

Behaviour Policy

1.0 The Cumberland School Mission Statement

Our vision – Determined, ambitious learners

The Cumberland School (TCS) is an ambitious school, within a diverse and exciting community. Our motto, 'Determined, ambitious learners,' encompasses all of our school community: students, staff and governors. Our commitment to providing the best opportunities to learn and excel goes hand in hand with our commitment to equal opportunities and effective inclusion.

As a school we are determined to improve the life chances of every one of our students. Determination and resilience are essential qualities for our students if they are to achieve their potential. Our curriculum, both in the classroom and outside of it, ensures that students are given opportunities to challenge themselves and develop confidence, independence and resilience.

We want all of our students to have high standards. We encourage all students to understand their responsibilities to each other, the school and the wider community. Pride, respect and high aspirations are valued and developed so that TCS is a safe place to take risks and grow.

Above all, TCS is a learning community. We believe that all students and staff have the right to exceed expectations and we recognise that hard work, challenge and collaboration are vital to ensure exciting and effective teaching and learning in the classroom. We are an outward facing school, collaborating with other schools, colleges and businesses. We believe there is much we can and must learn from each other.

2.0 Policy links to School mission, aims and values

The Cumberland School is a learning community where our students have high aspirations for themselves and each other. As a school we believe in providing a disciplined, safe and structured school environment for all of our students. This is based on a culture of high aspirations, high expectations and a firm approach to poor behaviour. With learning and progress at the core we will not and cannot accept any disruptive or defiant behaviour that impacts on the capacity of our students to learn in a safe, stimulating and aspirational learning environment.

All of the work of TCS is intended to support the delivery of our mission statement in full.

This policy specifically is intended to ensure that the school remains a positive and safe environment for students and staff. Students have the right to learn and work, and teachers to teach, without disruption from others. Everyone has a right to feel safe in our school irrespective of their race, gender, religion, sexuality or specific need.

3.0 Statutory Framework

This policy is guided by the 2016 'Behaviour and discipline in schools' guidance issued by the DfE, and the Education Act of 2011.

4.0 Purposes

This policy specifically is intended to:

- encourage a positive, calm and purposeful atmosphere where everyone feels safe, students can learn to the best of their abilities and everyone feels valued and treats others with respect.
- encourage young people to take responsibility for their behaviour.
- encourage students to achieve high standards in learning and behaviour.
- celebrate achievement and to discourage negative behaviour.
- tackle incidents/instances of poor behaviour effectively and fairly.
- allow teachers to teach high quality, imaginative lessons
- foster an environment where members of the school community will treat each other with respect.

5.0 Monitoring

Leaders within the school at middle and senior level will be responsible for monitoring the implementation of this policy and for ensuring its effectiveness. The school's SDP includes a section on behaviour and this is monitored termly. Behaviour within subject areas and year groups will be monitored regularly through line management. The sanctions ladder indicates how behaviour will be monitored by the leadership group.

6.0 Links with other policy areas

The Behaviour policy links with our; teaching and learning policy, safeguarding policy, anti-bullying policy, staff code of conduct, attendance policy, politeness policy, uniform policy and home-school partnership agreement.

7.0 Communication

The information in this policy will be communicated thus:

- For students - in their student planner, home-school partnership agreement and on the relevant section of the school's website
- For staff - in the staff handbook and in the relevant sections of the school's website
- For parents/carers - in the induction guidance, home-school partnership agreement and in the relevant sections of the school's website

8.0 Links with external partners/agencies where relevant

We believe that effective partnership working is key to the implementation of our aims, values and policy aspirations. In particular, this policy demands that we work closely with parents. To this end, each year group has a Head of Learning and a Student Manager who will ensure regular contact with parents for students with behavioural difficulties. We liaise with outside agencies such as children's services where required.

9.0 The Cumberland School Behaviour Policy Details

All teachers, teaching assistants and other paid staff with responsibility for students have the power to discipline students in school and (in certain circumstances) outside school.

We expect staff to encourage an effective learning environment by:

- being punctual, consistent and fair in ensuring the expected behaviour outlined above is seen in school.
- being visible in the corridor and on their classroom doors when teaching, to ensure lesson changeovers are quiet and orderly and students dismissed on time.
- issuing behaviour slips when moving around the school to challenge or reward student behaviour.
- using SLANT and the school's reminder, warning and BIR system.
- making lessons appropriate and stimulating, using assessment for learning.
- ensuring students stay in class throughout lessons (medical reasons excepted).
- maintaining close home/school contact.
- being smart in their dress code and abiding by the 'Code of Conduct at TCS' document.

We have a rewards ladder which we aim to follow to reward student behaviour.

