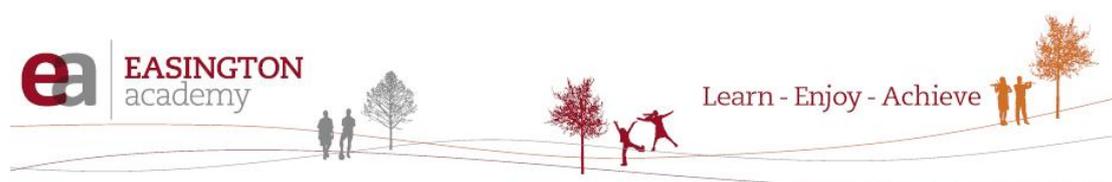




Behaviour Management

As part of Easington Academy's Pastoral Care Policy



BEHAVIOUR MANAGEMENT

The patterns of behaviour that we want in our school have to be taught just as thoroughly and as consistently as the rest of the curriculum. In most schools, most of the time, most students behave appropriately. There will be occasions in our school, as in all schools, when things go wrong, and an effective behaviour policy should help staff to deal with such situations.

The Education and Inspections Act 2006 introduced for the first time a statutory power for teachers and certain other school staff to discipline students. Subject to the school's behaviour policy, a teacher may discipline a student for any misbehaviour when the student is:

- Taking part in a school-organised or school based activity.
- Travelling to or from school.
- Wearing a school uniform.
- In some other way identifiable as a student from the school.
- Misbehaving at any time, whether or not the conditions above apply, in a way that could have repercussions for the orderly running of the school; or posing a threat to another pupil or member of the public and in doing so adversely affecting the reputation of the school.

At Easington Academy all teaching staff, including student teachers, have the right to impose a range of sanctions up to and including an after school detention should a student's behaviour warrant such a measure. The sanctions should be applied in accordance with the school's behaviour policy.

The use of this range of sanctions is extended to certain non-teaching staff who are in frequent contact with students – Home/School Liaison Officers, cover supervisors, learning mentors, behavioural support workers, learning support assistants.

Other non-teaching staff – dinner supervisors, caretakers, cleaning staff – have the right to impose sanctions up to and including a lunchtime detention (C3). This would be done using the 'pink slip' system.

Regular visitors to the school and outside agencies also have the right to impose sanctions up to and including a lunchtime detention, having first discussed the incident with a member of senior management.

Any member of staff, teaching or non-teaching, who feels that a student's disruptive behaviour warrants a sanction beyond their remit should seek the advice of senior management.

Only the Headteacher may recommend permanent exclusion. Fixed term exclusions and internal exclusions may be imposed by members of the senior management team with the agreement of the Headteacher. The Assistant Headteacher (Pastoral) has the right to place a student in the Learning Support Unit for a period not in excess of ten days should the student's behaviour warrant such a measure.



In accordance with the Education and Inspections Act 2006, the school reserves the right to impose sanctions, if warranted, on a student who is misbehaving while not on the school premises but who is under the charge of a member or members of staff. For example, a student who is misbehaving on a school trip. The range of sanctions would be up to and including an after school detention. If it was felt that a student's behaviour warranted a more serious sanction, the supervising teacher should discuss the matter with a member of senior management. All punishments would take place on the student's return to school.

Guidance

Effective discipline requires an understanding of a student's behaviour and an awareness that the behaviour of the teacher will have a significant influence on the behaviour of the student(s). Some, but not all, of the problems which occur in the classroom may be a direct consequence of the way the teacher acts towards the student(s).

At Easington Academy we ask all our staff to:

- Remain in control – don't react to a situation, respond to it.
- Recognise and reward positive behaviour and academic achievement.
- Be consistent in disciplinary matters.
- Be a good role model for the student.
- Respect students in and out of the classroom.
- Do all you can to
 - keep calm.
 - listen.
 - be positive.
 - use humour.
 - know your students as individuals.
 - apply sanctions consistently.
 - seek help if necessary.
- Avoid
 - unnecessary shouting.
 - over-reacting.
 - over-punishing.
 - humiliating students.
 - sarcasm.
 - leaving students outside of the classroom for long periods.
 - making empty threats.

Classroom Management

At the beginning of a lesson:

- Be punctual. Do not leave students standing in the corridor for several minutes.
- Do not allow students to barge into the classroom. If they do, ask them to enter the classroom again, this time in an orderly fashion.
- Ask students to remove outdoor coats.
- Take the class register via the e-registration system, marking late those students who arrive after the late bell has rung.
- Make students aware that lateness to lessons is unacceptable and that a detention will follow. Lateness to lessons is monitored by the Home/School Liaison Officers.
- Tackle students who repeatedly fail to bring their exercise book/file etc. If this happens repeatedly inform the student's Home/School Liaison Officer.
- Make sure the lesson's learning objectives and outcomes are made clear to the students at the beginning of the lesson.
- Make sure the list of consequences (C1 – C5) is displayed. The Classroom Discipline Plan is displayed in every room.

During the lesson:

- Use the voice effectively.
- Be alert to what is happening in all parts of the room.
- Be mobile – move around the classroom.
- Try to delegate tasks to students.
- Make good use of questions.
- If possible, vary activities.
- Look to reward good work and behaviour.
- Be precise when giving instructions.



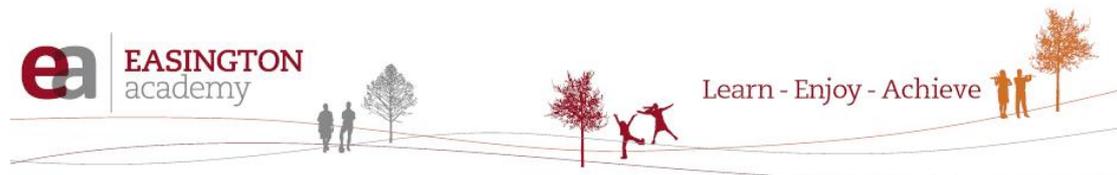
- Insist that students remain 'on task'.
- When a student fails to respond, there are several strategies a teacher may adopt :
 - A simple direction, e.g. 'David, please continue with the exercise you've been given.'
 - Remind the student of the classroom rules: 'You know that eating isn't allowed in the class. Put it in the bin. Thank you.'
 - Move closer to the student and restate the task.
 - Move the student to another desk.
 - Begin to apply sanctions (consequences on the Classroom Discipline Plan). The student's name should always be written down next to the consequence so that he/she is fully aware that a consequence has been applied.
 - The disapproving look or other body language to bring the student back on task.
- Do not get side-tracked by 'secondary behaviour', e.g. muttering under the breath, putting hands in pockets. Concentrate on the change of behaviour you require – deal with secondary issues later.
- Try to avoid confrontations by not getting into a discussion with the students. It is your classroom. State the behaviour you want to see and keep referring to it.
- Do not allow students out of the classroom without your permission. Visits to the toilet should be discouraged. Only one student should be allowed to go to the toilet at any one time. If a student is sent on a message, make certain the appropriate page of the student's planner is signed.
- As a disciplinary sanction, do not have students standing outside of the classroom for long periods of time. A short 'cooling off' period may be necessary, be no more.

End of lesson:

- Use the end of the lesson to recap on the work covered during the lesson (plenary).
- Make sure that students write homework details in the student planner. It's a good idea to write the assignment details on the board, including the date when the work is to be handed in.
- Finish the lesson promptly so that students will not be late for their next lesson.
- Do not finish the lesson too early, allowing students to stand around with nothing to do.



- Students should remain seated until the bell has gone.
- Make sure students have put all litter in the bin.
- When the bell does ring, dismiss the students in an orderly fashion and make sure they leave the school building through the identified exit door.



GUIDANCE ON RESTRICTIVE PHYSICAL INTERVENTIONS

Aims

- To ensure that any use of RPI reflects current legislation.
- To develop and sustain an ethos and practice in school which protects the dignity and safety of both students and staff.
- To create and sustain a safe and secure learning environment.
- To promote a shared understanding that, although always used as a last resort, physical control is an option that staff authorised by the Headteacher may have to take.

Physical contact with children occurs in providing physical prompts, giving support in PE and, at times, supplying reassurance. The term Restrictive Physical Intervention (RPI) does not apply to such situations.

There may be circumstances where, when preventative strategies have failed, some form of RPI may be necessary. The school acknowledges the difference between restrictive forms of intervention, which are designed to prevent movement or mobility or to disengage from dangerous or harmful physical contact, and non-restrictive methods to manage behaviour.

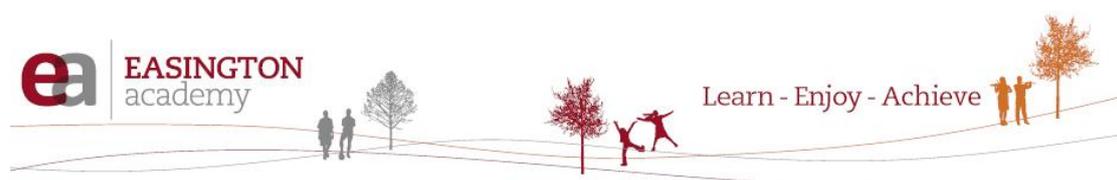
School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

The term *reasonable force* covers a broad range of actions which may be used by most staff at some point in their careers. Force is usually used either to control or restrain. This can range from guiding a student safely by the arm, to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. *Reasonable* in the circumstances means using no more force than is needed. *Control* means either passive physical control, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control. This would be used in more extreme circumstances. For example, when two students are fighting and refuse to separate without physical intervention.

