



Durham Johnston

Behaviour

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BEHAVIOUR POLICY

1. DURHAM JOHNSTON'S PURPOSE

- a. Everything we do at Durham Johnston has its roots in our school plan.

Achievement and Standards

Johnston aims to be a school where every child achieves beyond expectations. We want them to leave with the qualifications to open all the doors in the world. We expect Johnstonians to take their place among the best, globally. We work for excellence and equity, and for our young people to have the benefits and advantages that can confer success and prosperity. We will work hard to make sure that is available to all our communities. Johnstonians are recognisable by their determination to succeed, their capacity for hard work and their love of learning in all its forms.

Personal development and wellbeing

As a great school gives students self-knowledge, so Johnston aims to produce self-reflective, confident and articulate young people at ease in the world. We work to make our community safe and welcoming, happy and supportive. We offer education to meet each student's needs and give opportunities for leadership and active citizenship. We share a common commitment to safeguard and promoting the welfare of children and young people. Johnstonians have an ethic of hard work, public service and global citizenship. We want to be central to the life of Durham City and an educational force in the life of the communities we serve.

- b. For the adult members of our community the seven Nolan Principles of public life are crucial. We work to make the young people of our community value such attributes too. These are
- Selflessness: putting others' needs before one's own
 - Honesty: telling and valuing the truth
 - Accountability: taking responsibility for one's actions
 - Openness: explaining why one acts as one does
 - Integrity: being reliably a good, rounded person
 - Objectivity: making decisions based on facts
 - Leadership: demonstrating all these to others

If our young people can learn to follow these principles, they are ready to be good citizens, following a national adult paradigm for behaviour.

- c. Good behaviour is a prerequisite for effective learning and personal development. It enables achievement and personal growth.
- d. We expect that all adults in school will follow this policy consistently, support one another and work collaboratively the better to help improve behaviour.

2. DURHAM JOHNSTON'S BEHAVIOUR POLICY

- a. Therefore, Durham Johnston's Behaviour Policy sets out how we will educate our young people to develop the personal skills and discipline which build up an equitable, safe and happy community from which they may succeed as useful citizens. The school plan and this short statement express the principles which governors expect to be followed in our daily life in school.
- b. This behaviour policy fulfils the governors' duty of care to pupils and employees. It promotes teaching, learning and high standards of attainment and preserves the good reputation of the school.
- c. Our policy includes rewards for good behaviour and sanctions which demonstrate that misbehaviour is not acceptable. They express the disapproval of the school community and deter other pupils from similar behaviour.
- d. However, the application of rewards and sanctions is always in the context of particular situations and individual pupils, so the Head is expected to exercise her discretion in their use within the bounds of the integrity and consistency of the policy.
- e. This policy will be enforced in accordance with governors' responsibilities in equality legislation.
- f. Much of the law relating to pupil behaviour is set out in Part 7 of the Education and Inspections Act 2006 and related secondary legislation. The requirement to set up Independent Appeal Panels is in section 52 of the Education Act 2002. There are provisions about home-school agreements in the School Standards and Framework Act 1998. Where the legal framework or guidance is changed, the policy will be reviewed and amended where necessary.

3. TO WHOM AND WHERE DOES OUR POLICY APPLY?

- a. Our policy is designed to
 - i. maintain and encourage the highest standards of good behaviour everywhere in school.
 - ii. maintain good order on transport, educational visits or in other placements such as work experience or college courses.
 - iii. secure behaviour which does not threaten the health or safety of pupils, staff or members of the public

- iv. provide protection to individual staff from harmful conduct by pupils of the school when not on the school site.
 - v. provide reassurance to members of the public about school care and control over pupils and thus protect the reputation of the school
- b. The Elton Report into behaviour in school in 1989 established that the teacher's authority extends beyond the school to any off-site activity which is a continuation or extension of schooling such as a field trip or a school journey. It also applies to other situations, such as bullying out of school, where pupils' conduct impinges on the school, as above. At Johnston we seek to control and moderate behaviour in school, on trips and buses and in our local area immediately before or after school. We respond as strongly as possible to reports of poor out-of-school behaviour and work as closely as necessary with neighbourhood police or other agencies, such as transport providers.
- c. Government legislation in 2010-11 supports schools also disciplining students for misbehaviour when the pupil:
- i. is taking part in any school organised or related activity
 - ii. is wearing school uniform or otherwise identifiable as a pupil at the school
 - iii. behaves in such a way as to
 1. have repercussions for the orderly running of the school,
 2. pose a threat to another pupil or member of the public
 3. adversely affect the reputation of the school

