

Day Waterman College

Behaviour For High Performance Policy

Date policy last reviewed: September,
2023

Signed by:

D H Gowen

Principal

Date: September 28th 2023

M E Agbonlahor

Head of Boarding-
Girls.

Date: September 28th 2023

Statement of intent

Day Waterman College believes that in order to facilitate high performance teaching and learning, excellent learning behaviours must be demonstrated throughout all aspects of school life.

The school is committed to:

- Promoting outstanding learning behaviours as detailed in the level descriptors in the school reports.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH). The school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health (this will be supported by the development of clear records of identified pupil needs on the risk register excel sheet). The school's Wellbeing Policy outlines the specific procedures that will be used to assess these pupils for any wellbeing-related difficulties that could affect their behaviour.

Legal framework

This policy has due regard to all relevant legislation in Nigeria and is influenced by UK statute and case law and educational best practice.

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Wellbeing Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Peer-on-Peer Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

Roles and responsibilities

The governing board has overall responsibility for:

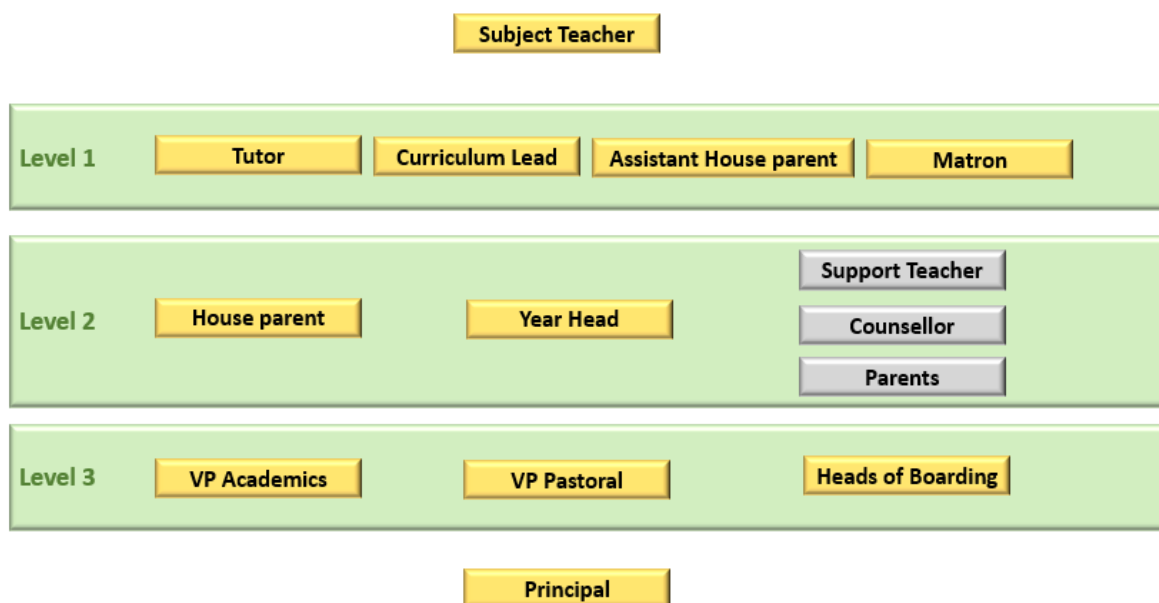
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The principal is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any wellbeing-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any wellbeing-related issues that could be driving disruptive behaviour.

When a subject teacher requires a higher level of intervention it is important that it is clear who is responsible for the higher-level intervention, however, it is equally important that other staff concerned with the pupil are fully informed.

The diagram below details the staff concerned at each level (**Levels refer to the – points system on Satchel One**).



If there is a possible safeguarding issue – this should be immediately deferred to the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead (DDSL).

The actions taken by each member of staff and the communication with other members of staff are essential to a coherent and effective intervention procedure.

The roles for each member of staff are defined as follows:

Subject Teacher

Subject teachers must follow the Behaviour for Learning policy and act on the guidance to determine when higher level intervention is required.

