



MARK RUTHERFORD SCHOOL

“.....providing a range of experiences for all our students which will encourage them to develop their full potential and equip them to become lifelong learners.”

BEHAVIOUR FOR LEARNING POLICY

Ms K Hughes
Updated July 2018

MARK RUTHERFORD SCHOOL BEHAVIOUR POLICY

Rationale

Mark Rutherford is a performing school and a creative community. We believe that every child is unique. Our aim is to provide a range of experiences for all our students which will encourage them to reach their full potential and prepare them all for, Life long learning.

This requires a clear sense of common purpose and a determination to adopt codes of conduct and behaviour which apply to all members of the school. It requires:-

- Sensitivity.
- Tolerance.
- Respect.
- Concern for the welfare of others.
- Firmness and consistency in application.

Aims

To celebrate success we:-

- 1) We provide a safe and caring environment for all members of the school.
- 2) We promote courtesy, tolerance and considerate behaviour for ALL.
- 3) We encourage self discipline, self confidence, good work habits and enthusiasm for knowledge.
- 4) We respond consistently, firmly and fairly to ALL unacceptable behaviour.

To Achieve Our Aims

- 1) All new staff and students will be made aware of the school behaviour policy.
- 2) Consideration for others will be emphasised in all curricular and extra-curricular activities.
- 3) Regular school/home liaison will be used to promote high standards of behaviour and cooperation and regular collaboration with parent forums and action groups.
- 4) We will implement successfully the home-school behaviour contract signed by all new parents and students.
- 5) We will implement successfully a comprehensive system of rewards and sanctions for pupils of ALL abilities.

Code of Behaviour

School rules are kept to a minimum but it is recognised that in school, as a society, some rules are necessary for the common good. The school code will be displayed prominently in ALL classrooms: the emphasis will be on positive aspects of behaviour.

“We believe the best way to encourage good standards of behaviour is a clear code of conduct backed by a balanced combinations of rewards and sanctions within a positive community school atmosphere.”

Guidelines for Managing Behaviour

Students will not follow a list of instructions because they exist and are posted in the classroom. We must take the time to teach our students these skills. A positive approach will ensure that we reward good behaviour and ensure that inappropriate behaviour has consequences

RULES
RESPECT
ROUTINES
REWARD

- Behaviour in the classroom is the direct responsibility of the classroom teacher, with the support of the subject leader or department behaviour person.
- Department Heads are responsible for managing the behaviour of students within their departments.
- Behaviour around the school site is the direct responsibility of all staff, supported by the appropriate form tutor/HOH.
- Rules governing students' behaviour will be prominently displayed in all classrooms. All students will be expected to follow them.

Classroom routines

- All students are expected to line up at the start of lessons and wait to enter the classroom
- All students sit in a seating plan
- When entering the classroom all students stand behind their chairs until the teacher asks them to sit
- Uniform is checked on arrival
- At the end of lesson students stand behind their chairs ready to leave
- Teacher checks uniform at end of lesson and dismisses class

Implementing the Behaviour Management Guidelines

Incidents of poor behaviour will be dealt with by following assertive discipline techniques based on positive praise and negative consequences.

Example 1 – Student has entered classroom loudly and refuses to be quiet when teacher is talking.

TEACHER “John you have arrived in the class shouting please could you be quiet, I am trying to begin the lesson”.

STUDENT “You always pick on me, I’m not talking”

TEACHER “First warning John you are continuing to talk, if you continue to talk, I will need to move you to another seat”. **WARNING 1**

STUDENT continues.....

TEACHER moves student...**WARNING 2**

STUDENT stops talking.

TEACHER may decide to move student back in 10 minutes

If John continues to talk
STUDENT continues to talk once moved.

TEACHER "John you have continued to disrupt my lesson by talking, you will now need to be removed from the room, please take referral slip to ROTA TEACHER".

WARNING 3 – Rota slip issued by class teacher, student leaves and attends rota room. Student returns to class teacher at the end of lesson. **30 minute detention issued. Letter is sent home. Removal will need to be entered into SIMS Log by the teacher** and outcome monitored by H.O.D.

