions.

- Detentions must be recorded on the SIMs system and parents/carers contacted.
- Parent/carers must receive 24 hours notice.
- It will be important to keep records so that teachers in charge and year co-ordinators can monitor pupils and so that the Social Inclusion Team become aware of pupils who consistently fail to comply.

Procedures for Academic Detentions

The detention is set by the subject staff on SIMs, informing pupils and parent/carer.

Failure to do this detention results in a further detention, again noted on SIMS and the parent/carer informed.

If the pupil fails to do this detention they are referred to the Social Inclusion Team and usually will do a day in Inclusion. In the event of a pupil consistently failing to do detentions either in one subject or across a range of subjects, Year Co-ordinators will consider appropriate sanctions.

Additional support

Pupils who persistently do not respond to the system of rewards and sanctions or who cause major disruption may be referred to the Inclusion Centre.

The Learning Support Centre runs programmes of support for pupils who are experiencing difficulties with attendance. Pupils who are likely to engage with peer support and benefit from it are offered peer mentoring.

Code of Practice

Pupils whose emotional state or behaviour interferes with their learning are recognised as experiencing emotional or behavioural difficulties and are entitled to support under the CoP. Such pupils may be given additional support at any of the stages of the Code. This will involve the production of an Individual Education Plan or a Pastoral Support Plan and they may be entitled to a Statement of Special Educational Need. Appropriate strategies for supporting pupils at each stage of the CoP are given in Appendix D.

Pastoral Support Plans

Pupils looked after or who are at risk of exclusion and are not registered under the CoP are provided with support through a PSP.

Standard Letters

We must ensure that pupils and parents see that the school is consistent in dealing with situations. There are a number of standard letters available for use by staff. The Director of Pupil Services and Support, Year Co-ordinators and the Leadership Group are responsible for these.

Restraint and Reasonable Force

It is inadvisable to make physical contact with pupils and unlawful to do so except in certain circumstances, eg. to prevent them from hurting themselves or others **or to prevent the pupils from committing an offence**. Unwelcome physical contact with a member of staff may aggravate pupils who are experiencing difficulties controlling their behaviour. Teachers in the Autistic Spectrum Disorder Provision are trained in restraint. Further information about the law relating to restraint and reasonable force can be found in the offices of the Headteacher and the SENCO.

Searching

See Search Policy (page 354).

Appendix A

Strategies For Fulfilling The Aims Of the Behaviour Policy

- Working closely with parents and carers.
- Involving pupils with the running of the school.
- Dealing with behaviour primarily at the level of teacher and form tutor.
- Vigorously rewarding appropriate behaviour.
- Setting clear limits to inappropriate behaviour.
- Ensuring early intervention.
- Providing a safe and welcoming environment free from disruption, violence, bullying and any sort of harassment.
- Providing additional support where pupils have difficulties managing their behaviour.
- Increasing our understanding of and ability to deal effectively with emotional and behavioral issues.

Appendix B

General Rules To Observe When A Sanction Is Necessary

Staff should try to carry out their own consequences as this avoids them being disempowered by referring to more senior staff.

- Sanctions should be in proportion to the offence.
- They should be as objective as possible.
- They should happen quickly so that the pupil is left in no doubt as to why s/he is being punished.
- They should be clear and clearly understood.
- Consistent application of sanctions is the key to their success.
- Lots of informal interventions need to be made before the first formal step is reached (and in between each step).
- Unless there are exceptional circumstances the punishment of a whole group for the activities of individuals should be avoided.
- Likewise individuals should not be made scapegoats for the activity of a class or group.
- Punishments that are degrading or humiliating should never be used.
- All forms of physical punishment are unlawful in the United Kingdom.
- Sanctions are designed to **support** each member of staff in carrying out their responsibilities (that is, to teach pupils and assess their learning to manage lessons and movement around the school with determination and enthusiasm). Sanctions are not designed to remove that responsibility.

