Shoeburyness High School

A member of Southend East Community Academy Trust

'Expect Excellence'

BEHAVIOUR POLICY

MAY 2019

Status	:	Statutory
Date of next revision		May 2021
SLT Reviewer		Assistant Headteacher - Pastoral
Approved by		Local Governing Body
Signed by: Chair of Local Governing Body		

1. **RATIONALE & PURPOSE**

In January 2016 the Government published the latest advice in relation to ensuring good behaviour in schools. At Shoeburyness High School we fully support the recommendations:
- All pupils to show respect and courtesy towards teachers and other staff and towards each other
- Parents to encourage their children to show that respect and support the school's authority to discipline its pupils
- Headteachers to help create the culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school
- Governing bodies and Headteachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation
- That every teacher/non teacher will be good at managing and improving children's behaviour

Role of the Governors – Behaviour and Discipline in Schools:

The governing body must provide clear advice and guidance to the headteacher on which they can base the school behaviour policy.

This is particularly important in respect of teachers' power to:
  I. Search pupils
 II. To use reasonable force
III. To discipline pupils for misbehaviour outside of school

A. Searching students
Following consultation with the Governing Body it has been decided that only staff directed by the Headteacher can search a student.

The Headteacher's directive is any searches must be conducted by a member of SLT.

The only exception to this is if the School Community Policing Team is required to conduct a search within the jurisdiction of the Police. Any search conducted by the School Community Policing team must be agreed by a member of SLT first.

B. Restraining students
In line with the revised DfE guidelines and in consultation with the Governing Body Shoeburyness High School maintains a policy of avoiding contact with pupils unless deemed as absolutely necessary.

WE DO NOT OFFER STAFF TRAINING ON RESTRAINT

Some members of SLT and our support staff have participated in restraint training.

We do not actively look to restrain students but may have to do so when:
- ➢ A student is behaving in a manner which puts themselves and others at risk
- ➢ A student is visibly upset and distressed and requires additional pastoral support

C. Use of reasonable force
The updated DfE guidelines support the use of reasonable force in disciplining students.

As already stated at Shoeburyness High School we do not encourage or advocate unnecessary physical contact with students.

However, on occasions, reasonable force may be required if a student is repeatedly refusing to adhere to or comply with our school expectations.

Reasonable force may be categorised as:
- ➢ Preventing a student from exiting the room or building
- ➢ Breaking up a fight
- ➢ Leading or ushering a student to a place of safety following an issue or incident

D. Dealing with allegations made by students:

1. Against another pupil
Statements will be sought and obtained by the victim's Year Manager from the victim and the other children involved, including the alleged perpetrator and witnesses. Where possible CCTV footage will be sought, observed and investigated. The Year Manager will then decide on an appropriate course of action, inform the parents of all pupils involved of any action taken and, where necessary, refer the matter to a member of SLT for additional support.

2. Against a member of staff
A member of SLT will be informed immediately if an allegation is made against a member of staff.

Student statements will be sought and obtained by the relevant Year Manager. These will be from the student making the allegation and any witnesses. A member of SLT will request the member of staff also makes a statement.

The Year Manager will seek CCTV footage and, where appropriate, refer to SLT, if required.

If the allegation is unfounded the matter will be dealt with by a member of SLT in writing. If there is evidence to suggest any inappropriate conduct by a member of staff then the matter will be referred to the Assistant Headteacher responsible for Personnel and the Headteacher. It may be necessary to inform the Southend-on-Sea Child Protection board.

NB: DfE guidelines for Governing Bodies states that employers should NOT automatically suspend a member of staff who has been accused of misconduct, pending an investigation.

2.   POLICY STATEMENT

The Shoeburyness High School behaviour policy is designed to encourage pupils to develop a level of self-discipline, enabling them and others to succeed in a safe and caring environment.

We will achieve this through:

- Setting out clear expectations about what is and is not acceptable behaviour by our pupils
- Model good behaviour and conduct
- Establishing clear sanctions to address unacceptable behaviour
- Establishing and embedding clear procedures for all staff to follow
- Implementing a range of rewards to celebrate success and create and maintain a positive ethos

(Please see the Shoeburyness High School Behaviour Management Procedures – attached).

3.   GUIDING PRINCIPLES

Our Governing Body believes that good behaviour and high standards in all aspects of school life are necessary to enable effective learning and teaching to take place. We seek to create an inclusive, caring and learning environment by:

- Promoting and rewarding good behaviour
- Promoting high self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring fairness of treatment for all

- Ensuring and implementing equality of opportunity (please see Equal Opportunities Policy)
- Encouraging a consistent response to both positive and negative behaviour
- Promoting early intervention where concerns or issues arise
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Encouraging a positive relationship with parents and carers, and the broader school community, to nurture and develop a shared approach, involving them in the implementation of the school's policy and associated procedures

4. CONSULTATION GROUP

- Governors of Shoeburyness High School
- Staff and students of Shoeburyness High School
- Parents of students at Shoeburyness High School
- School will work positively with external agencies
- Local Authority representatives

5. LINKS TO OTHER POLICIES & DOCUMENTS

In order for the behaviour policy to be effective there is a clear relationship with other school policies, particularly:

- Anti-bullying
- Child protection
- Detention
- Restraint of pupils
- School uniform/jewellery
- Special educational needs
- Equal opportunities

6. MONITORING & EVALUATION ARRANGEMENTS

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent.