4. WHY IS GOOD BEHAVIOUR IMPORTANT?

- a. Schools have a duty to build and maintain orderly and cohesive communities, so that young people may learn how to get along with one another and moderate their own needs against those of others. Schools are entrusted with the training and development of society's young as well as their educational achievement: all those are dependent upon a stable, happy and reflective school life. In a school with young people from a very wide range of backgrounds and approaches to education, understood norms of good behaviour consistently applied are the glue of our community.
- b. Through our successful promotion of good behaviour we offer our young people, irrespective of background, the space to learn and grow and develop as active citizens without fear or inhibition knowing that they are equally valued. We expect that all of our young people will be equally able to aspire to the highest standards of personal behaviour, though some will need extra support to maintain this consistently. In this way, children whose behaviour unchecked might adversely affect their life-chances may be enabled to reap the life-long personal and economic advantages of good, trustworthy behaviour. Likewise, no well-behaved child should have his or her

education or development blighted by the bad behaviour choices of others.

- c. The simplest basic requirement of good behaviour in community is an observance of good manners. We teach manners explicitly at Durham Johnston and expect all members of our community to demonstrate them at all times. Thus, modelled by adults and taught to children traditional good manners should oil the wheels of daily life in school.
- d. We expect our young people to show respect to all adults and those in authority over them. While respect may be enhanced by personal knowledge, in this large community we expect our young people automatically to show respect to adults whether they know them or not. No adult may be treated dismissively or rudely at Durham Johnston.
- e. All adults should expect the Headteacher to provide safe and pleasant working conditions: this precludes rude, threatening or abusive behaviour. Foul language is particularly unacceptable.
- f. In all of this, we wish to work in partnership with parents so that good behaviour taught in the home might be reinforced at school and vice-versa. However, we cannot negotiate acceptable behaviour norms for individual children with parents, as our responsibility is to the maintenance of a larger, orderly and happy community focussed on the common good. Though an individual's circumstances may be taken into account, the same rules, expectations and benefits apply to all.
- g. We know that for many young people adolescence is turbulent and equally difficult for their families. We believe that our strong boundaries offer a secure place within which those trying times may develop good, strong, reflective and responsible citizens of the future.
- h. The imperatives of our policy have national resonance. The DCSF/DfE website asserts that *'while the majority of pupils behave well, and schools are generally orderly and productive places of learning, successive Governments have determined to support teachers and other school staff who have to deal with poor and disruptive behaviour. Poor behaviour blights the learning and, so possibly, the life-chances of other pupils. It is also demoralising for school staff to have to deal with persistent disruption to their teaching, and makes the job harder and less enjoyable. This is unacceptable. Schools need to ensure that classrooms are effective learning environments, and that the quality of the relationship between teacher and pupil is given utmost regard.'*
- i. We will follow OFSTED's advice that the most successful schools are those who
 - i. Tackle behaviour as part of whole school improvement
 - ii. Promote honesty, ownership and teamwork
 - iii. Identify the most challenging behaviour and plan responses to it

iv. Use external support effectively

5. WHOSE RESPONSIBILITY IS GOOD BEHAVIOUR?

a. The first responsibility for good behaviour lies with the child. While most children have an innate sense of right and wrong, of sharing and fair play some find them harder lessons to learn. We try to ensure that our school runs in such a way that no child can be in any doubt about acceptable standards of behaviour which we try always to explain clearly and uphold consistently.

i. *Pupils have a responsibility to*

1. *listen and respond properly to adults and to each other,*
2. *accept sanctions, and*
3. *use appropriate language at all times.*

ii. *Pupils have a right*

1. *to be taught in an environment that is safe and conducive to learning,*
2. *to be treated equally, and*
3. *not to be bullied, ridiculed or subject to discrimination;*

