

# **COLLEGIATE HIGH SCHOOL**

A Raising Aspirations Trust

## **Behaviour for Learning Policy**

**School Procedures 2011-12**



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## Appendices

### **Appendix 1 – Promoting Positive Behaviour (Reflecting upon provision and practice)**

*This document should be used by all classroom teachers as a baseline for checking classroom organisation, staff 'behaviours', ensuring students understand the behaviour for learning system and routines.*

*VITAL FOR THE ESTABLISHMENT PHASE.*

### **Appendix 2 – Collegiate Behaviour Referral System Chart**

*All staff should have this in their planning folder and pinned up near to your teaching area and in faculty offices.*

### **Appendix 3 – Expectations, Rewards and Consequences Posters for classrooms**

*Please display in classrooms and faculty areas.*

### **Appendix 4 – Checklist for Inclusive Classroom Practice**

*Using this in conjunction with Learning Leaders during observations or peer coaching will support your planning for good behaviour and sub-groups e.g. SEN, gender, EAL.*

### **Appendix 5 – The Bridge**

*Guidance for colleagues about The Bridge and the entrance / exit criteria.*

## General Statement

This behaviour policy supports the school ethos, which promotes the development of student and staff SEAL and well-being. We aim to create an emotionally intelligent environment, where student and staff relationships are paramount. These relationships are based on mutual respect and a calm, compassionate and resilient approach towards students. Staff at Collegiate High School display a genuine regard for students' well being and model the respectful behaviour they expect from students.

All staff focus on the mutual relationships between learning and behaviour and promote positive behaviours for learning through subject teaching and, thus fostering the foundations for effective behaviour management in school. Students and staff are supported in this by a system of rewards and consequences outlined in this policy.

## Principles

- We believe that emotional health and well-being forms the basis for positive behaviours for learning.
- Emotional intelligence and developing the social and emotional aspects of learning (SEAL) and behaviour form the basis for effective behaviour management.
- Behaviours for learning have to be learned and so teaching students how to behave forms an essential part of subject teaching.
- Essentially the most significant factor in helping children to develop emotional intelligence and subsequently behaviours for learning is positive regard from adults. Thus the foundations of our behaviour policy lie in treating students as individuals, displaying warmth and approachability and remaining calm, even when challenged.

## Procedures

### Behaviours for Learning (BFL)

1. We aim to create a whole school environment that is conducive to good behaviour. Staff model resilient, compassionate and respectful behaviour in their interactions with students, and students are taught to develop positive behaviour for learning through: subject teaching, PSHE days, Student and Family Support work, the Bridge and through Personal Tutor coaching and mentoring.
2. Behaviours for Learning include: Motivation, Engagement, Participation, Collaboration, Communication, Independent Activity, Responsiveness, Self-regard, Self-esteem, Responsibility and Self-discipline.
3. Emotional Intelligence – underpins our ethos and as part of the process for improving behaviour, students are taught the Social and Emotional aspects of learning (SEAL) – such as managing conflict, managing anger and respecting others. This supports the principle that 'Children who feel well, learn well'.
4. Restorative approaches to managing behaviour are used by staff when a problem arises, which relies on the strength of student/staff relationships.

## 8 Core Principles of Effective BFL

- Plan for good behaviour.
- Work within the 4Rs framework.  
*(Rights, Responsibilities, Rules, Routines)*
- Separate the (inappropriate) behaviour from the pupil.
- Use the language of choice.
- Keep the focus on primary behaviours.
- Actively build trust and rapport.
- Model the behaviour you want to see.
- Always follow up on issues that count.
- Work to repair and restore relationships.

# Collegiate High School Behaviour for Learning System

## Use of the Expectations, Rewards, Consequences system in class / corridors etc

Please ensure you use the expectations, rewards and consequences very clearly and consistently with all students in your classes.

### Consequences

If you need to call for assistance (except in the case of a serious incident when you call immediately for help) – ensure you have gone through consequences 1-3 yourself.

Consequence 1 – remind students of the expectations – model them, keep it low key. Tell them they are on consequence 1.

Consequence 2 – Tell student they have repeated the misdemeanour. Tell them they are on consequence 2. Remind them that they will be moved to consequence 3 for repeated behaviour. Put the name of the student on the board.

Consequence 3 – ‘SEE ME’ - involves taking responsibility for the student and speaking with them at the end of the lesson. If possible keep them back at break or lunchtime for a 5-15 minute chat using the conversation card for Restorative Practice. Carry this out **even if the student later moves to C4**. Record the C3 in SIMS so that Pastoral Managers and Learning Leaders know about this.