All members of the school staff have a legal power to use reasonable force. This includes people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers.

Staff should, however, be aware that any physical contact with a child may be misconstrued by the child, colleagues and other observers. Support of emotionally



distressed or physically injured children often involves some physical contact. Contact should be the minimum necessary to comfort and reassure the child.

RPI will usually be used in response to an emergency. For the use of RPI by a teacher or other authorised person to be justified, it has to be demonstrated that it is warranted by, and in proportion to, the situation. Consideration should be given to the age, health, emotional state etc. of the student. Every possible step should be taken to prevent the situation, and to try and avoid the use of RPI.

In this school all teachers are authorised to use RPI but only non-teaching support staff specifically authorised by the Headteacher to do so may use RPI. Authorisation is not given to parents/carers or volunteers. Supply staff will not be authorised unless they are familiar with the school's policy and have undertaken training.

It is important that staff understand the terminology used in all Durham LA establishments in respect of Restrictive Physical Interventions:

- **Physical Presence:** describes a situation in which staff stand close by or in front of a student momentarily, or temporarily in the way of a student. Physical presence is a means of both communicating authority and re-establishing safety and security.
- **Restriction of Access or Exit:** describes a situation in which staff stand in doorways or corridors to restrict a student's movement, or in a room fitted with door catches beyond the reach of the student. It is a means of preventing students accessing dangerous environments, or leaving a room when it is judged it would be prejudicial to the maintenance of a safe and secure environment for them to do so.
- **Time Out:** describes the removal of a student from an environment where he/she is less likely to disrupt. It serves the purpose of enabling the student to regain self-control. In Durham LEA any area or room used for a time out must be unlocked and monitored by staff at all times.
- **Isolation:** describes the separation of a student from his/her peers and his/her supervision by a member or members of staff with the purpose of providing the student with continuous focused supervision and support. Students isolated from their peers and supervised by staff must not be in locked rooms.
- **Seclusion:** describes the forcible confinement and segregation of a student from his/her peers in situations that are unsupervised by staff. In Durham LA seclusion is not permitted in schools.
- **Physical Diversion:** describes the means of deflecting a student from destructive and/or disruptive behaviour. For example, by holding a hand, placing a hand on the forearm, putting an arm around the shoulder or guiding by placing a hand on the back. It should involve little force but serves to reinforce staff attempts to reason with the student.



- **Restrictive Devices:** describes those approved mechanical devices - for example, helmets - that are used in a planned manner to prevent self-injury.
- **Physical Control:** describes the positive use of reasonable minimum force to divert a student from committing a criminal offence, harming himself/herself or others, seriously damaging property or disruptive behaviour which prejudices the establishment and maintenance of a safe and secure learning environment. Physical control is normally limited to holding a student in a standing or sitting position.

General Principles

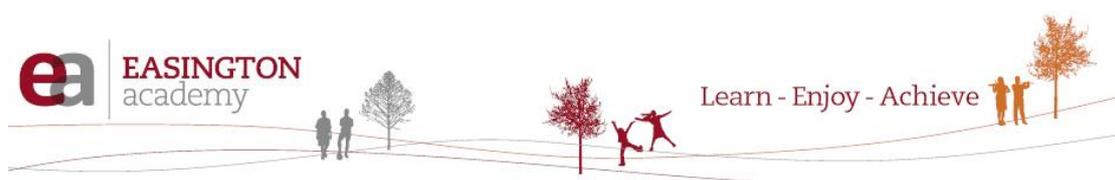
The Education and Inspections Act 2006 enables anyone who is a member of staff of any school at which education is provided to students to use reasonable force in specified circumstances:

- Where the student is engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of the school's other students, whether that behaviour occurs in a classroom during a teaching session or elsewhere.
- Self-injuring or placing himself/herself at risk.
- Causing personal injury to, or damage to the property of, any person (including the pupil himself/herself).
- Committing any offence.
- Committing a criminal offence (even if the student is below the age of criminal responsibility).

Types of Incidents

- Where the action is necessary in self-defence or because there is an imminent risk of injury.
- Where there develops an increasing risk of injury, or significant damage to property.
- Where a student is behaving in a way that is significantly compromising good order or discipline.

Examples of situations which fall within one of the first two categories are:



- Student attacks a member of staff or another student.
- Students are fighting.
- A student is engaged in increasingly at risk behaviour.
- A student is causing, or at risk of causing, injury, damage by accident, by rough play, or by misuse of dangerous objects or materials.
- A student is running in a corridor or on a stairway in a way which he or she is likely to injure himself or herself.
- A student absconds from a class or tries to leave the school (NB this will only apply if a student could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category are:

- A student refuses to comply with a directive to leave a classroom in an escalating situation.
- A student is behaving in a way that is seriously disrupting a lesson.

Any form of corporal punishment in schools is illegal, and this ban is absolute.

Any use of RPI should be consistent with the legal obligations and responsibilities of the school and its staff, and the rights and protection afforded to students under the law.

RPI should be used only in the best interests of the students and in conjunction with other strategies designed to support students to learn alternative non-challenging behaviours.

RPI must not be used with intent to:

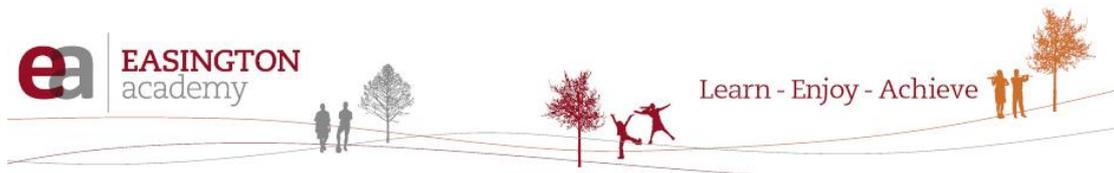
- Punish.
- Cause or threaten hurt.
- Oppress, threaten, intimidate or bully.
- Secure compliance with staff instruction.

Within the RPI continuum, physical control should only be used:

- With minimum and reasonable force.
- Rarely and exceptionally.
- As a last resort where all other courses of action have failed.
- With the minimum degree of intrusion required to resolve the situation.

Staff should not act in a way that might reasonably be expected to cause injury. For example:

- Holding a student around the neck or by the collar or in any other way that might restrict the student's ability to breathe.
- Slapping, punching or kicking a student.
- Twisting or forcing limbs against a joint.



- Tripping a student.
- Holding or pulling a student by the hair or ear.
- Holding a student face down on the ground.

Acceptable Measures of Physical Intervention

RPI can only be deemed reasonable if:

- It is warranted by the particular circumstances of the incident.
- It is delivered in accordance with the seriousness of the incident and the consequences which it aims to prevent.
- It is carried out as the minimum to achieve the desired result.
- The age, understanding and gender of the student are taken into consideration.

RPI may involve staff:

- Physically positioning themselves between students (physical presence).
- Blocking a student's path (restriction of access or exit).
- Escorting a student or shepherding a student away (physical diversion).
- In extreme circumstances staff may need to hold a student (physical control).

Recording

Where RPI has been used to manage a student, a record of the incident may need to be kept. Where physical control has been used, a record of the incident must be kept. This record should be made in a school incident book (in staffroom) which will include the name of the student, the date, time and place of the incident, a brief description of the incident and actions taken.

In addition, specific details of the use of physical control must be recorded on a Major Incident Report. The Incident Report must be completed as soon as possible after the incident, normally prior to staff going off duty, and must be signed by all the staff involved and the Headteacher. In addition, specific details on the use of physical control must be recorded on the incident report. Reporting should include:

- How the incident developed.
- Attempts made to calm the situation.
- Names of any staff or students who witnessed the situation.
- The outcome of the incident including any injuries sustained by a student or member of staff.
- Any damage to property which has resulted.
- Whether/how parents have been informed.
- After investigation, a summary of actions taken.

Staff may find it helpful to seek advice from a senior colleague when compiling a report. After the incident, copies of the report will be placed on file and, where



necessary, the appropriate action taken under disciplinary or Child Protection procedures.

Action After an Incident

The Headteacher will ensure that each incident involving the use of physical control is reviewed and investigated further as required. If further action is required in relation to a member of staff or a student, this will be pursued through the appropriate procedures.

Complaints

The availability of a clear policy about RPI and early involvement of parents/carers should reduce the likelihood of complaints but may not eliminate them. Any complaints about staff will be dealt with under the school's complaints procedure. The Chair of Governors will be informed of complaints but other governors will not be involved as a complaint may require further action on their part.

Appeals

If parents/carers remain dissatisfied with the decision following investigation into their complaint, then they have the opportunity to appeal against the decision of the Governing Body of the school. All appeals have to be made in writing. Parents/carers will also have the opportunity to attend the appeal hearing in person. The Governing Body will consider all the information and come to a final decision.

Review

This policy will be reviewed within the timetable for policy review established by the Governing Body of the school.

