

## BEHAVIOUR AND DISCIPLINE POLICY

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**Staff Responsible:** Head Teacher (14-19 Learning)

**Reviewed:** May 2015

**Review:** May 2016

### AIMS

Brian Jackson College aims to create a caring, stimulating and secure environment in which staff and pupils can work and learn safely and encourages involvement of parent/carers in the development of their child. Standards and expectations are high with individuals encouraged to take responsibility for themselves.

**At Brian Jackson College we aim to raise attainment and maximise the inclusive learning opportunities of all children and young people within its care. This will be achieved by:**

- Developing a set of preferred practices based on shared values which promote positive relationships.
- Enabling pupils to achieve through appropriate expectations of work and behaviour with praise, reward and celebration and explicit and consistent consequences.
- Supporting and encouraging young people to develop standards of self discipline and to take responsibility for their own behaviour in a wide range of social and educational settings.
- Valuing and appreciating individuals and their rights regardless of racial origin, ethnic background, gender, age or creed.
- Ensuring effective monitoring and review processes which inform future planning, acknowledge individual progress and celebrate achievement.
- Forming and sustaining effective partnerships with schools, young people, their families and other agencies.

**Principles of Brian Jackson College behaviour policy aim to:**

- Raise pupils self esteem.
- Promote/develop empathy and respect for self and others.
- Develop in a pupil's sense of self discipline and an acceptance of responsibility for their own actions.
- Ensure regular attendance.
- Develop an awareness of and adhere to appropriate behaviour.
- Encourage pupils to value the school environment and its routines.
- Ensure that pupils are confident of their right to be treated fairly.
- Empower staff to determine and request appropriate behaviour from everyone.
- Acknowledge that the maintaining of good behaviour within the school is a shared responsibility.
- Ensure that positive behaviour is always recognised.
- Work within a positive, proactive reflective approach to behaviour management.
- To ensure the policy is fully understood and is consistently implemented throughout the school.
- Ensure effective mechanisms are in place for the monitoring and evaluation of this policy.
- Ensure the rights and responsibilities of all members of the school community.

**In order to achieve these aims and principle Brian Jackson College intends to:**

- Develop clear expectations in terms of standards of teaching, learning and behaviour which are shared with all staff, young people, parents/carers and the wider community.
- Promote appropriate behaviour through the consistent application of agreed preventative, corrective and supportive strategies.
- Promote appropriate behaviour by using effective incentives.
- Manage inappropriate behaviour by using a range of positive intervention strategies and a clear, consistent and fair range of graded and relevant sanctions.
- Ensure the effective involvement of all staff in the promotion of appropriate behaviour and the management of unacceptable behaviour.
- Develop strategies to foster increasing parental involvement in the promotion of appropriate behaviour and the management of unacceptable behaviour.
- Devise systems to motivate and encourage young people to participate in learning.

**EXPECTATIONS**

Staff and management committee members	Pupils	Parents/carers
Lead by example, be good role models for promoting positive attitudes and behaviour.	Respect, support and care for each other both in school and the wider community.	Be aware of and support the school in terms of teaching, learning and behaviour expectations.
Be consistent in dealing with pupils.	Listen to others and respect their opinions.	Ensure that pupils come to school regularly, on time with the appropriate equipment.
Create a safe and pleasant environment, physically and emotionally.	Attend school regularly, on time, ready and equipped to learn and take part in school activities.	Take an active and supportive interest in your child's work and progress.
Have high expectations of the pupils.	Take responsibility for your own actions and behaviour.	Provide the school with an emergency contact number.
Meet the educational, social and behavioural needs of pupils through an appropriate curriculum and individual support.	Do as instructed by all members of staff (teaching and non-teaching) throughout the school day.	Attend open events and review meetings wherever possible.
Form good relationships with colleagues, pupils and parents/carers and responds to any concerns.	Be tolerant of others, irrespective of race, gender, religion and age.	
Give specific performance feedback on learning and behaviour to pupils on a regular basis.	Be where you should be when you should be throughout the school day.	