(Teachernet 2010. Teachernet is the Department's online guidance)

b. Parents are a key part of our success at Johnston. We expect parents to support their children as they grow and develop into the good citizens of the future.

i. We therefore expect parents to support teachers and uphold Johnston's discipline and authority as we believe that children need to see unity and know boundaries.

ii. In more practical terms we expect parents to ensure that their children are always in school, wearing full uniform and well equipped. We expect parents to support and encourage their child's learning. In particular, we do not expect parents always to seek to blame the school for the consequences of poor behaviour or lack of application.

iii. We will support parents in their duty to ensure that children are well-mannered, understand how to be polite and cooperative citizens able to foster mutually respectful relationships. Where this has not been central to the child's upbringing before joining us, we find it harder to modify poor behaviour.

iv. We expect parents take responsibility for their children's activity out of school. In particular, we expect that parents will monitor internet activity so that students are not enabled easily to engage in bullying of other members of the school community through social networking sites.

v. We ask that parents maintain regular contact with us in school including providing absence notes, attending parents' evenings and signing the pupil organiser every week.

- vi. We strive to keep children safe and maintain a happy and orderly community at Johnston but we find it hard, to solve problems within or between families, or disputes in local communities so we ask that such issues are kept out of school.
 - vii. Sometimes parents find their children's behaviour very hard to manage and we can offer some support with that from our years of dealing with adolescents, and by directing or referring them to other specialist services.
 - viii. Occasionally a parent may instruct a child not to comply with our requirements. This makes for a very difficult relationship and we ask parents to note that *'The teacher has general authority over pupils for the purpose of securing their education and well being and that of other pupils in the school and ensuring that they abide by the rules of conduct set by the school. This authority is not delegated by the parent, but derives from the teacher's position as a teacher. In matters relating to the school, this authority overrides that of the pupil's parent'. (Elton Report 1989)*
 - ix. *Parents have a responsibility*
 - 1. *to prepare their children appropriately for school (for example, by ensuring that their children are observing the school dress code)*
 - 2. *to support the schools' behaviour policies, including rewards and sanctions*
 - x. *parents have a right to information on*
 - 1. *how the school promotes positive behaviour and*
 - 2. *what they can do to help.*

(Teachernet 2010)
- c.** Most of the rest of this document sets out the different ways in which teachers and other staff in school support, encourage and maintain good behaviour. Our aim is clearly laid out in sections 1 and 2.
- i. *School staff are responsible for*
 - 1. *encouraging respect and promoting positive behaviour (by modelling the behaviours they wish to see)*
 - ii. *They have a right to*
 - 1. *safe working conditions*
 - 2. *clear guidelines, support and professional development on behaviour issues*

(Teachernet 2010)
- d.** Governors have a responsibility laid out in section 2 of consulting upon and upholding the agreed policy, and hearing any complaints arising from it. The monitoring of the policy will be carried out by the Governors' Pupil Well-Being Committee; complaints are heard through the Complaints Committee.

6. WHAT IS GOOD BEHAVIOUR?

- a.** At Johnston we define good behaviour as that which promotes courtesy, successful learning, a pleasant atmosphere, happiness, security, co-operation and consideration from all pupils in their relationships with other pupils, school staff, visitors and other persons within and outside the school premises, and demonstrates respect for other people, the school community and environment.
- b.** In particular, we have identified good behaviour as that which includes
 - Active participation in learning
 - Being fully equipped
 - Cheerfulness and good humour
 - Contributing to the school community
 - Correct uniform
 - Good manners
 - Empathy
 - Following instructions promptly and without remark
 - Following the classroom code of conduct
 - Honesty
 - Kindness to others
 - Pleasantness
 - Politeness
 - Protecting the good reputation of the school
 - Protecting the school building
 - Punctuality
 - Putting the needs of others before one's own
 - Respectfulness
 - Standing against bullying or disruption
 - Taking responsibility for one's actions
 - Tolerance and understanding
 - Using correct forms of address

7. WHAT IS BAD BEHAVIOUR?

- a.** At Johnston we define bad behaviour as that which leads to rudeness, disruption of learning, a nasty atmosphere, fear, conflict and disrespect. Bad behaviour can be wrong actions or bad choices. Some children deliberately behave badly, others do not know how to behave. All need to be taught the acceptable norms of school life so that they may flourish, and so that they will then have an understanding of the norms of community interaction which will help them to be good citizens and prosper in life.
- b.** We have identified unacceptable behaviour as that which includes
 - abuse to peers or staff
 - aggressive behaviour to peers or staff
 - answering back
 - being out of bounds