If, and only if, the poor behaviour/attitude still continues, the student will have reached:

Consequence 4 – please inform the student they are on consequence 4 and call for assistance using your radio.

The member of staff on patrol duty may check you have reached consequence 4 before they arrive. The member of staff on patrol will check that consequences have been followed when they do arrive – by looking for names on the board, and checking that the consequence 3 has been issued.

This is not a challenge to your authority but a means of ensuring that the students can see a fair, open, equitable system.

The member of staff on duty may speak to the student and place them back in your class, or may remove them to the Thinking Room depending on the situation. Parents and Pastoral Manager will be contacted regardless. If the student is placed back in your class and continues to misbehave they are then on:

Consequence 5 – tell the student they are on consequence 5. Use your radio to call for assistance from Patrol. The student will be removed and placed in the Thinking Room, possibly for the rest of the day. The student will receive parental contact from the Pastoral Manager. Some C5 incidents result in IFTE (see p7). Please make sure you seek to repair and mend with the student before the next lesson.

A serious incident – e.g. swearing at a member of staff, physical abuse of anyone, bullying etc takes a student straight to consequence 5. Call for help immediately.

**If you do call for support please then leave your radio on until support arrives.** This is important so the member of staff on patrol can check room number or the urgency of your request if they have more than one call.

If for any reason you do not get a response to a call for help, please ask one well behaved student to go to Student and Family Support (BB1) where the team there will contact Patrol or send other support.

If a student leaves / walks off at any point please contact Patrol who will follow this up. If this is in a lesson, please also make a truancy call via your radio to the relevant Pastoral Manager. Please use student numbers, not names.

It is the responsibility of the class teacher to enter poor behaviour onto SIMS for consequence 3. At consequence 4 and 5 the home contact will be recorded by Pastoral Managers.

Please supply further details to Learning Leaders and Diane Calderwood via email if it was a C5 incident that may require IFTE (see later guidance).

Please ensure – especially at lunchtimes - that radio ‘chatter’ is kept to a minimum as it makes it very difficult to hear genuine requests for support.

### **Tips on the good use of the consequences:**

Give the student time to meet your expectations; don’t rush them through the consequences too quickly.

Catch the student behaving well and recognise that, use strategies to avert the next consequence.

Smile, be patient and defuse incidents with humour.

Be consistent and above all fair.

### **Use of radio**

PLEASE ENSURE YOU LEAVE YOUR RADIO ON IF YOU HAVE CALLED PATROL UNTIL THEY ARRIVE.

Give an indication of urgency – **but please don’t describe any incidents over the radio or name students.**

Give your room number by using the codes BRAVO, CHARLIE, HOTEL, PAPA, SIERRA, and the number clearly. E.g. B12 (Say Bravo 1-2) – Learn your room number!

Please ensure your radio is switched off during lessons if you do not require it.

Please ensure your radio is on **when you are on duty or during a fire drill.**

Please ensure your radio is on if you are free so you can assist colleagues in your faculty or nearby.

Thank you for your support.

## C4 PATROL CALLS

1. A C4 patrol call triggers the patrol guidance flowchart on page 8.

## C5 PATROL CALLS

1. A C5 patrol call is for a serious incident (or repeat of C4 behaviour). Serious incidents will usually always result in IFTE when facts have been established and statements collected. **PLEASE email statements of any incidents that led to your C5 call to Diane Calderwood and the Pastoral Manager attached to the relevant year group ASAP after the event.**
2. The following are classed as serious, although this list is not exhaustive:
  - Verbal abuse against an adult
  - Verbal abuse against another student
  - Bullying against another student including homophobic, sexist, racial comments or cyber bullying
  - Damage to property
  - Wilful defiance
  - Sexual comments, innuendo or suggestive behaviour
  - **Persistent** disruptive behaviour (having gone through C1, 2,3,4 first)
  - Physical assault against another student
  - Physical assault against an adult
  - Theft\*
  - Weapon or drug related incident\*

\*It is vital that PCSO Porter is also called by radio or phone, should a theft, weapon or drug related incident be suspected or witnessed. PCSO Porter is now based in Student and Family Support in BB1, Cicero Basement.

3. Persistent truancy also results in IFTE. It is crucial that registers are taken swiftly (within the first 5 minutes), and truancy calls are made. USE STUDENT NUMBERS, not names. If you do not receive a response via radio, please send a reliable student **with a note** to Student and Family Support (SFS) in BB1 in the Cicero Basement. Pastoral Managers will track patterns of truancy during the day, informing PCSO Porter and patrol. Any child refusing to attend when picked up by colleagues will be issued with IFTE via Diane Calderwood.
4. Walking out of a lesson - **a truancy call should be issued and patrol informed** so that the student can hopefully be picked up and returned. If the student is displaying defiant behaviour and refuses to return to a lesson for patrol staff, this becomes a more serious incident dealt with by patrol using the C4/5 flowchart. Teachers will be informed if this has happened. If the student is returned, please deal with this calmly using the C system (if appropriate), starting at C1 etc. Discuss later the reasons why they chose this course of action and offer support/advice – it may be an issue that the student needs support with e.g. bullying by others.