Before beginning intervention procedure subject teachers should also consider:

- **Know your learners.** Be aware of their hobbies and interests, their social context and academic background. Use the pupils' names and build positive relationships.
- **Think about your learning environment** such as seating plans and display work and the impact this has on pupil progress.
- **Plan your behaviour management strategies:** learners respond best to a positive learning environment so meet and greet learners at the door to welcome them into the classroom. Develop mutually respectful relationships with learners and use praise and rewards for positive contributions, good work, exceeding expectations.
- **Target learners for support:** Use questioning continually throughout the lesson to check understanding. Elicit specific responses that ensure you know if the pupil has understood or not. "Are we there?" is not specific and students instinctively want to say "yes" regardless of whether they have understood. Make sure they know their

current attainment, their target attainment and what they need to do to improve. Ask the students what they prefer and what works for them.

- **Remove barriers to learning:** Provide resources where necessary along with revision and homework materials. Scaffold work and differentiate tasks. Provide opportunities for collaboration. Encourage practice, perseverance and resilience.
- **Ensure all pupils are challenged:** When differentiating work give opportunities for more able pupils to move quickly to challenging tasks.

To begin intervention procedures, it is important to email **one** of the following: Tutor, Curriculum Lead, House Parent or Matron. It is equally important that the other members of staff at this level are copied into this email. This will allow the most appropriate member of staff to deal with the issue.

Tutor

The role of the tutor is to monitor the progress of their group, to alert the head of year when interventions might be required, to resolve issues and support the pupil to ensure the intervention is successful. This requires that a tutor:

- Know your tutees and develop trust
- Promote development of learning skills
- Monitor grades for Attainment, Engagement and Learning Behaviour
- Monitor data to track value added progress

Once a subject teacher/head of year has initiated an intervention the tutor should:

- Initially speak/meet with the pupil to discuss what the pupil thinks could improve the situation then monitor changes.
- Confer with the subject teacher to understand the issue.

Listening to the pupil and giving the sense that you are on their side is important.

Whilst the intervention is ongoing the tutor must maintain close communication and ensuring the assistant house parent and matron are fully informed. Where necessary seek support from the boarding team as they can be an invaluable asset.

The tutor should alert the head of year if:

- the pupil is under performing in three or more subjects.
- the intervention is continuing over several weeks
- the pupil is uncooperative or unresponsive
- there are more serious issues.

Tutors should check tutees reports to monitor the performance of their tutees. If the grades for engagement and attitude to learning as well as the attainment data reveal a student has challenges, then an intervention strategy should be considered. For instance, if a student has received 3 or more 3s for engagement and/or attitude to learning this should trigger a conversation with the tutee. Scrutiny of the grades will also reveal those students who have significantly improved their engagement and attitude to learning. In these instances, the tutor should congratulate the tutee. Tutors should prepare a list of students to be discussed at the

Head of Year Grades meetings which shall happen after each grading session. The list should include those tutees who may need support intervention and those students who should be congratulated for their progress.

Matron

The role of the matron is primarily the pastoral care and well-being of the pupils within the boarding house. The matron will liaise with the form tutor to ensure they are aware of any issues and support pupils through the intervention process, particularly where the intervention is related to the pastoral care of the pupil. If the pupil is placed on report the matron will monitor the report and support the pupil. As issues are rarely purely pastoral or academic the matron will work closely with the assistant house parent and the house parent should be kept informed.

In addition to supporting the intervention process the matron may need to initiate intervention from the House Parent. The Head of Year and the Form Tutor must be included in any communication.

Assistant House Parent

The role of the house parent is primarily to support the academic progress of the pupils within the boarding house. The house parent will liaise with the form tutor to ensure they are aware of any issues and support pupils through the intervention process, particularly where the intervention is related to academics. If the pupil is placed on report the house parent will monitor the report and support the pupil. As issues are rarely purely pastoral or academic the assistant house parent will work closely with the matron the house parent should be kept informed.

In addition to supporting the intervention process the assistant house parent seek support from the House Parent. The Head of Year and the Form Tutor must be included in any communication.

