

**NORTH YORKSHIRE COUNTY COUNCIL
CHILDREN AND YOUNG PEOPLE'S SERVICE**

SCALBY SCHOOL

BEHAVIOUR POLICY

The Governing Body referred to in this document will be taken to mean the IEB, until such time as a new Governing Body is established.

HISTORY OF DOCUMENT

Issue No.	Author	Date Written	Approved by Governors	Comments
1	V Michael		11/2/09	
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1. Introduction

Scalby School has at its heart a firm commitment to putting the needs of 'students first'. Policies and practice promote an environment conducive to learning, ensuring high achievement for all young people, irrespective of their differing needs. Students are asked to;

- 1.1. Arrive in school and at lessons punctually and prepared to learn. Students arriving late to school or lessons may be required to undertake after school detention.
- 1.2. Bring appropriate equipment such as;
 - Planner
 - Pen, Pencil, Ruler, Calculator, P.E. Kit and other equipment that may be necessary.
- 1.3. Comply with the school uniform policy – failure to comply with the school's uniform policy is likely to result in internal isolation or, after contacting their parent/guardian, the student will be asked to go home and change. The latter does not count as an exclusion.
- 1.4. Students are requested to adhere to standards commonly accepted by society; be polite and courteous.
- 1.5. All students are expected to treat staff and others 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 to their own safety and that of others.
- 1.7. The school provides a secure and safe environment for students and all students are expected to remain on site throughout the school day. Students are expected to leave the school grounds at the end of the school day unless engaged in extra-curricular activities.

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

Governors believe 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 re-enforces those choices through praise: this is closely linked to the School's Assessment Policy via 'Praising Stars©', its 'Vertical Mentoring System', 'The Pledges and its inclusion Policy. Governors 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 Governors 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.

2. Low Level Disruption

- 2.1. The 'Consequence System' is designed to give students choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the students own learning or that of others. If unchecked this sort of behaviour wrecks lessons 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.

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 fixed term exclusions to deal with persistent disruption, and their impact on the individual's ability to re-engage with their learning.

Please see;

- Appendix A – Consequences System Documentation
- Appendix B – Intervention Strategies

For this reason, Governors have elected to use a maximum fixed term exclusion period under the Consequences© system of 5 days for any single incident in the process, recognising that the intervention and support system runs in conjunction with these. Fixed term exclusions through Consequences© will be:

First	C6	-	1 day exclusion
Second	C6	-	1 day exclusion
Third	C6	-	2 day exclusion
Fourth	C6	-	2 day exclusion
Fifth	C6	-	3 day exclusion
Sixth	C6	-	3 day exclusion
Seventh	C6	-	4 day exclusion
Eighth	C6 ``	-	4 day exclusion
Ninth	C6	-	5 day exclusion
Tenth	C6``	-	5 day exclusion

When students have reached 35 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 presented by these students. In addition Governors recognise that the individual concerned will have lost at least 35 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 (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.

- 2.2. 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 etc. Identical restrictions apply to all other electrical devices; ipods, mp3 players, etc.

Should students not adhere to these rules the item 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 and asking them to take steps to encourage compliance with the rule in the future. Any mobile phones still held at the end of each half term will be returned to the individual concerned.

3. Fixed Term Exclusion

All decisions to exclude are serious and only taken as a last resort or where the breach of the school rules is serious. The following are examples;

- Failure to comply with a reasonable request from a senior member of staff
- Breaches of health and safety rules
- Verbal abuse of staff, other adults or students
- Possession of drugs
- Failure to comply with the requirements of the 'Consequence System©' see section 2 above.
- Wilful damage to property
- Homophobic or Racist Bullying
- Bullying
- Persistent defiance or disruption.
- Minor assaults or fighting that is not premeditated or planned
- Other serious breaches of school rules.
- This list is not exhaustive

Any fixed term exclusions will result in re-integration via the consequences system.

4. PERMANENT EXCLUSION

Guidance from the DCSF Sept 2008 is as follows:

“A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one-off' offence. These might include:

- a. serious actual or threatened violence against another student or a member of staff
- b. sexual abuse or assault
- c. supplying an illegal drug
- d. carrying an offensive weapon.

Schools should consider whether or not to inform the police where such a criminal offence has taken place. They should also consider whether or not to inform other agencies,

e.g. Youth Offending Teams, social workers, etc.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

In cases where a Headteacher has permanently excluded a student for:-

- a. one of the above offences; or
- b. persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises

The Secretary of State would not normally expect the governing body or an Independent Appeal Panel to reinstate the student.”

Governors Guidance on Offensive Weapons - 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, 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 Governors to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc

In addition, the Governors also consider the following to be serious incidents resulting in the permanent exclusion of a student:

- a. deliberate activation of the fire alarm without good intent
- b. repeated or serious misuse of the school computers by hacking or other activities that compromise the integrity of the computer network.
- c. repeated verbal abuse of staff
- d. persistent defiance and disruption that may or may not be directly linked to the Consequences© system.