Head of Department responsibilities

- To produce Behaviour Rota timetable and laminate on the back of each classroom door and keep up to date
- To keep a consistent record of the use of the policy within your department and check the previous weekly behaviour update
- To ensure that subject teachers use the rota timetable and display the Code of Conduct prominently in all classrooms.
- To ensure that all use rota slip when a student is sent to the rota classroom and that subject teachers issue a 30 minute detention for each student that is removed to the rota room.
- HOD to liaise on key students behaving poorly in subject with HOH
- To act on the behaviour review and put strategies in place to support the teacher and the students.
- To ensure appropriate letters are sent out to parents informing parents that their child has had to be removed from a lesson
- To monitor that members of staff are recording referrals in the SIMS Behaviour Log
- To report on subject behaviour via the calendar TIC meetings

Rota Person's Responsibilities

- To accept students and give them a fresh start, checking that they arrive with their rota room slip.
- To allow them to participate in the lesson where possible
- To place in a nominated section of your room where they can finish work from required lesson and nominated resources set up within department for independent study
- To use the behaviour policy warning system as described and ensure if 3 warnings have been applied in line with policy and students is continuing to cause disruption to your class, this is a serious incident. Call a Blue card and update SIMS.

These sanctions are examples of sanctions that could be applied if a students has had 3 warnings and been removed to another classroom.

- Short detention by class teacher (10mins)
- Verbal warning
- Verbal warning – inform tutor
- Break/lunch time detention
- After school detention
- Department detention
- Students placed on subject report
- Restorative Justice conversation

Class Teacher Support Strategies

- Move the student for a short period.
- Move the student to work with a good role model, peer mentor.
- Use the Behaviour management policy consistently.

- Tactically ignore the secondary behaviour. Keep focused on the primary issue. Refocus with the rule.
STUDENT “Other teachers let us chew gum”.
TEACHER “Maybe they do, but the rule is clear in this class chewing gum in the bin,

Thanks”.

- Avoid an argument, especially within the public domain – Make student aware you will deal with later.
- Expect respect
- Try to separate the behaviour from the person.
- Using private rather than public reprimands.
- Taking students aside.
- Avoiding holding grudges.
- Re- establishing the relationship after correction.
- Actively promote, teach and support positive behaviour.
- Acknowledge students when they are behaving responsibly.
- Build a positive working environment.
- Make your work accessible to ALL.
- Plan the language of correction—to avoid using put downs and sarcasm.
- Plan for behaviour e.g. seating plan
- Use humour, it can relax, engage, encourage.
- Establishing working noise levels.
- Make rule enforcing positive in nature” Hey Adam.... Walking , Thanks”
- Clarify the purpose of the rule. The use of the 4w’s

- 1) **What did you do?**
- 2) **What rule did you break?**
- 3) **What is your explanation?**
- 4) **What do you need to do to fix things?**

- Negotiate consequences; sometimes students will be harder on themselves.
- Collegial support in follow up.

Head of Department strategies for managing poor subject behaviour

- Good communication with parents through emails, phone calls and letters
- Agenda item at every department meeting with clear follow up and actions
- Move key students for individual lessons to identify the disruptors with the support of the behaviour team
- Move key students to a different class
- Department report with department rewards. Different colour reports linked to the seriousness red , amber, green
- Department reward strategies linked to key classes – ‘golden time’
- Regular review of subject behaviour
- Identification early of challenging classes and students,
- Ensure staff requiring support get support and training
- Subject teachers observing other teachers teaching the same class
- Regular liaison with HOH
- Ensure everyone in your department uses a seating plan and reviews it regularly
- learning walks
- Being high profile in corridors and classes
- RAC observations with feedback on strategies
- RAC support to build relationships
- Find out from HOH the whole picture put it into context
- Ensure needs are identified and met using the strategies given out by Inclusion department
- Effective use of praise, routines and seating plans
- Behaviour Coaching using IRIS
- Short term Isolation or Parallel referral

- Inclusion panel referral in liaison with HOH
- Feedback requested by subject teacher about key student in other subjects
- Ensure that provision is personalised for students that are not behaving in class

Type A – In Class Behaviour

Persistent refusal to follow instructions.	Constantly chewing gum.
Questioning teacher after being given instructions e.g. remove coat	Not wearing uniform correctly and refusal to wear correctly.
Talking incessantly	Eating in class.
Graffiti/litter/no respect for the environment or possessions.	Drinking soft drinks in class
Background noise when asked for silence.	Using make up in class.
Students swearing at each other.	
Using mobile phones in class.	
Listening to personal stereos in class.	
Persistently arriving late.	
Rudeness and back chat, including challenging contents of request.	
Persistent classroom disruption.	
Inappropriate movement around the class.	