Monitoring (Headteacher)

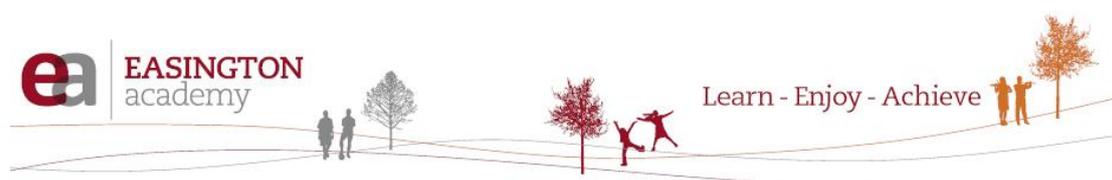
The Headteacher should monitor any use of RPI by examining:

- The frequency of its use.
- The justification of its use.
- Its nature.
- Its users.
- The views of students concerning its use.

Headteachers must ensure that:

- The need to use RPI is minimised.
- RPI is used only in the appropriate circumstances.
- Only the appropriate degree of RPI is used in particular situations.

Headteachers must also:



- Report on the use of RPI to the Governing Body.
- Report specifically on the use of physical controls.
- Take appropriate action over issues of concern of either a general or specific nature.
- Make available on request the Major Incident Record File to the authority's officers.

Governors

Governors should monitor the use of RPI within the school ensuring that:

- The incident of RPI is reported to them termly.
- Incidents comply with the school policy.
- Trends are recognised.
- Action is taken to reduce the use of physical control.

The following should be read in conjunction with the above notes on RPI.

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. In school, force may be used for two main purposes – to control students or to restrain them. The decision whether or not to physically intervene is down to the judgment of the member of staff and will depend on the individual circumstances. The following list is not an exhaustive one but provides some examples of situations where reasonable force can and cannot be used. Staff can use reasonable force to:

- Remove disruptive students from a classroom where they have refused a request to follow an instruction to do so.
- Prevent a student behaving in such a way that disrupts a school event or a school trip or visit.
- Prevent a student leaving a classroom, where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground.

Staff cannot:

- Use force as a punishment, and it is always unlawful to do so.

The school does not require parental consent to use force on a student.

Using Force

Certain restraint techniques present an unacceptable risk when used on children and young people. These are:

- The seated double embrace, which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing.



- The double basket-hold, which involves holding a person's arms across their chest.
- The nose distraction technique, which involves a sharp upward jab under the nose.

Staff Training

The school will decide which members of staff will require training in the use of force and what that training will be.

Informing Parents/Carers

The school will contact parents/carers about a serious incident involving the use of force, as well as recording the details of such an incident. In deciding what is a serious incident, staff must use their professional judgement and also consider the following:

- The student's behaviour and level of risk at the time of the incident.
- The degree of force used.
- The effect on the student or the member of staff.
- The student's age.

Student Complaints

All complaints about the use of force should be thoroughly, speedily and appropriately investigated. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this would provide a defence to any criminal prosecution or civil or public law action.

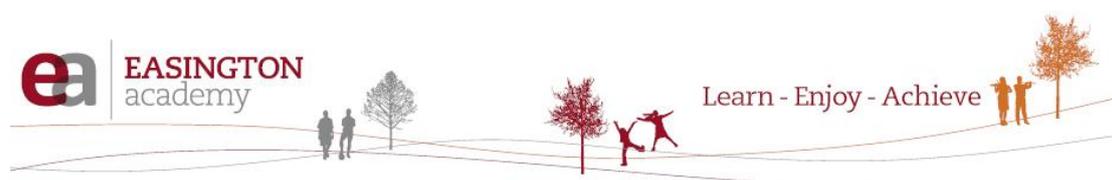
When a complaint is made the onus is on the person making the complaint to prove that his/her allegation is true - it is not for the member of staff to show that he/she has acted reasonably.

Suspension will not be an automatic response when a member of staff has been accused of using excessive force. The school will refer to the Dealing with Allegations of Abuse against Teachers and Other Staff policy if such an allegation is made. If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named person who can offer support.

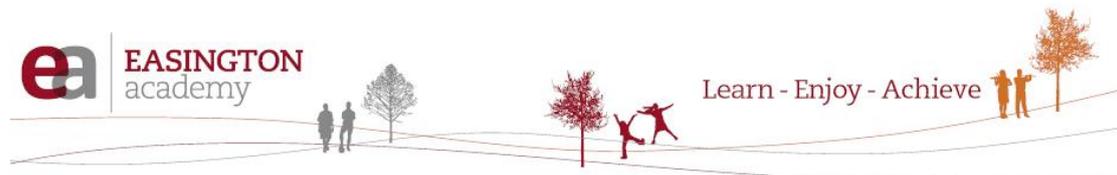
Other Contact

It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary:

- Holding the hand of a student at the back of a line when going to assembly or when walking around the school together.
- When comforting a distressed student.
- When a student is being congratulated or praised.



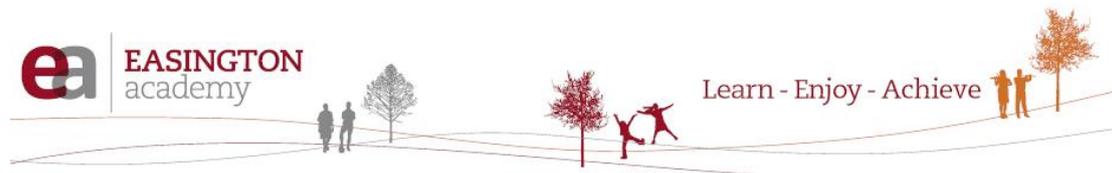
- To demonstrate how to use a musical instrument.
- To demonstrate exercise or techniques during PE lessons or sports coaching.
- To give first aid.



CODE OF CONDUCT

At Easington Academy we recognise that each member of the school community has a right to be treated with respect and to work in a clean, calm and safe environment. To help us achieve this aim, we expect our students to:

- Show respect for others by working sensibly in lessons and not disrupting the learning of other students.
- Show consideration for others by moving around the school quietly and carefully. This means:
 - Keeping to the left side of the corridor.
 - Opening doors for others.
 - Walking down the corridor, not running.
 - Entering and leaving school by the correct doors.
- Discouraging bullying. This means we will:
 - Not punch, kick or spit at anyone.
 - Not join in name calling.
 - Not damage or steal another person's property.
 - Report incidents of bullying to a member of staff.
 - Never suffer in silence – if you are being bullied, speak to someone about it.
- Come prepared for the day wearing the appropriate uniform and bringing the necessary equipment. This means:
 - Bringing to school a pen, student planner and a bag large enough to carry an A4 file. Tutors will carry out an equipment check each morning.
 - Following the school uniform code.
 - Not bringing valuable items to school.
 - Not bringing to school anything which could injure/harm another student e.g. knives, drugs etc.
- Attend school regularly and arrive in plenty of time for the start of lessons. This means:
 - Being punctual for registration and lessons. A late bell will ring four minutes after the start of each lesson.
 - Bringing a parental note to school following an absence.
 - Seeking permission from school if you are taking a holiday during term time.
 - Making certain you ask for a pass from the office if you are leaving the school premises for a medical appointment.



REWARDS AND SANCTIONS

Students and parents/carers need to be fully aware that bad behaviour is unacceptable and will be punished. Rewards and punishments should be fair and consistent. Sanctions applied to whole groups/classes of students for the misbehaviour of a few should be avoided. Those punishments that are deliberately humiliating or degrading should also be avoided. Rewards are as important as sanctions and teachers should look for opportunities to reward students for good behaviour/work.

Rewards

Praise: Praise may include: words of encouragement, comments on student's work, praise in assembly, positive comments on school reports. Staff should seek every opportunity to praise good work and behaviour. Stress the positive.

Display: Displays of student work are encouraged as a means of motivation and praise. Rooms should be colourful and bright. Displays should be changed regularly.

Vivo Miles: The school's chief means of rewarding students is via the Vivo Miles system. Each Vivo Mile is worth 1p. Staff can make awards in the following categories:

- Attendance at an after school session.
- Attendance at an extra-curricular event.
- College student of the week.
- Community ward.
- Competing in a house sporting event.
- Completion of coursework.
- Contributing to an assembly.
- Equipment.
- Fundraising.
- Good academic work.
- Good behaviour.
- Good manners.
- Helping at an extra curricular event.
- Litter picking duty.
- Meeting coursework deadline (KS4).
- Miscellaneous.
- Representing the school at a sporting event.
- Attendance awards.

Sanctions

Easington Academy aims to encourage students to accept responsibility for their own behaviour. Promoting respect for others and highlighting the basic values of honesty, fairness, tolerance and politeness are important aspects of school life. The establishment and maintenance of good order allow effective learning to take place and promote a positive ethos in school. Students 'should have a clear sense of what is important, what is valued, and what will not be tolerated' (DfEE Circular).

Sanctions help to underpin the boundaries of acceptable behaviour, but they must not be seen in isolation. They are part of a whole school behaviour policy which seeks to reward and encourage high standards of conduct and achievement. Indeed, a greater emphasis on rewarding positive behaviour may well reduce the need for sanctions. When sanctions are applied, they should follow the agreed school policy of the school.

