



NOTLEY HIGH SCHOOL & BRAINTREE SIXTH FORM

Behaviour and Discipline Policy

Governors' Student Outcomes and

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Designated Postholder:	Deputy Headteacher

Notley High School & Braintree Sixth Form Behaviour and Discipline Policy

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Notley High School & Braintree Sixth Form Behaviour and Discipline Policy

1. Rationale

Notley High School & Braintree Sixth Form is a mainstream comprehensive school. The Governing Body believes that high standards of student behaviour and good discipline support the aims of the school, safeguard the rights of students and are an essential pre-requisite for effective teaching and learning. It seeks to create an inclusive, caring learning environment in the school by:

- promoting desired behaviour and discipline
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensuring equality and fairness of treatment for all
- encouraging consistency of response to both positive and negative behaviour
- promoting early intervention
- providing a safe environment free from disruption, violence, bullying and any forms of harassment
- encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures
- promoting a culture of praise and encouragement in which all students can achieve

2. Roles and Responsibilities

The Governing Body will establish, in consultation with the Headteacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of students and staff.

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.

Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

3. Aim & Objectives

Our aim is to promote positive behaviour and attitudes, based on mutual respect, between all members of the school community; thus developing in our students self-discipline, personal responsibility, high self-esteem and a pride in the school both inside and outside the classroom environment. In carrying out this aim we will create a pleasant and successful learning environment for all, which will ensure that effective teaching and learning can take place.

Key Objective

To encourage students to choose responsible behaviour and in so doing raise their self-esteem, increase their academic success, develop their relationships with others and be prepared for adult life.

Related Objectives

To ensure effective teaching and learning by:

- developing relationships between staff and students which are marked by reciprocal respect and understanding
- fostering student self-confidence, self-esteem and well-being
- creating an environment in lessons which is purposeful, mutually supportive and non-threatening
- creating an environment in social time which is friendly and non-threatening
- providing students with opportunities in which responsible behaviour can be recognised, praise and reinforced

To prepare students for adult life by:

- helping them to understand society's need for responsible behaviour
- helping them to understand their rights and responsibilities as members of a democratic and civilized society
- enabling them to move into adult life with increased confidence and awareness of the needs of others
- helping them to understand that their responsible behaviour represents a valuable contribution to the communities in which they live
- encouraging them to form positive relationships with other individuals and with groups of other people

To involve parents/carers in the management of student behaviour by:

- creating an environment in which a genuine partnership exists between home and school
- ensuring that parents are kept aware of their child's behaviour, both responsible and irresponsible, at school
- seeking parents'/carers' understanding and support of the school's policies and actions with respect to student behaviour
- providing advice and support where appropriate and when requested

4. Discipline with Dignity

At Notley High School & Braintree Sixth Form we have always prided ourselves in placing particular emphasis on the traditional values of civilised behaviour, courtesy to all and a smart appearance. These traditional values remain. We recognise, however, that recent years have seen a growing staff body, now totalling over 250 staff (teaching and non-teaching) and we acknowledge that consistency in how students are disciplined and staff-student relationships has to be a high priority. Discipline with Dignity provides a framework around which we can reflect on our consistencies (and inconsistencies).

Key considerations for Discipline with Dignity

- All interventions can stop misbehaviour for a short time. More importantly, how does the intervention affect behaviour and learning over time.
- Students need dignity and control. Give control by giving choices and setting limits.
- Reframe student behaviour in a way that allows you to be a teacher rather than a policeman.
- Think in terms of opening doors, not closing them.
- Avoid power struggles.
- Keep all communication as private as possible

- Goals for defusing power struggles: dignity for the student; dignity for the teacher; keeping the student in class; teaching an alternative to aggression.
- Methods for defusing power struggles: listening; acknowledging; agreeing; deferring.

Practical Discipline Guidelines

1. The most practical discipline technique is to welcome every student.
2. It takes less time at the end when you spend more time in the beginning.
3. When students withdraw, make an even bigger invitation.
4. Discipline responses require a two-stage approach: stabilise the situation and teach.
5. Model effective expressions of anger with your students.
6. When you take something away, give something back.
7. Never use something you want a child to love as a consequence.
8. Eventually you must face a student who misbehaves; no one can do it for you.
9. When disciplining students, always provide choices and limits.
10. No one can change his or her behaviour without a commitment.

5. Legal framework

The Headteacher must set out measures in the Behaviour and Discipline Policy which aim to:

- promote good behaviour, self-discipline and respect
- prevent bullying
- ensure that students complete assigned work
- regulate the conduct of students.

The Headteacher must take account of any guidance or notification provided by the governing body, including in relation to screening and searching students, the power to use reasonable force, other physical contact, the power to discipline beyond the school gate and pastoral care for school staff. Teachers' powers to discipline include the power to discipline students even when they are not at school or in the charge of a member of staff.

A member of staff may discipline a student for:

Any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school

6. Out of School Behaviour

This school is committed to ensuring our students act as positive ambassadors for us. Taking the above into account, we expect the following:

- good order on all transport (including the school taxi) to and from school, educational visits or learning opportunities in other schools
- good behaviour on the way to and from school
- positive behaviour which does not threaten the health, safety or welfare of our students, staff, volunteers or members of the public
- reassurance to members of the public about school care and control over students in order to protect the reputation of the school

- protection for individual staff and students from harmful conduct by students of the school when not on the school site

The same behaviour expectations for students on the school premises apply to off-site behaviour.