Type B

For serious incidents or persistent refusal to follow instructions.

A blue card message should be sent to the reception to request Duty Team Leader. They will attend the situation and remove the student. The appropriate sanction will be applied once information has been compiled. It is the responsibility of the class teacher to complete the SIMS Behaviour Log and ensure an outcome is concluded in liaison with H.O.D. and D.T.L.

Examples of Serious misconduct/behaviour

1. Wilfully hurting others, an unprovoked attack on another person
2. Persistent or overt refusal to follow a teacher's instruction
3. Challenging the authority of a number of members of staff
4. Verbal abuse or swearing directed at a member of staff
5. Wilfully damaging property
6. Being in possession of an offensive weapon and or illegal substances
7. Continual refusal to leave the classroom
8. Threatening to use or using an offensive weapon
9. Being found using an illegal substance
10. Being in possession of a banned item (see list Appendix H)

Serious misconduct in school could result in a permanent exclusion e.g. assault, possession, use or passing on / selling of drugs, serious violence and persistent non-compliance.

Searching, screening and confiscation

- The head teacher has authorised Heads of House and the Leadership group to search, screen and confiscate items banned in school, in line with the DFE document (see Appendix H for DFE Searching, screening and confiscation – advice for headteachers, school staff and governing body)

Referral to Isolation Area

- **Isolation requests can be made by HOD, HOH or Leadership team**
- The person making the request must ensure incident is logged and discussed with Ms K Hughes or Mrs J Strong.
- Referring member of staff should then call home and talk to parents
- Once this has been agreed Isolation email is sent
- For serious incidents where the Isolation has been identified a readmission meeting must take place to ensure the issue is resolved before the student is returned to class.
- If there is non-compliance and poor behaviour in the Isolation a blue card should be called and DTL decides on further consequence.

- A student may be referred to the Isolation area for a period of isolation. There will be a record of those students attending and a daily bulletin reminding staff who is attending

- Students will not be able to refer themselves

- Class teachers cannot send students directly to the Isolation or used as a Rota room

- HOD to provide resources to support the Isolation area.

- Students referred > 3 times per term will require a different Sanction

Referral to Parallel Pathway

- Parallel pathway requests can be made by HOD, HOH or Leadership team to Ms K Hughes or Mrs J Strong
- The person making the request must ensure incident is logged and discussed with Line Manager.
- Number of days will be agreed with Ms K Hughes or Mrs J Strong
- Two referral types –
 - A) Instead of school day 1 – 4
 - B) In addition to school day 2.55pm - 3.55pm – more than one day can be requested
- Referring member of staff should then call home and talk to parents
- A readmission **MUST** be arranged with referrer, students and parents before the student can come back to school. If needed a LG Line manager may be present to support. All type A referrals will require a readmission.
- Non-compliance and poor behaviour in PP will result in a further consequence agreed with line manager.

Out of Class Behaviour

This could take place at the following times

- Inappropriate behaviour before school
- In between lesson change over
- At break and lunch

Incidents outside the classroom may be dealt with in the same way as the classroom teacher and the same sanctions may apply,

Incidents around the school need to be recorded on the SIMS Behaviour Log and passed to the Duty Team Leader for the day. For more serious incidents around the school, a student may be placed in a whole school detention. A standard letter will be sent home via the school

office and detentions will be every day 2.55 until 3.55p.m. This will be supervised by staff on a rota basis. This detention can also be used for students who are persistently late to lessons and/or school, or who fail to attend Head of Department detentions
Failure to turn up to school detention could result in a number of sanctions being applied.

Pupils' conduct outside the school gates

Dfe extract February 2014

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"⁷

- At Mark Rutherford School we expect high standards of behaviour of all our students; this includes the way they present themselves on the way to school and from school.
- We expect students to adhere to our code of conduct and to wear their uniform with pride.
- We will act on any misbehaviour that takes place.
 - misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
 - or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

USING THE BLUE CARD (Protocols)

All Duty team leaders will be contactable through reception via THE BLUE CARD button on SIMS

A blue card should be issued where the following occur:

- Students removed from one lesson and has disrupted another lesson
- Persistent refusal to adhere to teachers request to leave room
- Serious misconduct as listed (Type B)
- There is no rota room available

Please ensure the SIMS Behaviour Log is completed after a blue card to ensure the right sanction is applied. All blue cards will be recorded by reception and monitor blue weekly. It is the responsibility of the teacher to follow up the outcome of the incident in liaison with H.O.D./H.O.H.