Subject Teachers

The vast majority of student behaviour – good and bad – takes place during lessons and therefore the subject teacher has a vital role to play in establishing positive behaviour. It is important to realise that school systems and the involvement of senior staff can support a teacher's classroom discipline, but it cannot replace it. Discipline is best achieved through a consistent and fair approach by individual staff, and one which puts an emphasis on the positive rather than the negative. Care should be taken to differentiate between minor and serious breaches of discipline. Care should be taken to ensure that students are aware of the reason for a punishment. Sanctions available to the teacher include:

- Consequences (see Classroom Discipline Plan).
- Parental contact (letters/telephone calls/meetings).
- Referral to HOD.
- Referral to a member of the Senior Management Team.
- Referral to a Home/School Liaison Officer.

Head of Department

Heads of Department will be called upon to support subject teachers within their subject areas in matters relating to classroom discipline. This support may take a number of different forms, including: making sure all staff in the department are aware of the school's behaviour policy and adhere to it; discussing matters of discipline at departmental meetings; observing a member of the department teaching and follow up discussions. The HOD is in a position to support and reinforce teacher discipline through sanctions of his/her own. These sanctions include :

- Parental contact (telephone calls/letters/interview.)
- Referral to SMT.
- Additional work.
- Further detentions.
- Referral to the appropriate Home/School Liaison Officer.

Home/School Liaison Officers

Home/School Liaison Officers also play an important part in monitoring the behaviour of students. HSLO's will monitor the behaviour of all students in their year group. Concerns about the behaviour of individual students should be brought to the attention of the Assistant Headteacher (Pastoral). Home/School Liaison Officers should consider a range of strategies, including disciplinary sanctions, when dealing with unacceptable behaviour. These strategies include:

- Withdrawal of privileges (end of term treats).
- Letters of concern.
- Referrals to SMT.
- Referrals to Pastoral Liaison Group.
- Placing a student on report.
- Recommending a student for placement in the Learning Support Unit.
- Parental contact (letters/telephone calls/meetings).
- Parental interviews.
- Use of outside agencies, e.g. Behavioural Support, Educational Psychology Service, Educational Welfare Service.
- Using the system of consequences.



THE CLASSROOM DISCIPLINE PLAN

In each classroom there is a Classroom Discipline Plan, comprising Rewards and Consequences.

Consequences

Name on the board.

C1: verbal warning.

C2: 15 minute detention (supervised by the subject teacher).

C3: 20 minute detention (supervised by a rota of staff).

C4: 2 x 20 minute detention (supervised by a rota of staff).

C5: 1 hour after school detention.

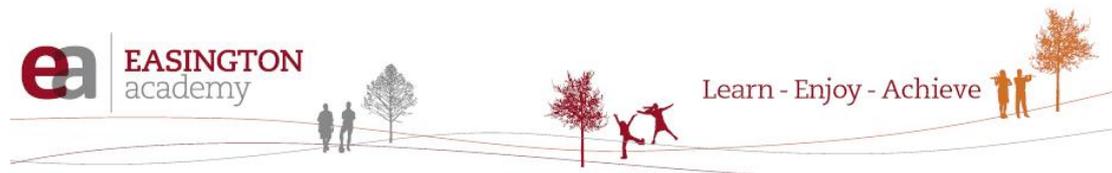
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- Completion of coursework.
- Contributing to an assembly.
- Equipment.
- Fundraising.
- Good academic work.
- Good behaviour.
- Good manners.
- Helping at an extra-curricular event.
- Litter picking duty.
- Meeting coursework deadline (KS4).
- Miscellaneous.
- Representing the school at a sporting event.
- Attendance awards.

Consequences

For the Classroom Discipline Plan to work, it is important that all components of the plan are used consistently, especially the positive aspects of the plan. As far as consequences are concerned, staff should bear in mind the following:

- Use the terminology. Make it clear to a student who is misbehaving that he/she is receiving a C1, C2 etc by stating explicitly which consequence is being applied. The first sanction is to write the name of the student on the board and, thereafter, each time a consequence is given a mark should be placed next to the student's name. This will ensure that the student is fully aware that a particular consequence has been issued.

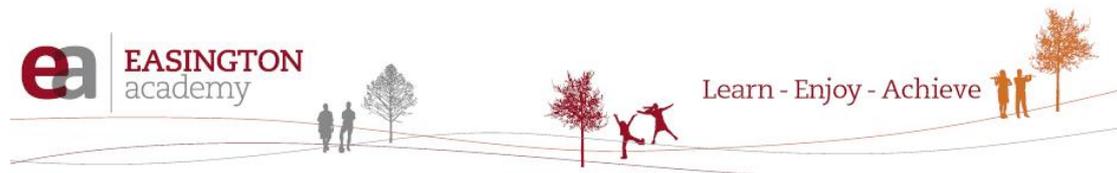


The two parts of the Classroom Behaviour Plan should be on display in every classroom.

- Students begin each lesson with a 'clean slate'.
- Staff should avoid 'using up' the consequences too quickly. Other tried and trusted methods of establishing classroom control (see Guidance) should be used before the first consequence is applied, and also used between the various sanctions. The consequences should complement good classroom management, not act as a substitute for it.
- Always be prepared to explain to a student why a consequence has been used.
- Detentions: 'From 1st September 1998, schools have a clear legal authority to detain students on disciplinary grounds after the end of a school session, with or without the consent of the parent/carer. Schools should take into account any special circumstances about individual students, such as whether the parent/carer can reasonably make suitable arrangements to get the child home from school after the detention. A school must, by law, give at least twenty four hours written notice to the parent/carer before the detention takes place' (DfEE May 1998).

In the light of the recent DfEE information, staff should adopt the following procedures regarding detentions:

- C2: 15 minute detention to be supervised by the subject teacher. Ideally, this detention should take place at break time, though a C2 detention can also be given at lunchtime. If this detention clashes with a C3 detention, see Assistant Headteacher (Pastoral).
- C3 and C4 detentions: these detentions take place at lunchtime and are organised by the Assistant Headteacher (Pastoral). The detentions are supervised by the Assistant Headteacher and one other member of staff.
- C5: after-school detentions. Parents/carers should be given a minimum of twenty four hours warning of an after school detention. It would be safer to give the parents/carers forty eight hours warning, thus allowing them time to consider whether or not they wish to appeal against the detention. On Tuesdays, Wednesdays and Thursdays, students who have been given an after school detention can travel home on the minibus, so it makes sense to arrange after school detentions on one of these days. If the member of staff feels that a student is unlikely to attend the detention, the student's name should be passed on the Assistant Headteacher (Pastoral). An after-school detention must be reasonable and proportionate. A C5 should not be given before the other consequences (C1 – C4) have been used, unless a serious breach of classroom discipline has occurred. It is very important that



parents/carers receive notification of the detention. This can be done by handing a standard letter to the parent/carer, or posting it to their last known address, or by contacting them by telephone. If the standard detention letter is given to the student to deliver, it is sensible to have this witnessed by another member of staff and to ask the student to return the reply slip at the bottom of the letter. Staff wishing to give an after school detention should ask the office staff about the correct procedure to follow. A C5 is given if a student continues to disrupt the lesson after all the other sanctions have been used (C1 – C4). The student will be removed from the class and placed in the C5 room.

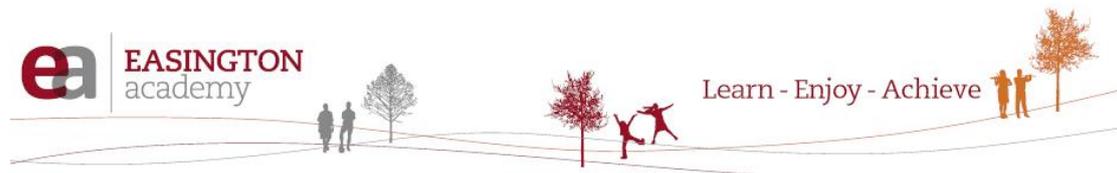
- Any student who is heard swearing in class, or who leaves the classroom early without the permission of the member of staff, will receive an after school detention.
- Teachers have the legal power to put students in detention. As has already been stated, where a detention is outside of school hours parents/carers should be given a minimum of twenty four hours notice in writing. It is not necessary to give twenty four hours notice for a lunchtime detention. The times outside of normal school hours when the detention can be given include:
 - Any school day where the student does not have permission to be absent.
 - Weekends – except the weekend preceding or following the half term break.
 - Non-teaching days – usually referred to as training days or INSET days.
- All members of staff can put students in detention, including all non-teaching staff. The appropriateness of the detention given - for instance, whether the detention warrants a C3 rather than a C4 - will be monitored by the Assistant Headteacher (Pastoral). In the case of an after school detention, the member of staff should take into consideration whether suitable travel arrangements can be made, though the inconvenience of these arrangements is not in itself sufficient justification for the detention to be cancelled.
- With lunchtime detentions, schools should allow reasonable time for the student to eat, drink and use the toilet.
- School staff should not issue a detention when they know that doing so would compromise a child's safety. When deciding if a detention outside of school hours is reasonable, staff issuing the detention should consider the following points:
 - Whether the detention is likely to put the student at risk.
 - Whether the student has known caring responsibilities which means the detention is unreasonable.

