



**ACTON HIGH SCHOOL**

CENTRE FOR MEDIA ARTS AND APPLIED LEARNING

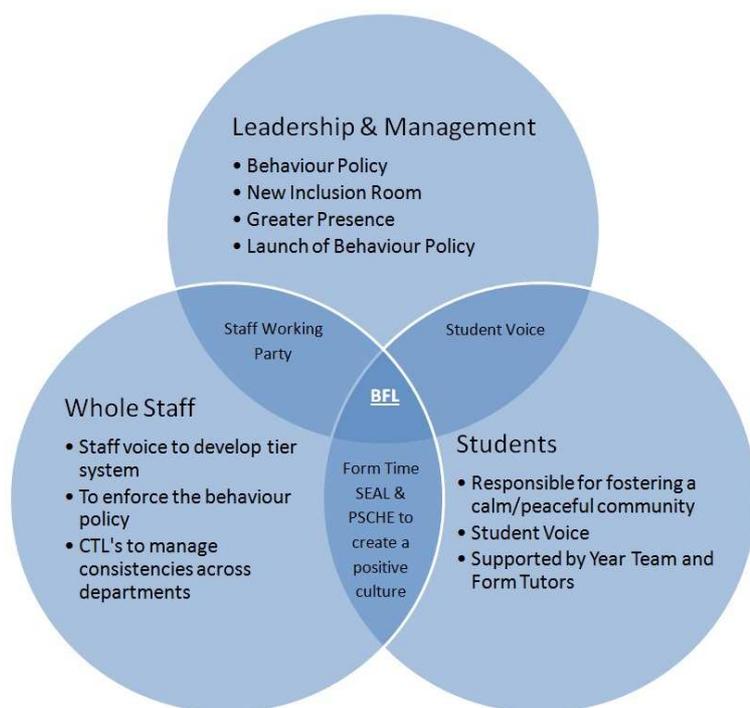
# Behaviour for Learning Policy

Date approved: July 2013

## Rationale

Positive behaviour is an essential foundation for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure. We recognise that positive behaviour for learning has to be taught and that all staff have a responsibility for this. Developing behaviour for learning is an integral part of teaching and learning and all staff should read the school Teaching and Learning Policy particularly the sections on Routines and Climate for Learning for guidance about establishing classroom expectations.

We believe that in order to develop positive behaviour and self management skills the emphasis should be on students making the right choices and taking personal responsibility. A student understanding that there are benefits for positive behaviour with consequences for poor conduct is part of that responsibility. As a school we will endeavour to provide the support structures necessary to develop pupils academically, socially and emotionally to reach their full potential. The school understands that behaviour in classrooms and across the whole school does not occur in isolation. As a whole school we will work hard to develop the three sets of relationships which contribute to a positive culture of learning behaviour:



- **Relationship with self:** a pupil who does not feel confident as a learner will be less likely to engage in the challenge of learning and may be more inclined to present 'unwanted behaviours'.
- **Relationship with others:** behaviour by pupils is triggered as much by their interactions with others (pupils, teachers or other adults in the school/settings) as it is by factors internal to the child.
- **Relationship with the curriculum:** pupil behaviour and the curriculum they are learning are inextricably linked.

This policy will provide a fair, consistent and constructive framework for rewarding pupils; challenging negative behaviour; ensuring good attendance and clarifying the roles and responsibilities of all members of staff. This policy should be read alongside the Teaching and Learning Policy, Screening, Searching and Confiscation Policy and the Use of Force Policy (<http://www.actonhighschool.co.uk/School-Policy>) which together help to define many aspects of the ethos of Acton High School.

## Acton High School – Mission Statement

### School Goal:

#### **Achievement by All**

Our students will develop: **aspirations** for themselves and for our community; **skills** that will lead them to pursue successful working lives; a **passion for learning** that will stay with them; **values** that will enable them to be responsible and positive members and leaders of society; and a deep-rooted **belief** that they can **achieve excellence** in anything they choose to do.

### School Cornerstones:

These are our beliefs and values and we will build our present and our future on them. All members of the school community should strive to uphold and promote these at all times, because to do so strengthens all of us:

- **Achievement** is personal – everyone has their own potential; everyone can reach their own goals
- **Creativity** frees us to attempt the new and the extraordinary; it comes in many forms, and everyone can be creative
- **Taking personal responsibility** is essential for our success; in the end, all good things come from our own efforts
- **Optimism** is the life-blood of success; we must never let anything make us feel that we can't succeed in the end
- **Never giving up** is the key to meeting life's challenges – everyone fails sometimes, and we learn from our mistakes
- **High expectations** of ourselves and each other drive us all forward
- **Independent thought and discovery** is both joyful and necessary for us all
- **Growing together** as a community comes from respecting and welcoming our differences
- **Helping each other to learn** makes each of us successful and it is what we must expect from each other

<http://www.actonhighschool.co.uk/School-Policy>

### Parent, Student and Teacher Voice

We understand the importance of listening to students, parents and teachers to ensure that issues are identified before they become problems and good practice can be reinforced. To provide all stakeholders with a voice we have:

- Student Council: representatives from each year group meet every week to discuss issues arising.
- Student Box: allows pupils to raise any issues to be discussed at student council meetings.
- Parent Association: representatives of parents of pupils from a variety of year groups meet every ½ term to discuss issues arising.
- Parent Governors: a team of elected people who work closely with the Headteacher to make key decisions vital to the successful running of the school.
- Headteacher Open Door: open door in which staff and stakeholders can discuss issues with the Headteacher.

### **Key priorities for Acton High School – Culture for Learning**

- Developing a culture of aspiration among students and their families.
- Developing and embedding a new Behaviour for learning policy that focuses on developing students' motivation, independence and sense of personal responsibility for their own and others learning.
- Developing student leadership of learning.

### **Objectives of the Behaviour for learning policy are to:**

Ensure Acton High School:

- Is a safe and supportive environment.  
Child protection policies - <http://www.actonhighschool.co.uk/School-Policy>
- All members are respectful, kind and courteous.
- Establishes consistently high standards of positive behaviour in and out of the classroom.
- Achievements are recognised, rewarded and celebrated.  
Diversity, Equality and Community Cohesion Policy - <http://www.actonhighschool.co.uk/School-Policy>
- Where behaviour falls short of accepted standards, procedures are followed and sanctions are applied fairly and consistently according to the individual needs of students.
- All students are provided with the opportunities to achieve their full potential in a fulfilling learning environment that suits individuals' needs and closes the gaps.
- Diversity, Equality and Community Cohesion Policy - <http://www.actonhighschool.co.uk/School-Policy>
- Meets statutory requirements in relation to behaviour and exclusions.

**Student Code of Conduct**

**It is expected that students will:**

- Move sensibly, quietly and safely around the school.
- Treat each other with courtesy, respect and good manners. Participate in all lessons and create an environment to encourage all students to learn.
- Attend lessons promptly, equipped and ready to learn to the best of their ability.
- Care for equipment, belongings and our environment.
- Follow instructions and requests from all school staff at the first request.