The Governing Body will regularly review this policy and associated procedures to ensure its continuing appropriateness and effectiveness. This monitoring and evaluation will take place in consultation with the Headteacher, staff, students and parents.

The outcome of the monitoring and evaluation will be communicated to all those involved, as appropriate.

7.   ROLES & RESPONSIBILITES

- The governing body will establish, in consultation with the Headteacher, staff, pupils and parents, the policy for the promotion of good behaviour and keep it under regular review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the school's expectations about pupil behaviour are clear. Governors will support the school in maintaining high standards of behaviour.
- The Headteacher will be responsible for the school's policy and procedures, and may delegate aspects of its day to day implementation and management to a designated member of the school's leadership team. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher and SLT.
- All 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 school leadership team, for 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 pupils are listened to and appropriately addressed.
- Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.
- Pupils will be expected to take responsibility for their own behaviour on or off the school site and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Please see the Anti-bullying Policy for further details.

8.   TRAINING
The Governing Body will ensure that appropriate, high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

BEHAVIOUR MANAGEMENT

AT

SHOEBURYNESS HIGH SCHOOL

Effective Behaviour Management to ensure Learning and Achievement for all:

There are 6 rules at Shoeburyness High School to support staff in implementing a consistent and firm but fair approach within the classroom and around the school:

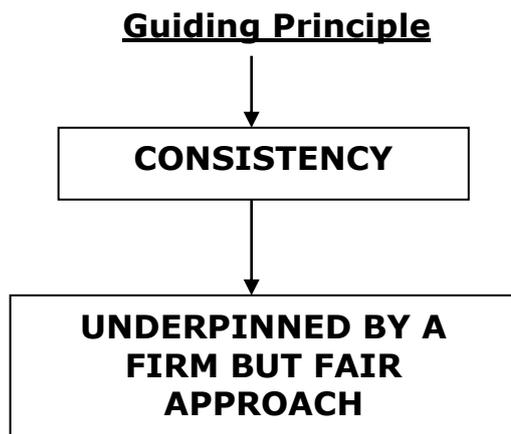| **Rule 1**	No swearing or anti-social behaviour
Rule 2	Walk quietly in the corridors and keep our school tidy
Rule 3	Follow instructions
Rule 4	Be properly equipped and follow the school's dress code
Rule 5	Be positive and work together
Rule 6	No mobile phones, smart watches or other electronic equipment

We enforce a strong and non-negotiable stance regarding the use of mobile phones due to the disruption they can cause to the learning of our pupils. They are banned completely and will be confiscated until the next half term holiday if a student is found to be in possession of one.

Classroom Protocols (students):

1. Students must arrive to each lesson on time
2. Students must have all the necessary equipment
3. Students must complete the required learning objectives for each lesson
4. Students must complete all homework tasks set and meet the deadlines
5. Students must follow the school rules

These classroom protocols are made clear within our Home-School Agreement which is signed by pupils and their parents/carers.

Classroom Protocols (staff):

Guiding Principle

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        │   UNDERPINNED BY A  │
        │   FIRM BUT FAIR     │
        │      APPROACH       │
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We will achieve this through:
- ✓ Staff supporting each other

- ✓ Staff ensuring all work, including homework, is completed to the best of the students' ability

- ✓ Staff maintaining a positive attitude and actively looking to reward pupils in line with each department policy

- ✓ Staff establishing clear consequences for managing inappropriate behaviour and taking responsibility for improving behaviour in their classrooms

- ✓ Staff establishing and embedding clear routines within their classrooms

As a staff body we will follow guiding principles to model acceptable behaviour to our pupils:

Principle	What does this look like?
Ensuring staff support for each other	• All staff to implement the school rules in their classrooms and corridors • Support each other in challenging students behaving inappropriately in the corridor • All staff should support the Departmental Detention system • All staff should support the Departmental Reward system • All staff should ensure contact with home and offer support to colleagues • All staff should follow each departmental on-call and isolation system

	• All staff should support the exclusion and isolation areas by providing and assessing appropriate work

