



SUSI EARNSHAW

School of Academics & Performing Arts

BEHAVIOUR POLICY AND PORCEDURE

Last updated: August 2022	Next review: July 2024
Ratified by: Julia Hammond (headteacher)	Date: July 2023

ABOUT BEHAVIOUR

At the Susi Earnshaw Theatre School, we believe in helping children improve their behaviour at all times, and in using exclusion only as a last resort. To this effect, our approach is consistently positive and informed by an understanding of our students and their needs. We acknowledge that our learners have unique gifts and talents and deserve every opportunity to excel in a calm and safe environment that is conducive to creativity and learning. To support this a list of School Rules has been drawn up, to be shared with pupils and their parents/ carers which the school will periodically revise.

The aim of the rules and of the discipline procedure is to promote a good learning environment for all pupils. An essential part of the school's ethos is that children are expected to show respect and consideration for themselves, their fellow-pupils, their teachers and all other members of staff and of the public, both inside and outside of school hours.

This Policy is to be read in relation to the above-mentioned School Rules, the Anti Bullying Procedure, and also the school's Exclusion Policy.

1. SCHOOL RULES AND EXPECTATIONS

The School Rules shall set out the principles of the school in relation to:

- Conduct and behavior
- Self-respect and respect for others;
- Respect for property and the environment.

Parents will be expected to read the School Rules with their children from time to time. Its principles will be reinforced at assemblies and at other times. The School

Rules are necessary:

- For the safety and well-being of everyone at the school.
- For the reputation of the school community as a whole.
- For the protection of school property and the wider environment.

The School Rules apply to all age groups and at all times when the pupil is:

- At school, representing the school or wearing school uniform.
- Travelling to and from the school.
- Associated with the school at any time.

The Proprietors and the headteacher intend that the School Rules and the sanctions provided in them shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from school premises and outside the jurisdiction of the school, for example during half term or in the holidays. This will normally be where the conduct in question could have repercussions for the orderly running of the school, affects the welfare of a member or members of the school community or a member of the public or which brings the school into disrepute.

2. TACKLING BULLYING

Bullying in any form is addressed and taken very seriously at Susi Earnshaw Theatre School. Instances of bullying will be dealt with as stated in the Anti-Bullying Policy and Procedure.

We are an inclusive, multi-faith, mixed and diverse school that celebrates individuality and difference. Bullying based upon discrimination or targeted against those with protected characteristics will not be tolerated. Parents and carers will always be informed if bullying is disclosed; this applies equally to victims and perpetrators of bullying. Inclusivity will be encouraged through PSHE and positive interactions will be modelled by staff at all times.

Most importantly, we strive to support the victims of bullying; however, we also offer pastoral support and behavioural interventions to students who upset or bully others as a consequence of their own particular needs, for example where they struggle to interpret social cues or read the body language of others.

3. BREACHES OF SCHOOL DISCIPLINE

The headteacher may prescribe and authorise the use of such other sanctions as comply with good education practice and tend to promote compliance with the School Rules. For example, a child might have been responsible for leaving litter in a classroom, and is given the task of tidying another area, proportionate with the

initial transgression. Minor breaches of discipline are generally dealt with by the subject/form teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned.

Each case is treated individually. Generally, children are made aware that they are responsible for their own actions and that breaking rules will lead to punishments. Pupils will be made aware of our expectations and of our duty of care towards others through lessons, assembly, workshops and general classroom discussion. Positive behaviours will be promoted, recognised and rewarded.

4. REWARDS AND SANCTIONS

Teachers will acknowledge and praise good behaviour.

Where breaches occur, normal sanctions include:

- a verbal reprimand and reminder of expected behaviour
- loss of free time such as playtimes
- removing privileges, for example during morning break
- moving the pupil to sit alone
- withdrawing the pupil from desired groups, activities, sporting events, etc.
- sending work home for completion
- loss of responsibility
- undertaking extra written work such as letters of apology/compositions on expected behaviour and loss of responsibility.

More serious sanctions include:

- **Exclusion from a class** - A teacher has the authority to exclude a pupil from a class. If that pupil persists after warnings in behaving in a way that impedes the learning of the other pupils, or for disrespect or bullying of another pupil.

The Procedure is as follows:

- A. Give the child a **verbal** warning to stop talking or stop any other disruptive behaviour.
- B. Speak to the child individually if possible, outside the classroom. If the child's misbehaviour persists after the first warning, warn them that further disruption will result in a written warning and possible exclusion from the class.
- C. Give the child a **written** warning.
- D. Exclude the pupil from the class by sending them to the headteacher.
- E. If at any point a child is behaving in such a way as to put the welfare of him/herself or the other pupils at risk, the child must be excluded and immediately sent to the headteacher or the proprietor, or in extreme cases the headteacher or Principal must be sent for straight away.