In circumstances of loss of control by a pupil, and significant threat or harm to themselves, others or damage to property it may be necessary to positively handle (team teach) a pupil. These situations are rare and positive handling is used as a last resort. All incidents requiring the use of positive handling are documented and monitored.

**Rewards**

The school rewards positive behaviour, social skills and work throughout the school day as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote and acknowledge positive behaviour rather than merely to deter anti-social behaviour. Incentive schemes are in place to recognise attendance and achievements. Pupils who work hard and behave appropriately will receive positive recognition from staff. Staff will ensure that positive actions and behaviour are communicated back to parents that day by postcard, certificate or phone call.

**Rewards consist of:**

- Merits are awarded to pupils for exceeding required standards in lessons.
- Verbal praise from tutor and/or learning and behaviour support worker (LBSW)
- Certificates are issued by tutors to the pupils for consistently good work.
- Telephone call/postcards home to parents by staff member to celebrate success.
- Student of the week is issued for high attendance of 90% or higher and for most merits awarded.
- Group trip – pupils are allowed to go on the group trip if they achieve a minimum of number of merits.
- Pupils may be rewarded by staff on an individual basis for exceptional work e.g. extra break time, healthy snacks etc.

**Sanctions:**

Inappropriate behaviour will be challenged by staff using assertive but non confrontational approach. Pupils will be given responsibility for their own behaviour through a series of behavioural choices and will be helped and encouraged to think about alternatives for dealing with problems.

Brian Jackson College implements a range of strategies to deal with inappropriate behaviour by pupils:

- Talking 'privately' with the pupil
- Verbal reprimand
- Time out
- Discuss behaviour with head teacher
- Behaviour monitoring sheet
- Written warning
- Letters to parents/carers
- Meeting with parent/carers

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as this breeds resentment.

- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is sanctioned.

**We divide unacceptable behaviour into three broad levels.**

- **Level 1 includes:** Misbehaviour that can be effectively managed within a classroom or unstructured environment by the teacher, LBSW's
- **Level 2 includes:** More serious misbehaviour that is not so easily managed within the classroom or unstructured environment, or persistent level 1 behaviour. Notification of and involvement from teachers/inclusion manager would be required.
- **Level 3 includes:** Very serious behaviour or persistent level 2 behaviour. Formal involvement with the head would be required.

**Refer to appendix 1 for agreed Behaviours and sanctions at Brian Jackson College:**

The application of any sanction will be recorded on the student observation sheet and the student behaviour log. A behavioural incident form will be triggered by any level 2 or higher behaviour. Information recorded on a behavioural incident form will be used for termly analysis.

If there is a persistent problem the teacher will undertake a pupil focus meeting, drawing up an individual improvement programme which may include daily monitoring. All staff working with the child will be informed of this. If this problem continues the school will undertake an Early Help Assessment (EHA), if not already in place, involving outside agencies to seek solutions to support pupils.

**Care & Control**

Most pupils attending Brian Jackson College are settled and engage in the rules and routines laid down with little difficulty. However, there are times when their behaviour requires staff intervention to ensure the pupils own safety, the safety of other pupils, staff and protection of property. This can require the use of physical interventions. Team teach is the approach adopted by Brian Jackson College to manage challenging and aggressive behaviour. Both the DfE and department for health issue clear guidelines for the use for physical intervention and the use of restraint and reasonable force. All incidents requiring the use of physical intervention are monitored by the Head Teacher. Brian Jackson staff always seek to help pupils find ways to make amends and move on positively following an incident.

**Exclusion**

Brian Jackson College is committed to maintaining in education pupils who have experienced extreme problems. Although every effort will be made to prevent exclusion from Brian Jackson College, in order to bring continuity to pupil's education there is a mechanism in place should it be required, in line with DfE guidance. Once the head teacher makes a decision to exclude a pupil, the parent/carer will be informed immediately or as soon as possible, ideally by the telephone, of the decision followed up by a letter sent within 24 hours of the decision. A copy of the parent guidance "Fixed Period Exclusion" will be circulated with the letter.