Legislation to which this policy relates:

Education Act 2011

<http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted>

The Education Act 1996

<http://www.legislation.gov.uk/ukpga/1996/56/contents>

Education and Inspections Act 2006

<http://www.legislation.gov.uk/ukpga/2006/40/contents>

<http://www.legislation.gov.uk/ukpga/2006/40/contents>

The Schools (Specification and Disposal of Articles) Regulations 2012

<http://www.legislation.gov.uk/>

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

<http://www.legislation.gov.uk/uksi/2012/619/contents/made>

Health and Safety at Work etc. Act 1974

<http://www.hse.gov.uk/legislation/hswa.htm>

School Standards and Framework Act 1998

<http://www.legislation.gov.uk/ukpga/1998/31/contents>

Education Act 2002

<http://www.legislation.gov.uk/ukpga/2002/32/contents>

DfE Guidance to support our behaviour and related policies:

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force>

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening,-searching-and-confiscation>

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076882/ensuring-good-behaviour-in-schools>

Screening, Searching and Confiscation

School staff can search a student for any item if the student agrees. The Headteacher and authorised staff have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 1. to commit an offence,
 2. to cause personal injury to, or damage to the property of, any person (including the student)

The Headteacher and authorised staff can also search for any item banned by the school rules.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Use of reasonable force

We acknowledge our duties and responsibilities under the 2006 Education and Inspections Act in which all school staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students. It should be noted that staff cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate. This process is one which requires appropriate training. Please refer to our separate policy on this.

Equal Opportunities

Notley High School & Braintree Sixth Form acknowledges its legal duties under the Equality Act 2010 and in respect of students with Special Educational Needs and Disabilities (SEND).

See separate policy for details.

Training

- There will be regular training for all members of the school community as appropriate.
- Training for new staff will include information on this policy.

7. Monitoring, evaluation and review

The school will review this policy and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. The success of this policy may be evaluated through:

- analysis of baseline statistics (e.g. number of fixed term exclusions, number of students removed from lessons, number of internal exclusions, individual student data from the SIMs behaviour system, number of school detentions, number of uniform detentions, progress check and report data)
- surveys of parents/carers, students and staff
- faculty review, learning walks and other monitoring school effectiveness monitoring systems led by the SLT
- regular monitoring at Governor's Meetings of exclusion data
- inspection by external agencies such as OFSTED

This policy is linked directly to the following policies:

- Teaching and Learning Policy
- Anti-Bullying Policy
- Attendance Policy
- Child Protection Policy
- Equal Opportunities Policy (Race Equality, Disability Equality, SEN policies)
- Physical Restraint and Intervention Policy
- Uniform Policy
- Exclusions Policy

& our Code of Conduct

Last Reviewed: November 2015

Next review due: November 2017

Policy Author: Mrs R Kelly, Deputy Headteacher

Strategies for Implementation Years 7 – 11

Induction

The Senior Leadership Team (SLT), Specialist Leaders of Education (SLEs), Faculty/Subject Leaders and Heads of House will ensure that all new staff, particularly Newly Qualified Teachers (NQTs), student teachers and all new staff, teaching and support staff, to the school understand the school Behaviour and Discipline Policy, especially the sanctions section.

The SLT, in consultation with the Chair of Governors and the Chairs of the Sub-Committees, will ensure that new Governors understand the school Behaviour and Discipline Policy.

Each Head of House, as appropriate, will ensure that new students (new cohort and in-year) understand the principles and practice of the school Behaviour and Discipline Policy as it will affect them.

The SLT and/or Head of House will ensure that parents/carers of new students understand the principles and practice of the school Behaviour and Discipline Policy as it will affect their child.

Student Leadership

The Student Leadership Charter supports the school Behaviour Policy by promoting a positive learning environment for everyone who works and studies at Notley High School & Braintree Sixth Form. The Policy is relevant to the work of all three voices; Blue (Effective Learning), Green (Environment & Community) and Purple (Student Wellbeing).

Student Planners

Reference to the school Behaviour and Discipline Policy is included in the Student Planner in the 'Home-School Agreement' section, the Rewards & Sanctions section and the Student Leadership section.

Literature

Information on the school Behaviour and Discipline Policy will be included in the Handbook for Parents and Carers, the Staff Handbook, the Tutor Handbook, student teacher induction material and teacher planners.

Rewards and Sanctions

Rewards and Sanctions and the communication system are clearly laid out in the Behaviour and Discipline Policy (Appendices A & B). Staff in subject departments (classroom teachers) and House teams (tutors) will follow the consequences summaries; as in the first instance they take responsibility to correct the poor behaviour. This may include the use of detentions details of which are outlined in Appendix E.

Faculty/Subject Leaders, Heads of House and SLT will only get involved if staff sanctions do not work.

Some sanctions involve use of the Inclusion Room, the protocol for which is outlined in Appendices G & H.

Behaviour in lessons

All students are expected to display behaviours which show a respect for their own learning and the learning of others. This includes arriving for lessons on time, equipped for learning. In class they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In line with our belief in positive reinforcement, students who display positive learning behaviours should receive praise and recognition. Adverse behaviours, and students displaying adverse behaviours, will be corrected in line with the school's range of disciplinary sanctions. Additional to the types of behaviours which place a student at risk of exclusion, poor learning behaviours include a lack of effort, a lack of work, failing to complete homework, off task behaviours which interrupt the learning of others and demonstrating challenge or a lack of co-operation.