Homework

Failure to produce homework must also be reprimanded. When a child fails to produce homework on three consecutive occasions without reasonable explanation a series of letters will be sent home to the parents. Samples of these can be found at the end of this policy.

- **Internal Suspension or Detention** - A pupil may be placed in internal suspension or detention where, in the opinion of the headteacher, either sanction is a reasonable response to a breach of school discipline. These sanctions will form part of the pupil's permanent disciplinary record.

- **Detentions** - These are issued for a variety of reasons, including poor behaviour or attitude, persistent failure to complete homework or coursework, being late to school twice in a week, and forgetting items of vocational uniform or any books/equipment three times in a term.

- A. School detentions are held during lunch, for a duration of thirty minutes, and are supervised by senior management.
- B. Any teacher can put a pupil in school detention by informing the headteacher and informing the parents/guardian in the letter/e-mail home, this should be issued at least twenty-four hours' before, giving both the parents and child plenty of notice.

- **Withdrawal of privileges** - This sanction is used as appropriate – for example, Year 10 and 11 pupils who are late to school are not allowed to go out to lunch on that day.
- **On report to Head teacher (Academic or Vocational Report)** - Where there are persistent or serious problems in academic or vocational areas, a pupil may be issued with a report sheet which must be filled in by the subject teacher for each lesson and shown to the Head teacher at the end of the day.
- Pupils' work will be regularly assessed for the most positive of reasons – that is, in order to monitor progress and see where pupils' strengths and weaknesses lie, in order that teachers can help them more effectively.
- However, persistent and/or obvious lack of EFFORT on the part of a pupil will result in the pupil being sent to the headteacher.
- **Class Report** - A whole class may be put on report if there are general concerns about the group.
 - A. The report focusses on identifying those pupils who are working well, as well as those who are causing the problems.

- B. Issues are followed up by the class teacher and/or headteacher, depending on the seriousness of the issue.
- **Working in isolation** - This may be used for persistent disruption or as an alternative to fixed term exclusion.
 - **Fixed Term Exclusion** - A pupil may be excluded for a period of time while a complaint is investigated or as a sanction in its own right. This sanction may also be referred to as internal or external exclusion.
 - **For Serious breaches of Discipline** - If a pupil persists with serious rule-breaking or misbehaviour, the matter will be referred to the headteacher and she will call a meeting with the child's parent/guardian.
 - A. The meeting will determine a plan of action and the parent will be given a 'Parent Contract' to fill in.
 - B. The school will consider whether there may be underlying reasons for behavioural difficulties – we understand that behaviour is a means of communication and that persistent, concerning behaviours may suggest that the student has unmet emotional or educational needs.
 - C. If it is suspected that the learner has additional needs, internal and/ or external support may be put in place and professional advice requested.
 - D. Information may be gathered in support of statutory assessment.
 - **Required Removal to leave** - For a very serious breach of school discipline, such that the pupil cannot expect to remain a member of the School community, the pupil may be required to leave permanently.
 - A. Subject to payment of all outstanding fees (the deposit being returned or credited to the account) the pupil will be given reasonable assistance in making a fresh start at another school.
 - B. To avoid permanent exclusion, it may be possible to implement a managed move.
 - C. We will always try to avoid permanently excluding a child and will support transition to a new school or to a specialist provision that can meet more complex needs.
 - **Permanent Exclusion** -A pupil is at risk of permanent exclusion for a grave breach of School discipline, for example, a serious criminal offence or some wilful act calculated to cause serious damage to the School, its community or any of its members.
 - A. Permanent exclusion is extremely rare at Susi Earnshaw and we will always pursue all avenues of support for a learner to try to avoid using this sanction.

- B. Where a pupil is permanently excluded, the pupil's name will be removed from the roll of the school and reference to the facts and circumstances will be made in response to every request for a reference.
- C. All outstanding fees up to and including the term of expulsion shall be payable and any deposit shall be retained by the school.
- D. The headteacher is required to act fairly and in accordance with the principles of natural justice.
- E. The headteacher will decide on a case-by-case basis. We will permanently exclude a pupil from the School only as a last resort and only where all avenues of support are exhausted and where a return to school is untenable.
- F. **Other sanctions** - The headteacher may prescribe and authorise the use of such other sanctions as comply with good education practice and tend to promote compliance with the School Rules.

5. PARENT AND CARER PARTNERSHIPS

The school seeks to work in partnership with parents over matters of obligations to the school to support the School Rules.