Where a pupil is excluded at the end of the afternoon session and the exclusion takes effect from the next day, notice must be given before the start of that day. Where a pupil is excluded in the morning session and the exclusion takes effect from that afternoon, notice must be given before the start of the afternoon session.

**Reasons for exclusion:**

- Unprovoked assault of staff member or pupil
- Persistent bullying (see anti-Bullying policy)
- Extreme and persistent abuse towards staff member or pupil
- Major damage or vandalism within the college premises/site or damage to staff property
- Drugs related incidents and supply of illegal substances (see drugs and substances policy)
- Carrying an offensive weapon
- Sexual misconduct

**Inclusion**

At Brian Jackson College we also practice an inclusion policy. Inclusion is used as an alternative to exclusion and is mainly used for level 1 disruption; however it is also good practice for students to catch up on any work that needs catching up with due to any exclusion. Please refer to appendix 1 for our terms that would warrant inclusion being used.

**Monitoring and evaluation**

Behaviour management will be under constant review throughout the college and reported to the college management committee, subcommittee.

This policy document will be monitored and evaluated by Brian Jackson staff and entire college community on an annual basis.

**PARENTS/CARERS**

The school values highly the link between parents/carers and tutors in rewarding and motivating pupils and in challenging poor behaviour, attendance and performance. The support of parents is essential and parents are kept fully informed about the progress and behaviour of their children. Contact includes, telephone, letters and personal visits. Parents are encouraged to initiate contact, by phone, with the head teacher if they have any concerns.

**Investigating cases**

Brian Jackson College investigates, as appropriate, reported incidents of pupil misbehaviour.

Parents/carers will be notified promptly by the College to notify them of any reported serious incidents of misbehaviour in which their child has been involved.

Brian Jackson College ensures that relevant staff receives support and advice for the conduct of any investigations, including in respect of the recording of evidence and the taking of witness statements.

Brian Jackson College will notify the police and other relevant bodies of incidents where it is appropriate to do so.

Brian Jackson College ensures that appropriate feedback from any investigation undertaken is provided to relevant persons together with recommendations for action.

A copy of the results of all investigations undertaken will be held on record until such time as the pupil leaves the Brian Jackson College. Where an investigation finds that there is no case to be heard, the report will be held by the National Children's Centre but will not be kept within the pupil's file.

### **Resources**

Brian Jackson College undertakes an annual review of the resources needed to ensure the effective implementation of the behaviour management policy, including reviews of

### **Staffing to include**

- Staffing levels/ratios (reviewed during the recent amendments to the timetable)
- Staff training and development (staff training days)
- Provision for non-contact time/planning and preparation time. Additional support is available during the weekly tutor meetings (Tuesday afternoons) and daily staff de-brief and extended de-brief Wednesday afternoons.
- Health and Safety

### **Record Keeping**

- Provision of administrative and record keeping systems (including use of ICT)
- Monitoring arrangements (including use of ICT)

### **Curriculum Flexibility**

Brian Jackson College curriculum is appropriate to the needs of the pupils and undergoes an annual review during the summer term each year. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. Clear objectives which are understood by the pupils and differentiated to meet the needs of a range of abilities. Marking and record keeping can be used as a supportive activity, providing feedback to the pupils on their progress and achievements and as a signal that the pupil's efforts are valued and progress matters. Details of this can be found in our marking and feedback policy.

Brian Jackson College provides an opportunity for pupils to talk about behaviour issues in 1:1 sessions with their tutor during SEAL time and/or through an appointment system with the Head teacher.

### **The Curriculum and alternative provision**

- Alternative education provision for pupils, including the use of off-site provisions (where available – Hair 2000, Bumpy and Dewsbury sport centre.
- Curriculum appropriateness
- Use of curriculum flexibility to facilitate days of work experience
- On site facilities

Brian Jackson College has secured access to appropriate specialist child and family support services including:

- Pupil Referral Unit
- Education Welfare Service
- Education Psychology Service
- Health Services (including mental health/CAMHS)
- Social Services
- Connexions Service
- Youth Workers
- Youth Offending Team
- Drug Counselling Agencies (THE BASE) Young person's drug and alcohol services.
- Northorpe hall (Counselling services)

The school offers a strong pastoral support and restorative practice when working through conflict.