- bullying
- bringing weapons into school or onto school transport
- bringing the school into disrepute
- defiance
- dealing in or use of drugs or alcohol
- disrespectful attitude
- disrespecting a student's home background
- disrupting learning,
- failure to follow staff instructions
- failure to complete appropriate work
- fighting *including* 'fun fighting'
- foul language and swearing
- gambling
- graffiti
- incorrect uniform
- insolence
- intimidating or threatening language or behaviour,
- lateness
- lying or spreading rumours
- misbehaviour on buses
- name calling
- promoting violence, abuse or disruption of the school community
- racist, sexist and homophobic abuse and abuse aimed at people with disabilities
- smoking
- temper tantrums
- theft
- truancy
- vandalism
- violence
- wandering around the school building or classroom
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Extended and easy access to the internet and telephony has made some aspects of bad behaviour easier to spread over a wider number of people. If any of the above is facilitated through technology, we take the same action. We cannot, however, police children's use of the internet outside of school hours.

8. HOW DO WE ENFORCE GOOD BEHAVIOUR?

- a. We have a simple code of conduct which is displayed in all classrooms. There is behaviour advice in students' organisers and on the school website. All teachers set their behaviour expectations at the start of the year and reinforce them regularly. All students are reminded regularly about behaviour in assemblies.
- b. We expect good behaviour as a norm at Durham Johnston and have a simple rewards for subjects which includes

- Praise, thanks and positive feedback
 - Department commendations
 - Letters to parents and carers
 - School awards
- c.** Our cohort rewards system is more extensive and recognises the diverse and vibrant community we have. We wish to recognise the variety of contributions students can make, such as good progress, excellent performance, attendance or a contribution to school life in some way. Students have an opportunity three times a year, after the report is issued, to be awarded a badge for the following:
- Attendance
 - Academic endeavour
 - Sport
 - Performing arts
 - Service to the school
- d.** Our Pastoral Intervention Framework (attached) is designed to support students in developing good behaviour.
- e.** Where students choose bad behaviour we have a range of sanctions. These are
1. talking privately with the pupil
 2. counselling and advice
 3. verbal reprimand
 4. confiscation of banned articles (see below)
 5. time out of class or time out of circulation in school instituting pupil detentions (see below)
 6. carrying out a useful task in school
 7. withdrawal of school privileges;
 8. letters to parents or carers;
 9. meetings with parents or carers;
 10. referring matters to the subject leader, personal tutor, year leader, Assistant or Deputy Headteacher and Headteacher as appropriate;
 11. referral to external agencies;
 12. time in the school Inclusion Unit
 13. internal exclusion in the Inclusion Unit
 14. a trial 'managed move' to another school for 6 weeks
 15. fixed-term exclusion (up to 5 days)
 16. fixed term exclusion (between 6 and 45 days, served in the behaviour unit of a partner school)
 17. permanent exclusion (see annex 1).

Sanctions 1-9 above might be carried out by a teacher or form tutor. Sanctions 10-17 will involve other colleagues.

- f.** In accordance with our statutory responsibilities we may use reasonable force for example, to remove a pupil who is disrupting a lesson or to prevent a pupil leaving a classroom.

- g.** A student with a banned article such as jewellery or make-up will be asked to remove it from view. A student using a phone or other technological device in a place where this is not permitted will be told to put it away. Once told in either case, if the article is seen again it will be confiscated by a member of staff and placed in a safe place with the student's name on it. The student will usually be allowed to collect it after the bell has gone at the end of the school day. Should a student persist in the offence, articles may be confiscated pending a parent or guardian's coming into school to retrieve it.
- h.** We may use our powers to search and screen pupils for banned or illegal articles. We will search lockers, and we will record the search on the pupils' conduct log. Under those powers re-stated in 2011 we may:

 - i. Search without a pupil's consent for knives, weapons, alcohol, illegal drugs and stolen items as long as we have reasonable grounds for suspecting that a pupil is in possession of such items. The search will be carried out in school by a Year Leader, a member of the School's Leadership Group, or the Unit Manager or Assistant Manager. The searcher will be of the same gender as the pupil unless that is impossible because the incident has taken place on a school visit. There will be a witness present.
 - ii. Remove clothing which is not next to the skin.
 - iii. Search possessions including bags.
 - iv. Seize any banned, stolen or prohibited item which is harmful or detrimental to school discipline
 - v. Not conduct an intimate search: only a police officer may do so.
- i.** Although no longer a statutory requirement, the school will usually send notification of detention home in writing with a student at least 24 hours in advance of the detention to be served.

 - i. It is not the school's responsibility if the student chooses not to inform parents or guardians.
 - ii. If a student does not attend detention on the day for which notification is given the detention will be served as soon as possible thereafter. We do not need to inform parents of this.
 - iii. If the child has deliberately missed the detention, more time may be added.
 - iv. Transport home from a detention if school transport has been missed is parents' responsibility.
 - v. After-school detentions may not be served at lunch or breaktime.
 - vi. Detentions, meetings and interventions based in the Inclusion Unit are central to our Behaviour Policy in that they serve as important deterrents to misbehaviour. We expect that parents will wish to support us in these.

The Elton Report established the teacher's authority to set homework and to impose punishments for conduct contrary to the school rules which should be made known to pupils and parents. Such punishments must be reasonable and proportionate to the breach. They may include extra academic work to be completed in or out of school, tasks to assist the school in any reasonable way (including repairing damage), a requirement to stay in school beyond normal hours (detention), withdrawal of privileges or any other reasonable punishments consistent with the school's discipline policy and the law. The authority is not intended to override the provisions of the Education (No.2) Act 1986 covering corporal punishment. Parents must be given adequate notice of any punishment which obliges a pupil to remain in school for longer than a few minutes outside normal hours, or to take part in an activity off school premises.

9. HOW DO WE TRACK BEHAVIOUR?

- a. We use a simple incident reporting system which ensures that colleagues are informed about behaviour so that the correct intervention may be made. This is currently paper-based but will be made electronic as soon as ICT provision allows.
 - Once an issue is reported, and after it has been resolved or passed on, the year leader will ensure that the details are entered onto the student's behaviour log in our management information system.
 - This data helps us to keep track of a student's behaviour trends and helps us plan interventions. It allows us to track particular strands of behaviour and see which groups may be overrepresented in particular events.
 - We expect our system to be prompt, professional and effective
- b. Children known to be of volatile or potentially dangerous temperament or transferred to Johnston after permanent exclusion from another school will be thoroughly risk-assessed by the Assistant Head, Year Leader, Unit Manager, Deputy Head (CP) and SENCO. If that group recommends to the HT that the child presents an unmanageable risk within current resources, representations will be made to the LA and, where possible, a transfer may be stopped.

10. WHO DEALS WITH BEHAVIOUR IN SCHOOL?

- a. When behaviour is a cause for concern in school we would expect the following people to be involved on an escalating scale, depending on the severity of the event.
 - Form tutor or class teacher
 - Year leader or subject leader
 - Unit Manager or Special Educational Needs Coordinator (SENCO) or Parent Support Advisor (PSA): any or all of these post-holders

may be but will not always be involved, depending on the event and the behavioural history of the child.

- Assistant Head
- Deputy Head or Headteacher

11. INTERVENTION

- a. We try to intervene as early as possible to promote good behaviour and prevent patterns of misbehaviour developing. Where misbehaviour is rooted in poor understanding of expectations or limited understanding of life in a large community we will offer support – usually through the year leaders, the Unit or the SEN department. Developing good behaviour so that learning can flourish is our prime motivation in school and we will do whatever it takes to break cycles of bad behaviour and rehabilitate students. We will change a child's classes and seek to end destructive friendship groups, for example, so that he or she can be freed to achieve his or her potential. We will always seek to intervene to prevent a child making a preferential option for bad behaviour or underachievement. We know that the long-term economic and personal effects of underachievement at school are such that we must take every chance to ensure that children maximise their potential.
- b. We offer counselling through year leaders, the Unit, part-time counsellors employed in school and other agency support. We aim to offer counselling that will enable young people to develop the resilience they need to make their way in the world.
- c. We will include other agencies where this is helpful or necessary to the child.