As such:

- A. Parents will be informed of an after-school detention with at least 24 hours' notice.
 - B. Parents will be contacted to discuss a disciplinary matter which may result in a detention, suspension or where Removal or Exclusion is being considered. A pupil's form teacher (or their line manager if appropriate) will notify the parents of any other disciplinary sanction and may discuss the matter with them if considered appropriate to do so.
 - C. A pupil may be subject to a fixed term exclusion while a complaint is investigated or as a sanction in its own right.
 - D. All students subject to a fixed term or permanent exclusion will have work sent home with them and staff will make regular contact with them/ their family by telephone or email to monitor their wellbeing.
 - E. Parents can be signposted to independent organisations for support if they feel the school has not dealt appropriately with a behavioural incident.
6. **BEHAVIOUR RELATED TO A DISABILITY** - The school will always make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability.
- 1. Where exclusion needs to be considered, the school will ensure that a disabled pupil is able to present their case fully where their disability or special educational need might hinder this.
 - 2. Support will be proactive and timely rather than reactionary.
 - 3. Internal and external support will be used wherever appropriate to prevent behavioural problems from becoming a barrier to inclusion.
 - 4. Where a pupil has an EHCP an emergency Annual Review will be held to consider whether the plan needs to be amended or additional resources need to be provided.

5. Any religious requirements will also be considered.

7. APPEALS

A pupil or his / her parents may request a Principals' Review of the headteacher's decision to Expel or Require the Removal of a pupil from the school to leave, or where a decision has been made to suspend a pupil for eleven school days or more, or where suspension would prevent the pupil from taking a public examination. The form of application for a Review and the Review Procedures will be supplied to parents on request at the time of the original decision.

There will be no right to a Principals' Review of other sanctions but a pupil who feels aggrieved may ask the headteacher to take up her concerns with the member of staff who imposed the sanction.

8. MALICIOUS ALLEGATIONS AGAINST STAFF

Where a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the headteacher will consider whether to take disciplinary action in accordance with this policy.

Where a parent has made a deliberately invented or malicious allegation the headteacher will consider whether to require that parent to remove their child or children from the School on the basis that they have treated the School or a member of staff unreasonably and compromised the requirement for mutual trust and confidence.

In accordance with the DfE's guidance *Dealing with allegations of abuse against teachers and other staff* (October 2012), the School will consider a malicious allegation to be one where there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false.

9. POSITIVE HANDLING

At Susi Earnshaw staff are trained to deescalate situations and to give children time and space to self-regulate. Having TAs and teachers with good understanding of pupil stresses and triggers ensures that most incidents can be managed swiftly and positively. However, there are some very specific situations in which staff may need to use reasonable force or restraint. All staff are aware that: Any use of restraint force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance *Use of reasonable force* (July 2013).

POWER TO SEARCH PUPILS WITHOUT CONSENT

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”³:

- 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.

Corporal Punishment is not an option and is in no way supported or practised in this school. Teachers will never: mock, intimidate (verbally or physically), belittle or threaten any child or use undue physical force.

Importantly,

- A. Safer handling will be used only when immediately necessary to ensure the safety of a child or others.
- B. Staff will be trained in Safer handling and will hold for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following: Committing a criminal offence. Injuring themselves or others. Causing significant damage to property, including their own.
- C. Instances where it has been necessary to physically intervene will be recorded, reported to the headteacher and parents will be informed.

10. BEHAVIOUR LOGS AND RECORDS

Administration of major punishments (internal suspension or above) are recorded in the site-specific Disciplinary Records file with the name of the pupil concerned, the reason for the punishment, and the name of the person administering the punishment.

11. APPEALS

A pupil or his / her parents may request a Principals' Review of the headteacher's decision to:

- A. Permanently Exclude, or Require the Removal of a pupil from the school to leave
- B. Where a decision has been made to suspend a pupil for eleven school days or more, or where suspension would prevent the pupil from taking a public examination.

The form of application for a Review and the Review Procedures will be supplied to parents on request at the time of the original decision.

There will be no right to a Principals' Review of other sanctions but a pupil who feels aggrieved may ask the headteacher to take up her concerns with the member of staff who imposed the sanction.

12. POSITIVE APPROACHES AND INTERVENTIONS

On the whole, behaviour at Susi Earnshaw is consistently good or outstanding. Pupils social, learning and academic needs are consistently met, and standards are high. Classes are exciting and learners are focused, engaged and purposeful.

We achieve this:

- through adopting a positive approach to behaviour management
- consistently modelling respectful behaviours
- praising learners
- contacting home with 'good news'
- celebrating success
- and by supporting learners who have behavioural needs with interventions such as mentoring, therapeutic tutoring, referring for further assessment, using social stories and offering support at less structured times such as lunchbreak.