### **Pupil Involvement**

Brian Jackson College encourages pupils to take responsibility for their own learning and behaviour via guidance from the tutors, Head teacher and the PRS representatives.

Brian Jackson College provides opportunities for pupils' positive involvement in the life of the Yorkshire Children's Centre by supporting other projects based at the National Children's Centre such as CAFÉ JAXX and PASS IT ON for work experience.

### **Parents/Carer involvement**

The school provides opportunities to encourage parental involvement and support for the behaviour policy – not least of all through Individual Review Meetings each term, with parents/carers and students.

## **REVIEWING EFFECTIVENESS**

### **Record Keeping**

The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the Brian Jackson College Behaviour Policy.

Brian Jackson College maintains accurate records of behaviour incidents and actions taken using the standard incident report forms. Daily behaviours are logged on the weekly behaviour monitoring sheet. The outcomes of these in terms of the number of 'ticks'/raffle tickets attained by each student, are collated at the end of each day in order to ascertain 'student of the day/week'. There is a green bound book for the recording of 'Serious Incidents'. This is kept centrally for easy access in the reception office.

Brian Jackson College has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents.

### **Monitoring and Evaluation**

Brian Jackson College monitors behaviour incidents in order to identify issues and trends.

Staff receives individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcomes of referrals.

Brian Jackson College monitors incidents of disruptive behaviour in terms of:

- Type of incident (including racist, sexist and homophobic incidents)
- Critical days/times in the week
- Critical places within vision house
- Pupils involved
- Profile of pupils involved (ethnicity, gender, age, SEN)
- Timeliness of response
- Outcomes

The Brian Jackson College assures appropriate levels of confidentiality, within its monitoring and reporting arrangements. (anycomms/ separate storage in a locked safe of safeguarding files)

The Brian Jackson College evaluates its policy against key improvement objectives, which include:

Individual measures

- Improvement of individual behaviour
- Academic progress (tracking documents/teacher assessments)
- Improved attendance

Class/whole project measures

- General behaviour patterns i.e. the number of serious incidents and exclusions
- Balance in the use of rewards and sanctions
- Staff support and training needs
- Curriculum access and academic progress
- Equal opportunities
- Behaviour management trends over time; the consistent use of 'STEPS'
- Effectiveness of the policy in encouraging positive behaviour

Brian Jackson College provides details of issues and trends to staff as a basis for effective decision-making.

Brian Jackson College ensures that behaviour issues are discussed with all parents/carers as part of any Parents' Meeting.

### **Part time timetable procedures**

If a pupils behaviour is such that all alternatives have been exhausted then a part-time timetable may be used to support the pupil's behaviour and prevent re-referral to panel. The following process takes place.

1. Pupil's behaviour causes concern to staff.
2. Evidence of behaviour is collected via the daily/weekly behaviour monitoring sheets and incident report forms.
3. Staff considers evidence and proceed with decision to operate a part time timetable.
4. Parents are invited in to discuss behaviour and new timetable. A time frame for the timetable is set in this meeting with regular reviews; a behaviour log is maintained on the pupil.
5. If there is an improvement in pupil's behaviour the part time timetable can be closed. If there is no improvement then an extension to the arrangements can be made.
6. At the review the evidence is discussed and decision discussed with parents. If returning to full time attendance the transition should take account of the individual needs of the student i.e. an extra day per week in order to ensure that the gradual transition is likely to be successful. When the student is fully re-integrated, the part-time timetable is closed. For as long as the timetable continues, there is a regular review of behaviour.
7. If there is no improvement then it may be necessary to further extend the part-time timetable or close the pupil placement (refer to Re-referral (Exclusions) Policy).