Leadership Sanctions as a Result of a Blue Card

- Where a student has disrupted a rota room a BC will be called and the students will be referred to Parallel pathway by the department in liaison with LM. They will spend the rest of the day in isolation. A readmission will need to take place with the HOD and LM.
- Where a student has refused to leave the classroom or to go to the Rota room. A student will be referred to Parallel pathway by the department in liaison with LM. A readmission will need to take place with HOD and LM. Once picked up through a blue card they will spend the rest of the day in Isolation.
- Leadership group will exercise judgement when called on other incidents and the following sanctions may be applied
- Where a blue card is called and the incident is deemed to be of a minor nature it will be referred back to the class teacher and H.O.D.

- 1) Whole School detention
- 2) Break/Lunch detention
- 3) Removal from school at Lunch for definite period
- 4) Parallel pathway for a fixed number of days
- 5) Isolation for set period
- 6) Saturday detention
- 7) Subject exclusion for fixed period
- 8) Parental meeting.

Whole School Detention (Protocols)

Students may be placed in whole school detention as a result of the following.

- Failure to turn up to both form tutor and Head of House detention
- Failure to turn up to a subject detention and Head of Department detention
- Misconduct in between lessons
- Inappropriate behaviour before and after school
- Inappropriate behaviour at break and lunch

Failure of a student to do a whole school detention will need to be followed up by referrer this could be Department Head or a HOH and sanction agreed that is followed up with Line Manager support.

When students are late to school in the mornings they will be referred to WSD on the same day. This will be supported on a daily basis by the HOH.

Standardisation of Students Reports

All reports will include specific targets, no more than 3. Please ensure targets are S.M.A.R.T

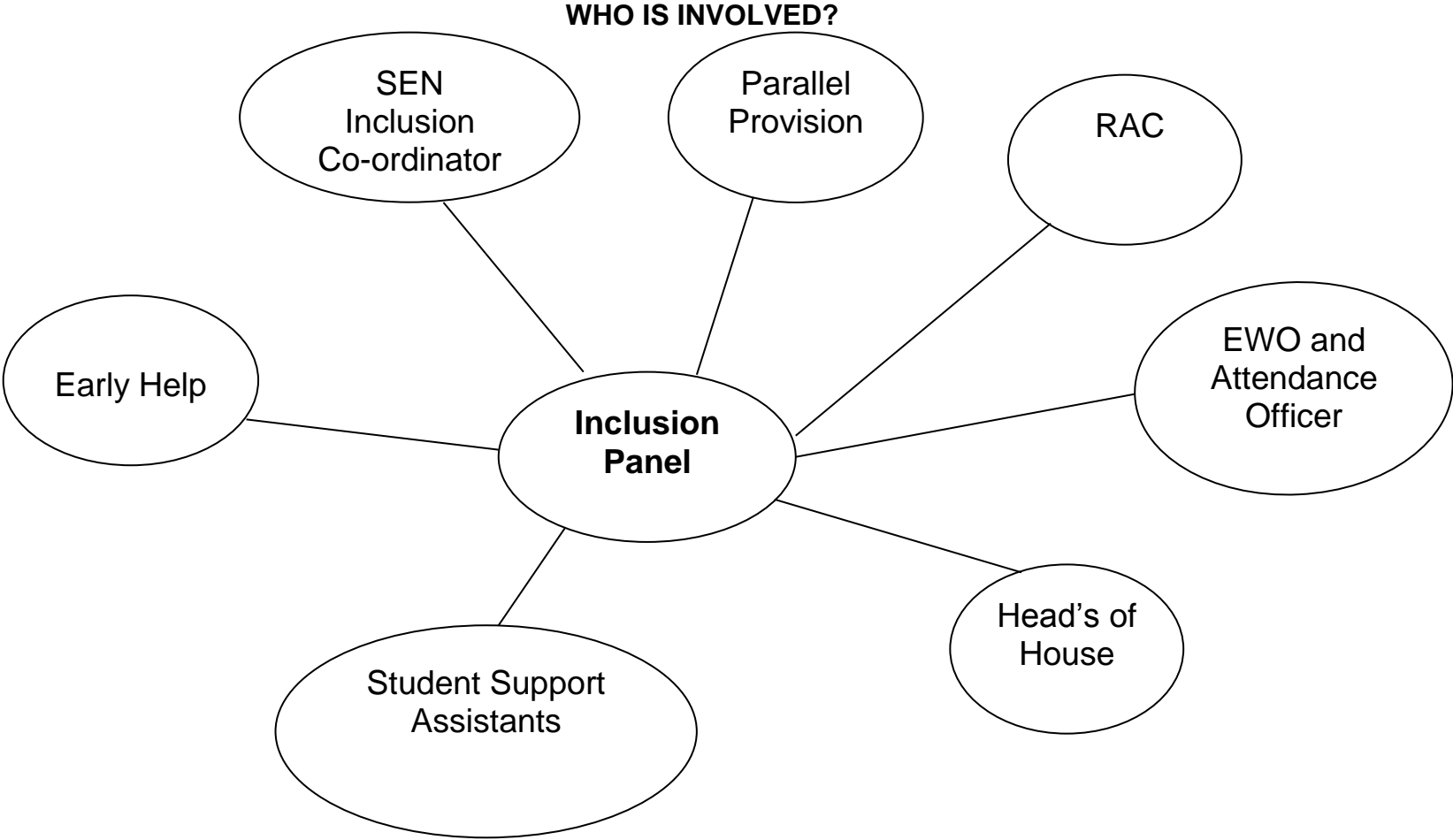
- 1) Form Tutor Report – Green
- 2) Head of year/House Report – in house colour
- 3) Leadership Report – Red.
- 4) Subject Report- as per department