**Bullying**

To help the school ensure that bullying does not take place all students are encouraged to:

- Not allow someone to be deliberately left out of a group.
- Not smile or laugh when someone is being bullied.
- Tell a member of staff what is happening.
- Encouraged the bullied student to join in with their activities or groups.
- Tell the bullying student that they disapprove of his or her actions.

(Anti bullying policy - <http://www.actonhighschool.co.uk/School-Policy>)

**Reward Stages**

	<b>Achievement Examples</b>	<b>Type of Rewards</b>	<b>Timescale</b>
Tier 1	<ul style="list-style-type: none"> <li>• Improved presentation of work</li> <li>• Good class or independent home learning</li> <li>• Improved attitude</li> <li>• Thought and care for others</li> <li>• Sustained good uniform</li> <li>• Excellent manners</li> <li>• Supporting peers</li> <li>• Team work</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal praise</li> <li>• Comment in book or planner</li> <li>• Phone call home</li> <li>• Departmental postcards</li> </ul>	Daily
Tier 2	<ul style="list-style-type: none"> <li>• Excellent class or independent learning</li> <li>• Helping support the school at events</li> <li>• Excellent project or extended work</li> <li>• 100% attendance and punctuality</li> </ul>	As above plus: <ul style="list-style-type: none"> <li>• Attendance prize draw</li> <li>• Positive letter</li> <li>• Display of work in corridor/classroom</li> <li>• Achievement points on form board</li> <li>• Display of work/achievement in classroom</li> <li>• Visit to YTL/CTL</li> <li>• YTL certificates in assembly</li> <li>• Acknowledgement on plasma screen of top achievers</li> </ul>	Weekly/ Fortnightly
Tier 3	<ul style="list-style-type: none"> <li>• Consistent high standard of work and effort</li> <li>• Consistent care and diligence in serving the school or wider community</li> <li>• Excellent attendance and punctuality</li> </ul>	As above plus: <ul style="list-style-type: none"> <li>• Congratulations certificate</li> <li>• Entered into prize draw for achievement and attendance</li> <li>• Celebration assembly</li> </ul>	Termly
Tier 4	<ul style="list-style-type: none"> <li>• As above, but sustained over the whole year</li> </ul>	As above plus: <ul style="list-style-type: none"> <li>• Award at celebration evenings</li> <li>• Offsite rewards lunch</li> <li>• Rewards trip</li> <li>• Roll of Honour- Student of the Year</li> <li>• Achievement pins</li> </ul>	Yearly

There are levels of rewards for productive behaviour.

## **Acton High School Behaviour Policy**

### **Statement of Headteacher**

All students within Acton High School are entitled to a safe, secure environment and conducive environment for effective learning. Good behaviour underpins the success of a school and we expect all students to demonstrate high standards of behaviour at all times. We recognise that some students experience difficulties and we will do all we can to support them but every student is expected to do their very best. All incidents of unacceptable behaviour will be dealt with in a fair and appropriate way. It is important that AHS recognises and rewards positive behaviour and achievement. A successful school incorporates the support of all parents and carers.

### **The Values of Our School**

- We Listen to staff and follow their instructions immediately
- We arrive at school and for all our lessons on time
- We wear the uniform correctly and proudly at all times
- We bring the right equipment for learning to each lesson
- We respect students, staff and visitors
- We walk and do not run in the corridors and we line up quietly outside classrooms
- We respect all school resources and equipment throughout the school
- We do not have chewing gum in school and we have no mobile phones or music players in the school building (these can be left at reception)
- We respect the environment and always place litter in the bins provided

### **Student Expectations and Responsibilities**

To ensure that Acton High School is an environment in which all pupils feel safe and confident to learn and teachers feel able to teach, it is important that key expectations are shared by all teachers and staff. These expectations are summarised in the student planner and signed by stakeholders in the Home School Agreement.

Values of our school (see appendix) are displayed around the school environment and in every classroom.

The expectations and values have been agreed by the school council and will be discussed with students on a regular basis during assemblies, tutor period, PSHCE and Student Council meetings. If the behaviour of a student, outside of the school premises or the normal school day, negatively impacts the reputation of the school then the behaviour diamond may also be used. Alternatively, if the behaviour of a student, outside the school premises or the normal school day, positively impacts the reputation of the school this will be recognised.

### **Strategies for Promoting Good Behaviour**

- Act as a role model for things you expect to see – mirror what you want
- Plan for good behaviour
- Don't be surprised when problems occur – we are working with children who are learning and testing the boundaries of acceptable behaviour
- Our success in managing behaviour should not be judged by the absence of problems but how we deal with them
- Do all you can to avoid
  - Humiliating – it breeds resentment
  - Shouting often – it weakens your status
  - Over reacting – the problems will grow
  - Blanket punishments – the innocent don't deserve them
  - Over punishing – it reduces options later
  - Jumping to conclusions – avoid punishing what you can't prove
  - Don't block a student's exit
- Do all you can to
  - Use humour – it builds bridges
  - Keep calm – it uses high status and reduces tension
  - Listen – it earns respect
  - Use first names
  - Praise good behaviour
  - Be consistent and fair
  - Use the minimum sanction necessary to achieve your desired outcome
  - Use the AHS report procedure

### **Behaviour Support Structure**

Classroom teacher deals with most incidents of behaviour – the class teacher should manage behaviour issues such as:

- uniform issues
- lack of equipment
- home learning
- low level disruption
- poor work rate
- lateness
- chewing, eating
- jewellery
- mobile phones/IPods/MP3 players
- inappropriate behaviour outside the classroom (dealt with by all staff)
- non attendance to lessons

(Screening, searching and confiscation policy - <http://www.actonhighschool.co.uk/School-Policy>)

(Our values in school – see appendix)

### **The AHS Learning Principles**

- Know the point of our learning.
- Learn from each other.
- All are listened to.
- Learn in a friendly and positive environment.
- Receive praise for our good work and effort.
- Respect each other.
- Learn through a variety of activities.
- Have time to think and reflect.
- Treat each other fairly.
- Learn by doing.
- Treat each other fairly.

### **Monitoring Behaviour, Achievement and Attendance**

To ensure that all students are being supported it is expected that all members of staff record positive and negative behavioural issues using the SIMS system. This will allow teachers YTLs, CTLs and SLT to regularly ensure that all pupils are being supported, rewarded and challenged in necessary. The data will be evaluated termly by SLT, governors and the Student Council to respond to specific concerns.

(Attendance policy - <http://www.actonhighschool.co.uk/School-Policy>)

### **Using SIMs**

Acton High School have utilised the Schools' Information Management System (SIMs) to provide a comprehensive record of each students' conduct and progress. The system will be used to:

- Record positive and negative pupil behaviour
- Record pupil attendance
- Provide a daily tracking report system to monitor pupils' progress
- Provide a gateway to inform parents of their child's progress

### **Encouraging and Acknowledging Good Behaviour**

#### Teaching and Learning

It is expected that all school staff take responsibility for encouraging good behaviour and attendance across the school. This includes being consistent and fair when rewarding students, while following the school reward procedures (see the Teaching and Learning Policy for strategies to use within the

classroom to ensure outstanding lessons). All teachers will have access to training on behaviour management strategies and how to support the school and emotional aspects of student learning.