APPENDIX 1

Behaviour and sanctions at Brian Jackson College

<p><b>Level 3</b> Incident form Parents informed Head/Inclusion manager</p>	<p><b>Sustained or extreme direct verbal abuse to staff or pupils</b> Discussion with Head/Inclusion manager/parents/carers Possible use of inclusion /x 1 - 5 days exclusion/ managed school transfer. Reintegration meeting.</p>	<p><b>Unprovoked Assault:</b> Repeated L2 twice within 4 weeks, or one-off serious incident including sexual misconduct, weapons, spitting Discussion with Head/Inclusion manager/parents/carers. Reintegration meeting.</p>	<p><b>Persistent truancy:</b> Pupil focus meeting involving APSO to identify and remove barriers to learning. Discussion with Head/Inclusion manager/APSO/parent/Carer to agree contract</p>	<p><b>Major damage/ Fire</b> Discussion with Head/ inclusion manager/ Possible fixed term 1-5 days/managed school transfer.  Reintegration meeting</p>	<p><b>Persistent and ongoing disruption</b> Discussion with Head/ inclusion manager/parent/ carer Possible fixed term / managed school transfer Smoking: referral to smoking cessation where appropriate Reintegration meeting</p>	<p><b>Dealing substances:</b> Discussion with Head/ inclusion manager/parent/ carer/ Police  Possible fixed term / managed school transfer  Police involvement</p>
<p><b>Level 2</b> Incident form Parents informed Lead/Inclusion manager</p>	<p><b>Verbal abuse directed to staff or pupils</b> One reminder then use of inclusion room. Lesson on class conformity &amp; work make up time. Possible exclusion x 3 days Sexual/homophobic/racist abuse/ repeated bullying or intimidation</p>	<p><b>Unprovoked Assault:</b> Throwing missiles towards, grabbing hold of, running into, pushing staff or pupils. Making threats including sexual threats L2 sanction from Grid agreed with Lead/Inclusion manager and monitoring</p>	<p><b>Internal/External truancy</b> twice or more in a week Level 2 incident. L2 sanction from Grid agreed with inclusion manager. Make work up as before</p>	<p><b>Damage/Vandalism:</b> Bill home for damage, possible police involvement L2 sanction from Grid agreed with inclusion manager.</p>	<p><b>Aggressive disruption</b> Level 2 incident. Make work up as before Smoking in building Level 2 incident. L2 sanction from Grid agreed with inclusion manager. Make work up as before</p>	<p><b>Disclosures:</b> Follow procedures, Safeguarding form Possession of illegal substances: Level 2 incident. L2 sanction from Grid agreed with inclusion manager  Reassess referral</p>
<p><b>Level 1</b> Review ILP &amp; learner/behaviour contract Lead/LBSW</p>	<p><b>General non-personal abuse</b> Introduce monitoring sheet and review behaviour contract. Repeat offence moves to L2</p>	<p><b>Pupils making verbal/non-verbal threats of physical abuse to staff or pupils</b> Monitoring required, Restorative practice and Review behaviour contract to L2</p>	<p><b>Internal/External truancy</b> No longer than one lesson 1 times in a week make up the work in inclusion.</p>	<p><b>Minor damage</b> to work, property, non-permanent graffiti Cost of damages recorded, bill sent at £20, Graffiti to be removed, work made up in inclusion.</p>	<p><b>General Disruption</b> Refusal to comply, refusal to go to lesson Monitoring put in place, behaviour contract, work made up in inclusion area. Smoking on site 1 warning, daily monitoring</p>	<p><b>Under influence</b> of alcohol/drugs Follow procedure, daily monitoring, and Make work up  Referral to BASE/school nurse</p>
<p><b>Behaviour and Sanctions at Brian Jackson College</b></p>	<p><b>Verbal abuse</b> Racism, Sexism, verbal bullying</p>	<p><b>Physical Abuse</b> aggression, threatening behaviour, bullying</p>	<p><b>Truancy:</b> Internal and external</p>	<p><b>Damage and theft</b></p>	<p><b>General Disruption</b></p>	<p><b>Safeguarding</b> disclosures and substance misuse</p>