Failure on a report will result in an escalation of levels and an appropriate sanction referred to Inclusion panel.

APPENDIX

- A) Mark Rutherford Inclusion Panel
- B) Behaviour for Learning Report Card
- C) Protocols for managing behaviour incidents
- D) Behaviour for Learning Policy Overview
- E) Summary of Procedures dealing with bullying
- F) Conflict resolution policy
- G) Anti-Bullying Actions
- H) DFE guidance of Searching, screening and confiscation January 2018

Appendix A



Weekly Progress - Mark Rutherford



Name:

Form:

House:

Date:

Target 1: should **arrive punctually** and in **full school uniform**.

Target 2: To follow instructions without question or argument.

Target 3: To Focus on task at hand and complete work set.

Please allow to return to at end of lesson 5.

Please give a total of points for each target
in your lesson.

- 1 - Completely achieved target
- 2 - Only one lapse observed
- 3 - Two or three lapses observed
- 4 - A lot of lapses
- 5 - No attempt to meet target

REG	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Total
Monday	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	SIGN					
Wednesday	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	SIGN					
Thursday	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	SIGN					
Friday	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	
	SIGN					

Appendix C
Managing behaviour incidents – Head of House

Interventions	0-10 Incidents	10-15 Incidents	15-25 Incidents
	< 1 BC/ISOLATION/PP	2-5 BC/ISOLATION/PP	5> BC/ISOLATION/PP
Tutor report	X	X	X
Parental call	X	X	X
Round robin completed	X	X	X
HOH Report - SMART targets	X	X	X
HOH liaison with parent via email, call. Check attendance	X	X	X
HOH meeting with parents	X	X	X
PSP started, 4 fortnightly review dates set up		X	X
Parent meeting - Timetable reviewed and RAGGED. Interventions identified (LG Member informed or involved)		X	X
TAC meeting called with key professionals and parents			X
Parent meeting - CAF completed with parental support.			X
Parent meeting - referral to RAC		X	X
Parent meeting - referral to behaviour panel			X
Parent meeting LG member managed move referral agreed			X
Referral to AE for Ed. Psych. assessment		X	X
Referral to in house Inclusion panel/Early Help	X	X	X
High profile student file set up and chronology started			X
Statutory assessment			X

- **If the majority of incidents are in one subject area this is the responsibility of the Head of Department with the support of the HOH and line Manager**

Head of House - High Profile students' checklist

The following checklist should be used to ensure that all the school based things have been put in place before a referral for statutory assessment, the ESP behaviour panel and a managed move to another school.