(<http://www.actonhighschool.co.uk/Curriculum>)

### PSHCE and Form Time

We believe that developing students' social, emotional and behavioural skills is essential to creating students who are able to manage their own learning and future careers. The PSHCE and form time curriculum aims to develop the underpinning qualities and skills that help promote behaviour for learning. It is also expected that all teachers are using the Building Learning Power programme within all of their lessons to ensure that all students have the skills and ability to manage their own learning.

### Rewards

At Acton High School we aim to encourage students to reach the highest standard of which they are capable. The Rewards Policy recognises that praising students' efforts and successes has a strong motivational effect, with motivated students less likely to present behavioural problems. It should be understood that the praise must be genuine and well-deserved; undue praise will rapidly become devalued and ultimately worthless. Teachers act a role models using positive language and actively seeking opportunities to reward students for doing the right thing in terms of student expectations, work and attendance.

We reward in order to:

- Encourage an ethos where all types of achievement, whether they be academic, sporting, creative, social etc. are openly recognised and valued by the whole school community – students, staff, parents and governors alike.
- Develop self-esteem in individual students.
- Recognise effort as well as achievement.
- Raise the aspiration of all students.
- Encourage students to accept praise and feel valued in the school.
- Acknowledging doing the right thing and following the student code of conduct.
- Reward excellent attendance and punctuality record.

The Reward Diamond can be found in Appendix 1, which illustrates the productive behaviours in a tier system that would be rewarded at Acton High School.

Teachers give verbal praise in class and, when work is marked, they seek to give written praise and encouragement. Whole school and year events such as assemblies and Awards Evening provide an opportunity to celebrate students' successes and achievements. We want to send the message that these events matter and that it's good to do well and achieve the very best you are capable of.

**Rewards are available to all students who make good progress and adhere to consistently meet AHS expectations demonstrating productive behaviour.**

## **Behaviour Diamond**

The Behaviour Diamond clearly illustrates the non-productive behaviours in a tier system that are sanctioned at AHS. The diagram below represents the support structure that is in place and outlines the steps in procedures when dealing with non-productive behaviours during learning time.

Tier 1, 2, 3, and 4 behaviours will be dealt with according to the professional judgement of staff. There will be a graduating scale of sanctions to be applied depending on the non-productive behaviour encountered. The behaviour diamond represents the sanction given depending on the non-productive behaviour the teacher is confronted with which will be applied according to the discretion of the YTL/SLT. The sanctions applied would include:

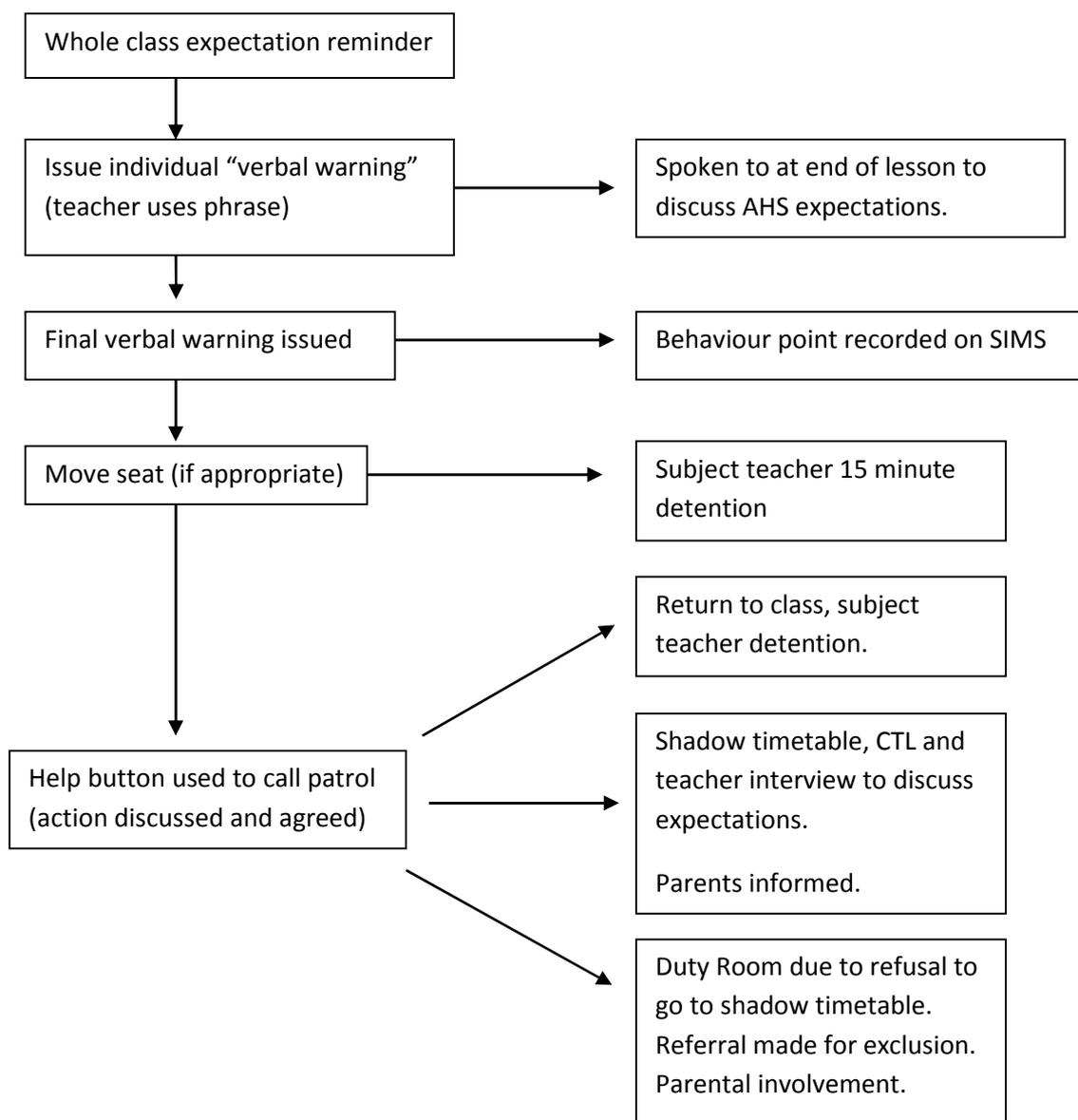
- Oral reprimand.
- Withdrawal of privileges.
- Form tutor involvement.
- Parental involvement.
- Community service.
- Report to a member of staff.
- Referral to YTL/SLT.
- Exclusion from lessons (internal or external).
- Governors warning panel.

The general principle underlying our approach to consequences and sanctions is as follows:

- Any incidents of poor behaviour should be dealt with as close to the point of occurrence as possible.
- The focus for dealing with the incident should be on encouraging reflection, developing strategies for future avoidance and developing plans for making amends for the incident.