- Whether suitable travel arrangements can be made by the parent/carer for the student. It does not matter if making these arrangements is merely inconvenient for the parent/carer.
- The Incident Report Form is the school's chief means of recording negative student behaviour in the classroom. The reverse side of the form makes clear to whom the form is to be given once it has been used to record negative behaviour. Negative behaviour is recorded on the Sims database. Incident Report Forms should be placed in the year group box within twenty four hours of the incident of disruption (the boxes are kept in the staffroom).
- Outside of the classroom, the pink C3 sheets are used to record negative behaviour.

The school reserves the right to use other lawful sanctions to address the problem of disruptive behaviour. For example, supervising throughout the lunch break those students who regularly disrupt lessons.

Rewards

See Rewards and Sanctions section of the Behaviour Policy for a detailed breakdown of the rewards/awards which can be made. The importance of rewarding students for good work and behaviour cannot be over-stressed. Emphasise the positive!



THE PASTORAL LIAISON GROUP

The aim of the group is to adopt a multi-agency approach when dealing with students who are experiencing problems both in and outside of school. The group meets on a monthly basis. The forum is also used to establish and monitor Pastoral Support Programmes (PSPs) and Individual Behaviour Plans (IBPs). Information shared at the meeting is confidential to the members of the group.

The group comprises the following: Assistant Headteacher (Pastoral), Senco, the School Nurse, the Police Liaison Officer, the School Counsellor, the school's Education Welfare Officer, Home/School Liaison Officers, Behaviour Support Assistants, and the Learning Support Room Coordinator. An invitation is also sent out to the parents/carers of the student under discussion. The student will also be asked to attend the meeting.

The majority of referrals to the group come from school, and principally from the Assistant Headteacher (Pastoral), who has an overall view of behaviour within the school. It remains, however, the right of any member of the group to make a referral. The referral is made to the Assistant Headteacher (Pastoral), who is responsible for sending out all relevant information to the group members. The list below is by no means exhaustive, but identifies the major criteria for referral:

- Students who appear very withdrawn; where there are significant deficiencies in terms of social skills.
- Truancy.
- Crime.
- Students who have received a high number of fixed term exclusions.
- Students likely to be a danger to themselves or others.
- An uncared for child.
- 'Nomad' children.
- Students who are depressed / anxious / underachieving.
- Students not responding to the SEN staged procedures.
- Drug involvement.
- Where there is a sudden deterioration in academic work and/or behaviour.
- When a Pastoral Support Programme needs to be established for the student.
- When an Individual Behaviour Plan needs to be established for the student.

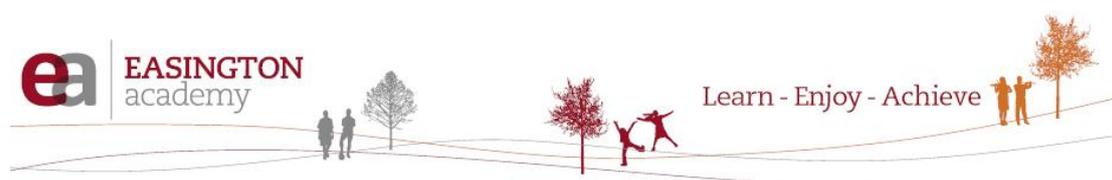
The Assistant Headteacher (Pastoral) will send out information to the members of the group. This information will include curriculum reports, attendance details and the student's behaviour record.



UNIFORM and EQUIPMENT

Easington Academy has a uniform and equipment policy that has the full support of the governing body. For the academic year beginning September 2014, the uniform code is as follows:

- All students in Years 7, 8 and 9 are expected to wear a red polo shirt bearing the school logo.
- All students in Years 10 and 11 are expected to wear a black polo shirt bearing the school logo.
- If students choose to wear a sweatshirt, they must wear a black sweatshirt bearing the school logo. No other alternatives are acceptable.
- Plain black, formal, straight cut trousers (no stripes, no combats, no shortened trousers, no jeans, no jeggings or leggings; trousers should not be too tight) or a straight, plain black skirt (skirts should not be more than three inches above the knee).
- Shoes should be black and made of leather, or give the impression of being made of leather. Plimsolls, Toms, Flossies, Ugg boots, Hightops, Converse, and any form of canvas footwear, are not allowed. The colour of the shoe should be uniformly black – this includes laces. There must be no coloured stripe or band on the shoe, including on the sole of the shoe. Logos should be small and discreet. For example, the large Nike logo will not be allowed.
- If parents/carers are unsure about what constitutes acceptable footwear, they should contact the school.
- All outside coats should be removed on entering the classroom.
- Snoods are not to be worn on the school premises.
- No garment with a hood must be worn with the hood up inside the school building.
- Caps, of any description, are not to be worn on the school premises.
- Woollen hats may be worn between the autumn and spring half terms.
- Large fashion belts are not acceptable as part of school uniform.
- Girls should not wear excessive make-up.
- Hairbands should be thin and not overly decorative. For example, hairbands which incorporate large flowers are not allowed.
- The school reserves the right to determine that a student's hairstyle is inappropriate. This includes the cut of a student's hair and colouring. For example, 'tramlines' and 'mohicans' and other unusual styles are not acceptable. Similarly, hairstyles which incorporate brightly coloured dyed hair, where the colouring is in stark contrast to the natural colouring of the student's hair, are not allowed. Boys' ponytails, however short, are not allowed. A hairstyle which incorporates closely shaven sides, the remainder of the hair tapering to a point at the neck, is not allowed.
- Visible body piercing is not allowed.
- Tattoos which are visible are not allowed. Any student with a visible tattoo will need to keep it covered up. For example, a student with a tattoo on the arm will be asked to wear a school sweatshirt.



PE Uniform

- For Yr7 students starting the school in September 2014, the PE uniform is set out below. Students from other year groups may also purchase the items listed. The rules regarding footwear apply to all students from September 2014.
 - Black/red sports polo shirt - purchased from school.
 - Black tracksuit bottoms - purchased from school or elsewhere.
 - Appropriate footwear (trainers) must be worn for PE lessons. Plimsolls, Toms, Flossies and similar footwear are not suitable. It is advisable that students wear boots with studs for contact activities on the grass – for example, football and rugby. Moulded studs or blades may be worn on the astro turf, but not metal studs.
 - All of the above are compulsory.
 - Black/red zipped hoodie. This is optional and can be purchased from the school. Please note that only school hoodies may be worn. However, a plain black base layer may be worn underneath the PE polo shirt if a hoodie is not purchased. Base layers cannot be purchased from the school.
- All students will be expected to follow the above uniform code from September 2015. During the interim period, and so the students can use uniform items already purchased, it is permissible to wear a white polo shirt bearing the school logo or plain white polo shirt (no logo). It is no longer possible to purchase a white polo shirt bearing the school logo from the school.

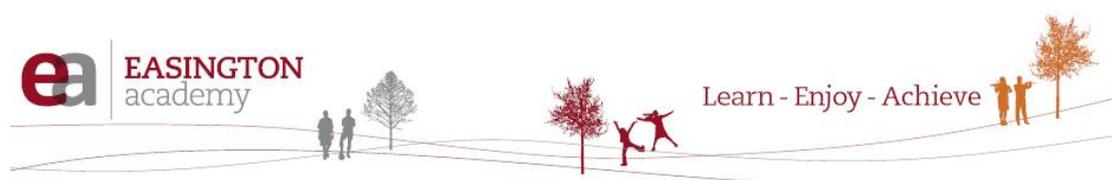
Security during PE Lessons

- Changing rooms will usually be locked during lessons, although there are occasions when they need to be opened during the lesson. It is for this reason that students will be asked to hand valuables in for safe keeping prior to the beginning of the lesson.

Non-Participation in PE

All students are expected to participate in PE lessons. Students who are ill or injured should bring a letter of explanation from the parent/carer. Students who arrive at the lesson without the correct kit and with no letter of explanation will have the following sanctions applied:

- First breach – verbal warning.
- Second breach – C3.
- Third breach – C3.
- Fourth breach – C3.
- Fifth breach – an after school detention.
- Sixth breach – an after school detention.
- Seventh breach – an after school detention.



- After three after school detentions, the student will be given a one day internal exclusion.
- If the problem persists the student will receive further internal exclusions.
- A fixed term exclusion will be used in the worst cases.

Students who fail to bring their PE kit will be supplied with one by the school. This kit is clean. A student who fails to bring his/her kit but who has a parental note to explain why will also be required to wear the PE kit provided by the school. The lesson activities will be adjusted so that performance is appropriate for the individual, or they will be given a role as a coach/officiator so that progress can still be made. The only exemption to this rule is in cases where putting on a kit could aggravate a medical condition. If a student refuses to wear the kit provided by the school, the PE department should contact the student's Home/School Liaison Officer or a member of senior management. The punishment for refusing to wear PE kit supplied by the school is a one day internal exclusion.

If a student repeatedly misses PE lessons owing to a medical condition, parents/carers will be asked to provide a doctor's note to clearly establish that the condition is serious enough to warrant the student's non-participation in the lessons.