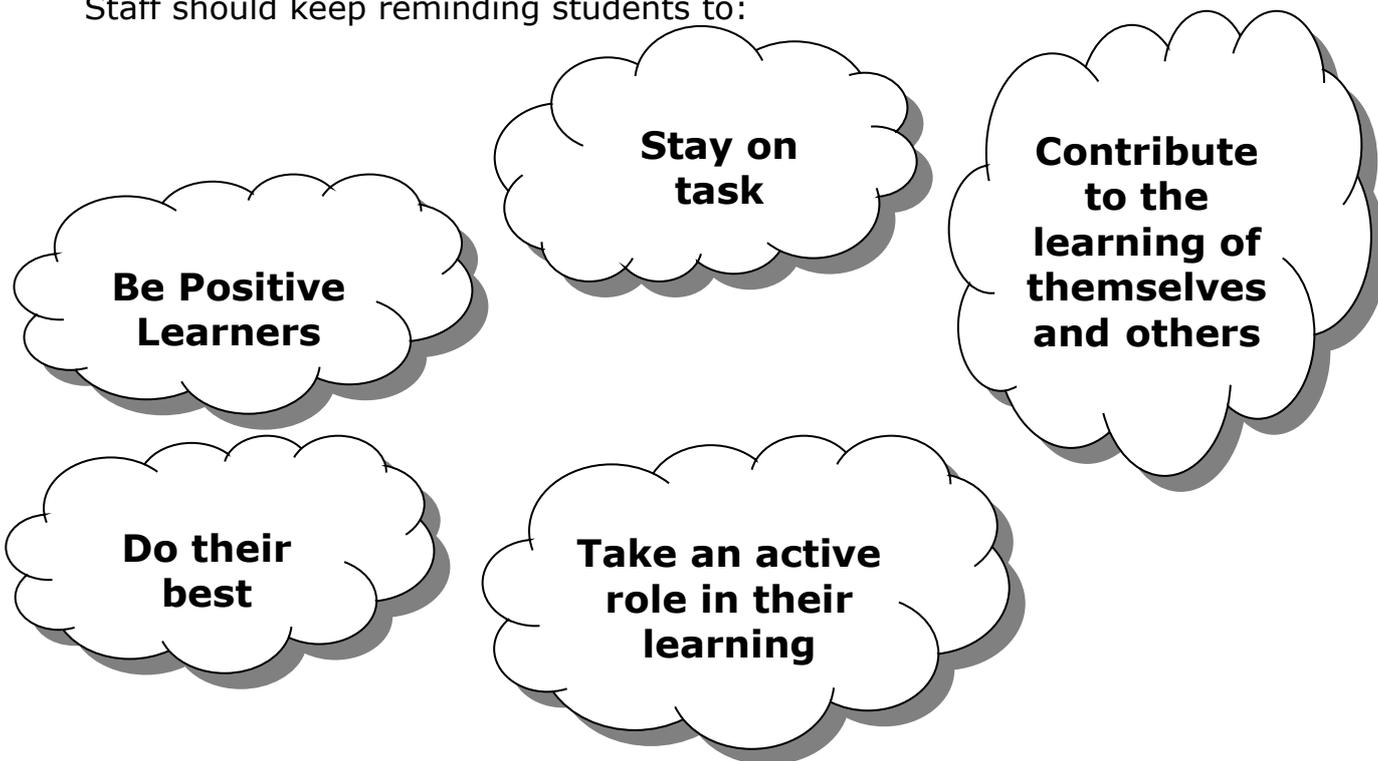| Principle	What does this look like?
Consistency	• Staff to arrive at least 3 minutes early to lessons and to supervise students • Staff to supervise an orderly entrance to the classroom. Students should line up outside and be escorted in as soon as possible following the bell • Staff should use 'assertive' seating plans and enforce them • Staff to reinforce expectations from the outset of each lesson • Staff to use an orderly dismissal procedure and keep behind any students who have not achieved the learning objectives to an acceptable standard
Focus on learning and achievement	• Staff must display the MUST, SHOULD, COULD learning objectives and outline the principle for completion of work at the start • All students are expected to complete the MUST learning objective at the very least • Learning objectives should not be task based but use Bloom's Taxonomy to identify learning skills that will be used (see Appendix 1) • Staff must contact parents/carers if students do not achieve the minimum work required and inform them of sanctions implemented as a consequence. Correspondence with home must be logged and includes email, letter and telephone correspondence

Positivity and praise	• Staff should praise students for work completed at or above their target minimum grade or where effort beyond expectation is shown
	• Staff should encourage students to ask and answer questions to further understanding and progress and offer praise where appropriate
	• Staff should follow and implement the departmental reward policy. Each department will have:
	  i) A system for rewarding students
	  ii) Publicity for students who achieve well via the Thorpe Bay Oracle, School Website and Keeping In Touch newsletter
	  iii) A system for informing parents of their child's successes to encourage a shared ethos of celebrating success and praise

Taking responsibility and establishing clear consequences	• All staff must assist with pupil movement throughout the day around the school • CPDLs will establish clear, consistent procedures for sanctioning underachievement in lessons, including for those students who fail to complete the MUST learning objectives • Staff must manage behaviour in line with school and departmental policy, keep records of action taken and inform the Tutor, Learning Tutor, Year Manager and

	CPPL where appropriate

Principle	What does this look like?
Routines	• Staff must arrive to lessons and duty on time and where possible at least 3 minutes early • Staff to ensure MUST, SHOULD and COULD are displayed • Staff should use an assertive seating plan • Staff should begin every lesson with a starter activity. The starter must be learning focused and enable the teacher to check planners and equipment, homework and the register • Staff should establish a system to gain pupil attention and ensure a purposeful and quiet atmosphere is established. This could be 'hand in the air' or a countdown • Staff must devise and follow a purposeful lesson plan with clear learning objectives which are met. The lesson plan should identify differentiation within the lesson and students who are LAC, SGO, FSM, XFSM, SEND, AMA • Staff must make sure a plenary is in place that re-caps and reinforces what is learnt • Staff should ensure each classroom is left in an organised state and that pupils leave in a controlled manner • Displays should be updated in each classroom and the corridors regularly. This is monitored by the CPDLs

To maintain high standards of behaviour and ensure a positive ethos and purposeful learning environment staff should focus on the learning objectives and NOT incidents of inappropriate behaviour.

Staff should challenge how behaviour is having a negative and disruptive influence on learning and praise students who are focused on achieving their potential.