We will reward and celebrate the achievement of our students by using the following:

- words of praise and appreciation in lessons and assemblies
- golden ticket
- comments in books
- classroom merits
- out of Lesson Behaviour slips = 1 merit
- displaying work and pictures throughout the school
- phone calls and text messages home
- certificates
- lapel pins
- special termly assemblies
- Headteacher breakfast and lunch
- VIP lunch passes
- being entered for a prize draw to win vouchers
- special events and activities such as reward activities/trips
- annual whole school reward ceremony

We expect our students to behave well. We expect students to:

- arrive on time to school and lessons
- be in correct uniform, which includes having their shirt tucked in, ties done up properly and wearing TCS Blazer. Students wearing a hijab and/or headscarf should purchase the TCS embroidered hijab/headscarf from Ian Howard (see uniform policy).
- engage fully in lessons
- engage with DPR by logging on at least 5 times a week
- try hard to complete classwork and submit home learning tasks
- treat other students and the whole school community with respect
- follow instructions first time
- be helpful, honest and considerate
- show care and compassion to others
- be polite and respectful to staff and students (see TCS politeness policy)

- walk on the left in single file, follow the one-way system and remain quiet in the corridor
- maintain 1 metre social distancing
- adopt the SLANT position when requested
- engage with SHAPE and STEPS
- be clear of the area that surrounds the school 30 minutes after their school day ends

The following are some examples of what we consider to be unacceptable behaviour and the list is not exhaustive:

- not completing class work, coursework or homework
- not following teacher instructions
- failing to engage with our systems (Line Up, SLANT, SHAPE, STEPS) to promote TCS social norms
- failing to remain in bubbles and allocated zones
- not following social distancing expectations
- deliberate or active exaggeration of COVID related symptoms i.e. coughing
- rudeness
- distracting others
- lateness to school or lessons
- truancy from school or lessons
- persistent disruptive and/or defiant behaviour
- swearing
- failing to attend detentions
- damage to property
- disrespecting members of the school community
- bullying (including bullying on the grounds of body image/size/obesity, cyber bullying, homophobic bullying, racist bullying, faith-based bullying, ageist bullying, disability bullying and sexist bullying)
- discriminatory language or prejudice-related behaviours
- abuse of the school email or ICT network
- smoking including the use of vaping and E-Cigarettes
- being in possession of and/or intoxicated with Drugs
- inappropriate use of social media and ICT
- theft
- verbal or physical abuse
- violent or threatening behaviour
- being in possession of a weapon
- bringing the school into disrepute

These are the key strategies we will use to deal with students who behave unacceptably:

- talking 'privately' with the pupil
- verbal reprimand in or out of class
- a reminder of expected behaviour in and around school
- recording a demerit on the school information system
- out of class behaviour slip
- removal from class by our on call system and placed in the Behaviour Improvement Room (BIR) for the remainder of that period
- restorative conversations between staff and student
- sending students home to change their uniform
- asking students to make up for lost time
- withdrawal from lessons on a temporary basis
- confiscation of items

- withdrawal of school privileges
- letter, text or phone call to parents/carers
- meeting with parents/carers
- whole-school homework, punctuality and out of class behaviour detentions
- referral to external agencies
- Internal Exclusion in the BIR
- Alternative School Based Exclusion at Forest Gate Community School (FGCS)
- Fixed Term Exclusion
- Managed Move to another school
- direction to an off-site provision
- Permanent Exclusion for the most serious offences or persistent breaches; for example, bringing in illegal substances or an offensive weapon onto site, assaulting a member of the school community or persistent disruptive behaviour.

We have a sanctions ladder, which we aim to follow to deal with poor behaviour.

Some behaviour is highly unacceptable and is therefore highly likely to lead to permanent exclusion. This includes, but is not limited to, the following:

- persistent breaches of the school's behaviour policy
- threats or physical intimidation on a member of the school community
- possession of an offensive weapon such as a knife
- possession of drugs
- assaults on a member of the school community, including spitting
- racist, sexist, homophobic or discriminatory behaviour
- criminal or alleged criminal behaviour
- vandalism of school property
- sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation. In the event of a serious sexual assault incident, the school will not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator and other students and adults in the school. This is explained in the sexual violence and sexual harassment between children in schools and colleges - May 2018.

Confiscating Items

Prohibited and banned items brought into school by students may be confiscated by a member of staff and returned at a later time to the parent/carer.

Prohibited items are knives and weapons (including BB guns), alcohol, illegal drugs, stolen items, tobacco and cigarette papers, E-cigarettes and vaping devices, fireworks, pornographic images, and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. In the case of confiscation of a weapon or other illegal item, the police will be informed and the item released only to them.

Banned items include excessive items of unhealthy food and drink, chewing gum, lighters, matches, items of non-school uniform e.g. Hoodies, mobile phones and other electronic devices. From time to time, certain items not listed here may be deemed to be banned by the Headteacher if they reasonably pose a threat to the safety and wellbeing of students or the good order of the school.

Searching Students

The Headteacher can authorise a search without consent for items including stolen property (see below for instances where force may be used).