- Pastoral support plan in use, reviewed at least 4 times, with clear targets and accurate information from meetings.
- Accurate information on behaviour and attendance with information from class teachers and tutors.
- Detailed Chronology including a check of previous school file for identification of any prior concerns.
- A completed educational psychologist referral where necessary.
- Parenting contract in use in the case of a reluctant a parent.
- Attendance information, including any regular liaison with attendance officer and EWO.
- RAC referral and details of support outlined.
- Case conference with teachers where the high profile student is still in a large number of classes. To ensure all teachers use the same approach to managing the young person in the class room.
- KS3 - avoid lengthy periods of unsupported out of school activity.
- A completed referral to the ESP.
- If there are a number of external agencies working with the child a TAC meeting should take place and a CAF should be completed if there is a particular specific need. With an agreed review point.
- Weekly meetings with parents to ensure the plan is changed quickly when needed.
- Consider class change, change of half a year, a tutor group change or even a move up to another year group.
- Referral to an appropriate mentor i.e. BME, performance coaching, Open door, peer /sixth form mentor, LG.
- HOH to maintain ownership of the young person at all times to monitor their achievement and progress.
- In exceptional circumstances where a managed move is sought due to attendance concerns/ friendship issues and there are no behaviour concerns, liaise with the Interventions Manager or DH.

Behaviour Incidents and Consequences

No equipment	FT/ST/HOD	A	
No homework	ST/HOD	A	
No PE kit/ No Ingredients	ST/HOD	A	
Wearing incorrect uniform	FT/ST	A	
Too much jewellery	FT/ST	A	
Piercings/ hairstyles that are banned	FT/ST	A	
Low level disruption one subject	FT/ST/HOD	A	
Low level disruption lots of subjects	HH	B	
Persistent and continuous disruption across subjects	HH	B	
Swearing in front of a member of staff and other students	ST/FT/HH/HOD	B	
Swearing at a member of staff	HOD/HH/LG	C	
Swearing in and around a member of staff	HOD/HH/LG	B	
Poor behaviour at break and lunch	DTL	A/B/C	
Arriving to lessons late	FT/ST	A	
Persistent lateness to one subject area	ST/HOD	A	
Persistent lateness to lots of subjects	HH/AO	A	
Failure to attend late detention	HH/AO	B	
Failure to attend WSD (Depending on who set it)	HOD/HH	B	
Failure to attend subject leaders DT	LM	B	
Damage to school or another person's property in a lesson	ST/HOD	B	
Damage to school or another person's property at break or lunch	DTL	B	
Theft during a lesson	BC/HOD/LM	C	
Theft at break and lunch	BC/DTL	C	
Truancy	HOD/HH/AO	B/C	
Aggressive behaviour towards another student which does not result in a fight in lesson	ST/HOD/LM	B	
Aggressive behaviour towards another student resulting in a fight which is unprovoked	BC/HOD/HH/LG	D	
Aggressive behaviour that is provoked and results in a fight.	BC/HOD/HH/LG	C	
BB1 Racist comments in and around another person	HH	C	
BB1 Racist comments towards a member of staff or students	HH	C	
BB1 Bullying another student	HH	C	
BB1 Using social media to bully another student	HH	C	
BB1 Inciting other students to bully a student	DH	D	
BB1 Unprovoked attacks on students by more than one student	DH	D	
Bringing illegal substances on site	DH	D	
Selling illegal substances on site/Passing an illegal substance on site	DH	D	
Using illegal substances on site	DH	D	
Bringing an item into school that is not allowed i.e a knife, something resembling a knife	DH	D	
POSSIBLE SANCTIONS/INTERVENTIONS			
A	B	C	D
Phone call/Email	Tutor report/Positive report	Isolation	PEX
DT/WSD/Isolation DT	HH Report	PP/ Isolation	FTE
Tutor report/ positive report	LG report	Personalised Timetable	
Isolation	Isolation	FTE	
Parent meeting	PP	LG Readmission / Report	
	RAC referral	Lunch exclusion	
	Lunch exclusion	Parent meeting	
	Parent meeting	Managed move	