Breaches of Uniform Code

- Any student who comes to school without wearing the correct uniform will need a note from a parent/carer to explain why this has happened.
- All students out of uniform will be sent to the Learning Support Unit.
- Where there is a major breach of the uniform code (for example, a student arriving at school wearing tracksuit bottoms or jeans) the student will be placed in the Learning Support Unit for the day.
- The third time a student arrives at school out of uniform without a parental note, a letter will be sent to the student's parent/carer.
- If the student arrives again out of uniform without a parental note, the student will be given a one day internal exclusion.
- After three internal exclusions, the student will be issued with a Formal Warning and parents/carers contacted.
- If the student again arrives at school out of uniform without a parental note, the student will receive a second and final Formal Warning and parents/carers will again be contacted.
- Any further breach of the uniform code will result in a fixed term exclusion.
- Where it is felt there is a genuine reason for the student being out of uniform, the above sanctions may not always apply.
- The only time students are allowed to wear trainers is during PE lessons or if they are engaged in a sporting activity at break or lunchtime (playing football on the astroturf pitch, for example).
- Any student who wears trainers inside of school without an authorisation note will receive a one hour after school detention.

Outside of School

The school has the legal right to discipline students for incidents that take place beyond the school gates. This applies to incidents of poor behaviour that occur when students are coming to or going from school. The right to discipline students would also apply to incidents of bullying that take place off the school site, but which have their origin in the school. Incidents of poor behaviour on school trips would also fall into this category.

Equipment

- All students are expected to come to school with a pen, pencil, planner (the planner is supplied by the school) and a bag large enough to carry an A4 sized file.
- Tutors should carry out an equipment check every morning. Where a student repeatedly fails to bring the correct equipment to school, his/her name should be passed on to the appropriate Home/School Liaison Officer. From then onwards the HSLO will apply a range of sanctions to ensure that the student brings the correct equipment to school. These sanctions might include detentions, parental contact, internal exclusions etc.

Jewellery

Students are allowed to wear one stud in each earlobe. No other jewellery is permitted. It is against the school rules to wear any necklaces, bracelets or rings. Diamante earrings are not allowed. Body piercing that is visible – for example, nose and eyebrow studs are not allowed. Visible tattoos are not allowed. Plugs/expanders are not allowed.

- First breach – the item of jewellery will be confiscated and parents/carers contacted. The jewellery will be returned at the end of the day.
- Second breach – as above.
- Third breach – the item of jewellery will be confiscated and returned at the end of the day. Parents/carers will be contacted and informed that a further breach of the school rule will result in an internal exclusion.
- Fourth breach – the item of jewellery will be confiscated and returned at the end of the school day. The student will receive another internal exclusion.
- Fifth breach – the item of jewellery will be confiscated and returned when parents/carers attend a meeting with a senior member of staff. The student will receive a two day internal exclusion.
- Sixth breach – the item of jewellery will be confiscated and the student will receive a fixed term exclusion. The jewellery will be returned when the student returns from the exclusion.

MOBILE PHONES and MP3/iPODS PLAYERS

Mobile phones may be brought to school, but they must be handed in to a Home/School Liaison Officer before school begins. The phone will be stored safely and returned to the student at the end of the day.

- First breach – the mobile phone will be confiscated and the phone will be returned at the end of the school day.
- Second breach – the mobile phone will be confiscated. The phone will be returned at the end of the school day.
- Third breach – the mobile phone will be confiscated and returned to the student at the end of the day. A letter will be sent to the student's parent/carer.
- Any further breaches of these this rule will result on other disciplinary sanctions being used. These sanctions will include after school detentions, internal exclusions and, if necessary, fixed term exclusions. A temporary ban from bringing the phone on to the school premises will also be considered.
- If all the sanctions have been used and the student continues to breach this school rule, the student will be banned permanently from bringing the phone on to the school premises.
- If a permanent ban is breached, the school will consider a recommendation of permanent exclusion.

MP3/iPODS

MP3/iPODS are banned from the school. This includes any form of headphones/trailing wires.

- The sanctions will be the same as those applied for breaches of the rules regarding mobile phones (see above).

Confiscation of Inappropriate Items

There are two sets of legal provisions which enable staff to confiscate items from students:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
- The power to search without consent for weapons, knives, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of, any person (including the student). Weapons and knives and extreme child pornography must always be handed over to the police, otherwise the school has the right to decide when and if to return the confiscated item.



Screening, Searching and Confiscation

School staff can search a student for any item banned under the school rules, if the student agrees. The Headteacher and the staff authorised by the Headteacher have the right to search a student or their possessions without their consent, where they suspect the student has certain prohibited items. The items that can be searched for are weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to, the property of any person including the student. Staff may seize any banned or prohibited item found as a result of a search and which they consider harmful to school discipline.

Screening

Though at present this is not in operation, nor are there plans to introduce such a system, the school can require students to undergo screening by a walk-through or hand-held metal detector, even if the student is not suspected of having a weapon. This can be done without the consent of the student. Were the school to introduce such a system, any member of staff can screen students.

If a student were to refuse to be screened, the school would have the right to refuse to have the student on the premises. This refusal would not constitute an exclusion and the student's absence would be treated as unauthorised.

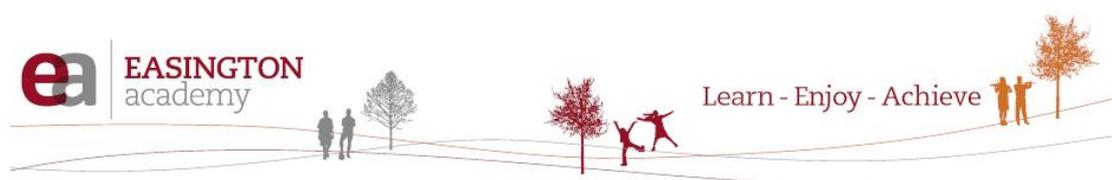
Searching With Consent

Staff can search students with their consent for any item which is banned by the school rules. This would not require a formal written consent – it is enough for the member of staff to ask the student to turn out his or her pockets, or if the teacher can look in the student's bag or locker, and for the student to agree.

If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his/her pockets or bag, and if the student refuses, the member of staff can apply an appropriate punishment as set out in the school's behaviour policy.

Searching Without Consent

Staff can search for knives, weapons, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to property. This also includes any item banned by the school rules which has been identified in the rules as an item which may be searched for. The person carrying out the search must be the same sex as the student being searched, and there should be a witness, ideally also the same sex as the student.



There is a limited exception to this rule. A teacher can carry out a search of a student of the opposite sex and without a witness present, but only where there is reason to believe that there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

It is for the Headteacher to decide whom to authorise to carry out such a search. Verbal authorisation will suffice.

Staff, other than security staff, can refuse to undertake a search. The law states that Headteachers may not require anyone other than a member of the school security staff to undertake a search. Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property but not for weapons or knives.

Staff should only undertake a search without consent if they have reasonable grounds for suspecting that a student may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. The powers allow school staff to search regardless of whether the student is found after the search to have that item. This includes circumstances where staff suspect a student of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

Searches without consent can only be carried out on the school premises or where a member of staff has lawful control or charge of the student.

During the Search

The member of staff conducting the search may not require the student to remove any item of clothing other than outer clothing, which means nothing next to the skin or immediately over a garment that is being worn as underwear. Outer garments include hats, shoes, boots, gloves and scarves. Possessions means any goods over which the student has or appears to have control – desks, lockers, bags. Under common law powers, schools are able to search lockers and desks for any item providing the student agrees. If a student does not consent to the search then it is possible to conduct a search without consent but only for the prohibited items. A student's possessions can only be searched in the presence of the student and another member of staff. Reasonable force may be used by the member of staff conducting the search.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

After the Search

Staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a *with consent* search, so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed on to the police.

With regard to item found as a result of a *without consent* search, the member of staff carrying out the search can seize anything they have reasonable grounds for suspecting is a prohibited item (knives or weapons, alcohol, illegal drugs, stolen property, tobacco or cigarette papers, fireworks, pornographic images or articles that have or could be used to commit an offence or cause harm).

Alcohol should be retained or disposed of. Controlled drugs should be handed over to the police, unless there is good reason not to do so, in which case the drugs must be destroyed. In determining what is a good reason for not delivering controlled drugs or stolen items to the police, the member of staff should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.

Where they find other substances which are not believed to be controlled drugs, these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

Stolen items should be delivered to the police unless there is good reason not to do so, in which case they should be returned to the owner. With regard to stolen items, it would not be reasonable or desirable to involve the police in dealing with low value items such as pencil cases. However, school staff may judge it appropriate to contact the police if the items are valuable (iPods/laptops) or illegal (alcohol/fireworks).

Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that school can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student.

Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.

If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police.

Where the article that has been, or could be, used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.



Where a member of staff finds an item which is banned under the school rules, they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

Where the person conducting the search finds an electronic device they may examine any data or files if they think there is good reason to do so. Following an examination, if the person has decided to return the device to the owner, or to retain or dispose of it, they may erase any data or files, if they think there is a good reason to do so. In determining a good reason to examine or erase data or files, the staff member must reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules. If inappropriate material is found on the device, it is up to the teacher to decide whether they should delete that material, retain it as evidence (of a criminal offence or breach of school discipline) or whether the material is of such seriousness that it requires the involvement of the police.