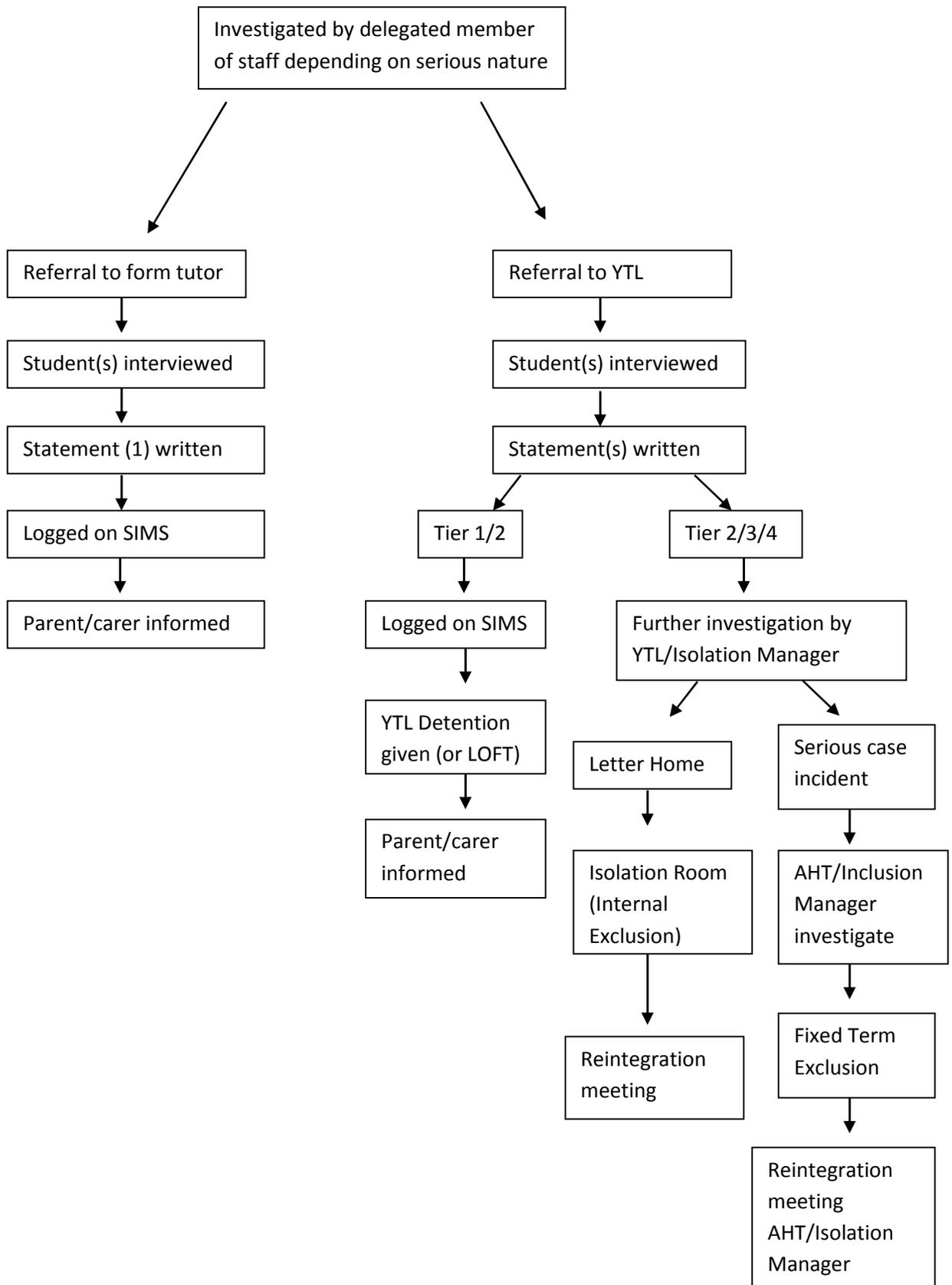
At Acton High School all sanctions should be on an individual basis and take into account the seriousness and circumstances of the incident; previous behaviour of the student and the effect on other students within the school. We understand that for some students these sanctions may not have the desired effect and the negative behaviour may continue.

**Classroom Consequences to Non- Productive Behaviour**



If a student exhibits negative behaviour then a variety of sanctions are available. The above diagram is used for the whole school where incidents escalate because of repetition of the same patterns of poor behaviour or because of the student’s refusal to reflect on what went wrong, then there should be a staged referral process through the structures of the school (as diagram above illustrates). As far as is practicable, the member of staff initially experiencing the difficult behaviour should remain involved, so that they remain part of the resolution of the incident. Parental involvement is a key part to ensuring that we work together to help support students in their learning.

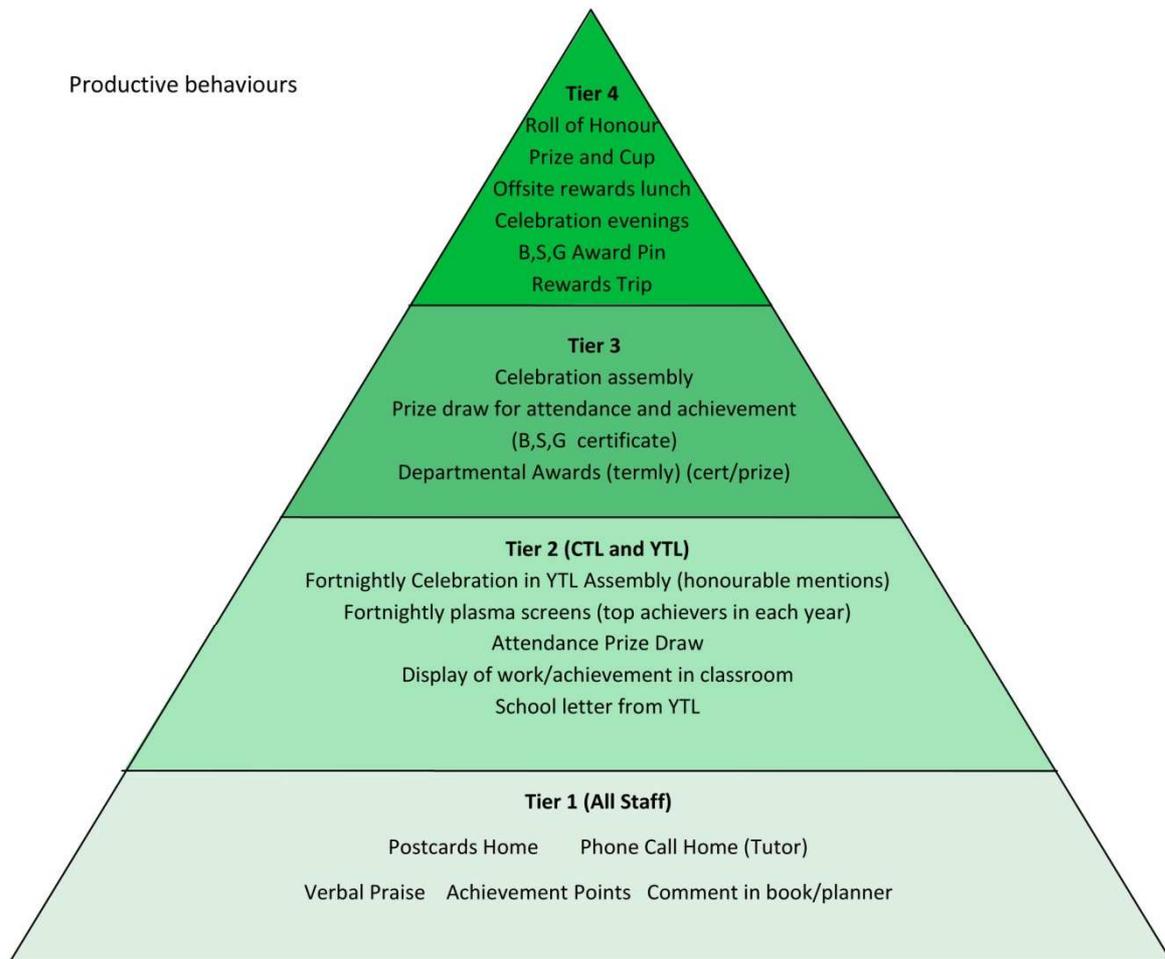
**Consequences to Incident that Require Investigating**