Appendix C

Strategies For Dealing With Difficult Behaviour

Initially use **redirecting techniques**, which can get pupils back on task before there is a need to use sanctions:

- Mention the pupil's name in the course of the lesson.
- Use a non-verbal signal, eg. fingers to lips, frown, 'the look'.
- Stand near the pupil.
- The quiet word, eg. say very quietly, so that no one else can hear eg. 'I want you to get on with your work now'.
- Circulate around. Pay attention to this. Most of us have favorite circulation routes that leave out some areas of the classroom.
- Tactical ignoring. Sometimes a pupil will comply with a request but in a hostile way, eg. muttering or making comments. The adult may choose to ignore the secondary behaviour in order to achieve the primary behaviour (compliance with the original request). Deal with the secondary behaviour later unless it turns to open abuse.

If a pupil continues to misbehave use more formal sanctions. Using a staged response, go through it step by step and calmly, eg. stage 1: verbal warning; stage 2: formal reminder of the rules/note in planner; stage 3: short detention on the same day to catch up on missed work; stage 4: detention with 24 hours' notice.

Appendix D

Strategies for Supporting Pupils at each Stage of The Code Of Practice

School Action

There is a range of strategies available to teachers and pastoral staff:

- Increased differentiation for literacy or general ability.

- Increased menu of rewards.
- Active involvement of the pupil in short term target setting.
- Relate teaching to pupil's interests.
- Vary teaching style.
- Explain learning goals to all pupils.
- Give opportunities to build pupils' self esteem.
- Use open-ended questions.
- Focus on the behaviour not the pupil.
- Use humor sensitively.
- Remain calm but firm (body language).
- Praise the pupil in front of other teachers.
- Anticipate potential difficulties and develop, eg. team teaching or other joint activity.
- Develop a plan just in case the worst happens.
- Allow the pupil to let off steam.
- Send positive notes home.
- Check room layout and use of resources.
- Manage by walking about
- Give responsibility tasks.
- Involve pupil in recording his/her behaviour.
- Set up buddy systems.
- Encourage positive peer relationships (circle time etc)
- Use other teachers to support you.
- Catch the pupil doing well and reward.
- Vary the group work.
- Make learning interesting and fun.
- Seek in-class support and advice.
- Move pupil to another seat.
- Use positive role models.
- Select groups including target child to plan class/social activities.
- Involve focus groups or working parties in finding solutions.

Work on improving relationship with pupil by:

- Being polite, prepared and punctual.
- Using positive non-verbal communication.
- Using active listening skills.
- Being fair and reasonable.
- Teach self-control (count to ten and back again).
- Sit with the pupil.
- Show your effort to improve the situation.
- Avoid win-lose confrontations.
- Negotiate and compromise.
- Anticipate and prevent problems.
- Involve pupil in decisions.
- Record pupil's efforts and achievements.
- Value pupil as a person.

School Action +

There is a further range of strategies available to teachers, pastoral and learning support staff:

- IEP/PSP drawn up by SEN team.
- Implement programme of intervention, monitor and evaluate.
- Use of positive reinforcement to change behaviour. Reward behaviour you want to see more of.
- Actively deal with bullying.
- Pupil self-monitoring: self-observation and self-monitoring.
- Involve the pupil in problem solving.
- Positive entrapment: catch him/her being good and reward straight away.
- Positive thinking: pupil has to learn by heart a list of his/her positive qualities and achievements.
- Review progress with the pupil. What helped and what did not?
- Use hierarchy of positive consequences.
- Use time out.
- Negotiate agreed reparations when penalties are needed.
- Negotiate with pupil agreed, positive targets and decide penalties and bonuses for all involved.
- Increase contact with home.
- Teach temper control strategies.
- Very frequent checks on the pupil. Reduction of 'hassle' may be a motivator to change behaviour.
- Arrange for pupil to help others eg. hearing younger pupils read.
- Buddy system, peer support.

Use of outside agencies or in-house experts:

Mentors

Educational psychologist

Youth Inclusion Support Panel

Youth Offending Team

Child and Family Consultation Service

Social Services

Speech and language therapy

Community nurse

Educational Welfare Officer

Specialist Literacy teacher

Counsellor

Community Links

NYPC

Behaviour Support and Development Advisory Team

Appendix E

Confiscation

The Education and Inspections Act 2006 gives members of staff the lawful right to confiscate certain items, eg mobile 'phones or jewellery and items of clothing which are not school uniform. These should be kept securely and returned at the end of the school day.