Uniform, behaviour around the building and out of lessons

Students are expected to behave in a manner which respects themselves and others. This applies to use of language, to the way in which they act and behave and to the manner in which they respond, all of which

should demonstrate courtesy and consideration. This includes towards fellow students and staff. Positive behaviours include setting high standards by wearing correct uniform and moving in a manner which is orderly and respects the health and safety of others. Expectations on uniform and orderly conduct are reinforced in assemblies and by focused drives.

The school reserves the right to correct inappropriate or incorrect items of uniform by making contact with parents or by sending older secondary students home with notice to change. Students may be isolated from their peers to work on their own if they refuse to correct their uniform infringement or a parent/carer is unable to bring the correct uniform into school.

Disciplinary sanctions

Dependent on student age, the nature of the offence and the severity of the behaviour, the school will use a range of strategies to correct student behaviour. The range of sanctions will include:

- telling off and correction
- restorative justice
- short length detention
- longer length detention
- making good the missed work
- loss of break times
- removal from the lesson to work under supervision elsewhere
- being placed on report
- setting improvement targets
- behavioural contract
- an adapted curriculum time in the Flexible Learning Zone (Flex) (see Appendix I)
- a part-time timetable (see Appendix J)
- internal exclusion
- in line with the school's Exclusion Policy, use of fixed term external exclusion

This list is not intended to be exhaustive but serves as illustration of sanctions used.

Detentions

Parents/carers are requested to check their child's student planner on a daily basis which is where the majority of detentions will be recorded. The school may also inform parents through telephone calls, text messages or other means as appropriate.

Student monitoring, support and intervention

Through the pastoral and guidance systems the school has staff whose role is to support student welfare and well-being. This includes helping to make explicit the school's expectations, to reinforce positive learning attitudes, to apply disciplinary sanctions and to monitor behaviours which give rise to concern. The school seeks to investigate issues in a timely manner and will, wherever possible, interview students on the same day if an incident has taken place. It is common practice to ask students to write a statement of what took place, answering the following questions: when, where, who, witnesses, what happened. See appendix K. The school accepts that for a wide variety of reasons some students require additional support in order to learn and display positive learning behaviours. For these students the school will draw on a range of support interventions in order to support and re-track behaviours. Strategies include consideration of curriculum need, additional learning support, identification of Special Educational Need, additional internal provision, placement on a behaviour or pastoral support programme and use of external expertise and short term placements. Identification of need and progress will be monitored via year-based meetings, and the involvement of parents/carers.

Exclusion

While the school will take all reasonable steps to meet individual need and help individuals to improve, we will not tolerate behaviours which do not show due regard for the well-being or learning of others, or where in spite of support and intervention there is minimal or no improvement. In line with the school's exclusion policy, exclusions whether fixed-term or permanent may be used in response to any of the following, all of which are examples of unacceptable conduct and breach the Behaviour and Discipline Policy:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse/threatening behaviour against student
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Racist abuse
- Homophobic abuse
- Sexual misconduct
- Drug and alcohol related
- Damage
- Theft
- Persistent disruptive behaviour
- Weapons related
- Posing a health and safety threat

Also in line with the exclusion policy, the school will not tolerate persistent and defiant behaviours over time where sanctions and interventions have failed to bring about positive improvement. In these circumstances a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the school, thus placing the student at high risk of permanent exclusion.

For further detail on the circumstances in which the school will either use a fixed term or permanently exclude a student, refer to the Exclusions Policy.

Freedom from bullying

The school recognises that for students to feel and be safe, they need to be supported and protected from the impact of bullying. The school also acknowledges its duties and responsibilities under the 2006 Education and Inspections Act, The Equality Act 2010 and the Children Act 1989. These place a duty on all schools and academies to have measures to encourage good behaviour and prevent all forms of bullying amongst students. The school participates in the annual Anti-Bullying Week, incorporating strategies and materials into the Personal Development (PD) programme. Please refer to our Anti-Bullying Policy for further details.

Braintree Sixth Form Student Support Strategy (as published at Sept 2015)

The framework has a particular focus on attendance, academic performance and on the development of study skills. Outlined below are the stages of support and discipline which will be used with students as appropriate.

Attendance- General Points:

Attendance and punctuality are the main factors used to make external judgements (OFSTED) about the "Behaviour and Safety" of students in a 16-19 context.

- Students should be aiming for 100% attendance, which gives the best opportunity for them to achieve their potential. If attendance drops below 80%, this will trigger the support strategy
- Good punctuality is also an important requirement for everyday life. Students with poor punctuality will be supported to improve
- The Sixth Form is unable to authorise holidays during term time
- Students with outstanding attendance at 100% will be identified on a termly basis by letter
- The Student Support Officer is responsible for monitoring student attendance. Telephone calls will be made home on the first day of absence if no contact has been made by the student
- The Student Support Officer will provide regular information to the Year Leader and tutors about the attendance of all students
- Research indicates that absence is very strongly correlated with failure and poor grades at AS and IB level. The Sixth Form will therefore take a very robust approach to managing absence. Unauthorised absences will trigger Sixth Form disciplinary processes, as specified in the Student Support Strategy

Year 12 Attendance – First Term:

Attendance is expected at all lessons, Assemblies, TP3 sessions, tutorials and other events organised by the Sixth Form for students. In Year 12 free lessons have to be used *within* the sixth form until progress is reviewed towards the end of the autumn term. Core hours are 8.40am-3.15pm.