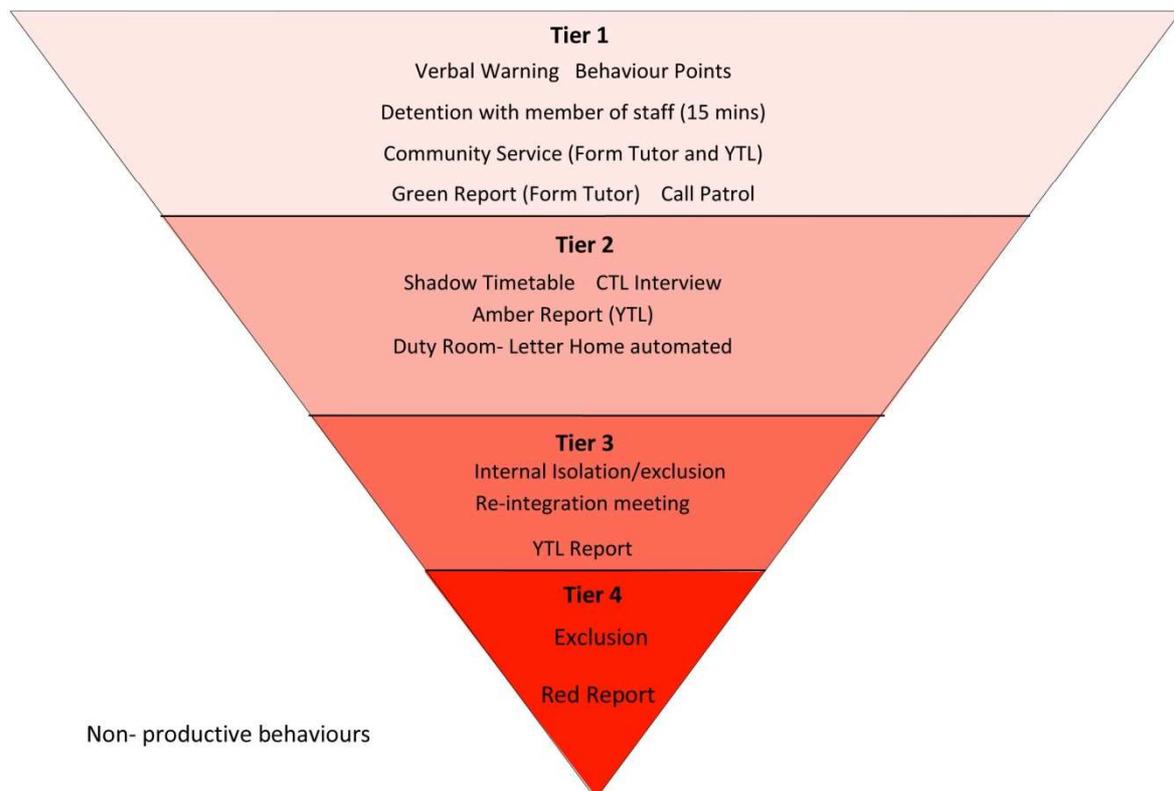
This means that:

- Serious case incidents will be dealt with by an investigating officer, this, on most occasions, will be the Year Team Leader collecting statements alongside the isolation manager (for incidents that we feel may result in 3-5 day fixed term exclusion. The Headteacher will make the final decision of the outcome.
- The majority of incidents of poor behaviour should be dealt with within 24 hours (where possible) to support the students making connections between their actions and the consequences of these actions. Prior to return to class the CTL and isolation manager will work with the student/teacher to reduce/eliminate any repeat offence.
- Where incidents escalate because of repetition or students' refusal to reflect on what went wrong, the tier system will graduate so further sanctions will result.