# Guidance for C4 or C5 Patrol Calls and Thinking Room Referrals

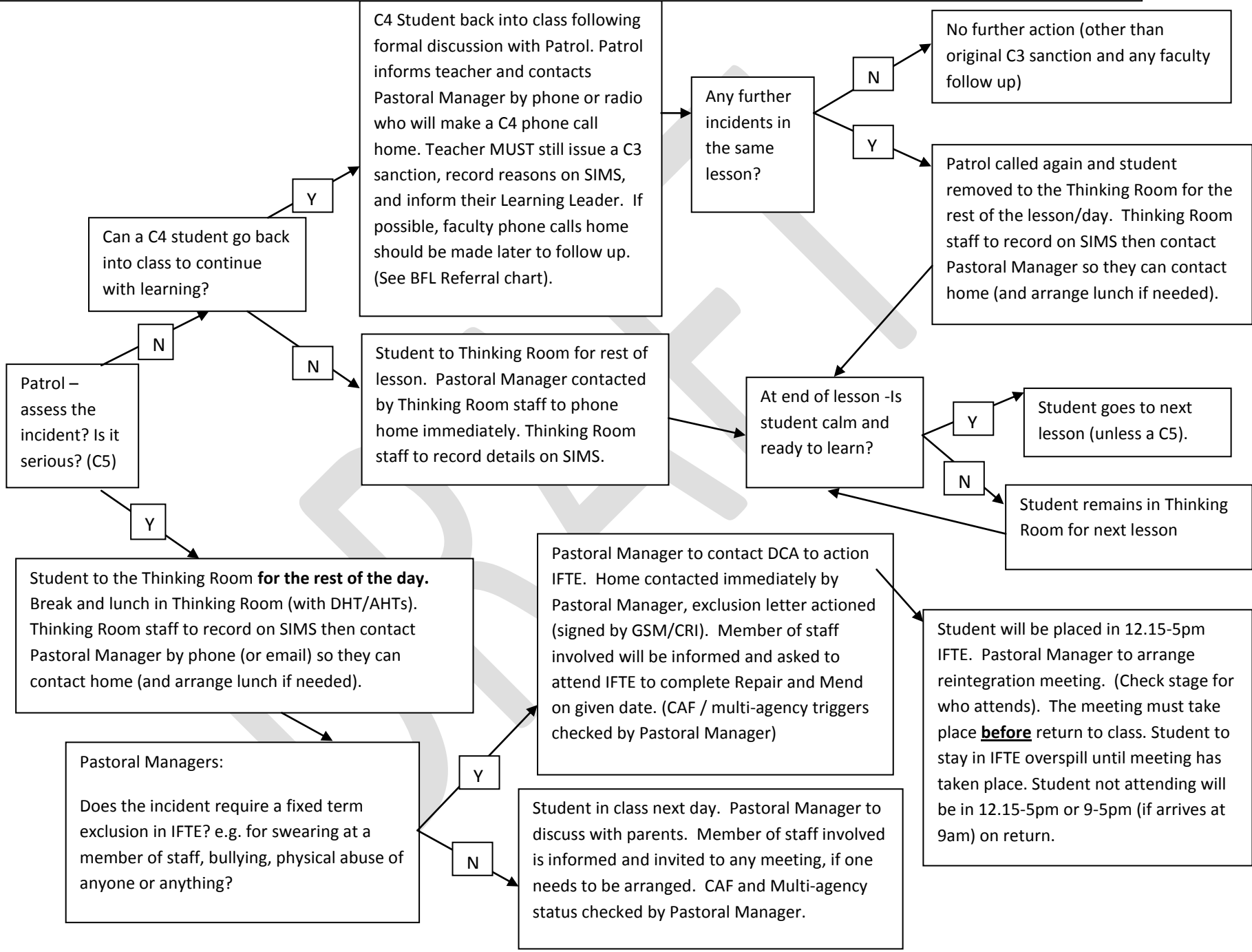
START

C4 or C5 incident in class (see p7 of BFL policy)

Senior member of staff on PATROL called using "Patrol to Room.....C4 (or C5)". NO OTHER DETAILS NEEDED.