Telling Parents/Carers and Dealing with Complaints

Schools are not required to inform parents/carers before a search takes place or to seek their consent to search their child. There is no legal requirement to make or keep a record of the search. Schools should inform the individual student's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so. Complaints about screening or searching should be dealt with through the normal school complaints procedure.

Out of Bounds

Students found in out of bounds areas will be given a C3.

Swearing

Any student who is heard swearing will receive an after school detention.

Leaving the School Premises

- Any student who leaves the school premises without permission will receive a one hour after school detention.
- After three breaches of this rule, the student will receive an internal exclusion.
- Subsequent breaches of this rule will lead to further internal exclusions.

Lunchtime Arrangements

- Yr11 students are allowed to leave the premises at lunchtime providing they have their planners with them.
- Students in other year groups who wish to leave the premises at lunchtime will need permission from the school. Parents/carers of these students should



contact Ms Spors, the Headteacher, so that a meeting can be arranged to discuss this matter.

- The school will no longer hand out temporary lunch passes, except in the case of an emergency.

Smoking

This is a non-smoking site, a rule which applies to staff and students alike. There will be serious consequences for any student who chooses to breach the no-smoking rule repeatedly. These consequences are outlined below:

- 1st breach: a one hour after school detention.
- 2nd breach: a one hour after school detention.
- 3rd breach: the student will receive a one day internal exclusion.
- 4th breach: the student will receive a one day internal exclusion.
- 5th breach: the student will receive a two day internal exclusion and the parent/carer will be invited to attend a meeting with a senior member of staff to discuss the problem. If the student is not on one of the school's disciplinary steps, he/she will be moved on to Step 2.
- 6th breach: the student will receive another two day internal exclusion. This will come with a clear warning that should the student continue to break the no-smoking rule, he/she will be given a fixed term exclusion.
- 7th breach: the student will be given a one day fixed term exclusion. If the student is on Step 2 of the disciplinary code, he/she will be moved on to Step 3 and an Individual Behaviour Plan will be established for the student at a meeting of the Pastoral Liaison Group. The IBP will state explicitly that the student must not smoke on the school premises. If the student already has an IBP, the student will be moved on to Step 4, making it necessary to establish a Pastoral Support Programme for the student. As with the IBP, this will be done at a meeting of the Pastoral Liaison Group. If the student already has a PSP, a new one will be established. The PSP will state explicitly that the student must not smoke on the school premises.
- 8th breach: the student will be given a two day internal exclusion and the parent/carer will be invited to attend a meeting to discuss the worsening situation.
- 9th breach: the student will be given a one day fixed term exclusion. On the student's return from the exclusion, he/she will be asked to sign a contract to the effect that he/she agrees not to smoke on the school premises. Refusal to sign the contract will be recorded on the student's behaviour record.
- 10th breach: the student will be moved immediately on to Step 6 on the school's disciplinary code, if he/she is not already on that step. The student will receive a Final Warning from the Head teacher. If the student continues to break the no-smoking rule then he/she runs the risk of a recommendation of permanent exclusion.
- E-cigarettes are not allowed on the school premises. If one is confiscated from a student, the student's parent/carer will need to come into school to collect it.
- Any student who repeatedly breaks the no-smoking rule will be offered the opportunity of speaking to the school nurse for advice on how to quit smoking.

Students caught in the company of smokers:

- Each time a student is caught in the company of smokers, he/she will be given a C3 detention.

Failure to Arrive at a Detention

- A student who fails to arrive at a lunch time detention will be given three warnings. After the third warning the student's parent/carer is contacted.
- If the student again fails to attend a lunch time detention, he/she receives an after school detention.
- After three after school detentions, the student will be given a one day internal exclusion.
- After three internal exclusions, the student will receive a fixed term exclusion.
- The above sanctions also apply to students who repeatedly fail to attend registration, though the school accepts that there will be times when a student has a legitimate reason why he/she was not present during registration.

Failure to Attend Registration (including lateness)

- All students are expected to be punctual to lessons and school. School begins at 8.45am. Any student arriving after 8.50am will be marked as being late (use *L* code). Any student arriving after the registers have closed at 9.15am will be marked with a *U* code, unless parents/carers provide a reason for the lateness.
- Where a student is repeatedly late for registration, or fails to attend registration on a regular basis, the tutor should pass the student's name on to the Home/School Liaison Officer. From that point onwards, the HSLO will employ a range of sanctions to ensure that the student attends registration on time. Sanctions may include detentions, parental contact, internal exclusions, and, in the worst cases, a fixed term exclusion.

Lateness to Lessons

- All students are expected to be punctual to lessons and school.
- A late bell rings four minutes after the beginning of every lesson. Students arriving after the late bell will be marked as being late.
- Those students who are repeatedly late to lessons will be identified by the HSLO using the late list printout. Once this is done, sanctions will be used to address the problem. These sanctions will include parental contact, detentions, placement in the LSU, and, in the worst cases, a fixed term exclusion.



Lateness to Assembly

- On assembly days students are expected to be in the main hall by 8.45am.
- After a student has been late three times for assembly without good reason, a letter is sent to the student's parent/carer.
- If the student is late again, he/she will be given an after school detention.
- After three after school detentions, the student will be given a one day internal exclusion every time he/she misses assembly owing to lateness.

Alcohol

- Any student who brings alcohol on to the school premises will receive a fixed term exclusion.
- If the student brings alcohol on to the school premises a second time, a recommendation of permanent exclusion will be made.
- Any student who 'spikes' the drink of another student with alcohol will be permanently excluded.

Weapons

- A student bringing a weapon on to the school premises is likely to be permanently excluded. A judgement will be made as the level of threat the weapon itself represents to the health and safety of the other students. Weapons include knives, darts, guns of any description, including air pistols and BB guns.
- In all cases of a weapon being brought on to the school premises, the police will be informed.

Illicit Substances

- The priority in all incidents relating to the use of illicit substances is the health and safety of the student.
- First incident (use or possession): five day fixed term exclusion.
- Second incident (use or possession): permanent exclusion.
- First incident (supplying): permanent exclusion.
- In all cases the police and the student's parents/carers will be informed.
- The details of all incidents relating to illicit substances should be entered in the Drugs File and a copy should be given to the school's Drugs Coordinator.

EXCLUSIONS

Definition

Exclusion from the school will take place when the actions of a student are deemed to be a serious breach of school regulations and when previous remedial action taken by the school has produced no noticeable improvement in the attitude or behaviour of a student.

There are three types of exclusion:

- Permanent exclusion.
- Fixed term exclusion - up to a maximum of 45 days in a school year.
- Internal exclusions (not recorded with the LA, though the school does keep its own record of internal exclusions).

Aims

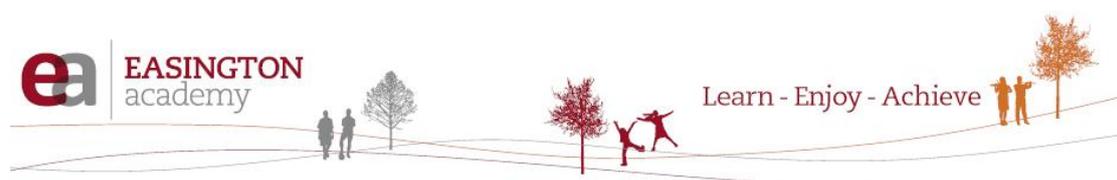
The aims of exclusion are to:

- Prevent disruption to classes.
- Protect the educational, emotional and physical welfare of students and staff.
- Reinforce the discipline of the school.
- Provide, when necessary, a 'cooling off' period for the student.
- Involve parents/carers and students in discussing the student's future behaviour.
- In the event of lengthy fixed term exclusions, to establish targets for improvement in identified areas.
- Where it is felt that a serious breach of the school's disciplinary code falls short of warranting a fixed term exclusion, the sanction of an internal exclusion in the LSU will be considered.

Fixed Term Exclusion

Normally, before a fixed term exclusion is given there should have been prior contact with parents/carers and a warning given about the future conduct of the student. Fixed term exclusions will generally be for the shortest possible time to allow for a meeting with parents/carers to take place. Students should be provided with work to take home.

When requesting a fixed term exclusion, full details of the incident should be written on the appropriate form and given to the Headteacher. The official letter of exclusion should contain a detailed account of the incident leading to the exclusion so that parents/carers are fully informed of the reason for the exclusion. To keep parents/carers fully informed, whenever possible a letter will be given to a student



who has received a fixed term exclusion on the day prior to the commencement of the exclusion. The student will be instructed to pass this letter on to his/her parents/carers. The official fixed term exclusion letter will be sent out by post. Parents/carers will also be contacted by telephone. The same procedures apply in the case of an internal exclusion. A reciprocal agreement exists between Easington Academy and a local primary school to the effect that each school would offer full time education from the sixth day onwards to any student given a fixed term exclusion from the partner school.

In cases where parents/carers do not send their child to school for the period of the fixed term exclusion, it is their responsibility to ensure their child is not present in a public place during school hours. Parent/carers will face a fixed penalty notice if their child is found in a public place during school hours without reasonable justification.