Progress review

Following the Full Reports in December, which will evidence whether a student has made a successful transition to Sixth Form, decisions will be made as to whether free lessons may be used on or off site from February. Those students meeting their course requirements and achieving grades which meet or exceed their ALIS target grades, will be able to use free lessons off site. Students who do not meet the standards expected will be placed on a Study Support Plan and those referred to Supervised Study must remain on site for their free lessons during periods 1-4.

Supervised Study

Students may be asked to attend supervised study during any free time that they have during lessons 1-4. A member of staff from the leadership or tutor team, will oversee the work of the student during these times and offer appropriate support as indicated by subject and pastoral staff.

Stages of the Support Strategy

Stage	Behaviour	Action
Informal Warning	Repeated low-level inappropriate behaviour; off-task in lessons, lateness; a poor or incomplete home learning or class work; minor plagiarism; isolated unauthorised absence.	The member of staff identifying the problem speaks to the student. A note of the conversation is logged in SIMs and an email sent to the student summarising the outcome of the meeting.
Stage 1	Regular inappropriate behaviour and inability to meet Sixth Form expectations: especially despite informal warning(s); repeated unauthorised absence, with attendance below 90% or failure to meet deadlines or repeated minor plagiarism.	A formal meeting with appropriate staff – Year Leader and/or tutor and/or parents will be arranged by the Student Support Officer or tutor, to discuss what support can be put in place. Student may start to attend Supervised Study.
Stage 2	Initial issue(s) unresolved and so failure to respond to the Stage 1 warning after 1 month review. Attendance below 90%. Outcome of progress report indicates grades below C affecting chances of progression.	At this point the student will be required to attend supervised study during any morning non contact time that they may have. Further or first meeting with parents. Attendance contract agreed between student/parents and Sixth Form.
Stage 2	Initial issue(s) unresolved and so failure to respond to the Stage 1 warning after 1 month review. Attendance below 90%. Outcome of progress report indicates grades below C affecting chances of progression.	At this point the student will be required to attend supervised study during any morning non contact time that they may have. Further or first meeting with parents. Attendance contract agreed between student/parents and Sixth Form.
Stage 3	Initial issue(s) still unresolved as the student fails to meet the targets agreed with the student and set out in the Study Support Plan and/or attendance contract.	Parental meeting (if appropriate) with tutor and member of the leadership team. New targets and support measures identified with a new review period.
Stage 4	Serious and/or persistent failure to meet expectations despite a Stage 3 warning. Gross misconduct.	Final Review: if there is no positive response from the student, sanction(s) up to and including, as appropriate, a move to another provider or exclusion.

Rewards and Awards

At Notley High School & Braintree Sixth Form we believe in encouraging and rewarding effort and achievement. Students are congratulated and thanked in year assemblies or key stage assemblies at the end of term. They may earn e-Commendations towards the Notley Award and House points. At this school it is believed that by providing students with e-Commendations, they are encouraged to fully engage with all opportunities available to them. Rewards motivate students by giving them a greater awareness that their contributions are valued and recognised by the school. They also provide a framework for students to achieve their personal best and to be rewarded for it. When students take part in community/charity schemes, it makes them appreciate and learn about being socially responsible.

Students receive e-Commendations from staff for classwork or community and extra-curricular contributions. E-Commendations totals are calculated on a weekly basis and they feed in to our overall rewards process every half term. The total of e-Commendations also feed in to the Notley Award scheme and the House points system which students work towards. At the end of each half term, e-Commendations are added up and the top ten students for the half term receive a letter home and are entered into a draw for a prize voucher.

Jack Petchey

We also run the Jack Petchey Achievement Award scheme at the school, where staff, students and parents/carers can nominate a student for doing something amazing. The award is given out each month and the winner receives a badge and a certificate and £200 to donate to a particular cause in the school.

Communication of School Behaviour and Discipline Policy

Students at Notley High School and Braintree Sixth Form are made aware of the school's expectations in terms of behaviour from the moment they arrive in school for their Year 6 induction activities.

Our Behaviour and Discipline Policy explains the behaviour the school expects from students and what students can expect in return. Our aim is to have a fair and consistent way of establishing a safe, orderly and positive classroom, in which teachers/tutors can teach and students can learn, and a wider school environment where students feel confident and safe.

In essence there are:

1. RULES that students must follow at all times
2. REWARDS that students will receive for following the rules
3. CONSEQUENCES that will result when students choose not to follow the rules

Rules for classroom/tutor room

At Notley High School & Braintree Sixth Form we seek to maintain an atmosphere of mutual respect between all those in the classroom, and we aim to do all we can to promote and support learning. This means that in all lessons students should be:

Punctual

Students should arrive punctually to all lessons

Prepared

Students should come to every lesson with the correct equipment and homework, as specified by the teacher

Listening

There is no talking or noise of any kind made whilst the teacher is talking to the whole class, or whilst a student is speaking in a whole class situation

Respectful

Students should treat others with respect at all time

Involved

Students should actively participate in lessons and show commitment to their studies

In addition:

- ✓ no eating, chewing or drinking of anything other than water in the classroom
- ✓ no mobile phones, iPods, etc. are permitted for use in school between the hours of 8:40 and 3:15
- ✓ uniform regulations must be followed

These rules are instructions which are in place at all times in **every lesson every day**. As well as these rules each subject area will explain their own subject-specific instructions.