Curriculum Lead

The curriculum lead role is to support and advise subject teachers regarding pupils that require intervention. Ideally, the CL will be able to help the teacher resolve any issues for themselves but where further intervention is required the CL should consider:

- speaking to the pupil to determine what the issues are and plan what action needs to be taken
- observing lessons and reflection meetings with the subject teacher
- arranging and mediating a meeting between the teacher and pupil
- putting the pupil on subject report

The curriculum lead must liaise with the form tutor and the assistant house parent.

House Parent

The role of the house parent is to liaise with the head of year to ensure that intervention is consistent between the school and the boarding house. The house parent will support and

advise the matron and assistant house parent. If further intervention is required, the house parent should consider

- speaking to the pupil to determine what the issues are and plan what action needs to be taken
- arranging and mediating a meeting between boarding staff and the pupil
- putting the pupil on report

The House Parent may decide to include the Counsellor, SENCO and/or Parents as part of this process. If higher level intervention is required, the house parent will refer to the appropriate head of boarding. The tutor should be made aware of this referral.

Head of Year

The role of the head of year is to monitor the year group data and liaise with the House Parent to ensure that intervention is consistent between the school and the boarding house. The Head of Year will support and advise tutors. If further intervention is required, the head of year should consider:

- When a student has difficulties in three or more subjects or their data indicates a lack of progress, the year head will assign the pupil a Weekly Report and inform the parents
- Together with the tutor set targets and monitor weekly reports

The Head of Year may decide to include the Counsellor, SENCO and/or Parents as part of this process. If higher level intervention is required, the head of year will refer to the VP Academics / Pastoral. The tutor should be made aware of this referral.

The Head of Year will also celebrate achievement each term.

Support Teacher

The role of the support teacher is to provide pupil support and advise subject teachers regarding pupil needs. The Support Teacher will consider the following actions:

- Observing lessons and reflecting with involved colleagues on their observations
- Arranging time bounded support for underachieving/failing students. (Suggestions: small group collaboration, peer mentoring, independent tasks, monitoring study habits)
- Reviewing the support provision each half term
- Issuing appropriate monitoring reports and setting targets
- Keeping tutors, the boarding team, the head of year and the vice principals informed
- Making recommendations to the SLT regarding referrals to external psychologists

School Counsellor

The role of the School Counsellor is to support the emotional and educational needs of the pupils. The counsellor will consider the following actions:

- Interviewing referred pupils to develop an overview of their learning and emotional needs
- Advising teachers, the tutor and assistant boarding house parent of the pupils' needs

- Administering academic psychological testing when appropriate
- Recommending targets for improvement that support the pupils learning and emotional needs
- Providing advice and support to referred pupils
- Keeping tutors, boarding team, head of year and SLT informed
- Providing pupil/teacher mediation
- Making recommendations to the SLT regarding referrals to external phycologists

Heads of Boarding

The role of the Heads of Boarding is to support and advise the boarding team and heads of year to resolve issues within the boarding house. Their role is to:

- Manage serious behaviour incidents and communicate with SLT
- Attend parent meetings to discuss interventions and progress
- Oversee the smooth running of interventions from the boarding perspective

Vice Principal (Academic/Pastoral)

The role of the Vice Principal is to support and advise boarding staff and the Heads of Year regarding students of concern.

- Manage serious behaviour incidents and communicate progress with SLT
- Attend parent meetings to discuss interventions and progress
- Oversee the smooth running of interventions from the academic and pastoral perspectives

Please copy the SLT into communications with parents

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy by using Satchel One to record positive and negative points ensuring that explanations are given for each entry.
- When a very serious incident has occurred completing the incident form. A very serious incident is defined as a -3 category of offence. The incident form should be completed and returned to the Heads of Boarding with the SLT copied into the email. A blank incident form is at the end of this policy as is the student self reflection document.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up to date with any changes in behaviour. The relevant figures of authority include:
 - Principal.