Behaviour and Attendance Monitoring - Tutor

Incident type	Action	1 or more incident	>2 <5 incidents	>5 incidents
No homework across more than one subject	FT	A – speak to student	Speak to students, call /email home.	Refer HH/HOD
Wearing incorrect uniform	FT	A- speak to student	Speak to students, call /email home.	Refer HH
Too much jewellery	FT	A- speak to student	Speak to students, call /email home. Copy of uniform policy given and sent home	Refer HH
Piercings/ hairstyles that are banned	FT	A- speak to student	Speak to students, call /email home. Copy of uniform policy given and sent home	Refer HH
Low level disruption one subject	FT/ST/HD	A- speak to student	Speak to students and ST	Refer HOD
Arriving to lessons late	FT/ST	A- speak to student	Speak to students and ST	Refer HH/AO
Arriving late to tutor time	FT	A- speak to student	Speak to students, call /email home Remind of Friday DT	Refer HH/AO
95% Attendance	FT	Monitor	Monitor any absence, discuss any time off	
85-95% Attendance	FT	Speak to student – discuss unexplained absence, any trends?	Liaise with AO	Refer AO/HH
Below 85% Attendance	FT/AO/HH	Speak to student, liaise with AO daily	Daily monitoring and feedback to HH and AO	Refer AO/EWO
Failure to attend late detention	FT/HH	A- speak to student	Speak to students/AH (AO),	Refer HH
Missed Academic mentoring	FT	A -Speak to student	Speak to students, call /email home	Refer HH
Using inappropriate language in tutor time	FT	A-Speak to student	Speak to students, call /email home	Refer HH
Failure to get tutor report signed	FT	A-Speak to student	Speak to students, call /email home	Refer HH
Inadequate work in a subject/ range of subjects	FT/ST	A-Speak to student	Speak to students, call /email home	Refer HH
Lack of attendance at Academic Mentoring	FT	A-Speak to student	Speak to students, call /email home	Refer HH

FT = Tutor ST = Subject Teacher HH = Head of House HD = Head of Department AO = Attendance Officer EWO = Education Welfare Officer

Appendix D



Mark Rutherford Behaviour policy Overview Code of Conduct Reminder

To listen to each other
To treat everyone respectfully
To allow everyone to learn
To achieve the best you can

- Mark Rutherford operates a **3 warning policy**
- **Following the third warning** the student should be referred to the department's **rota room**
- When a warning is given the **student's name should be recorded**, decide a suitable method for recording i.e.
one warning = one strike, 2 warnings= 2 strikes, 3 warnings= 3 strikes
- **ALWAYS write the student's name down so that you can keep track.**
- Make warnings explicit, let the student know why they are being warned and move on
- Start every lesson afresh, **BE POSITIVE**
- **Use positive reinforcement, language and praise where possible**
- **Phones are not part of the 3 warning system and do not require 3 warnings**

For serious breaches of the school behaviour policy Blue Card calling using SIMS

- To send a 'Blue Card' click on the icon 'envelope with a lifebelt'
- This sends Student Reception a request for a Blue Card, you will receive a reply from them
- Your reply will come into your 'My Messages' panel. Click to see the response. Make sure you keep this panel clear – **Delete** messages as soon as you have read them
- When you open the message it will tell you who is on their way

Responsibilities of on call team member

1. To arrive as promptly as possible
2. To speak with the teacher quietly and determine the nature of the incident
3. To remove the student/s to a safe place where they can be supervised, where possible the rota room may be used
4. To feedback to the staff on any further implications/actions
5. To feedback to student reception about the outcome
6. To monitor the follow up between the Teacher, HOD and HOH
7. If the student does not comply with blue card person a sanction will need to be agreed by the Blue card person in liaison with the student's HOH/LM

Blue Card calling using SIMS

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- When you open the message it will tell you who is on their way

Leaving the classroom

- Students should not be allowed to leave the classroom
- In emergency situations, teachers may use their discretion to allow a student to leave. Students should be sent individually with a note or yellow slip.

Referral to Isolation

- Isolation requests can be made by HOD, HOH or Leadership team to Mrs J Strong or Ms K Hughes
- The person making the request must ensure incident is logged and discussed with Mrs J Strong or Ms K Hughes.
- Referring member of staff should then call home and talk to parents once agreed
- Once this has been discussed Isolation email sent
- Where there is non-compliance or the Isolation is not completed well a BC must be called and Isolation/DTL agree a further consequence.
- For serious incidents where the Isolation has been identified a readmission meeting must take place to ensure the issue is resolved before the student is returned to class.