Rewards

Students who choose to behave responsibly and show they are able to follow the rules/ instructions will find their efforts recognised and rewarded. This positive recognition takes and number of forms:

- ▲ praise – both public and private, written and spoken, a quiet word from the member of staff, a nod, a smile
- ▲ stickers and stamps
- ▲ e-commendations
- ▲ positive letters or telephone calls to parents/carers
- ▲ special privileges
- ▲ special rewards (e.g. key stage awards, termly awards)
- ▲ mention in the school newsletter or on the school website
- ▲ recognition in year group/whole school assemblies

Consequences

There are students who will not comply with our expectations. In such cases, where students are choosing to misbehave, they can expect a range of consequences to be used. These consequences are progressive starting with a warning and becoming more substantial and will also depend on the type of the offence. The progression and the type of the offence will also determine who is responsible for carrying out the consequence.

Uniform infringements should involve the signing of the Uniform Card carried by all students. Mobile phone use will involve the removal of the phone and it being placed in the safe in Student Services for collection at the end of the school day. Repeated occurrence of mobile phone use will involve removal for a longer period of time and parent/carer being contacted.

Dealing with disruption to learning

If a student is behaving inappropriately and disrupting the learning of other students, they should be challenged by the member of staff. The member of staff should employ strategies in order to manage the student's behaviour and should also use sanctions appropriate to the situation (e.g. lunchtime detention, contacting parents, loss of class privileges, internal Faculty support, etc.). In most cases, inappropriate behaviour can be managed within this framework.

If the disruption to learning continues and behaviour management strategies are not having a positive impact, the member of staff may provide the student with **a first warning**. It should be made clear to the student that they are disrupting the learning of others and, if this disruption does not stop, that they will be removed from the lesson.

If the student continues to disrupt learning, the member of staff may provide the student with a **final warning**. It should be made clear to the student that they are still disrupting the learning of others and, if this disruption does not stop, that they will be removed from the lesson.

If the student continues to disrupt learning, the member of staff should arrange for the student to be removed from the lesson.

In certain circumstances a student may be immediately removed from a lesson, bypassing the above protocols. Instances where this may happen include swearing at a member of staff, dangerous behaviour or aggressive behaviour with other students. This is likely to result in a fixed term exclusion.

If a student is removed from a lesson this will result in a same-day detention after school for one hour from 3:15 to 4:15 if the student is removed in a lesson before lunch. If a student is removed during a lesson after lunch, they will do the detention the following day. Parents will be telephoned to inform them of the detention by the Student Support Officer and the subject teacher who had the student removed will also phone home to inform the parents/carers of the circumstances surrounding the removal. These detentions are supervised by one of the Deputy Headteachers or the Headteacher himself as a mark of how serious we deem such a sanction to be. This detention will take precedence over any others and the student will need to attend any other detentions set on that night at a rearranged time.

General School Rules

Our expectations of students are as follows:

- ✓ follow directions of members of staff
- ✓ walk on the left of the corridors and abide by any one way systems
- ✓ do not drop/throw litter
- ✓ keep hands, feet, objects to yourself
- ✓ no mobile phone, iPods, etc. use during the school day (between 8:40 and 3:15)
- ✓ no eating outside the designated areas
- ✓ no swearing, teasing, name-calling, put downs or making someone feel uncomfortable

These rules are instructions which are in place at all times when not in classrooms, but on the school premises.

Rewards

Students who choose to behave responsibly and show they are able to follow the rules/ instructions will find their efforts recognised and rewarded. This positive recognition takes a number of forms:

- ▲ praise
- ▲ community e-commendations
- ▲ positive notes to students
- ▲ positive notes to parents
- ▲ Head of House/tutor awards

Consequences

Depending on the type of offence a number of actions can be taken:

- signing of the back of the Uniform Card – out of lesson infringements
- reporting to Tutor/Head of House who may set a detention or remove social time
- school Detention set by Head of House or senior member of staff
- confiscation of banned object

Referral to Heads of House and subsequent involvement of SLT where there is persistent or extreme behaviour infringements could result in a range of sanctions including:

- school detention
- loss of social time
- debarment from the school site during break/lunchtime
- cause for concern meeting with parents
- specified community service
- fixed term inclusion (Inclusion Room)
- fixed term exclusion
- referral to the Governor's Disciplinary Panel
- permanent exclusion
- search of student pockets/bags/lockers
- involvement of the School's Safer Partnership Officer
- removal from out of school activities

Exclusions

Decisions to exclude a student will be taken when:

- there has been a serious or persistent breach of the school Behaviour and Discipline Policy
- allowing the student to remain in school would harm the education or welfare or health and safety of the student or others in the school

Examples include:

fighting, bullying (including cyber bullying), abusive language to a member of staff, failure to respond appropriately to a member of the Senior Leadership Team, carrying a weapon, involvement with or supplying an illegal drug, actual or threatened violence against another student or member of staff, theft, identification with or association with a group/gang, bringing alcohol on to school premises, arriving at school under the influence of alcohol, withholding knowledge of an illegal action taking place and failure to disclose this, persistent failure to follow the school discipline policy.