Patrol acknowledges call immediately and gives estimated timescale.

Teacher to leave radio on until patrol arrives so communication can continue if required.



## **GUIDANCE FOR ALL STAFF ON PATROL**

Please ensure your radio is switched on at all times whenever you are timetabled to be on patrol. Patrol is proactive as well as reactive. It is not acceptable for you to be in an office waiting to be called. SLT and Learning Leaders are asked to leave their radio on at other times in case extra support is needed.

### Proactive

Be proactive when on patrol. This means you go in and out of each class all the time you are on patrol, checking on behaviour, uniform etc – being a presence. Calmly, quietly and politely challenge students who are not where they should be – in corridors, outside, in classrooms - or who are not meeting expectations.

When you go into classrooms - **ask students what they are learning**, how they will demonstrate their learning, what their targets are, what they need to do to improve. Praise students who are behaving / working well. Ask staff if anyone has behaved / worked especially well – and text, phone or send a postcard home. Let Learning Leaders (copied to class teacher) know when you see good practice.

If you evict a student take them to the Thinking Room yourself and tell the member of staff on duty that the student has been evicted, so this can be recorded.

### Reactive

If you receive a request for support, before you go to the class use your professional judgement to decide whether you need to check that the member of staff has reached consequence 4. If you do ask, please ensure that any further conversation you have over the radio does not undermine the member of staff – students will be able to hear your responses. **GIVE AN ESTIMATED TIME OF ARRIVAL.**

When you arrive at a classroom – check that the consequences have been followed. Check names on the board and that the teacher has issued the C3 sanction. Do not remove a student from class at consequence 4 unless the situation really demands it – the idea is to keep them in class and learning.

Speak to the student, remind them that home will be contacted and return the student to the class with expectations and consequences of failure extremely clear – i.e. eviction at C5 – if you are called back, eviction will take place. Ensure you ask the Pastoral Manager to text or phone home for any student you have been called to at consequence 4.

Consider remaining in the class for a couple of minutes or calling back in a few minutes if necessary. Let Learning Leaders (copied to class teacher) know of any situation which requires follow up - E.g. all boys sitting together, no seating plan, no consequences system followed. Note and commend the positive aspects of BFL in action. Let staff know the outcome of your patrol calls – verbally or by email.

### **Truancy**

Any student out of lessons without a written note should be given one chance to return to class, preferably accompanied. If they refuse to go or you later see them out of lessons – please inform the Pastoral Manager immediately. Pastoral Managers will contact home and inform Diane Calderwood who will start IFTE proceedings, and may start proceedings with the attendance team.

# GUIDANCE FOR STAFF IN THE THINKING ROOM

**The atmosphere of this room is calm and business like.**

*REMEMBER - The same expectations and rules apply in this room as they do anywhere else in school.*

## **Important Procedures to follow at all times:**

1. Only accept students brought into the Thinking Room by Patrol or SLT. Telephone or radio for Patrol if a student just turns up.
2. **IMPORTANT!** Ask Patrol **HOW LONG** the student is to stay for. **If it is a serious C5 call they must stay in the Thinking Room all day (including break or lunch)**, unless parents/guardians have been contacted to collect the student. If it is P5, the student will complete a 1 hour detention that evening with a member of SLT on rota (subject to parental approval). Please contact Pastoral Managers who will contact the member of SLT on rota.
3. **It is your duty to contact Pastoral Managers and pass on the details of the incident so that the phone call home is made by the Pastoral Manager team.**
4. A C4 consequence is usually only for 1 lesson. However, any student that misbehaves and does not settle **MUST** remain in the Thinking Room until they do. This could mean all day. Make sure that subsequent staff know this and **ENFORCE** this at all times. Do not bargain with students. Expectations in this room remain the same as throughout the rest of school.
5. Call Patrol or PCSO Porter immediately for any persistent disruption. Give Patrol as much information as possible. A decision will be made about whether to send for parents or guardians.
6. Note down any messages for staff in the room later that day in the Thinking Room book.
7. **DO NOT LEAVE the Thinking Room until the next member of staff arrives.**
8. The Deputy Headteacher and Assistant Head teachers will staff the Thinking Room at break and lunchtimes for students who are staying in all day. **No student** is allowed out at break or lunch if this is the case.
9. **NOTE: Staff in the Thinking Room P5** – Please tidy the room at the end of the day and collect all paper records to take to BB1 for Pastoral Managers to double check against their records.
10. **COMMUNICATE WITH PATROL.** If Patrol brings a student into the Thinking Room, you are responsible for passing on the messages to Pastoral Managers. Check in case Patrol may have already done this in passing.