Items may be kept for a longer period of time from certain pupils who persistently ignore the school rules. Teachers should contact the social inclusion team or a senior member of staff if they suspect a pupil is carrying an offensive weapon or illegal substances.

Appendix F

Discipline/Referral System

The following are three broad categories of behaviour difficulty which identify who is responsible for dealing with poor behaviour. Level 4 describes the most serious behaviour which falls outside of this plan.

LEVEL 1 Classroom Teacher

LEVEL 2 TiC (for classroom situations) / YC (for out of class situations and/or across departments)

LEVEL 3 Behaviour Team/SLG

LEVEL 4 Headteacher/Governors

Behaviour at Cumberland School can be divided into four, broad, levels of seriousness:

Level One: Teacher

- talking at the wrong time
- forgetting equipment, planners or homework
- arriving late
- preventing others from working
- wasting time
- making only the minimum of effort
- making fun of others
- interfering with other pupils' possessions
- eating in class
- uniform issues
- littering
- defacing books/property
- bullying
- use of mobile phone/ MP3

Level Two: Teacher in Charge /Year Co-ordinator

- regularly causing problems at Level 1 or refusing to co-operate with the member of staff at Level 1
- Failure to follow class teachers' instructions
- rudeness to staff or pupils
- spitting
- play-fighting
- use of inappropriate or offensive language
- persistent failure to complete homework/coursework

Level Three: Behaviour Team/Leadership Group

- inappropriate touching
- letting down the good reputation of the School in public
- truancy
- inflammatory behaviour which leads to fighting
- accidental but serious damage

- incidents listed below where the context and level of provocation/intent suggest an exclusion is more appropriate

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Pupils may move up a stage:

- regularly causing problems at Level 2 or refusal to co-operate with TiC/YC
- stealing
- dangerous refusal to follow instructions
- refusal to leave the classroom when asked by a teacher
- deliberate dangerous behaviour
- highly offensive or discriminatory language to any staff or pupils
- breaching the internet and website policy
- physical abuse of staff
- deliberate damage, vandalism, or graffiti
- drug related incidents (including alcohol and smoking)
- assault upon another pupil
- sexual abuse or assault against a member of staff or another pupil
- involvement in pornographic materials
- carrying an offensive weapon
- inappropriate physical contact with pupils or staff

Level Four: Head teacher/ Governors

- Supplying drugs
- Weapons on school site
- Violent Assault (including sexual)
- Violence against staff

Exclusion Continuum

Appendix G

Underlying principles: Apart from the most serious behaviours pupils receive the next exclusion on the continuum. Each exclusion has additional support built in.

Exclusions

The School has developed a range of different types of exclusion. Whenever a pupil commits an 'excludable offence', reference will be made to previous records. All pupils move through the following stages, each time they are excluded.

Exclusion	Description & Support	Meeting & Personnel
Exclusion IE1 Stage 1	Internal 1 day	Phone call home
Exclusion IE2 Stage 2	Internal 2 days	Parent Meeting
Exclusion FTE1 Stage 3	Fixed term 1day Re-integration on return	Meeting with YC & Behaviour Team PSP to be considered
Exclusion FTE2 Stage 4	Fixed term 2 days Re-integration on return	Meeting with Asst. Ht PSP to be considered if not already in place
Exclusion FTE3 Stage 5	Fixed term for 3 days Increased re-integration on return	Meeting with KS Deputy (SEN, Behaviour Team) PSP in place
Exclusion FTE4 Stage 6	Fixed term for 4days Increased re-integration on return, may include gradual return to lessons	Meeting with KS Deputy (SEN, Behaviour Team)
Exclusion FTE5 Stage 7	Fixed term for 5 days Increased re-integration on return, may include gradual return to lessons	Meeting HT
Exclusion FTE5+ BIP Stage 8	Fixed term exclusion for 5 days plus referral to Behaviour Improvement Project (Gradual return to lessons, restricted timetable)	Meeting HT Chair of Governors
Exclusion P1	Permanent exclusion (rare and in exceptional circumstances)	Governing Body sub-committee & HT

Pupils would return to IE Exclusion each September. Those who have reached FT5 Exclusion may only return to FT1 Exclusion. One 'cycle' (approximately half a term) without an exclusion would see the pupil move back a level.