The Headteacher must arrange a reintegration interview following the expiry of a fixed term exclusion of more than five days.

Incidents warranting a fixed term exclusion include:

- Direct challenge to the authority of a member of staff:
 - Pushing a member of staff.
 - Threatening a member of staff or their property.
 - Swearing directly at a member of staff (this should not be confused with swearing when told off or swearing at others in the presence of a member of staff. Students should be punished for these but such incidents do not warrant a fixed term exclusion).

- Direct physical or verbal threats to other students:
 - Assault on another student where a clear aggressor can be identified.
 - Fights between students which are liable to lead to continued threats or further aggression. In this instance, a fixed term exclusion may be used as a 'cooling off' period. This should not be confused with a fight between students which is quickly resolved.
 - Continuous threats to, or bullying of, other students (sufficient recorded evidence should be available to show that other sanctions have been used and that parents/carers have been previously contacted regarding the student's behaviour).

- Deliberate aggressive damage to school property:
 - Deliberately breaking windows, setting off fire alarms, smashing furniture or items of school property. In the case of graffiti or minor damage, an exclusion may be warranted if a student is a persistent offender and has failed to respond to previous sanctions.

- Serious or repeated breach of the school's discipline policy:



- Repeated failure to attend detentions, despite warnings; repeated breach of the school uniform code; repeated disruption of lessons.

DFE Circular (May 1998)

- The Headteacher is empowered to exclude a student for up to forty five school days per year.
- Fixed term exclusions of more than fifteen days should only be used rarely.
- A fixed term exclusion will be for the minimum time to ensure that the student and others in the school understand that a particular behaviour has been unacceptable.
- When a student is excluded for a fixed term period of more than a day or two, the Headteacher will arrange for the student to receive work at home.
- Students should not remain out of school for more than fifteen days without a clear plan for reintegration.

Fixed Term Exclusions of less than Five days in total per term

The Discipline Committee will meet if there has been representation or where the exclusion has caused the student to miss a public examination.

Fixed Term Exclusions of between Six and Fifteen days in total per term

The Discipline Committee will meet to consider individual exclusions of between six and fifteen days, and when an aggregate number of shorter exclusions exceed five school days per term. If the same student is excluded again that term they should meet again to consider the exclusion.

The Discipline Committee should take place within fifty school days of notification.

Permanent Exclusions and Fixed Term Exclusions of more than Fifteen days in total per term

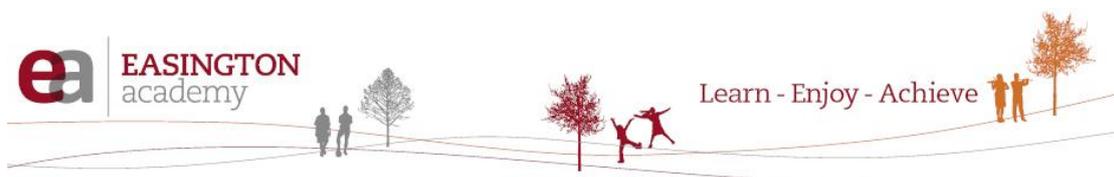
In view of the serious nature of incidents that result in exclusions of more than fifteen days, the Discipline Committee will meet within fifteen school days of notification. This will ensure that Governors are aware of the need for a Pastoral Support Programme.

NB DfEE Circular 21.1.2000

A decision to exclude a student should be taken only:

- In response to serious breaches of a school's discipline policy.
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Before excluding a student, in most cases, a range of alternative strategies should have been tried.



PASTORAL SUPPORT PROGRAMMES, INDIVIDUAL BEHAVIOUR PROGRAMMES and PARENTING CONTRACTS

Guidance

- Pastoral Support Programmes and Individual Behaviour Plans will identify precise and realistic behaviour outcomes. In most cases PSP's and IBP's will run for a period of approximately sixteen weeks. A review of the PSP/IBP will be carried out after eight weeks and a final evaluation after sixteen weeks.
- In most cases the Assistant Headteacher (Pastoral) is the member of staff responsible for establishing and monitoring PSP's and IBP's.
- PSP's and IBP's will be set up for a student who has had several exclusions, internal or fixed term, or who has been identified as being 'at risk' of failure at school through disaffection. A PSP will be established for any student who reaches Step 4 on the school's disciplinary procedure; an IBP will be established for any student on Step 3 of the procedure.
- PSP's and IBP's do not replace the Special Educational Needs assessment process. IEP's for students at serious risk of exclusion or disaffection should reflect appropriate strategies to meet their additional needs.
- PSP's and IBP's need to be agreed with parents/carers, who should be informed about their child's progress. To this end, parents/carers will be invited to a meeting of the Pastoral Liaison Group, the school forum at which PSP's and IBP's are established.
- The parents/carers of a student who has reached Step 5 on the school's disciplinary procedure will be invited to establish a Parenting Contract.
- In drawing up a PSP's and IBP's, the school will:
 - Review any learning difficulties, particularly literacy skills and, if necessary, put in place a remedial programme.
 - Consider disapplying the National Curriculum.
 - Consider changing the student's set or class.
 - Consider, with the agreement of the student's parents/carers, a managed move to another school.
 - Consider whether specialist support is appropriate.

THE SCHOOL'S SIX STEP BEHAVIOURAL PROCEDURE

The school operates a six steps procedure as a means of addressing the problem of poor behaviour. Students who repeatedly disrupt lessons will be moved up the steps. The procedure can also be used in response to a single incident.

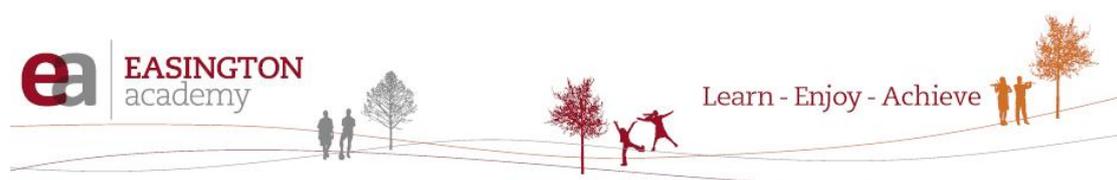
All students are on **STEP 1**, which entails the monitoring of every student's behaviour.

If a student begins to pick up an unacceptable number of negative reports, he/she will be moved on to **STEP 2**. At this stage the student's parents/carers will be contacted to express the school's concern and the child's behaviour will come under closer scrutiny. Parents/carers will receive a monthly printout of their child's behaviour record.

If a student continues to disrupt lesson, he/she will be moved on to **STEP 3**. This move will result in the student being referred to the school's Pastoral Liaison Group. This is the school's multi-agency forum, which meets to discuss those students who are presenting problems at school. For example, problems relating to behaviour, attendance, social and emotional difficulties, and bullying may occasion a referral to the group. The Pastoral Liaison Group may refer a student to other outside agencies, such as the Behaviour Support Service, One Point, Educational Welfare or Social Services. The group may also recommend statutory assessment by the school's educational psychologist. Parents/carers are invited to the meeting when their child is to be discussed. Where a referral has been made because of a student's poor behaviour, the group will establish an **Individual Behaviour Plan** for the student. The student will be set a number of behavioural targets and the plan will run for approximately sixteen school weeks. A review will take place after eight weeks, and a final evaluation after sixteen weeks. Parents/carers will receive a copy of the plan, and will also be able to read the comments made at the review and evaluation stages. Parents/carers and the student will be asked to sign the Individual Behaviour Plan.

If the Individual Behaviour Plan is unsuccessful in terms of improving the student's behaviour then the student will be moved on to **STEP 4**. The student will again be referred to the Pastoral Liaison Group, this time to establish a **Pastoral Support Programme**. As with the Individual Behaviour Plan, the student will be set targets and his/her behaviour will be monitored over a sixteen week period. A review and evaluation of the PSP will be carried out and parents/carers will receive copies of both. Parents/carers will be invited to the meeting. Referrals to outside agencies will also be considered. At Step 4 the school will assess the need for early help intervention through the Single Assessment Procedures.

If the Pastoral Support Programme fails to bring about an improvement in behaviour, the student will be moved on to **STEP 5**. The student will be placed in the **Learning**



Support Unit for a period of not less than five days if no previous placement has been made.

If the student continues to disrupt lesson, he/she will be moved on to **STEP 6**, the final step in the procedure. The student's SEN status will be reviewed. A **fixed term exclusion** will be recommended if no previous exclusion has taken place. A student on STEP 6 will receive a **Final Warning** from the Headteacher. Parents/carers will be informed that the warning has been given and will be invited to contact school should any further clarification be needed. A new Pastoral Support Programme may be established. If a student who has been given a Final Warning continues to disrupt lesson on a regular basis then the school will consider a **recommendation of permanent exclusion**.

The school reserves the right to bypass any steps should a student's behaviour warrant such action. This could mean recommending a student's permanent exclusion in response to a single, serious breach of the school rules. For example, dealing drugs on the school premises would result in an immediate recommendation of permanent exclusion, irrespective of the step the student was on at the time the incident took place.

Movement on the step procedure is not one-way. If a student's behaviour improves over a sustained period of time, usually two terms, then the student will be moved down a step.