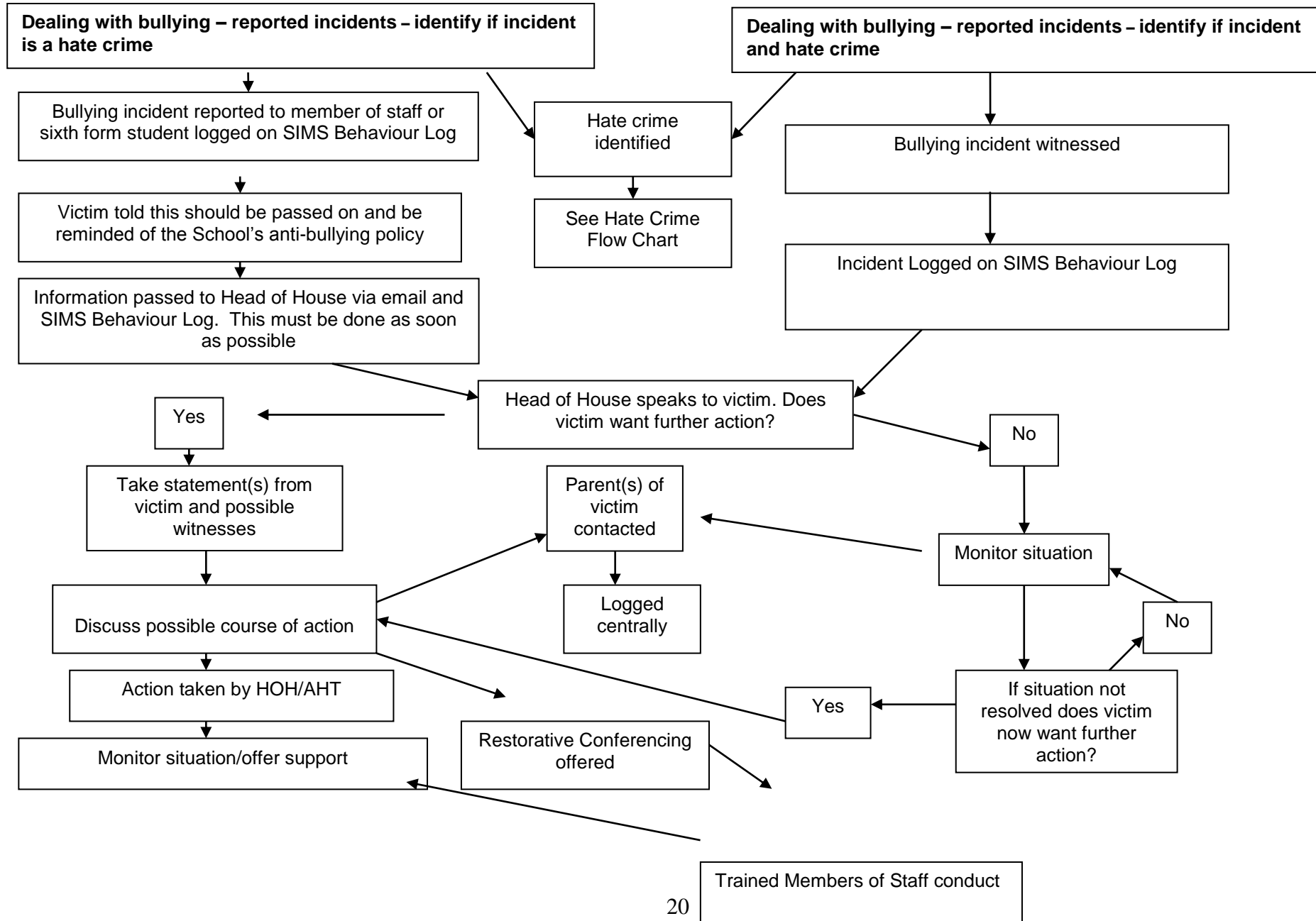
Referral to Parallel Pathway

- Parallel pathway requests can be made by HOD, HOH or Leadership team to Mrs J Strong or Ms K Hughes.
- **The person making the request must ensure incident is logged and discussed with LM and Mrs J Strong or Ms K Hughes.**
- Agree type of referral
 - A) Instead of the school day 1 – 4 (requires readmission)
 - B) In addition to the school day (2.55pm – 3.55pm) More than one day may be agreed.
- Number of days should be agreed and parallel requests email sent.
- Referring member of staff should then call home and talk to parents and student
- A readmission needs to be arranged with referrer and students and parents before the student can come back to school. If needed a LG Line manager may be present to support.
- Where there is non-compliance while carrying out PP there is a further consequence that is agreed in liaison with line manager.
- Admin team will check that LG has agreed PP before sending out letter

Whole School Detention

They can be issued by any member of staff for incidents of poor behavior, in and around the school in discussion with HOD/HOH. All behavior needs to be logged in order for the WSD to be processed.
Failure to turn up to a WSD should be referred back to the referring Department or HOUSE by the admin team.

SUMMARY OF PROCEDURES



Referral Routes