Staff should keep reminding students to:

Stay on task

Contribute to the learning of themselves and others

Be Positive Learners

Do their best

Take an active role in their learning

Systems and Sanctions for Ensuring Positive Behaviour for Success

1. Remind pupils to stay on task and complete the learning objectives.

2. Verbal warning explaining the sanction for failure to complete work to an acceptable standard.

3. Staff member to monitor completion of work and supervise the students kept in.

4. If a student refuses to stay behind this should be followed up by the class teacher setting an after-school detention with CPDL support.

5. If the student continues to fail to comply with expectations the matter should be passed to the Year Manager and/or PL for further support. The class teacher should contact parents.

6. If there are further issues the matter should be referred to the Senior Leadership Team.

Departmental Systems for Supporting Staff and Encouraging Good Behaviour.

Departmental On-Call:
Each department runs an on-call system which is designed to support colleagues with ongoing incidents of inappropriate and/or disruptive behaviour in lessons.

A member of the department will be on-call in the office and can be called upon to remove students from the class and place them elsewhere within the department to complete their learning. Every member of the department should have the on-call rota displayed in their classroom.

The classroom teacher is responsible for logging the incident on the SIMS database and for issuing a detention.

If a student continues to disrupt learning or refuses to follow instructions support may be sought from the Pastoral Team.

Whole School Isolation:
To support departments we have a whole school isolation system in place. This is based within our Focused Study Centre. Desks are available and the area is supervised by the Year Managers on a rota basis. Students should only be sent to the isolation room when all departmental systems for managing and sanctioning inappropriate behaviour have been exhausted.

If departments require this support the student must be escorted to Isolation by the 'on-call' teacher of that department. The Year Managers may be asked to support with this if required and if they are available. The class teacher, or the on-call teacher, will provide appropriate work for the student which is challenging and reflective of their ability and target minimum grades. The student will complete the work in silence. The class teacher must set a detention for the following evening as a sanction. If incidents are serious or categorised as 'severe' on the SIMS behaviour log they may require further sanctions from the Year Manager, PL and/or SLT. This will always be in addition to any sanction set by the class teacher or department. It is the teacher's responsibility to contact parents/carers about the incident and the sanctions put in place. A log should be kept of all correspondence with parents/carers whether by email, telephone or letter. Teaching staff may request the support of the Year Managers with contacting home.

Each isolation incident is recorded and stays on school file. Three or more isolations in one half term period would be referred to SLT for further action.

Internal Exclusion:

Our 'Focused Study Centre maintains a positive role in improving pupil behaviour within and across the school. We continue to improve the effectiveness of sanctions we put in place to reduce the number of incidents occurring across the school. An internal exclusion will only take place if a directive is given by a senior member of staff that it is the most appropriate course of action to sanction inappropriate behaviour. A report would be made via the SIMS behaviour log and would be referred to the Year Managers by the class teacher and CPDL for further action.

Stringent procedures are in place when a pupil is excluded within school.
- The year manager must contact home via telephone and send a letter out detailing:
  A. The date(s) of the period of exclusion
  B. The start and end time (this can be flexible depending on the incident and decisions taken by SLT)
  C. Pupils MUST arrive promptly. Any time missed <u>must</u> be made up at the end of the day or the next day
- Pupils will need water for the day and a snack at break time
- Pupils should bring a packed lunch with them unless they are free school meals, in which case the lunch will be collected from the canteen by the year 8 student runners
- Failure to attend, for whatever reason including illness, will mean that the pupil cannot return to mainstream lessons until the exclusion is completed in school
- Work for the student must be sent by the class teacher before 9.00am. It is the responsibility of the CPDL to ensure this happens. Work must be appropriate and at a level that reflects the pupil's ability and enables them to achieve their target minimum grade
- If no work arrives from a department SLT will be notified and the Year Managers will chase up the class teacher and CPDL, sometimes via the on-call teacher, as a matter of urgency.
- Before the student returns to normal lessons the Year Manager must call a meeting with the parents/carers to reinforce expectations. In rare circumstances a telephone meeting with parents/carers will suffice but must be logged in the same way as meeting record notes are maintained on file.

Whilst in exclusion students may receive counselling, anger management or any other appropriate support from in-house or outside agencies. Work experience placements for key stage 4 students will continue.

Upon return to mainstream lessons pupils are issued with a Year Manager report card which is monitored throughout the day for at least one week following the period of exclusion. Further meetings with PLs and/or SLT may be called if there are further issues.

Behaviour Contracts (see Appendix 1):

In some cases, where there is no improvement in behaviour and issues continue to arise across curriculum areas, an Acceptable Behaviour Contract, or ABC, is instigated. This is a strategy whereby meetings are held between the pastoral team, parents/carers and the pupil to set targets and put support mechanisms in place. An ABC will be instigated by a Year Manager who will lead the initial meetings. If there is no improvement the ABC process will be referred to SLT for additional support.