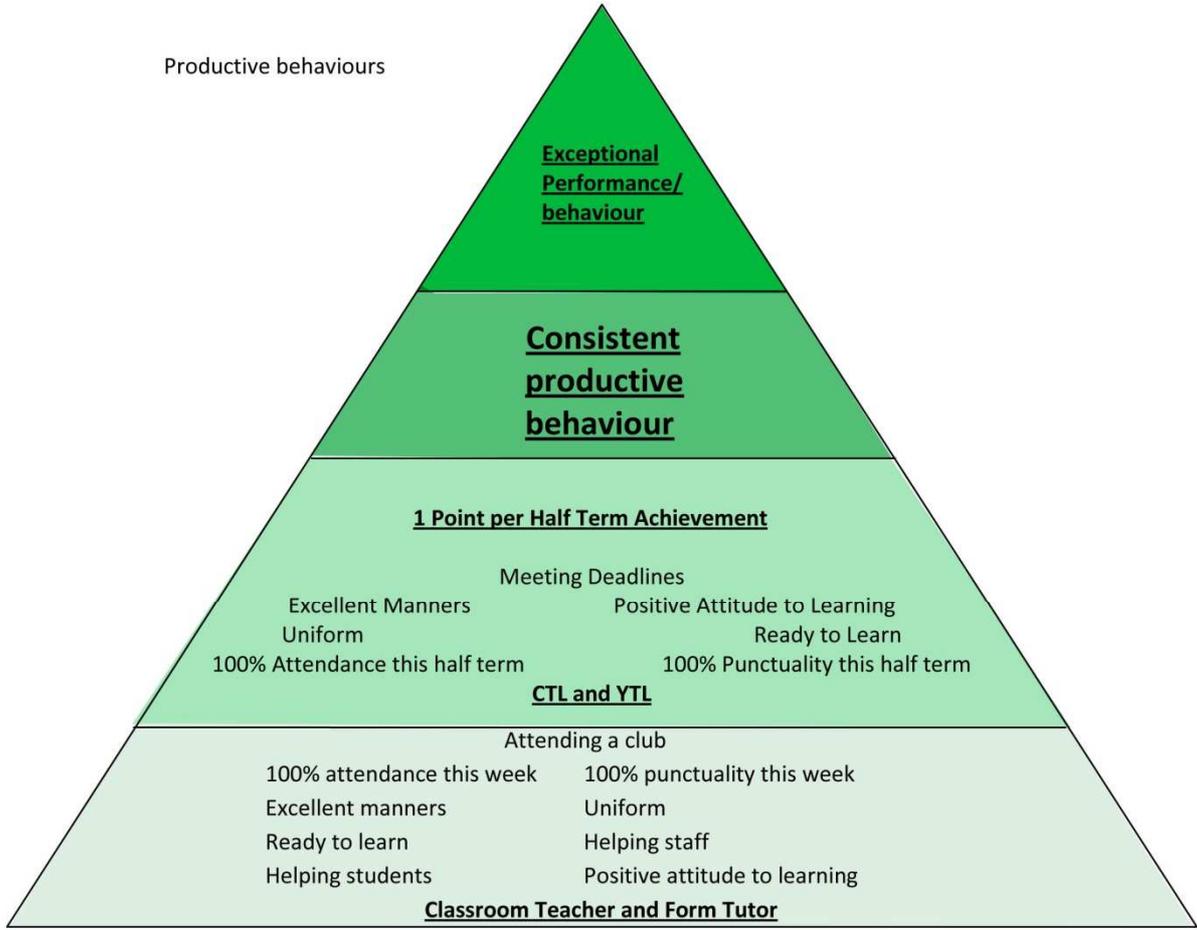
## Achievement by All



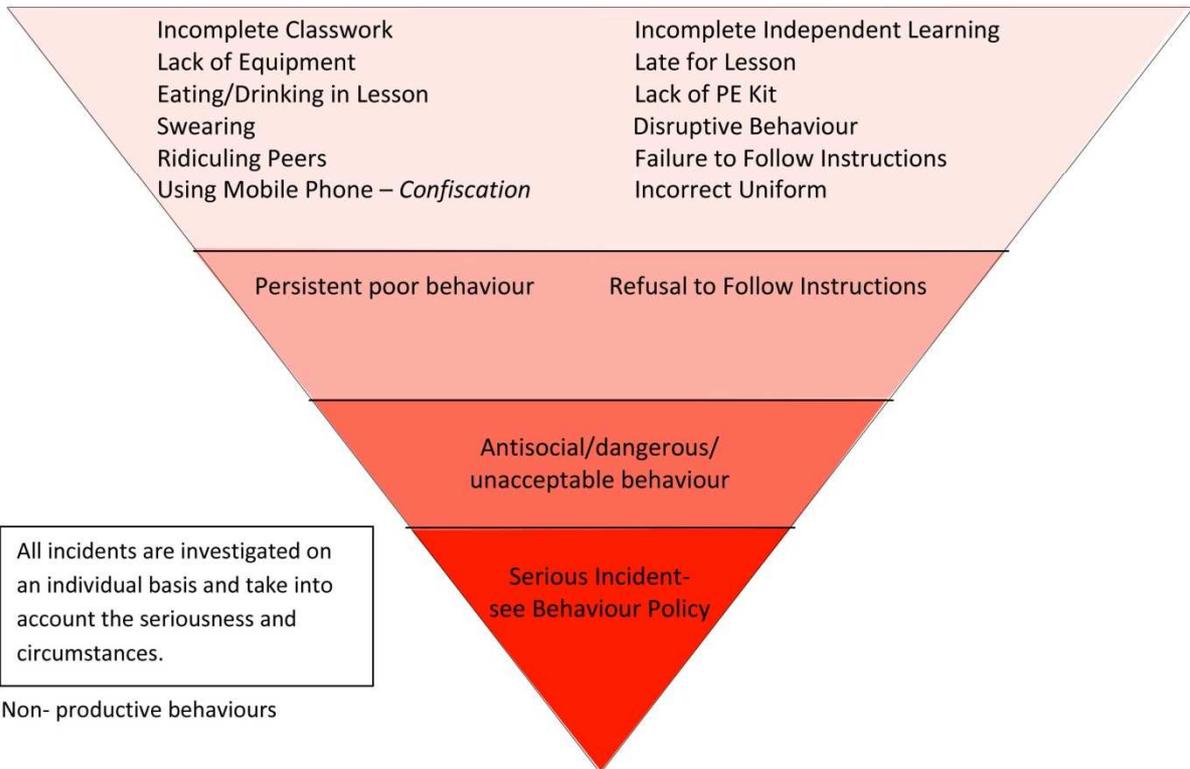
## CHOOSE



Productive behaviours



# CHOOSE



**SANCTION KEY**

To support learning and reduce/eliminate repeat occurrence of non-productive behaviours, a number of sanctions could be applied.

<b>Sanction</b>	<b>Notes</b>
Changing seats	Moving a student away from a distraction.
Alternative work	Providing a student with work that still allows them to achieve but may be less enjoyable (e.g. answering questions from a book)
Contacting parents	This can be achieved by sending a letter and/or email, but ideally a parent will be contacted by phone to discuss any issues.
Report (Green, Amber, red)	Pupils can be placed on a report card using SIMS or a paper copy. The focus on this report may be: Poor behaviour, Equipment, Effort, Punctuality. (See Behaviour Diamond)
Confiscation	If a student is found in possession of an article which has been banned under the school rules, then the article may be confiscated by the member of staff. Please see the Screening, Searching and Confiscation policy. (Screening, searching and confiscation policy - <a href="http://www.actonhighschool.co.uk/School-Policy">http://www.actonhighschool.co.uk/School-Policy</a> )
Teacher detentions	These should normally last for a maximum of 20 minutes during the start of break, lunch or after school (up to a maximum of 1 hour). It is expected that the reasons why the student was placed on detention are discussed with them and strategies/targets discussed to prevent similar behaviour in the future. If during break or lunch, students should have enough time remaining for a toilet break and to obtain food. See the section on 'Out of Hours detention'.
Curriculum detention	These are run by Curriculum teams and should be used when a student has failed to attend a detention by a teacher within the department or for persistent poor behaviour.
SLT detention	These are run by CLT curriculum leaders. They should be used when a student has failed to attend a late.
LOFT (Loss of Free Time)	SLT detention that is run at break/lunch times for poor behaviour in or out of lesson time.
Duty Room	This should be used for extremes of behaviour or a persistent disregard of the code of conduct during a lesson. A teacher calling patrol and sending a student out of lesson should implement some sort of sanction before the next lesson by the CTL. Sending to the Duty Room is not a sanction in itself- it is an action to prevent the learning of other students in the classroom being further disrupted.
Withdrawal from lessons in a particular subject - Shadow timetable	There will be occasions where students have been involved in incidents which have not been able to be resolved by the next lesson or where the seriousness of the incident means that the relationship between

## Achievement by All

	<p>the staff member and the student has broken down. In these circumstances the CTL should arrange for the student to spend their lessons in the classroom of an experienced teacher.</p>
Isolation Room (Internal exclusion)	<p>A pupil may only be placed in isolation because of a serious incident or for ongoing persistent poor behaviour across a number of contexts. This must be agreed by the Headteacher. Isolation will run from 9:15 – 3:45 and break and lunch will be held in the room. All excluded students will be provided with work from departments to complete during the exclusion. Reintegration meeting with parents/carers.</p>
Fixed Term exclusion	<p>To be used for continued or excessive negative behaviour, up to a maximum of 45 days per year. It is the decision of the Headteacher if a pupil should be excluded. All excluded students will be provided with work from departments to complete during the exclusion. If a single exclusion lasts longer than 5 school days then an alternative educational environment needs to be arranged for the student. Reintegration meeting with Parents/carers. And a pastoral support plan (PSP) will be completed in this meeting.</p>
Pastoral Support Plan (PSP)	
Governors Warning	<p>Final warning is given by Acton High School's Governing Body, to reinforce school expectations. A permanent exclusion (alternative provision where appropriate) results from repeated non productive behaviours.</p>
Permanent Exclusion	<p>This is to be used in extreme cases of negative behaviour and is the Headteachers decision.</p>