Please see Exclusions Policy for full details.

Detention types

Detention type	Administered by	Information
OCR Detention	Senior Team Secretary	Detention will be one hour in length. Each student sits in isolation in the inclusion corridor. It will be on the same day as the removal from a lesson unless the OCR (on call removal) took place in the afternoon session. Then the detention will take place the next day. Parents/Carers will be phoned by the Assistant Year Leader to inform of the detention <u>and</u> the subject teacher to provide details of the removal. Subject teacher will set work and have a restorative conversation. Supervised by Headteacher and Deputy Headteachers.
Subject Detention	Subject Teachers Subject Leaders	Detention length will depend on the issue. Used for issues occurring during lessons, such as repeated non-doing of homework.
Pastoral Detention	Tutors Student Support Officer Heads of House	Detention length will depend on the issue. Used for issues occurring during tutor time, break or lunchtime.
Late Detention	Attendance Officer Student Admin Support Receptionist Student Support Officers	It will be a 15 minute detention up to an hour. Parents/Carers will receive a text to inform them that their child was late and/or is repeatedly late. Supervised by Heads of House.
School Detention	Heads of House Faculty Leaders Senior Leadership Team	Detention will be one hour in length. Detention takes place on a Thursday at the end of school usually in the School Library. Letters are prepared and distributed by the individual setting the detention. Names are recorded in the book in the School Office. Middle leaders run the detention to a rota issued at the start of the school year.
Uniform Detention	Student Support Officers	Detention will be 45 minutes in length. Detention takes place on a Friday at the end of school usually in the School Library. Letters are prepared and distributed by the Student Support Officers using information entered in the year books. Six signatures will result in a detention. Middle leaders run the detention to a rota issued at the start of the school year.
Lunchtime Detention	Student Support Officers	Detention takes place for the full lunchtime and students will be expected to bring a packed lunch or the Student Support Officers will order food in advance from the canteen. Each student sits in isolation in the inclusion corridor.

Consequences Summaries

Summary of progression of consequences for uniform cards

Each term a new Uniform card is issued. If a card is lost or cannot be produced when asked for, a school detention is given.

Offence Number	Action by member of staff
1 - 5	Uniform Card signed
6	Uniform Card signed Information entered into the Uniform Detention Book in the Student Services Offices Detention letter sent home by the Assistant Year Leaders
Non-attendance of detention	Assistant Year Leader to organise a school detention.
18 signatures in a term	Tutor to organise a 'cause for concern' meeting or telephone call with parents/carers. Actions agreed and a monitoring period.

Summary of progression of consequences for non-completion of home learning

Each half term sees a 'fresh start'.

Occasion of not doing home learning	Action by member of staff
First time not handed in	Student spoken to (asked to bring it in next day/ lesson). Information logged on SIMs behaviour management system.
Second time not handed in	Student issued with after school subject detention letter. Home learning completed in the detention. Information logged on SIMs behaviour management including detention information.
If detention is missed	Student issued with after school subject detention letter. To complete detention with Faculty/Subject Leader. Home learning completed in the detention. Information logged on SIMs behaviour management including detention information.
If Faculty Leader/Subject Leader detention missed, School Detention	Faculty Leader/Subject Leader to put students' name in the school detention book. Student Support Officer to send letter home. Home learning to be completed in the school detention.

Inclusion room protocol for staff

Member of staff with OCR Inclusion Room on their timetable

1. Report to the Inclusion Room promptly at the start of the lesson.
2. Remain in the room for the whole lesson and if there are students who are in the room due to internal exclusions please stay until the person on the list for the next lesson arrives to take over from you.
3. Students who are being taken from lessons will be brought to the room and should have work with them. If not please use the work that can be found in the bottom drawer of the desk or in the lever arch folder on the desk.
4. Enter information on students brought into the room from classroom teachers onto the OCR log.
5. Students who are in the room due to internal exclusion should be provided with work from the teacher via the student receptionist. If this work does not arrive please ring Student Services and speak to the student receptionist. Work may be placed in the tray on the desk to be given out at the appropriate lesson.
6. Students should remain in their seats and work in silence at all times. Members of staff must avoid engaging in unnecessary conversations with the students at all costs.
7. At the end of **each** lesson before they leave the room the member of staff must check that there is no graffiti on the desks or cubicles and that any litter is put into the bin. If there is graffiti students should remove it using the cleaning equipment in the second drawer of the desk.

Member of staff with On Call – Student Support Officers

1. Report to the inclusion room as promptly as possible at the start of the lesson and collect the walkie talkie, ensuring that it is switched on.
2. Walk around the school corridors and check that students are settled into lessons.
3. Go to the Inclusion Room and check that everything is okay with the member of staff in the room.
4. If a classroom teacher calls for support Student Services will contact you via the walkie talkie
5. Collect the student and work provided by the teacher. Take the student to the Inclusion Room and get them settled into a cubicle.