- VP Pastoral
 - Heads of Boarding
 - Houseparent's
 - Subject leader.
- As authorised by the principal, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Developing a positive environment

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g., those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

The school has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g., “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The principal ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g., placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g., wherever possible, teachers avoid standing with their backs to pupils and ensure they always have full view of the room.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils’ faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.

- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are rewarded fairly.

The school has several options for rewards that can be given to pupils. These include social rewards, e.g., positive contact with parents, physical rewards, e.g., certificates, and activity-based rewards.

The principle is to encourage Behaviour for High Performance for all learners at DWC (BFHP)

Our BFHP system ensures that we have a clear and consistent approach to behaviour management, which is understood and followed by all members of the school community. BFHP focuses on rewarding students who make positive behaviour choices while providing opportunities for reflection and accountability from students who may need further guidance and support.

In Practice we have implemented a SYSTEM OF ACCOUNTABILITY AND SUPPORT which includes:

- Strategies/Incentives/points
- Praise and student reward is paramount to positive behavioural outcomes that lead to increased student engagement and learning. The school is dedicated to promoting a positive culture by rewarding positive behaviour and achievement.
- Approval to be shown through gestures or words
- A positive comment on a student's exercise book

- A visit to a House Parent / Principal for commendation
- Praise the student in front of the class group.
- Awards given to individuals or the class through Satchel One
- Giving the student some special responsibility or privilege
- Commendation of positive behaviour in assembly
- A written or verbal commendation sent to parents.
- + and - points are awarded and recorded using the satchel one system.

The system will encourage learners to think about how learning impacts on their lives and how they can develop skills to be successful in adult life. The system embraces the shift in global education to develop a range of transferable skills, which are interchangeable between subjects. This will empower learners to develop their own range of skills to suit their individual needs and career aspirations.

The system will also ensure positive and negative behaviour in the school can be effectively tracked and monitored. This will enable us to develop strategies to effectively manage sanction and reward all aspects of students behaviour.

High performance merits (+1 to +2 points)

These can be awarded for:

- META-THINKING
- LINKING
- ANALYSING
- CREATING
- REALISING
- EMPATHY
- AGILITY
- HARD WORK

Exceptional contribution to DWC (+3 points)

THESE ARE TO BE USED TO REWARD PUPILS WHO CONSISTANTLY PERFORM AT A LEVEL THAT SURPASSES EXPECTATIONS. ONLY MEMBERS OF THE SLT CAN AWARD +3.

Managing challenging behaviour

The principle of BFHP must be supported by consequences for less effective learning behaviours:

It is as simple as ABC (ACTIONS BRING CONSEQUENCES)

The DWC Behaviour for High Performance system operates a **`NOT PERFORMING YET`** structure for pupils who are not always making the correct choices

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

De-escalation strategies

Teachers should attempt to apply the Six Levels correction before resorting to the use of consequences.

1 Nonverbal intervention

2 Positive group correction

3 Anonymous individual correction

4 Private individual correction

5 Lightening quick public correction

6 Consequence

Teachers should also be aware of 3 types of behaviour offenders.

I don't know any better

I have medical or developmental reasons for behaving inappropriately

I am deliberately misbehaving

Each type of behaviour will require a different response.

Considering these factors staff members will implement de-escalation strategies to diffuse the situation. These may include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g., if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g., not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.

- Offering the pupil, a face-saving route out of confrontation, e.g., that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g., “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

In Practice poor learning behaviours are recorded and dealt with as follows:

-0 These are minor disruptions to learning that need to be logged - They can be logged on Satchel One for reference only.

These include:

- Leaving the classroom during the lesson with permission for:
 1. Toilet
 2. Medical
 3. Water
- Lack of concentration
- Slamming doors
- Leaning back on your chair
- Wasting electricity
- Lack of effort or engagement
- Late less than 5 minutes
- Warning for misuse of Netbook

-1 These are low level disruptions-Mostly these should be deal with by the class teacher, parents will only be contacted if this behaviour is consistently repeated.