12. INTERNAL EXCLUSION

We use 'internal exclusion for a serious misdemeanour, especially that which disrupts learning seriously, defies the authority of staff or where we feel that the child will see a fixed-term exclusion as a holiday. It is time in isolation in our Inclusion Unit, with a different start and end time to the day and intensive counselling about the mistakes made as well as classwork. While we will attempt to ensure that transport home is available through our 'late buses' we cannot guarantee that the funding to support those will continue. If a child is internally excluded it is the parent's responsibility to ensure transport to and from school.

13. FIXED-TERM EXCLUSION

- a. We use fixed-term exclusion in accordance with the statutory guidance
 - i. *A decision to exclude a pupil for a fixed period should be taken, on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant*

permanent exclusion and lesser sanctions such as detention are considered inappropriate. Individual fixed-period exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school afterwards. Ofsted inspection evidence suggests that 1-3 days are often long enough to secure the benefits of exclusion without adverse educational consequences. Where it is clear that fixed-period exclusions are not being effective in deterring poor behaviour, for example if they are being repeatedly imposed on a pupil in response to the same behaviour, headteachers and teachers in charge should consider alternative strategies for addressing that behaviour. (Teachernet 2010)

- b.** School work will be set for a child to do during the course of a fixed-term exclusion. It will be marked in the usual way. However, this work is not the same as that which will be set in class: a child's education inevitably suffers if he or she is excluded.
- c.** No child may return from fixed-term exclusion without a formal readmission meeting attended by a parent. In that, a clear explanation of the offence and the ways in which the child may demonstrate remorse and make restitution for it will be discussed. If a parent will not attend a readmission meeting, we will seek intervention from our parent support advisors, the education welfare service and the local authority. A child will spend the first day back from exclusion in the Inclusion unit during which a 'restorative justice' meeting will be held to examine the excluding incident before he or she returns to class.

14. CHILDREN AT RISK OF EXCLUSION

- a.** Children at risk of permanent exclusion will be given a Pastoral Support Plan in which parents and other agencies are closely involved in the setting and monitoring of targets, knowing that the failure to meet those targets may result in permanent exclusion.
- b.** Children at risk of permanent exclusion may, through the LA protocol, be offered a managed move to another school as a final fresh start.

15. REMOVING A STUDENT FROM THE SCHOOL SITE

- a.** Very occasionally we may ask for a child to be removed from the school site. In accordance with our statutory responsibilities these are where
 - i.** *There is sufficient evidence that a pupil has committed a disciplinary offence and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. In these circumstances the pupil may be excluded from school for a fixed period or permanently.*

- ii. *A pupil is accused of a serious criminal offence but the offence took place outside the school's jurisdiction. In these circumstances the headteacher may decide that it is in the interests of the individual concerned and of the school community as a whole for that pupil to be educated off site for a certain period, subject to review at regular intervals. This is not an exclusion.*
- iii. *For medical reasons, a pupil's presence on the school site represents a serious risk to the health or safety of other pupils or school staff. In these circumstances a headteacher and teacher in charge may send the pupil home after consultation with the pupil's parents. This is not an exclusion and may only be done for medical reasons.*
- iv. *The pupil is given permission by the headteacher and teacher in charge, or person authorised by them, to leave the school premises briefly to remedy breaches of the school's rules on appearance or uniform, where this can be done quickly -and easily; this should be for no longer than is necessary to remedy the breach. This is not an exclusion but an authorised absence. However, if the pupil continues to breach uniform rules in such a way as to be sent home to avoid school, the pupil's absence may be counted as unauthorised absence. In all such cases the parent must be notified and the absence should be recorded. When making this decision, the child's age and vulnerability, and the parent's availability, will need to be considered.*
- v. *These are the only circumstances in which pupils may be required to leave the school site. Where a condition of attendance is that pupils should be screened for possession of offensive weapons, and a pupil refuses to undergo such screening, that pupil can be refused entry to the school. This is not an exclusion, but an unauthorised absence.*

(Teachernet 2010)