Heads of House and Student Support Officers

1. At the start of the day take and settle into the room any student who is on internal exclusion. Record information on the Inclusion Room Log.
2. Leave a message with the student receptionist to collect work from lessons for the student.
3. Make sure that the student is marked present in school for all sessions that they are in the room.
4. During the day and at the end of the school day check that the student's behaviour has been appropriate and that they do not need to return to the room the next day.
5. At the end of the day it is important that parents/carers are informed that students have been out of lessons.
6. If a student has been in the Inclusion Room for appearance/uniform infringements it is essential the Heads of House checks the students before they are allowed back into the school the next day.
7. Check the letters sent to parents/carers about the internal exclusion before they are sent out.

Inclusion Room – Code of Conduct (Students)

Failure to follow this Code of Conduct will lead to removal from the Inclusion Room by a senior member of staff and isolation. Removal will lead to further sanctions.

When in the Inclusion Room, you should:

1. Hand your mobile phone to the member of staff on duty, if you have one.
2. Be silent (if you need to speak to the member of staff on duty, put your hand up).
3. Sit facing your desk, with your feet underneath your chair or desk.
4. Complete all work to the best of your ability.
5. Deal with members of staff in a respectful and polite way.
6. Leave the Inclusion Room neat and tidy.

Furthermore:

1. Students in the Inclusion Room for the full day may only use the toilet at break or lunch time.
2. Students removed from an individual lesson may not use the toilet, unless they have a medical pass.



NOTLEY HIGH SCHOOL & BRAINTREE SIXTH FORM

Working together, achieving together

The Flexible Learning Zone Information Booklet

Notley High School & Braintree Sixth Form
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Introduction

What is the Flexible Learning Zone?

The **Flexible Learning Zone (FLEX)** is an on-site facility that aims to support, maintain and sustain students who are 'at risk' of not reaching their academic potential at Notley High School & Braintree Sixth Form. Flex staff work in partnership with students and parents/carers to help students who are underachieving academically and for those who may be experiencing emotional or behavioural difficulties due to personal circumstances at home or at school. The Flexible Learning Zone and the services provided by the Flex staff are additional and complimentary help to the normal support structures of the school.

Philosophy of the Flexible Learning Zone

Flex staff recognise that the reasons for underachievement are complex and many barriers may stem from circumstances beyond the control of the school. The Flexible Learning Zone can provide a stable, positive, supportive environment that encourages students so they can achieve academically and personally.

Flex staff work with students to develop self-awareness, positive self-image, an understanding of their academic strengths and their individual learning styles so they are empowered through their academic successes. Students are provided with every opportunity to achieve and staff who work with the students referred to the Flexible Learning Zone will reinforce positive attempts made by the student and hold them accountable for the targets that they have set to achieve.

Students are constantly reminded that at school they can impact on their future by working to reach their potential.

Aims of the Flexible Learning Zone:

1. Identify barriers to learning that prevent individuals from reaching their full potential.
2. Reduce the number of exclusions and the number of students at risk of exclusion by early intervention.
3. Improve attendance of targeted students.
4. Ensure that all students have equal and full access and opportunity to reach their full potential.
5. Create a flexible support system responsive to the needs of the individual student, bearing in mind the needs of the general school community.
6. Work with pastoral, special needs and relevant subject staff to create an integrated system of student support.
7. Address the academic, social, emotional and behavioural difficulties explicitly through sessions designed to address these needs.
8. Develop an individual action plan for each student focusing on their particular area of need and monitor regularly.
9. Successfully reintegrate the student into the full life of the school whenever possible.

The SENCO will manage The Flexible Learning Zone which will be a hub for professionals working with young people and is focused upon support and early intervention work for our students causing us concern. More broadly the remit is one of supporting students to ensure that they attend school, are prepared for lessons and their behaviour is appropriate therefore ensuring they reach their full potential whilst at school.

The Flexible Learning Zone
Staff Practice, Procedures and Routines

Aims and Objectives:

- To provide a service to students to assist them to overcome barriers to their learning.
- Students are welcomed, listened to, supported, given time and respected.
- We adhere to the school's policies on child protection and behaviour with rigour.

Mentoring Practice:

Mentoring is shaped by the referral process.

- A Referral must be completed by the Relevant Year Leader or Faculty Leader

ICT:

- We ensure that we regularly update our interactive resources for students on the shared area of the network to enable students to have access to resources to assist them with issues of concern to them.

Statistics:

- Students are registered onto the Flex spreadsheet every time they come into the The Flexible Learning Zone.
- Flex staff ensure that every intervention is logged onto the Flex spreadsheet.
- At the end of every lesson the report sheet is completed in the student's file
- All data is stored centrally on the G drive within the SEND folder.

Relationships:

- The Flex staff liaise and work closely with Heads of House and Student Support Officers, Faculty Leaders and the Attendance Officer.
- We have regular team meetings.
- We offer guidance, advice and support to teachers as requested in consultation with the Flex Core Leadership Team.
- We liaise with each other to ensure that there is support when dealing with difficult issues.