Work Related Learning

Working across and within KS4: • **Connexions** • **Youth Offending Service** • **School Police Liaison Officer** • **YMCA** • **PLT (Parallel Learning Trust)** • **14-16 Adult College**	**(Course requires WRL)** **YAP**	**(Course requires WRL)** **Foundation Pathway**	**(Referrals as appropriate)** **Route 1**	**(Referrals as appropriate)** **Route 2**
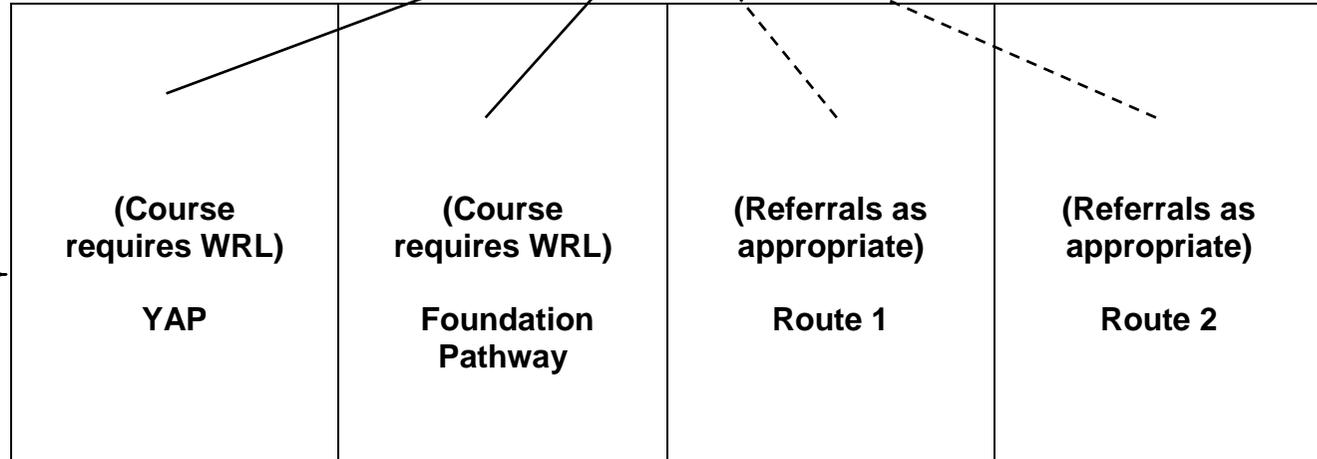
Fixed Term Off-Site Exclusions:
Rarely, we are left with no alternative but to pursue a fixed term off-site exclusion where work is set by the class teacher and is sent home.

If a child is undertaking a period of fixed term exclusion their parents/carers are responsible for ensuring the child remains at home for the duration of the exclusion. If the student is seen out within the community and reported, their parents/carers may be subject to a penalty charge.

Managed Moves (see Appendix 2):
A managed move takes place where the only other alternative left is to consider and pursue a permanent exclusion for a pupil. The managed move process is a local authority initiative designed to reduce the number of permanent exclusions by offering an opportunity for pupils to attend an alternative secondary school on a trial basis. Strict managed move protocols are in place that must be adhered to by all schools participating in the initiative. Only designated members of SLT and the Headteacher are responsible for managed moves.

Permanent Exclusions:
At Shoeburyness High School a permanent exclusion would always be the very last resort and would only be considered in rare and extreme cases. We are very aware that there is evidence to demonstrate young people who are permanently excluded from school have fewer life choices and are more likely to end up in prison.

We would always pursue a managed move or referral to an alternative education placement before the Headteacher considers permanent exclusion.

Serious Incidents of Behaviour that could lead to Permanent Exclusion:
The following is a list of incidents which the Governing Body have given clear warning that serious action, including permanent exclusion, could occur if any are committed:

A. The buying, selling, offering, supplying, using or possession of legal or illegal drugs at school, on the way to or from school or at any function, trip, visit or holiday organised by the school as a location to arrange a sale of drugs.
B. A conviction for dealing in legal or illegal drugs outside school at any time.
C. Setting off the fire alarm (when there isn't a fire).
D. Being involved in acts of vandalism or graffiti on the school site.

E. Being found in possession of an offensive weapon or threatening to use an offensive weapon on another member of the school community.

We offer our full and unequivocal support to Essex Police Constabulary with any steps they may take regarding prosecution for any of the above matters.

In line with the DfE guidelines the Headteacher reserves the right to direct members of staff to conduct searches of students' property if deemed appropriate. Where possible, this will always be with the support and presence of our Community Policing Team if resources allow. Members of SLT and the Pastoral Team are the only staff members authorised by the Headteacher to conduct searches of students' property.

Managing Poor Attendance and Punctuality:
There are still a minority of students who arrive to school and lessons late causing an unnecessary disruption to learning, which is unacceptable.

Strategies have been employed to address this and improve our rates of punctuality across the school:

A. A member of SLT, years 12 & 13 student prefects and the attendance officer fulfil a late duty every morning to challenge and reprimand students who arrive late
B. A ten minute detention is set each day at the end of school and is carried out by the period 4 class teacher. The detention slips are taken to the period 4 teacher by the student runners (see Appendix 3).
C. If students are persistently late to school (3 or more in a week) they will be set a 1 hour Year Manager's detention.
D. If a student has significantly poor attendance or punctuality the matter is referred to the local authority. Parents may be asked to sign and agree to a parenting contract by the local authority and the school's attendance officer to improve attendance. They may also be subject to a penalty charge if their child persistently fails to attend school. This is in accordance with local authority guidelines.

School Uniform:
Enforcing a high standard of school uniform is integral to our success as a school and continuing to raise aspirations and create an ethos of success and achievement. There is evidence to show that schools, where a smart uniform is enforced, consistently achieve higher levels of attainment.