These include:

- Failure to complete homework
- Failure to bring equipment
- Failure to follow the classroom rules (poster to follow)
- Failure to follow the canteen rules (poster to follow)
- Failure to follow the boarding house rules (poster to follow)
- Failure to follow the dress code
- Poor manners
- Disrespect of property
- Littering
- Late (more than 5 minutes)
- Play fighting/horseplay
- Swearing
- Laundry infringements

- Possession of contraband
- Withdrawal of netbook after ignoring the initial warning from the teacher (for the remainder of the lesson)

Actions

- Detention
- Refer to counselor
- Student asked to rectify any inappropriate actions
- Written apology
- Appropriate withdrawal of privileges
- Community service
- Referral to Head of Department (if during academic time)
- Referral to Head of Year (if in tutor time)
- Referral to House parent (if in the boarding house)
- For netbook related incidents please follow the policy
- Communication with boarding house team or form tutors

-2 More serious offences or repeated low level disruptions - Mostly these will be dealt with by Curriculum Leads, Head of Year and House Parents, parents are likely to be contacted.

These include:

- Truancy (if 20 minutes late or more)
- Ignoring adult instructions
- Verbal threats
- Deliberate provocation
- Removal of items without permission
- Swearing at a student
- Out of boarding house without permission
- Disruption to whole school events
- Persistent CV-1 behaviours
- Misuse of technology
- Non deliberate property damage
- Inappropriate physical contact
- Withdrawal of netbook outside of lessons and prep after not responding to the code 1 violation (for 1-3 days)

Actions

- Detention
- Referral to counselor
- Student asked to rectify any inappropriate actions
- Written apology
- Appropriate withdrawal of privileges

- Community service
- Referral to Head of Department (if during academic time)/Who can decide if SLT/House Parent/Head of Year need to be involved
- Referral to Head of Year/Who can decide if SLT/House Parent need to be involved
- Referral to House Parent (if in the boarding house)/Who can decide if SLT/Head of Year need to be involved
- Communication with boarding house team or form tutors
- Internal suspension/Who can decide if SLT need to be involved
- Payment to cover any costs incurred by inappropriate behaviour
- Confiscation of any items relative to the offence
- Parental contact
- For netbook related incidents please follow the policy
- Student placed on report
- Meeting with parents
- Possible removal of a leadership position

-3 Very serious offences- These will be dealt with by SLT, parents will be contacted.

These include:

- Physical assault
- Withdrawal of netbook outside of lessons after ignoring the code 2 violation (1 week initially to be reviewed by SLT)
- Bullying
- Sexual inappropriateness
- Life threatening actions
- Theft
- Repeated CV-2 offences
- Deliberate damage to property
- Swearing at a teacher
- Repeated defiance
- Riotous behaviour
- Vandalism
- Exam malpractice
- Possession of drugs or banned substances.
- Misuse of school/staff IT equipment.

Possible Actions

- Detention
- Referral to counselor
- Student asked to rectify any inappropriate actions
- Written apology

- Appropriate withdrawal of privileges
- Community service
- Referral to Head of Department (if during academic time)/Who can decide if SLT need to be involved.
- Referral to Head of Year/Who can decide if SLT need to be involved
- Referral to House parent (if in the boarding house)/Who can decide if SLT need to be involved
- Internal suspension
- Payment to cover any costs incurred by inappropriate behaviour
- Confiscation of any items relative to the offence
- Parental contact
- For netbook related incidents please follow the policy
- Student placed on report
- Meeting with parents
- Fixed term external exclusion
- Indefinite external exclusion
- Permanent external exclusion
- Removal of a leadership position
- Complete student self reflection document.

Netbook Confiscation Policy:

The netbooks are an educational resource that needs to be managed carefully. The temptation for students to be off task is something that as teachers we need to deal with, whether that be with their netbooks or otherwise. Confiscation of the netbooks is not an ideal sanction for their misuse as it hinders progress in subsequent lessons.

Restricting the use of netbooks in your lesson and free time should be enough to help students modify their behaviour (please use the DWC BFL policy to log and rectify any inappropriate behaviours).