### **Detentions:**

All members of staff can make the decision to provide a student with a detention at the end of the school day. The time should be used to explain the reasons why the student was placed in detention and strategies/targets discussed to prevent similar behaviour in the future. If a detention is longer than 20 minutes, then ideally the parents of the student should be informed; however if this is not possible than a note should be written in the student's planner to inform the parents of the reason for the detention; name of the member of staff and the time the student left. It is expected that detentions should not run for longer than 1 hour after the end of the school day. School staff should not issue a detention where they know that doing so may compromise the safety of the student and should consider the following points:

- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether suitable travel arrangements can be made by the parent for the pupil.

If a student is placed in detention then this information should be included in the student's SIMs behaviour log.

To support staff there is a system of detentions that can be used accordingly:

- Class teacher issues initial detention
- Fail to attend class teacher detention – attend departmental detention
- LOFT – Loss of free time (break and/or lunchtime)
- SLT detention after school
- Fail to attend Leadership detention; referral to isolation room to include both break and lunch
- An isolation will cancel a previous detention

Any contact with parents should be undertaken with the guidance of a CTL or the Year Team.

**On Report:** We use a system of school reports to support students in order to assist them realise their potential.

- White report used for faculty/subject areas
- Green for tutors
- Amber for YTL
- Red for SLT
- On occasions individual reports could be created to meet the specific needs of individual students

**Isolations:** A student may be placed in isolation by a member of staff on support, achievement team leader or SLT. This may be for a variable amount of time, depending on the seriousness of the incident. This will be communicated to parents via letter and/or phone call home. Isolation will be closely supervised to ensure high standards of behaviour.

**Isolation Manager:** Every second week, selected students who are causing concern shall meet with the Isolation Manager to discuss their behaviour and attitude.

## Exclusions

Exclusions will be issued for serious breaches of behaviour. The decision will be made at a senior level. A fixed term exclusion can last up to a maximum of 45 days. A fixed-term exclusion for six days or more will result in students being educated elsewhere. A permanent exclusion is only issued for repeated fixed term exclusions where the student persistently fails to respond or for one major incident.

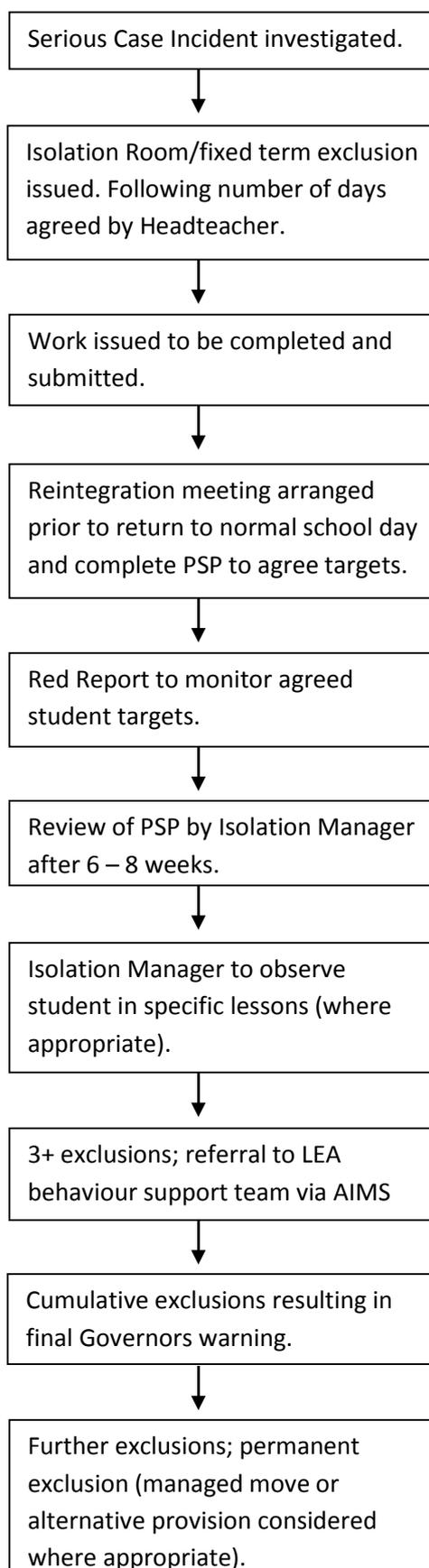
The following types of serious case incidents that may lead to exclusion and in some cases possible permanent exclusion depending on the severity of the incident:

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse/threatening behaviour against a student
- Verbal abuse/threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Suspected or proven drug and alcohol related incidents
- Damage
- Theft
- Smoking or bringing smoking material on to the school site
- Persistent disruptive behaviour
- Bringing an offensive weapon or an imitation weapon into school, or using or attempting to use such a weapon in school, or on the way to and from school
- Bringing illegal or suspicious substances into school or selling, or attempting to supply or sell, such substances in school, or on the way to and from school

All exclusions will be logged. Exclusion reports will be shared with the School Governing Body and the LEA on an annual (termly) basis.

**Exclusion Flow Diagram**

Depending on the severity of the incident investigated, the school will decide to use internal isolation as a first stage sanction; otherwise an external exclusion will be issued.



## **Managed Moves**

AHS uses managed moves as a way of preventing permanent exclusions.

### **Reasons for a Managed Move:**

- A student receives more than a 5 day exclusion
- An incident occurs which results in a managed move as an alternative to a fixed term exclusion
- An incident occurs where it is deemed sensible to provide education at a partner school, under the conditions of a managed move
- A student is offered a managed move as an alternative to a permanent exclusion
- A student is offered a managed move as parents consider a fresh start is needed.

### **Teachers Power to Search**

- School staff can search a pupil for any item that may contravene the Acton High School Behaviour Policy (see paragraph on exclusions) (Ealing Grid for Learning - <https://www.egfl.org.uk/services-children/exclusions/>)?
- The Executive Headteacher and staff authorised by the Head have a statutory power to search students or their possessions, without consent, where they reasonably suspect the student has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items
- School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.

### **Teachers Use of Reasonable Force**

(Use of force policy - <http://www.actonhighschool.co.uk/School-Policy>)

#### Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

DFE guidance stipulates that schools can use reasonable force to:

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

## What is Reasonable Force?

(Use of force policy - <http://www.actonhighschool.co.uk/School-Policy>)

- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involves a degree of physical contact with students.
- Force is usually either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed in the circumstance. As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- School staff should always try to avoid acting in a way that may cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

### Discipline outside the School Gates:

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances "to such an extent as is reasonable".