- If students arrive to school out of uniform without a note from parents/carers they may be sent home by a member of SLT before they enter the school premises. This is in line with DfE and local authority guidance
- Period 1 tutors must check uniform every morning during registration. Any students out of uniform must be sent to their Year Manager immediately so the matter may be addressed

- If a pupil does not wear appropriate uniform then they may be isolated until their parent/carer is able to provide them with correct uniform.

Rewarding Students:

Positivity and celebration breeds success:
Effective behaviour management is underpinned by a positive and pro-active approach to rewarding pupils. The purpose of rewards is to:

- ✓ Give pupils a sense of pride and achievement in their work

- ✓ Develop a positive approach to learning

- ✓ Recognise and celebrate pupils' contribution to the school and wider community

- ✓ Celebrate their successes with family and collectively with the school community

Departmental Rewards:
Departments and CPDLs are responsible for managing and leading a rewards system. Each department will implement a reward system best designed to celebrate achievements within their curriculum areas. In addition to this we encourage staff to send letters of commendation home to parents/carers.

Rewarding good attendance:
Good attendance is imperative to success and we actively look to recognise and celebrate with our high attenders:

- Each half term an attendance assembly is held to reward the tutor group in each year group with the highest attendance
- Each year the students with 100% attendance are invited to a tea party to celebrate their achievements
- Badges are awarded to students who achieve 100% attendance

Awards Evenings:
In the summer term the awards evenings are a focal point for the school year and are led and managed by the PLs. The aim is to enable students to celebrate with their peers, families, staff and the wider community.

Assemblies:
The collective celebration of success is a vital part of our assembly programme. Each half term the CPPLs celebrate the successes of individuals

and groups of students within school in assemblies with representatives of SLT and form tutors.

Each Year Manager leads a rewards strategy designed to regularly praise students.

Learning Walks:

Year Manager and Progress Leaders conduct Period 1 learning walks whilst frequent learning walks are conducted across all departments by various middle leaders. These underpin the SLT learning walks which focus on key areas for development and monitoring within the school. These areas are identified within the Ofsted framework to ensure Shoeburyness High School is constantly providing an education that is inspirational, challenging and supportive for all our students.

Positive Behaviour Log:

Via the SIMS database teaching staff are encouraged to log and report any incidents of positive behaviour in lessons or around the school. These logs accrue points and support the Year Managers with allocating rewards in assemblies.

Learning Report Card (see Appendix 5):

The Progress Leaders manage a learning report card for students who are underachieving in some aspects of their studies. This may or may not be directly linked to inappropriate behaviour. The aim of the PL learning report card is to be positive and set achievable targets so students can reach their target minimum grades.

DfE Guidance

Ensuring good behaviour in schools:

Following publication of the guidance we have thoroughly reviewed and updated our policy, procedures and practise.

Key points to note are:

i. **Searching students –** our policy on searching students is under the directive of the Headteacher. Following consultation with the Governing Body it was agreed that searches of students and their property may only be carried out by members of SLT and the Pastoral Team. Where possible the School Police Liaison Officer will also be present to support should a search need to take place

ii. **Use of restraint –** at Shoeburyness High School we do not advocate that staff physically touch pupils unless absolutely necessary. Consequently, we do not offer restraint training for all staff. Key members of staff have received restraint training if it is deemed

appropriate within their role. The only time it is necessary to restrain a pupil is if their behaviour is deemed dangerous to either themselves or others.

iii. **Use of reasonable force –** to reiterate, at Shoeburyness High School we do not advocate staff physically touching pupils unless absolutely necessary. However, reasonable force would be deemed appropriate if a student is behaving in a way that places themselves or others at risk.

If a student is refusing to comply with the teacher's instructions and attempts to leave site or a room without permission, staff can use reasonable force to block their path and keep them in the room so that the matter can be dealt with. Staff should follow up any matters of inappropriate behaviour by seeking support from line managers and contacting parents and families.

iv. **Dealing with allegations:**

a. **Student against student –** an initial statement should be taken by the Year Manager from the alleged victim. Statements should also be sought from the alleged perpetrator and as many witnesses as possible. If available, CCTV footage should be viewed and taken as evidence. Following this, appropriate action should be taken by the Year Manager. If necessary SLT and/or the School Police Liaison Officer may become involved

b. **Student against staff –** the guidance states employers cannot automatically suspend a member of staff who has been accused of misconduct pending an investigation.
Any allegation of this nature should be referred to a member of SLT immediately. The Year Manager (if appropriate) should seek statements from the alleged 'victim' and any witnesses. If available, CCTV footage should be viewed and taken as evidence.

If an allegation has child safeguarding implications then the matter should be referred to the Local Authority Child Safeguarding Officer (currently Allison Francis) in line with local authority procedures.
If an allegation is unfounded the Headteacher or SLT representative will write to the student's family informing them of the investigation and the outcome. If, following investigation, it is apparent that an allegation is founded then the matter must be referred to the Headteacher and Assistant Headteacher with responsibility for personnel.
The pastoral care of staff subject to allegations is extremely important to us and we will involve professional bodies where appropriate.