Student Responsibility (from the Netbook Responsibilities & Acceptable Usage Policy Agreement)

I will use my netbook for learning purposes as directed by the teacher.

I will not, whilst at school, have VPN loaded in my computer.

If you do not require students to use netbooks during your lesson, then instruct them to put them away (in their bags or in a specified area of the room) at the start of the lesson.

The SLT have agreed on the following sanctions for misuse of netbooks during lessons or prep.

Sanctions

Code 0 Warning

Code 1 Withdrawal of the netbook for the remaining part of the lesson

Code 1 Detention and (possibly) withdrawal of the netbook for the remainder or part of the lesson

Code 2 Withdrawal of the netbook use outside lessons and prep for 1 day and referral to HOY (BH, IT and SLT are informed)

Code 2 Withdrawal of the netbook use outside lessons and prep for 3 days referral to HOY (BH, SLT and parents are informed)

Code 3 Withdrawal of the netbook use outside lessons and prep 1-week HOY (BH, SLT and parents are informed)

Code 3 Referral to SLT and further steps taken to modify behaviour

If the Netbook has been confiscated it will be handed in to either the boarding staff or SLT during all recreational times.

This is now the procedure that staff must follow for the misuse of netbooks. If the procedure is not followed, the staff member will be asked to return it to the student.

Specific incidences of serious negative behaviours

Violent or threatening behaviour

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the principal as to what behaviour merits a temporary exclusion.

Staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the principal and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Peer-on-Peer Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Smoking and controlled substances

This school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

Prohibited items, searching pupils and confiscation

Principals and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The prohibited items are:

- Knives or weapons.
- Alcohol.
- VAPS
- 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 any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

The principal and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items.

Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Following repeated/cumulative incidents of unacceptable behaviour, the following sanctions are implemented.

Likewise, in promoting positive behaviours in the school, the following rewards are implemented.

REWARDS FOR PLUS POINTS ON SACHEL ONE

END OF TERM (PLATINUM)

Top 5 for Merit points, Enrichment Badges and Academic Achievements in each Year Group
(Certificates and Platinum Dinner Table with SLT)

WEEKLY POINTS REWARDS

TOP 15 (WHOLE SCHOOL)

Recognition, during school assembly; 30 mins extra netbook time, and congratulatory e-mail to parents by the Vice Principal, Pastoral.

CONSEQUENCES OF MINUS POINTS ON SACHEL ONE

WEEKLY POINTS CONSEQUENCES

MINUS 3-5 POINTS

Head of Year detention with mopping of the dining floor.
Head of Boarding communicates with parents.

MINUS 6-9 POINTS

SLT detention with picking of litter across the school.
Vice Principal, Pastoral communicates with parents.

MINUS 10+ POINTS

Meet with the Principal (Vice Principal, Pastoral and Head of Boarding in attendance),
Principal communicates with parents,
Internal suspension.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the principal.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

Definitions

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Monitoring and review

This policy will be reviewed by the principal and SLT on an annual basis; they will make any necessary changes and communicate these to all members of staff.

DWC Reflection Document

After an SLT detention OR after a suspension from the school community, the school community asks you to write a self-reflection document. The purpose of this exercise is to help you and to help the school ensure that working together we move forward. The aim is to identify clear goals for you and to ensure we support you so that you can achieve your stated goals.

Pupil name: _____ Date: _____

My goals









What was it that caused you to behave in the way that you did?

1. _____

2. _____

3. _____



How can the school help you to achieve your stated goals? How are you going to help yourself achieve your goals?

1. _____
2. _____
3. _____



These are the rewards if I meet my goals:







Pupil signature: _____

SLT Signature: _____

Incident Report Form

NAME OF PERSON INVOLVED (students):

CLASS /DEPARTMENT:

DATE & TIME OF INCIDENT:

LOCATION:

WAS ILLNESS OR INJURY INVOLVED (if yes,
describe below)?

DESCRIPTION OF INCIDENT:

Involved parties' statements.					
	Name	Date	Time	Venue	Issue
<u>01</u>					
02					

Actions.

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