**APPENDIX 2**  
**Sanction Grid**

Behaviour	Level 1	Level 2	Level 3
<b>Verbal abuse</b> (including sexual and homophobic comments)	<ul style="list-style-type: none"> <li>• Monitoring</li> <li>• Behaviour contract</li> <li>• General non-personal</li> </ul>	<ul style="list-style-type: none"> <li>• 1 day inclusion</li> <li>• 1-3 day exclusion</li> <li>• Parents informed</li> </ul>	<ul style="list-style-type: none"> <li>• Reintegration meeting</li> <li>• Parents informed</li> <li>• 1-5 day exclusion</li> <li>• Managed school transfer</li> </ul>
<b>Racism</b>		<ul style="list-style-type: none"> <li>• 3 day exclusion</li> <li>• Parents informed</li> </ul>	<ul style="list-style-type: none"> <li>• Reintegration meeting</li> <li>• Parents informed</li> <li>• 3-5 day exclusion</li> <li>• Managed school transfer</li> </ul>
<b>Damage to property</b>	<ul style="list-style-type: none"> <li>• inclusion</li> <li>• Removal of graffiti</li> <li>• Cost of damages (£20)</li> <li>• graffiti/damage to displays/work</li> <li>• fix damage/replace</li> </ul>	<ul style="list-style-type: none"> <li>• Parents informed</li> <li>• Possible police involvement</li> <li>• Inclusion</li> <li>• Damage/vandalism</li> <li>• Fix damage/replace</li> </ul>	<ul style="list-style-type: none"> <li>• Reintegration meeting</li> <li>• Parents informed</li> <li>• 1-5 day exclusion</li> <li>• Police involvement</li> <li>• Managed school transfer</li> </ul>
<b>Threatening behaviour and Assault</b> (including bullying)	<ul style="list-style-type: none"> <li>• Monitoring</li> <li>• Behaviour Contract</li> <li>• Restorative practice</li> </ul>	<ul style="list-style-type: none"> <li>• Unprovoked attack- 1-3 day exclusion</li> <li>• Inclusion</li> <li>• Restorative practice</li> <li>• Parents informed</li> </ul>	<ul style="list-style-type: none"> <li>• Reintegration meeting</li> <li>• Parents informed</li> <li>• 1-5 day exclusion</li> <li>• Managed school transfer</li> </ul>
<b>General disruption</b> (including disrespect/disregard, smoking on site and mobile phone(see policies))	<ul style="list-style-type: none"> <li>• Warning</li> <li>• Monitoring</li> <li>• Behaviour contract</li> <li>• Inclusion to complete work</li> </ul>	<ul style="list-style-type: none"> <li>• 1 day inclusion</li> <li>• 1 day exclusion</li> <li>• Parents informed</li> <li>• Aggressive disruption and smoking in building</li> </ul>	<ul style="list-style-type: none"> <li>• Smoking cessation</li> <li>• Reintegration meeting</li> <li>• 1-3 day exclusion</li> <li>• Managed school transfer</li> </ul>
<b>Drugs and Alcohol</b>	<ul style="list-style-type: none"> <li>• Follow school policy and procedures</li> <li>• Monitoring</li> <li>• Referral to BASE/school nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Follow school policy and procedures</li> <li>• Re-assess referral</li> <li>• Informing parents</li> </ul>	<ul style="list-style-type: none"> <li>• Reintegration meeting</li> <li>• Parents informed</li> <li>• Police involvement</li> <li>• 3-5 day exclusion</li> <li>• Managed school transfer</li> </ul>
<b>Bullying</b>	<ul style="list-style-type: none"> <li>• Monitoring</li> <li>• Behaviour contract</li> <li>• Restorative practice</li> </ul>	<ul style="list-style-type: none"> <li>• 3-5 day exclusion</li> <li>• Restorative practice</li> <li>• Parents informed</li> </ul>	<ul style="list-style-type: none"> <li>• Reintegration meeting</li> <li>• Parents informed</li> <li>• 3-5 day exclusion</li> <li>• Managed school transfer</li> </ul>