Use of Reasonable Force

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property or from causing disorder. (The following information is taken from the DFE document 'Use of reasonable force - Advice for headteachers, staff and local school board').

Force may be used for two main purposes – to control students or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list provides some examples of situations where reasonable force can be used:

- to remove disruptive students from the classroom where they have refused to follow an instruction to do so
- to prevent a student behaving in a way that disrupts a school event or a school trip or visit
- to prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- to prevent a student from attacking a member of staff or another student
- to stop a fight in the playground
- to restrain a student at risk of harming themselves through physical outbursts.

Reasonable force must not be used as a punishment.

Authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items": knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

Incidents Outside of the School

In accordance with the Department for Education's "Behaviour & Discipline in Schools", the school has a statutory power to discipline students for misbehaving outside of the school premises. Section 90 of the Education and Inspections Act 2006 gives the Headteacher a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable".

The school will respond to any incidents of students misbehaving outside the school in the same manner and procedures as unacceptable behaviour within the school.

Examples of unacceptable behaviour outside the school may include when a student is:

- taking part in any school organised or school related activity
- travelling to and from school
- wearing school uniform
- lingering in the area that surrounds the school 30 minutes after their school day finishes

Further examples also include where:

- in extreme cases (such as cyber bullying) this would also include misbehaviour at any time that could have repercussions for the orderly running of the school
- pose a threat to another student or member of the public
- could adversely affect the reputation of the school
- criminal or alleged criminal behaviour that demonstrates risk to other students and/or staff and/or the good order of the school

In rare cases, the school may decide to educate a student elsewhere.

Internal Exclusions

An internal exclusion at TCS means that a student will complete their set work in the BIR, which is staffed by members of the Senior Leadership Team and Pastoral Teams for the day. They will also not be permitted to be in the playground at break or lunchtime and lunch will be provided.

Alternative School Based Exclusion (ASBE)

An ASBE means that a TCS student will complete their set work in the BIR at FGCS, which is staffed by members of their Senior Leadership Team and pastoral team for the day. The letter, which is issued by the school, clearly outlines the responsibility of the parent and the expectations of the student during the ASBE.

Fixed Term Exclusion (external)

The letter, which is issued when a student is excluded, explains clearly the responsibility that the student should not be in a public place during the period of the exclusion. For exclusions beyond 5 days, the school will provide suitable alternative provision. For permanent exclusion, it is the responsibility of the Local Authority to provide education for the excluded pupil after a period of 5 days.

Direction to Off – Site Provision

In certain circumstances, and at the discretion of the headteacher, pupils may be directed to off-site provision.

Managed Moves

The local authority operates a protocol on managed moves. The school will consider all pupils whose behaviour warrants a permanent exclusion for a managed move, subject to the strictures laid down in the managed move protocol.

Procedures

- If an incident is deemed serious enough to involve Fixed Term Exclusion (FTE), the school will endeavour to contact the parents on the day of the incident.
- A letter will be sent via parentmail within 24 hours outlining the reasons for the exclusion and the measures parents can take in relation to them.
- Work will always be provided on DPR for the length of the exclusion.
- Parents will be requested to meet with a member of the Pastoral Team or Leadership Team on the day that the student returns to school to ensure such events don't reoccur. Should the

parent fail to attend, the student will be placed in the BIR until the parent attends a return from exclusion meeting.

- The student will be placed on a report for a minimum of 2 weeks to the Head of Learning or member of the Leadership Team.
- Procedures to appeal against a decision are clearly outlined in the FTE letter.

Resources and Support

The school will participate appropriately in implementing local and national frameworks for referral to ensure effective early identification and integration of services to meet the needs of children and families, including:

- Student Manager Mentoring
- External Mentoring Services
- Counselling
- Schools Police Officer
- Behaviour Support Service
- Child and Family Consultation Service (CFCS)
- Family's First
- Pupil Referral Unit
- Education Welfare Service
- Education Psychology Service
- Health Services, including Child and Adolescent Mental Health Services (CAMHS)
- School Safeguarding Team
- Social Services
- Careers Education, Information, Advice and Guidance (CEAIG)
- Youth Offending Team
- Drug Counselling Agencies
- Police

Pastoral Support Plans

On rare occasions it may be felt that a student is at risk of permanent exclusion due to the inappropriate behaviour being displayed. In this circumstance the school will put a Pastoral Support Plan (PSP) into place in order to support the student and try to prevent this occurring. This is a 16 week plan that will usually involve the student, school and parents in working together to establish clear targets for improvement and the support measures (both at home and school) needed to achieve these. Where appropriate, agencies including external support will also be part of this process to ensure that specific professional expertise is accessed in order to meet the needs of the student. A PSP involves regular reviews to assess progress and make amendments as needed.

Responsible for review:	A Brown
Version:	04
Reviewed:	September 2020
Next review date:	September 2023