16. PERMANENT EXCLUSION

- a. A permanent exclusion marks the end of a child's time at Johnston. It is the final sanction and one which we do not use lightly. However, we are prepared to take this step to protect the orderly, safe and secure community we prize here. National guidance tells us that
 - i. A decision to exclude a pupil permanently should be taken only:
 1. *in response to serious breaches of the school's behaviour policy; and*
 2. *if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.*

- ii. *Only the headteacher, (or, in the absence of the headteacher or teacher in charge, the acting headteacher or teacher in charge) can exclude a pupil.*
- iii. *A decision to exclude a child permanently is a serious one and should only be taken where the basic facts have been clearly established on the balance of probabilities. 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.*
- iv. *There will, however, be exceptional circumstances where, in the headteacher's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:*
 - 1. *serious actual or threatened violence against another pupil or a member of staff;*
 - 2. *sexual abuse or assault;*
 - 3. *supplying an illegal drug; or*
 - 4. *carrying an offensive weapon.*
- v. *Schools should consider whether or not to inform the police where a criminal offence may have taken place. They should also consider whether or not to inform other agencies such as youth offending teams (YOTs) or social workers.*
- vi. *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.*
- vii. *In cases where a headteacher has permanently excluded a pupil for:*
 - 1. *one of the above offences; or*
 - 2. *persistent and defiant misbehaviour including bullying or repeated possession and/or use of an illegal drug on school premises and where the basic facts of the case have been clearly established on the balance of probabilities, the Secretary of State would not normally expect the governing body or an Independent Appeal Panel (IAP) to reinstate the pupil.*

(Teachernet 2010)

17. MALICIOUS ALLEGATIONS

We will assume that a member of staff has behaved reasonably unless it can be shown that this is not the case. We may exclude a pupil who has made a false allegation against a member of staff. This may be a permanent or fixed-term exclusion. We will not automatically suspend a member of staff against whom an allegation of using unreasonable force has been made.

18. INVESTIGATING INCIDENTS

- a. We will always investigate behaviour incidents where the facts do not readily present themselves. In serious cases, where there is the possibility of fixed-term or permanent exclusions, we will take statements from students involved which may be anonymised for use in presenting a case to governors. Where possible or necessary, we will keep evidence confidential.
- b. While we are bound by natural justice to ensure that we act correctly, we are not required to match standards of evidence in criminal law. We are required to demonstrate that *on a balance of probabilities* our behavioural norms have been breached.
- c. Our investigations may lead us to a judgement that a child is lying. Lying is not unusual while growing up, and testing boundaries is normal. Some children lie habitually or occasionally. We would ask parents to remember that when a child asserts that he or she is telling the truth, that may also be a lie. We teach children that they are more likely to be believed if they usually tell the truth.

19. BEHAVIOUR AND INCIDENTS

- a. The keys to good behaviour are high expectations, clear communication, consistency and brisk intervention. It is important that behaviour is managed as effectively as possible at the earliest level as possible.
- b. **Staff training**
 - i. All staff will be trained in the use of this policy as part of in-school training sessions throughout the year.
 - ii. All teaching staff, permanent or visiting, receive a handy guide to behaviour management each year, setting out
 1. Expectations
 2. Use of rewards and consequences
 3. The importance of dealing with behaviour-related issues quickly, effectively and at source where possible
 4. The particular importance of uniform, punctuality, equipment, classwork, homework, manners and kindness
 5. Supervising corridors, yards and other areas
 6. Referral
 7. Professional judgement
 - iii. Colleagues who wish to receive more intensive behaviour training and support will be offered a personal programme which may include LG input, external courses or peer coaching. This is not part of any employment-related procedures. All colleagues should feel enabled to request help and advice without any inference of competence being drawn as a result.
 - iv. Colleagues new to the school and newly-qualified teachers receive induction training which includes behaviour management. For NQTs this is followed-up by year-long input from the Professional Tutors

c. Staff Support

- i.** We know that behaviour is developed, improved and maintained by consistent application of clear and simple rules and remorselessly high expectations. In addition, we know that a staff combined makes more impact than many staff acting in idiosyncratically excellent isolation. We understand that this is a 'force multiplier' and always seek to build up the common good in behaviour as well as achievement at Johnston. Teachers owe to one another the enforcement of all of our rules: the more consistent we are, the easier behaviour is to manage.
- ii.** We aim to manage and develop behaviour at Johnston so that our staff feel safe and happy and can achieve their best with the children. We are lucky to have highly qualified and effective staff and retain them here because it is generally a most rewarding place to work. We will not tolerate behaviour from children which makes staff feel unsafe or undermined and we strive to ensure that behaviour advice and support given to teachers by colleagues is positive and supportive, enabling a teacher to build up his or her rapport with and control over a class. When intervention is necessary after an incident, colleagues will seek to work with the teacher involved so that he or she does not feel unsafe or undermined.
- iii.** Some classes present particular challenges which are identified quickly. While seeking to timetable children so that destructive combinations are not inevitably thrown together we will seek to identify extra resources where possible to support teachers facing particularly challenging groups. This might involve:
 - 1.** extra staffing (if available)
 - 2.** planned Department intervention
 - 3.** year leader, SEN or Unit support
 - 4.** timetable alterations where possible
 - 5.** parental contact
 - 6.** directed time meetings for teachers to share experiences and strategies
- iv.** If a skills deficit is identified in relation to particular newly-presenting issues, or classes, training and support will be offered to meet the need. This will be based on consultation with relevant staff about the issue so that it is clearly focused.
- v.** Subject leaders will make arrangements so that teachers are confident about being able to summon help or support with difficult children. This should include
 - 1.** 'parking' arrangements in 6f or other lessons
 - 2.** methods by which a teacher may reach a phone to summon help
 - 3.** regular visits by other members of the department to offer support to particular groups

4. planned LG intervention

- vi. Form Tutors play a major role in behaviour management by their consistent daily enforcement of rules early in the morning. It is vital to our success that form tutors reinforce punctuality, uniform, equipment and expectations as well as their pastoral role with their class. Form Tutors are given clear instructions about their role and time at the start of the school year to lay the foundations for strong and productive relationships.
- vii. Above all, we know that staff in school set the tone as role models of adult conduct. We demonstrate that by our demeanour, and consistent enforcement of high standards

d. LG availability

- i. Leadership Group members will be available each lessons to check corridors in their local area and respond to immediate or planned requests. They will drop in to lessons to check that children are behaving according to expectations.
- ii. Children sent out of lessons should expect to be questioned by LG and the teacher asked if the child should be returned to learn or removed
- iii. A single member of the LG will be available at all times to respond to urgent requests, via walky-talky from the office
- iv. Teaching staff will report particularly difficult classes to LG, who will ensure that there is advice and support available.
- v. LG will ensure that they patrol corridors regularly and supervise changeover times. One member of the LG will be available for immediate support at all times, summoned by radio from the main office. All LG are linked to departments for general support, and will talk to teachers in that department about problems they may be experiencing, and seek to help them to resolve them, this in addition to LG roles within the behaviour referral system above.

20. ALLOCATING SCHOOL RESOURCES

- a. At Johnston we undertake an annual review of the resources needed to ensure the success of this policy, including reviews of:
 - i. staffing: *staffing levels; training and development; time provision; workload; health and safety.*
 - ii. record keeping: *provision of administrative and record keeping systems and monitoring arrangements (including use of ICT).*
 - iii. curriculum review and alternative provision: *alternative education provisions for pupils, including the use of off-site provisions (where available); review of curriculum; use of curriculum flexibility; on-site facilities where possible and appropriate (e.g. time out, access to learning support, counselling or mentoring); flexi schooling.*

- b.** We have access to specialist extended child and family support services (where available), including:
 - i.** Behaviour Support Service;
 - ii.** Pupil Referral Unit;
 - iii.** Education Welfare Service;
 - iv.** Education Psychology Service;
 - v.** Health Services (including mental health);
 - vi.** Social Services;
 - vii.** One Point Services;
 - viii.** Youth Workers;
 - ix.** Youth Offending Team;
 - x.** Drug Counselling Agencies;
 - xi.** Police;
 - xii.** Green School

21. POLICY MONITORING

This policy has been arrived at through consultation with staff (including teacher unions), parents and governors. It will be reviewed annually. Measurable outcomes will be reported to Governors' Pupil Wellbeing Committee.