## **CHECK!**

- ✓ *Thinking Room timetables on display – know who is due in the Thinking Room after you and keep communication channels open*
- ✓ *Phone extension lists must remain on display*
- ✓ *Plenty of stationery - pens, pencils, paper, thinking room sheets – call Abby Truelove if stocks need replenishing*
- ✓ *Year group record sheets if SIMS fails! Call Andrew Nickson for advice or support.*

## **Do**

- ✓ Manage yourself. Remain calm at all times.
- ✓ Record all student details in SIMS. Use the paper records if SIMS fails.
- ✓ Ask for support if needed. Use your radio.
- ✓ Ask for the student's name and use it.
- ✓ Focus on the next step rather than the problem / incident.
- ✓ Remember you weren't there when the incident happened! Detach yourself – any anger is not aimed at you.
- ✓ Thank a student at the end if they have worked well. Ask for a thank you back!
- ✓ Ask how things are going when you next see the student on the corridor.
- ✓ Pass on any concerns to the Pastoral Managers

## **Don't**

- ✗ **Allow any use of mobile phones. Ask students to turn them off and put them away. If they persist, call Patrol. Don't attempt to confiscate it as this may cause confrontation.**
- ✗ Struggle on your own.
- ✗ Accept a student sent by anyone other than Patrol or SLT. Send them back to their class, let Patrol know.
- ✗ Shout. This room MUST be calm.
- ✗ Get drawn into moaning about a situation or teacher.
- ✗ Promise anything or say you can sort something. You might not be able to...

## What if a student is angry...

**Patrol staff will not bring a student into the Thinking Room until they are calm and the red mist has ceased!**

However, students can still become angry for no apparent reason.

If it's not a dangerous level of anger acknowledge the feeling. De-escalate.

Use something like:

1. *"I can see you are really cross and I want to be fair to you. When you're sat down I'll leave you for a couple of minutes. I'm not ignoring you; I'm giving you a bit of time and space to get yourself right. Does that make sense?"*

This can be more effective than "Calm down!"

2. If a student is aggressive or throwing things, you **MUST** ensure your safety and the safety of others. Get other students out of the room and yourself if necessary. Call Patrol immediately. Ensure you have the student in your eye line so you can see them.
3. **NEVER** physically block a student from walking out. Let them go! Let Patrol know.

Serious incidents or wilful defiance will always result in IFTE. Please record any statements of such events ASAP and email to Diane Calderwood and the relevant Pastoral Manager. She will bring these to the attention of GSM or CRI immediately.

Please however, look for the opportunity to praise students who do the right thing in the Thinking Room and let teachers involved in the patrol call incident and Personal Tutors know, so that students can access a 'fresh start' next lesson.

## **GUIDANCE FOR ALL STAFF re: IFTE**

1. INTERNAL FIXED TERM EXCLUSION (IFTE) operates from 12.15pm-5.00pm in the BB1 area. It is managed by Diane Calderwood, Lead Pastoral Manager, and staffed by the pastoral team.
2. All colleagues can make a RECOMMENDATION for IFTE to Diane Calderwood and the relevant Pastoral Manager at any time. Diane will then bring these to the attention of the Head or Deputy for approval. An email to Diane copied to the relevant Pastoral Manager, the Personal Tutor and your Line Manager is perfect. Please note that your swift response to any incident is vital so that the IFTE can be processed ASAP.

***PLEASE DO NOT EMAIL REQUESTS DIRECTLY TO SLT UNLESS THERE HAS BEEN A SERIOUS INCIDENT WHICH REQUIRES URGENT SUPPORT. IF THIS IS THE CASE, PLEASE INFORM YOUR SLT LINE MANAGER.***

3. Diane has a sliding scale of the number of days that offences warrant in IFTE e.g. verbal abuse of any kind to staff is always 2 days. However, we need a written statement from you before anything can be sanctioned. Witness statements are also most helpful.
4. We endeavour to treat everyone fairly and sanction all students with the same number of days for incidents. Occasionally this isn't always possible if we have missing information or circumstances relating to a particular student at a given time warrant slightly different timings / location of placement. For example, a serious fight between 2 students would mean placement in different parts of the school or on different days, until Restorative Practice (RP) can be arranged with PCSO Porter or the PM. One student may receive a longer placement if they carried out a premeditated attack to which the other retaliated.
5. C5 incidents in class will automatically be referred to Diane Calderwood by Pastoral Managers if you have followed the system correctly. You will be informed of the outcome.
6. The following warrant IFTE if experienced at lesson changeovers, break, lunchtime, before and after school as well as in lessons. Please contact Diane Calderwood/Danny Porter\* ASAP.
  - Verbal abuse against an adult/ another student
  - Bullying of any kind including cyber bullying (mobile phones/internet) towards staff or students
  - Damage to property
  - Theft\*
  - Wilful defiance
  - Sexual comments, innuendo or suggestive behaviour
  - Weapon or drug related incident\*
  - Physical assault against an adult / another student

7. The Pastoral Manager must inform parents and carers immediately that a student has a C5 IFTE pending, e.g. if a fight has occurred; even if witness statements, the date, sanctions etc haven't been processed yet. As soon as the full information is available, a follow up call must be made by the pastoral team and a letter will go out from the Headteacher via Diana Martin.
8. Pastoral Managers will inform all colleagues of the date(s) which the student will attend IFTE. All staff MUST attend a Repair and Mend appointment with the student during their placement. Diane Calderwood will arrange this with you. You can be accompanied by a member of the pastoral team at this appointment if you wish. This measure reflects the 8<sup>th</sup> core principle of effective BFL (page 3).
9. Persistent truancy also results in IFTE. Pastoral Managers will track this so please inform patrol ASAP if you see a student leave the premises without permission. During lesson changeovers, break, lunchtime etc – please inform Pastoral Managers directly.

## **WHAT IF IFTE IS FULL?**

1. This can happen occasionally when a backlog occurs. We will endeavour to open another room and clear backlogs as quickly as possible. Serious incidents will always take priority. Any staff who are happy to assist with an overspill room at any time, please let Gill Smith/Diane Calderwood know..... Collectively we can make sure the system operates smoothly and support each other.
2. Diane Calderwood has an agreement with Unity, Highfield and Palatine to send our students there if necessary. We are most grateful for this support.
3. Occasionally we may open IFTE at 8am to assist with backlog – but only for students who are in IFTE for less serious sanctions and with the approval of the Deputy or Headteacher.
4. Overspill can be arranged in Admin, Learning Leader or SLT offices from time to time.

## **FAILED AND/OR REPEAT DAYS**

1. A student will 'fail' their day in IFTE if their behaviour and attitude is such that they reach C4 or C5.
2. Diane Calderwood or the relevant PM will contact parents/carers to send student home.
3. They will attend the following day at Collegiate with a fresh start.
4. If a student fails again, this will trigger a placement at Unity, Highfield or Palatine.
5. If the student fails to attend the repeat day at another school, they are issued with one more chance. If they still fail to attend or fail at another school for poor behaviour, Diane Calderwood will refer the student to PCSO Porter, Polly Summerlee and the attendance team for a home visit. The IFTE placement will still stand and MUST be completed, followed by a reintegration meeting before the student is allowed back into Collegiate High School. Parents/Carers may also be invited to school to meet with a member of SLT in the interim.
6. Other circumstances that may occur in IFTE relating to attendance, failed days at another school etc should be brought to the attention of a member of SLT immediately. Parenting contracts and other multi agency interventions may be applied.
7. Diana Martin will keep a series of letters on file relating to the stages of failure / repeat days.

## **REINTEGRATION MEETINGS**

1. Reintegration meetings **must** take place before a student returns to class. Students must be accommodated in IFTE overspill/Thinking Room until the meeting takes place if there is a gap between the end of the placement and the meeting.
2. A student failing to attend an arranged reintegration meeting will trigger a further IFTE placement (if it is the fault of the student).
3. Reintegration meetings are staged as follows for repeat placements in IFTE. Each stage will result in further discussions about interventions / pathways / aspirations / future prospects at the school.
  - a. Pastoral Manager
  - b. Lead Pastoral Manager
  - c. Polly Summerlee (as Line Manager to the Pastoral Managers)  $\implies$  (PARENTAL CONTRACT)
  - d. Assistant Headteacher (Faculties)
  - e. Assistant Headteacher (Key Stages)
  - f. Deputy Headteacher
  - g. Headteacher
  - h. A member of the school governing body with the Headteacher  $\implies$  (BEHAVIOUR PANEL)
4. Personal Tutors will always be invited to Reintegration Meetings if they are available, as well as the member of staff involved in the incident – should they wish to attend and meet with parents/carers.
5. Failure to respond to the staged reintegration meetings may result in a managed move to another Blackpool High School or alternative provision.

## **THE IFTE LIST**

Every member of staff has a duty to check the daily email list of students in IFTE. Debbie Seers, (the school receptionist) will also pin up the daily list behind reception, in the staffroom, Ruth Taylor in the library, and the Pastoral Team in SFS. Learning Leaders should make sure the list is displayed in faculty areas.

If you see a student in school that day BEFORE 12.15pm, either turning up to your lesson or on the corridors, please contact Patrol, the Pastoral Team or PCSO Porter immediately. An 'x' will appear in registers to indicate a student's IFTE placement. PLEASE BE VIGILANT ON BREAK DUTY – this seems to be the key time that students like to arrive!

Pastoral Managers should contact parents/carers to send the student home if it is before 11.15am. After this, a student should be escorted to the Thinking Room. A note should be made to raise this important concern in the reintegration meeting with parents. A student that persists in turning up early may be issued with a further day in IFTE.

***REMEMBER – sanctions cannot be applied if we don't know about the incident. The pastoral team endeavour to track and monitor behaviour of students with the support of Learning Leaders and link Assistant Headteachers.***

*Please endeavour to find the POSITIVES at all times and never bear grudges. All our students, deep down, want to be accepted and to achieve. Your praise and understanding is crucial to them.*

## **SMOKING**

This is our **collective** responsibility. Please do not turn a blind eye. All staff should tackle this by PRESENCE at lesson changeovers and duty times. Please be prompt when on duty.

1. If you catch a student smoking, inform the Pastoral Manager immediately who will contact home and inform the Personal Tutor. The Personal Tutor will issue a detention.
2. At this detention, the Personal Tutor should discuss the smoking habit and offer help/support via the Health Mentor.
3. If the student fails to attend, the Personal Tutor should contact home, discuss the smoking rules and arrange a meeting with the student and their parents/carers.
4. If the student (and parents/carers) still fail to attend, please refer this to the attention of the Health Mentor who will make an appointment with the student (and parents/carers).
5. Persistent smoking (i.e. when this procedure has been applied more than 3 times to a student), should be referred to your SLT line manager.

## **OUT OF LESSONS e.g. First Aid / Toilets**

**SIMPLE RULE – STUDENTS SHOULD NEVER BE ALLOWED OUT OF LESSONS WITHOUT A NOTE.**

**Thank You.**

1. Students should not be out of lessons without a note or medical pass to use the toilet. Patrol/other staff on the corridors will send them back to class for a note.
2. Students should not be allowed out of class for First Aid. Please call Patrol who will assess the situation. (See First Aid Procedure 5 on the T Drive). If urgent First Aid is required, please summon assistance over the radio with an urgent call.
3. Please use your common sense and do not allow students out of class within the last 5-10 minutes of a lesson (unless a student has a pass or has been asking to go for a while!). This can be a difficult time for Patrol if students from different classes -'arrange' to meet up in the quad etc.
4. Patrol should check the toilets at the start of every lesson. Empty them and lock the doors to avert the temptation for students to gather in there. Toilets should be unlocked again after approximately 15-20 minutes for genuine visits.

## **PUNCTUALITY**

Deal with lateness to lessons with tenacity. Always ask a student why they are late, (when they have settled to minimise disruption). Keep a record of minutes late and tally up – issue a break detention when it hits 15 minutes etc. **Always contact parents.** Refer to Learning Leaders if it becomes persistent and you have tried a number of strategies.

## **MOBILE PHONES**

Consultation will commence this month. Please use the C system for use of mobile phones in lessons. Do not tolerate them unless you are using applications e.g. calculators, as an agreed activity. Do not attempt to confiscate a phone but please insist it be switched off and put away. Don't lose your temper. Calmly issue C1, C2 and discussing the issue quietly and at their level, during an activity when other students are occupied. This is usually effective and avoids a scene. Persist with this approach.

## **ANTI-BULLYING**

Students were consulted in July 2011 to review this policy. Their comments are included in this draft policy, which is also available separately (Policy 32) on the staff T Drive.

**DRAFT**

**COLLEGIATE HIGH SCHOOL**

**A Raising Aspirations Trust**

**ANTI-BULLYING POLICY**

**POLICY 32**

### **Rationale**

Everyone at Collegiate High School has the right to be in a school environment that is safe. Bullying is an equal opportunities issue.

Everyone is responsible for opposing bullying. Bullying is unacceptable and that it is everyone's responsibility to be aware of the measures in place, and how to deal with bullying.

### **Purposes**

- To provide a safe environment for everyone.
- To create an environment where bullying is not tolerated and will be actively dealt with.
- To create an environment where bullying incidents can be reported, by staff and students without fear of reprisals or recurrence.
- To provide a system, for the whole school community, to report and deal with any incidents of bullying.
- To ensure that all students and staff are informed of the procedures for reporting bullying, and are reminded of it regularly.
- To ensure that the "Student Voice" is heard within school regarding bullying issues and procedures, and that they are involved in reviewing the Anti-Bullying Policy regularly.

### **Guidelines**

Bullying is the intention to: hurt, threaten, frighten or intimidate another person. This may be intended, or as a result of 'horseplay' when instigated and continued by the same person.

At Collegiate, the following are all considered to be examples of bullying:

Physical violence	Name calling
Spreading malicious gossip	Ganging up on an individual or group
Forcing people to act against their will	Threatening behaviour
Stealing money or property (including food) either with intention or jest when continuous	Harassment of any form
Cyber-bullying of any kind	Blackmailing people
Continued sexual harassment	Threatening or harassing texts
	Racial harassment

We recognise that bullying can occur anywhere and we must be vigilant and respond correctly when bullying occurs. In order to raise awareness it is suggested that:-

- An Anti-Bullying policy is provided and exhibited in every classroom.
- The SHARP system is widely advertised throughout the whole school community, and staff and pupils are made aware of how it operates. The Year 7 Pastoral Manager will check the SHARP system daily and inform the other Pastoral Managers of any concerns.
- Advice on how to report and deal with bullying is provided periodically through a variety of mediums, to the whole school community.
- Posters highlighting aspects of bullying are constantly displayed around school.
- Liaison with all outside agencies relating to Anti-Bullying is undertaken via the pastoral team.
- There is an Anti-Bullying Panel within school, made up of staff and students. The membership should be on a rolling basis.
- Each Year group should have at least one representative on the Anti – bullying panel.
- An annual survey conducted on “Moodle” should take place, allowing a review of the success of the procedures, and also to aid any further improvements. This should follow Ofsted’s “ Tell us 2” survey.
- The anti-bullying policy should be reviewed annually.
- All reported incidents of bullying should be dealt with according to the school’s BFL procedures.

## **PHYSICAL INTERVENTION/RESTRAINT**

**DRAFT**

**This policy is currently out for consultation and is included in the BFL Policy by legal requirement. It is also available separately on the staff T Drive (Policy 52)**

**COLLEGIATE HIGH SCHOOL  
A Raising Aspirations Trust**

**Policy 52**

### **PHYSICAL INTERVENTION/RESTRAINT POLICY**

#### **What is Physical Intervention?**

Physical intervention is any method of physical contact with the intention of resolving a difficult and dangerous situation by containing the behaviour of a child/young person. It includes a range of actions from, for example; an arm around a shoulder, ‘steering’ a child using an arm or hand, blocking a child’s path, to full physical restraint.

Physical intervention should be an act of care and control, not a punishment or form of discipline. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

## **What is Physical Restraint?**

Physical restraint is the positive application of force with the intention of overpowering the child in order to protect a child from harming himself or others or seriously damaging property. It must be emphasised that physical restraint must always be seen as the last resort.

## **When might staff use intervention or restraint?**

Staff must always show a duty of care towards the students, and to try their best at all times to maintain order and ensure that the students are safe and cared for emotionally. Sometimes however, situations arise which require staff to act swiftly to maintain order. In such circumstances physical intervention or restraint may need to be used **as a measure of control**. Such circumstances are when there is:

- Risk of serious harm to the child/young person or other persons present.
- Risk of serious damage to property.
- Action where a pupil is behaving such in a way that is very seriously compromising good order and discipline and may put persons at risk.

Ideally staff should try to make sure that another member of staff is present and use other calming strategies to de-escalate the problem. However, sometimes staff may judge that they need to act immediately to prevent injury to someone or to prevent more dangerous consequences occurring.

In an emergency, to defend others, or in self-defence, everyone has the right to use reasonable force. 'Reasonable in the circumstances' means using no more force than is needed.\* Staff should always consider ***the option of moving other people away, e.g. if the incident occurs in a lesson, consider moving the class rather than a child who may need restraining.*** If you need to use force then it should be in proportion to the gender, age and understanding of the student.

### **ASK YOURSELF:**

- 1. Is the need for physical intervention in the best interests of the student?***
- 2. Are your actions reasonable and proportionate?***
- 3. Are your actions absolutely necessary?***

## **Procedures**

If it has been necessary to physically intervene and/or restrain a pupil then the following procedures will be followed.

- An independent member of staff will check the student to see if they require any medical treatment.
- The Headteacher will be informed and parents will be contacted.
- Both the member of staff and the student will be asked to write down what has happened. Staff will also then complete a physical intervention form and hand it to the Headteacher.
- In line with the school's behaviour policy any student who has assaulted another student or member of staff is likely to face a placement in the internal fixed term exclusion (IFTE) or in the case of a serious assault, permanent exclusion from school.

\*DFE Guidelines 'Use of Reasonable Force' 2011