Monitoring, Evaluation and Assessment:

- We monitor our interventions with students and provide feedback to students on their progress.
- We use praise postcards and award to students who make progress, once a term.
- We send letters of praise home where students have made marked progress once a term.
- Mentoring forms to be completed
 - termly for part time students
 - ½ termly for full time students

The Flexible Learning Zone (Flex)

BEHAVIOUR SANCTION & INTERVENTION

- Internal exclusion
- Alternative Provision
- Re-integration
- Pastoral support plans

LEARNING MENTOR INTERVENTION

- Provide support and guidance to students
- Contribute to the identification of barriers to learning
- Provide students with a range of strategies for overcoming barriers
- Personalised mentoring action plans

SOCIAL DEVELOPMENT PROGRAMMES

- Conflict mediation workshops
- Student Leaders' training & support
- Relating skills
- Peer mediation
- Anger management
- Assertiveness training
- Social, emotional behaviour skills programme (SEBS)

CURRICULUM

- Study skills option KS4
- Reduced timetable provision
- Targeted support for key lessons (mainly KS4)

GUIDANCE & SUPPORT INFORMATION

- Access to external agencies
- Behaviour for learning strategies
- Guidance and information to support students with behavioural difficulties

Application for Student to Attend the Flexible Learning Zone (FLEX)

Student Name **Tutor Group** **Date**

Will the student attend: 1. Full time 2. Part time

(Please give times of lessons applied for (eg Mon A P2)

Which of the following do you require?

- | | |
|--|--------------------------|
| 1. Behaviour sanction and intervention | <input type="checkbox"/> |
| 2. Learning Mentor intervention | <input type="checkbox"/> |
| 3. Social development intervention | <input type="checkbox"/> |
| 4. Curriculum intervention | <input type="checkbox"/> |

Please give a brief outline for each of the following.

What are the problems?	
What strategies have been used? 1. By Teacher 2. By Department/Head of House	1. 2.
Strategies used: 1. By Teacher 2. By Department/Head of House	1. 2.
What is the expected duration of referral?	
Will it be possible for the student to follow the SOW while in FLEX?	
What changes are hoped for from the referral?	

Application accepted/declined

Start date

Signatures of:

Head of House/Faculty Leader

SENCO

Deputy Headteacher (B & S)

A Part-time Timetable

Students Following Differentiated or Part-Time Timetables

During Key Stages 3 and 4, there may be occasions when students will follow differentiated or part-time timetables. An intervention of this type would be documented and agreed in a meeting with the parents/carers of the student concerned. The reasons will vary, often according to the relevant key stage, but may include one or more of the following examples:

- as a means of preventing temporary and/or permanent exclusion
- aiding transition or integration
- on the advice of external agencies
- problems within specific subject areas
- accessing alternative provision
- medical or behavioural reasons

The expectation at the school is that all students will follow a Full Time timetable. However, it is recognised that some students may benefit from a differentiated arrangement in appropriate cases. This may be short-term or longer, according to the relevant student.

Part Time education is not interpreted as an exclusion. Students following such a programme should:

- have clear objectives
- be aware of the relevant time scale
- be monitored and reviewed regularly
- have the agreement of parent(s)/carer(s)
- be subject to health and safety and insurance regulations where relevant

In the cases of differentiated timetables, students are provided with appropriate work from a range of subjects where relevant. In cases where the work is from an examination subject, for example, appropriate feedback will be given to students.

Students following an extended work experience placement, as an integral component of their part-time timetables, will be monitored regularly. Contact between the employer and the school may be in the form of reports, visits or ongoing assessment – according to the individual circumstances.

Part-time education for students with a Statement of Special Education Needs/Education Health and Care Plan will be offered only according to additional guidelines:

- implemented as a result of an Annual or Interim Review
- have clearly defined objectives
- be for a specific time
- be implemented with the consent of the parent(s)/guardian(s) and with the agreement of a SEN Education Officer
- extra provision will be stated in the agreed IEP

The school is conscious of the fact that any divergence from the above may contravene disability and equality rights.



Notley High School: Student statement

Student Name:	Tutor Group:	Date of incident:
<p><u>Please describe what happened as clearly and in as much detail as possible.</u></p> <p>Please include:</p> <ul style="list-style-type: none">• When the incident happened;• Where the incident happened;• Who was involved;• Who else saw what happened;• What happened;• Who the incident was reported to.		

Walking Away from Staff

We are proud of the behaviour of our students at Notley High School & Braintree Sixth Form, the vast majority of whom are helpful, co-operative individuals, keen to work productively with the teaching and associate staff of the school. We encourage an atmosphere of mutual respect in which students can achieve their full potential.

However, if a student walks away from a member staff when being spoken to, simply because they do not wish to listen to what is being said, not only is this incredibly rude, it also presents a health and safety risk if a student rejects the authority of those in the school who are responsible for them, namely the staff.

If a student walks away from a member of staff when being spoken to, the following sanctions will be incurred:-

1. First incident of walking away from a member of staff – same day detention, incident discussed with Head of House, strategies for avoiding a repeat will be suggested.
2. Second incident of walking away from a member of staff – one day internal exclusion, incident discussed with Assistant Headteacher linked to year group, possibility of additional monitoring (report card, etc.).
3. Third incident of walking away from a member of staff – one day fixed term exclusion, parents/carers invited to attend a re-admission meeting with senior staff to discuss future expectations.
4. Further incidents – increasing level of sanction, involvement of governors/external agencies, future in school to be considered.

If a student begins to walk away, the member of staff will issue a clear warning that a sanction will be given unless the student comes back. If the student then continues to walk away, the matter will be referred to the Student Services team and the appropriate consequence will follow.

Please note that this applies to **all staff**, not just teachers and not just senior leaders, but **everyone** employed by the school, including Learning Mentors, Student Services, administrative staff, cleaners and technicians.