NB: The consequences for students who make malicious accusations are severe. Malicious accusations place staff's career,

livelihood and good reputation at risk. The Headteacher will make the final decision regarding malicious allegations, but it is likely a managed move to an alternative school would be sought. In extreme cases this could lead to permanent exclusion.

v. **The power to discipline from beyond the school gate –** the DfE guidance advocates that schools actively support police and other local community groups with dealing with and managing inappropriate behaviour outside of school that brings the good name of the school into disrepute. Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises which is witnessed by staff or reported to the school by community members.

Inappropriate behaviour beyond the school gate may:
  ➢ Have repercussions for the orderly running of the school, or
  ➢ Pose a threat to another pupil or member of the public, or
  ➢ Adversely affect the reputation of the school

Any sanctions put in place will reflect the seriousness of any incident that occurs and will involve our local police constabulary. All decisions or sanctions will be made by SLT.

vi. **Detentions –** there is no change to the guidelines on staff issuing detentions to students. For any detention longer than 10 minutes 24 hours' notice must be given via the school detention slip (please see the Detention Policy).

Policies to refer to:

  ➢ Behaviour Policy
  ➢ Drugs Policy
  ➢ Detention Policy
  ➢ Racial Equality Policy
  ➢ Equal Opportunities Policy
  ➢ Child Protection Policy

Appendices:
Appendix 1: Behaviour Contract (ABC)

<u>**Shoeburyness High School**</u>
<u>**Acceptable Behaviour Contract**</u>

Date:

Name:

Tutor Group:

Concerns:

Strategies to support:

<u>**Notes:**</u>

Targets:

1:

2:

3:

Review date: w/c: (4 week review period)

Signed: *see copy on file* (parent / carer)

Signed: *see copy on file* (student)

Signed: *see copy on file* (school)
Appendix 2: Managed Move

A Managed Move

between

Shoeburyness High School

and

_____

in relation to

_____

a Year ___ Student

Date:

Details:

Name:

Address:

Date of Birth:

Contact Details:

Telephone:

Managed move protocols:

- Meeting at original school with parents / carers and pupil agrees that the best way forward is to seek a 'fresh start' at a new school. Pupil and parental preferences are sought and the realities of the situation discussed. It may be appropriate to invite other adults who have been involved with the pupil to this meeting.
- The Headteacher makes the contact with the 'new school', discusses the pupil and secures school's agreement to the transfer in principle. In some cases it might be appropriate for another professional to make the initial approach.
- The original school collates necessary paperwork which will include pupil's attendance details, conduct log, copies of IEP's/PSP and latest academic attainment data and current timetable.
- The new school interviews parents and pupils. At this meeting, as well as the expectations of the new school and general arrangements for transfer and induction, (e.g. uniform requirements, times of school day etc) the pupil's support needs should be discussed.
- The pupil remains on the original school's roll until agreed meetings have taken place or communication via the telephone has occurred.
- At the initial meeting with the host school relevant details are discussed, e.g:

  - Timetables / class group
  - Uniform
  - Home school agreement
  - Support arrangements
  - Travel arrangements
  - Induction programme, if any

- Pupil's progress should be reviewed with parent after the first 2 weeks of a managed move and then on a four weekly block. The full move should take place, if all has gone well, after eight weeks.

Managed move protocols:

The student will:

- Attend school on a regular basis at the agreed times.

- Abide by the school rules / code of conduct

- Maintain a positive attitude towards academic students at all times.

- Discuss any issues with the support staff at **name of new school**.

The new school will: (Name of new school)

- Agree to educate NAME during the period specified in the managed move agreement.

- To liaise with NAME and his/her family on a regular basis.

- To liaise with the original school, in this case NAME OF ORIGINAL SCHOOL

- To provide the necessary support throughout the managed move process.

- Place NAME on roll as a dual registered student, (this will not have implications on **name of new school**).

- Agree to review NAME's progress on a regular basis.

The original school will: (name of original school)

- Keep responsibility for NAME as he/she will remain on school roll, (attendance / academic procedures).

- Liaise with the host school on a regular basis.

- Attend relevant review meetings.

- Liaise with NAME's parent/carer and other key members of the family.

- Consult all parties involved at the end of the managed move process.

Contact Details:

Shoeburyness High School:

Parent: Address:

         Tel:

Managed move agreed on _____

Signed:

1. **Original/New School Name:** _____

2. **Shoeburyness High School:** _____

3. **Student:** _____

Parent/carer: _____

Appendix 3: Detention Slip

DETENTION SLIP

'Striving for Excellence'

The following student ……………………………………. was late to school this morning/afternoon and as a consequence has to serve a detention today at the end of school for 10 minutes (3.00 – 3.10pm). Please set appropriate work for him/her to complete for that period of time.

P.Stillman

Parent/Carer

Your son/daughter has been placed on report by their Year Manager to monitor their progress, or behaviour.

For your child to have been placed on report we will have received information from teachers. Please support us by signing the report every day to indicate that you have seen it at home.

Parent/Carer's Signature: . . . .

Pupil signature: . . . .

SHOEBURYNESS HIGH SCHOOL
(A member of SECAT (Southend East Community Academy Trust)

YEAR MANAGER REPORT

NAME: . . . . LEARNING GROUP: . . . .

REPORT SUPERVISED BY: . . . . START DATE: . . . .

MEETING PLACE: . . . . TIME: . . . .

1.

2.

3.

Year Manager's Signature: . . . .