In line with DFE Guidance and the Acton High School Behaviour Policy, the school may discipline a student for any misbehaviour when the child is:

1. taking part in any school organised activity or school related activity or
2. travelling to or from school or
3. wearing school uniform or
4. in some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

1. could have repercussions for the orderly running of the school or
2. poses a threat to another pupil or member of the public or
3. could adversely affect the reputation of the school

### **The Behaviour Policy in relation to the Equality Act 2010 in respect of students with SEND**

Acton High School acknowledges its legal duties under the Equality Act 2010 and in respect of students with SEND. All incidents are investigated, and reasonable adjustments made for students on the SEND register.

(Diversity, equality and community cohesion policy - <http://www.actonhighschool.co.uk/School-Policy>)

(Special educational needs policy - <http://www.actonhighschool.co.uk/School-Policy>)

### **Allegations of Abuse against Staff**

Allegations of abuse are taken seriously, but we will ensure that we deal with the allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Malicious accusations against school staff are fully investigated and will be dealt with in a fair and consistent manner. The investigation will be led by the Head Teacher and appropriate action will be taken if the allegations are found to be malicious and unfounded.

(Child protection policy <http://www.actonhighschool.co.uk/School-Policy>)

**Further guidance and additional information can be found at:**

<https://www.gov.uk/government/organisations/department-for-education>

## **Intervention Programmes and Support Systems**

At Acton High School, we believe that every student has an entitlement to personal, social and emotional support to ensure their academic achievement. We believe that all our students may require additional support at some stage in their school career, whatever their background or ability. It is often the case that additional factors play a role in the chosen behaviour of a student and so as a school we place a great emphasis on supporting all students to prevent behavioural issues before they arise. The main vehicle for accessing the wide variety of support systems within the school is by referring a pupil through the Acton Inclusion Meeting (AIMs). Meetings are held weekly to ensure all students are accessing the appropriate support. If it is felt that the support put in place is not having an impact and concerns remain, the pupil may then be referred to the Acton Multi-Agency Panel (AMAP). This will allow for outside-agency input at a more intensive level. The forms of support we offer include:

**Alternative curriculum** – A provision (on and off site) targeted and flexible programme aimed at supporting the individual needs of pupils.

**Learning Mentors/Counsellor/Clinical Psychologist** – work with pupils on a one- to- one or group basis to discuss and resolve issues.

**Restorative Justice** – Key members of staff have been trained in conflict resolution.

**ALAP** – A team of skilled and experienced teachers specialising in supporting EAL students.

**Learning Support** – work with teachers and students to ensure that each individual child receives the appropriate support.

**Behaviour Consultant** – Work with students on a one – to- one or group basis to provide strategies for managing their behaviour.

**Shadow Timetable** - To support the learning of all students and to prevent behavioural incidents from escalating, a member of staff will be on patrol around the school at all times. The aim of patrol is to ensure all students are within the classroom learning; as a first point of call for teachers who are experiencing difficulties with students and to identify behavioural issues around the school. Patrol can be contacted at any time by using the Sims help button. The main aim of patrol is to reduce the level of disruption caused, and in the first instance to return students to their class. If behaviour is such that does not allow this, the shadow timetable is used. Patrol will take the student to another class in the same department to work, to reduce the learning gap. If a student refuses, or where this is not appropriate, then they will be escorted to the Duty Room with work (where possible) to reduce any gap in their learning caused by the disruption.

Further information regarding the support systems and how to refer students can be found in the 'Inclusion' section of the Staff Handbook.

**Appendices**

The following policies are available on the school website:

<http://www.actonhighschool.co.uk/School-Policy>

**Anti-bullying**

**Assessment**

**Attendance**

**Child protection**

**Diversity, Equality and Community Cohesion**

**Screening, searching and confiscation**

**Special educational needs**

**Uniform guide**

**Use of force**

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**Reward Stages**

	<b>Achievement Examples</b>	<b>Rewards</b>	<b>Staff responsible for issuing rewards</b>	<b>Timescale</b>
<b>Tier 1</b>	<ul style="list-style-type: none"> <li>Improved presentation of work</li> <li>Good class or home work</li> <li>Improved attitude</li> <li>Thought and care for others</li> <li>Sustained good uniform</li> <li>Politeness</li> <li>Good Punctuality</li> <li>Good attendance</li> </ul>	<ul style="list-style-type: none"> <li>Verbal praise</li> <li>Achievement points</li> <li>Display of work/achievement in classroom</li> <li>Comment in book or planner by form tutor</li> <li>Call home by tutor</li> <li>Postcard home</li> </ul>	<ul style="list-style-type: none"> <li>Subject teachers</li> <li>Support staff</li> <li>Tutors</li> </ul>	Daily
<b>Tier 2</b>	<ul style="list-style-type: none"> <li>Excellent class or home work</li> <li>Helping support the school at events</li> <li>Excellent project or extended work</li> <li>Continued good attendance and punctuality</li> </ul>	As above plus: <ul style="list-style-type: none"> <li>Fortnight YTL assembly</li> <li>Display of work in corridor</li> <li>Attendance Prize Draw</li> <li>Plasma Screen</li> <li>Letter from YTL</li> </ul>	<ul style="list-style-type: none"> <li>Subject teachers</li> <li>Support staff</li> <li>Tutor</li> <li>CTL</li> <li>YTL</li> </ul>	Fortnightly
<b>Tier 3</b>	<ul style="list-style-type: none"> <li>Consistent high standard of work and effort</li> <li>Consistent care and diligence in serving the school or wider community</li> <li>Excellent attendance and punctuality</li> </ul>	As above plus: <ul style="list-style-type: none"> <li>Success certificate</li> <li>Entered into Prize Draw</li> <li>B ,S, G Certificate</li> <li>Half term celebration assembly</li> </ul>	<ul style="list-style-type: none"> <li>CTL</li> <li>YTL</li> <li>Keystage coordinator</li> <li>Headteacher</li> </ul>	Termly
<b>Tier 4</b>	<ul style="list-style-type: none"> <li>As above, but sustained over the whole year through accumulation of points</li> </ul>	As above plus: <ul style="list-style-type: none"> <li>Award at celebration evenings</li> <li>HT lunch</li> <li>Roll of Honour</li> <li>Student of the year prize and cup</li> <li>Rewards trip</li> <li>B, S, G Award Pin</li> </ul>	<ul style="list-style-type: none"> <li>CTL</li> <li>YTL</li> <li>Keystage coordinator</li> <li>Headteacher</li> </ul>	Yearly

**All student achievements should be recorded on the SIMS behaviour module to keep a detailed record of a student's progress.**

## **Our Values in Our School...**

for a calm, orderly and safe learning environment are:

**We listen to staff and follow their instructions immediately**

•

**We arrive at school and for all our lessons on time**

•

**We wear the uniform correctly and proudly at all times**

•

**We bring the right equipment for learning to each lesson**

•

**We respect students, staff and visitors**

•

**We walk and do not run in the corridors and we line up quietly outside classrooms**

•

**We respect all school resources and equipment throughout the school**

•

**We do not have chewing gum in school and **we have no mobile phones or music players in the school building (these can be left at reception)****

•

**We respect the environment and always place litter in the bins provided**