DATE _____

Please grade using the same ATL Levels as used on reports

1 = Poor, 2 = Needs improvement, 3 = Good, 4 = Excellent

	ATL	1 - 4	COMMENT
Period 1	**Overall ATL**		Signed:_ _ _ _ _ _ _ _ _ _ _ _ _ _
Lesson 2a/2b Subject _ _ _ _	Work Ethic		
	Homework		
	Asking Questions		
	Behaviour		Signed:_ _ _ _ _ _ _ _ _ _ _ _ _ _
Lesson 3a/3b Subject _ _ _ _	Work Ethic		
	Homework		
	Asking Questions		Signed:_ _ _ _ _ _ _ _ _ _ _ _ _ _
	Behaviour		
Lesson 4a/4b Subject _ _ _ _	Work Ethic		
	Homework		
	Asking Questions		
	Behaviour		Signed:_ _ _ _ _ _ _ _ _ _ _ _ _ _

Student: . . . .

Staff: . . . . **Parent:** . . . .

YEAR MANAGER / PARENT NOTES

DATE _____

Please grade using the same ATL Levels as used on reports

1 = Poor, 2 = Needs improvement, 3 = Good, 4 = Excellent

	ATL	1 - 4	COMMENT
Period 1	Overall ATL		Signed:_ _ _ _ _ _ _ _ _ _ _ _ _
Lesson 2a/2b Subject _ _ _ _	Work Ethic		
	Homework		
	Asking Questions		
	Behaviour		Signed:_ _ _ _ _ _ _ _ _ _ _ _ _
Lesson 3a/3b Subject _ _ _ _	Work Ethic		
	Homework		
	Asking Questions		
	Behaviour		Signed:_ _ _ _ _ _ _ _ _ _ _ _ _
Lesson 4a/4b Subject _ _ _ _	Work Ethic		
	Homework		
	Asking Questions		
	Behaviour		Signed:_ _ _ _ _ _ _ _ _ _ _ _ _

Student: . . . .

Staff: . . . . Parent: . . . .

DATE _____

Please grade using the same ATL Levels as used on reports

1 = Poor, 2 = Needs improvement, 3 = Good, 4 = Excellent

	ATL	1 - 4	COMMENT
Period 1	Overall ATL		Signed:_ _ _ _ _ _ _ _ _ _ _ _ _ _
Lesson 2a/2b Subject _ _ _ _	Work Ethic		
	Homework		
	Asking Questions		
	Behaviour		Signed:_ _ _ _ _ _ _ _ _ _ _ _ _ _
Lesson 3a/3b Subject _ _ _ _	Work Ethic		
	Homework		
	Asking Questions		
	Behaviour		Signed:_ _ _ _ _ _ _ _ _ _ _ _ _ _
Lesson 4a/4b Subject _ _ _ _	Work Ethic		
	Homework		
	Asking Questions		
	Behaviour		Signed:_ _ _ _ _ _ _ _ _ _ _ _ _ _

Student: . . . .

Staff: . . . . **Parent:** . . . .

DATE _____

Please grade using the same ATL Levels as used on reports

1 = Poor, 2 = Needs improvement, 3 = Good, 4 = Excellent

	ATL	1 - 4	COMMENT
Period 1	Overall ATL		Signed:_ _ _ _ _ _ _ _ _ _ _ _ _ _
Lesson 2a/2b Subject _ _ _ _	Work Ethic		
	Homework		
	Asking Questions		
	Behaviour		Signed:_ _ _ _ _ _ _ _ _ _ _ _ _ _
Lesson 3a/3b Subject _ _ _ _	Work Ethic		
	Homework		
	Asking Questions		
	Behaviour		Signed:_ _ _ _ _ _ _ _ _ _ _ _ _ _
Lesson 4a/4b Subject _ _ _ _	Work Ethic		
	Homework		
	Asking Questions		
	Behaviour		Signed:_ _ _ _ _ _ _ _ _ _ _ _ _ _

Student: . . . .

Staff: . . . . **Parent:** . . . .

Date:	Subject	What activities have been achieved at Target Level	If none list the intervention	Staff Initials
P1				
P2				
P3				
P4				

PL's Signature: Parent/Carer Signature:

Staff/Parent Notes

PROGRESS LEADER REPORT

'Expect Excellence'

NAME: . . . .   LEARNING GROUP: . . . .

REPORT SUPERVISED BY: . . . . START DATE: . . . .

On their last assessment were they on target?

Subject	On Target?	If NO what intervention was there?
English		
Maths		
Science		
Geography History RE		
Computing		
MFL		
Technology		
Theatre Arts Art Music		

PL's Signature: . . . .

Date:	Subject	What activities have been achieved at Target Level	If none list the intervention	Staff Initials
P1				
P2				
P3				
P4				

PL's Signature: Parent/Carer Signature:

Date:	Subject	What activities have been achieved at Target Level	If none list the intervention	Staff Initials
P1				
P2				
P3				
P4				

PL's Signature: Parent/Carer Signature:

Date:	Subject	What activities have been achieved at Target Level	If none list the intervention	Staff Initials
P1				
P2				
P3				
P4				

PL's Signature: Parent/Carer Signature:

Date:	Subject	What activities have been achieved at Target Level	If none list the intervention	Staff Initials
P1				
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P4				

PL's Signature: Parent/Carer Signature: