



## SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

*Our Vision:*

*To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.*

### BEHAVIOUR POLICY

#### Rationale

To achieve a learning environment that embodies Shirley High School as being **Safe, Happy and Successful**, we promote **High** results, **High** achievement and **High** expectations.

We believe strongly that **ABC** forms an appropriate foundation for success:

- **A**ttendance;
- **B**ehaviour;
- **C**ommitment;

We believe that all members of the school community should be encouraged to acquire self discipline, take responsibility for their own actions and choices, show consideration to others and respect the customs and regulations of the school. Punctuality, regular attendance and good behaviour are crucial if students are to benefit from education.

We expect the highest standards - positive attitudes will be rewarded and any behaviour that impedes learning will be identified and addressed.

#### Our core values are:

- ABC - Attendance, Behaviour and Commitment.
- Our policies, procedures and rules.
- Diversity.
- Our personalised curriculum.
- Student voice.
- The right to work and study in a safe environment.
- High quality teaching and learning so all achieve and enjoy.
- Contributing to the school, the community and the environment.
- Personal development.
- Praise, rewards and support.

#### Aims

The purpose of this policy is to encourage and reward good behaviour throughout the school thereby promoting a learning environment where everyone can 'strive for excellence'. It aims to:

- Promote good behaviour, self-discipline, respect and our core values;
- Prevent bullying;
- Ensure that students complete assigned work; and
- Regulate the conduct of students

We are committed to promoting a positive attitude towards our Golden Rule; 'Students are expected to show consideration and respect to all members of the school and local community at all times.'

Parents / Carers have a vital role to play in promoting a positive attitude to school and together with the school, celebrating achievement at all levels and in all areas of school life. The school will work with parents / carers and the student to resolve any difficulties that may affect a student's behaviour. This 'partnership' is cemented through the Home School Agreement.

#### Principles

The following key aspects of school practice form the principles on which this policy is based:

- A consistent approach to behaviour management;
- Strong school leadership;
- Classroom management;
- Rewards and sanctions;
- The civil standard of proof (i.e. 'on the balance of probabilities' which means it is more likely than not, to have occurred)



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- Behaviour strategies and the teaching of good behaviour;
- Staff development and support;
- Students support systems;
- Liaison with parents / carers and other agencies;
- Managing student transition;
- Organisation and facilities.

The school has a legal duty under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEND). The school will:

- Ensure fair treatment for all, regardless of age, culture, disability, gender, religion or sexuality.
- Encourage understanding and tolerance of different social, religious and cultural backgrounds.
- Encourage all students to strive for excellence.
- Promote good behaviour and self discipline and an appreciation of the consequences of individual actions.
- Promote self-esteem and individual responsibility.
- Promote proper regard for authority and positive relationships based on mutual respect.
- Promote a positive relationship with parents/carers and involve them in the implementation of this policy.
- Provide a safe and disciplined learning environment that will enable quality teaching and learning in a positive community where individual success is encouraged and celebrated so that students reach their potential.

### **Roles and Responsibilities**

#### Governors will:

- Establish and review this policy, in conjunction with the Principal, staff, parent/carers and students to ensure it promotes good behaviour and discipline.
- Support the school in maintaining high standards of behaviour and in celebrating success.

#### Principal will:

- Ensure that the policy is communicated to all members of the school community and that the expectations are clear.
- Have overall responsibility for the implementation and management of the policy and procedures.
- Delegate responsibility for the day to day management of the policy and procedures to members of the Senior Leadership Team (SLT).
- Challenge staff who fail to apply the policy in line with the school's competency or discipline procedure, as appropriate.

#### Heads of Year and Heads of Department will:

- Ensure their year groups and departments have clear procedures in line with this policy.
- Monitor the consistency of the implementation of the policy and procedures.
- Have a key role in reviewing the effectiveness of the policy and procedures.

#### Teaching and Non-teaching Staff will:

- Ensure that the policy and procedures are followed and consistently and fairly applied.
- Support colleagues in the implementation of the policy.

#### Parents/carers will:

- Work in partnership with the school to support the school's policies and procedures.
- Abide by the Home-School agreement

#### Students will:

- Be aware of the school policy and procedures and adopt a positive approach to the achievement of success.
- Adhere to the rules of the school, behave in a polite and responsible manner and enable high quality teaching and learning to take place without disruption.
- Behave in a way that is a credit to the school at all times and understand that they can be disciplined for all bad behaviour and bullying which occurs anywhere off the school premises which is witnessed by a member of staff or reported to the school.
- Be disciplined for any misbehaviour when they are: taking part in any school organised or school related activity; travelling to or from school; wearing the school uniform; or in some other way identifiable as a student of Shirley High School.



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- Be disciplined for misbehaviour at any time whether or not the previous conditions apply that: could have repercussions for the orderly running of the school; poses a threat to another student or member of the public; or could adversely affect the reputation of the school.

### Links

This policy is linked to the following policies:

- Anti Bullying Policy
- Child Protection Policy
- Drugs Education and Substance Abuse Policy
- Inclusion Policy
- Attendance and Punctuality Policy
- Community Cohesion Policy
- E-Safety Policy
- Spiritual and Personal Development Policy (inc. PSHE)

This policy is linked to the following information published in the Student Planners:

- Home – School Agreement
- Student Guidelines for Network and Internet Use and Responsible Internet Use
- Code of Conduct
- School Rules
- Anti-Bullying Student Policy and Pledge

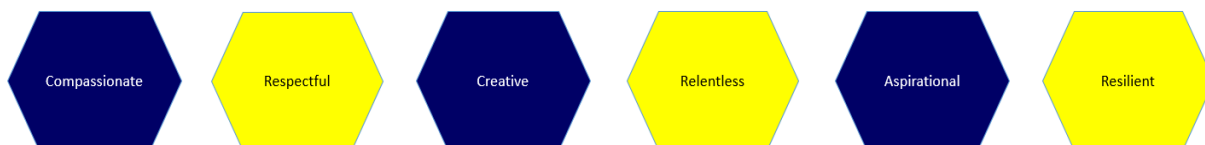
### Evaluation and Monitoring

This policy is a dynamic document and will be updated as new guidance is produced or, in response to research, review or other events that have not previously been covered in depth.

Action resulting from this policy is governed by the following appendices:

1. School Rules for the guidance of students, parents/carers and staff.
2. School Procedures for the guidance of students, parents/carers and staff
3. Sanctions outline
4. Use of Reasonable Force Guidance (including appendix 4a - Use of Reasonable Force Report)

We want all at SHS to believe in and maintain the values of our school:





**Appendix 1 – School Rules for the Guidance of Students, Parents/Carers and Staff**

**GOLDEN RULE**

**Shirley High School students are expected to show consideration and respect to all members of the school and local community at all times.**

**STUDENTS MUST:**

**1. Attendance & punctuality**

- Attend school regularly and on time.
- Be in school by 08.25 hours and at their form rooms by 8:30 hours to attend morning registration.
- Arrive at all lessons and afternoon registration on time and understand that unauthorised absence will be regarded as truancy.

**2. General behaviour**

- Follow staff instructions at all times.
- Behave in a polite and responsible manner, which does not interfere with the learning or health and safety of others.
- Show consideration and respect to all members of the school and local community at all times.
- Not threaten verbally or physically abuse or assault others, including sexually.
- Not engage in any form of bullying or bullying behaviour.
- Carry their Student Planners at all times. They are to be produced when requested by any member of staff. They should be on the desk during lessons and form time.
- Only be out of lessons with a note or if accompanied by a member of staff, unless they are a Post 16 student.
- Have the correct equipment and not disturb the learning of others.
- Attend detentions at the informed time.
- Behave in a way that is a credit to the school at all times and understand that they can be disciplined for bringing the school into disrepute.

**3. The safe use of school premises**

- Treat the school buildings and grounds with respect, keeping them free of litter, graffiti and vandalism.
- Remain outside the school buildings at break and lunchtime unless they are: using the Canteen; eating lunch in the dining areas; a Prefect or attending clubs and activities. In the case of severe weather conditions, permission will be given for students to come into the building. Only students with written permission and having signed out at Reception may leave the premises for any reason during school hours.
- Eat food only when permitted and place all litter in a bin.
- Use Russell Square as a quiet area during break and lunchtimes.
- Play ball games on the Redgra area ONLY (unless permission is given to use the field).
- Store their possessions in personal lockers as necessary. The school is not responsible for any loss incurred.
- Move quickly and carefully around the school keeping to the left in corridors and on stairs, showing due concern for others, especially during lesson changeovers and/ or in busy areas.

**4. Uniform**

- Wear full school uniform and appear smart and correct – in school and to and from school. (Year 7 – 11)
- Wear clothing in line with the dress code for sixth form students. (Year 12 & 13)
- Wear appropriate black, smart, wholly leather or leather equivalent waterproof school shoes – unless taking part in PE/games activities. (trainers, boots or shoes made of cloth /canvas material are not permitted)
- Wear mid-grey trousers and/or skirts (on or about the knee) that conform to the permitted style.
- Wear coats, scarves and gloves outside, on the school premises during break and lunchtime only. (Headwear is not permitted to be worn in school at any time unless permission by the Principal is given for medical or religious reasons or in the case of extreme weather).
- Not wear 'hoodies' on the school premises.
- Ensure all items of clothing are clearly marked with the owner's name.
- Not have extreme hair colours, extreme hair styles, obvious make-up and coloured nail polish. The Principal's judgement in this matter is final.



## **5. Prohibited and banned items:**

Understand that:

- School governors have a zero tolerance policy to the possession of knives or any other offensive weapon. These items are prohibited and if seen or found as a result of a search will be confiscated and retained. Any student who is in possession of a knife and/or any other object which can be used to threaten, cause injury, damage and/or harm to other students/adults or is used to commit an offence will be permanently excluded. The police will be contacted regarding any incident involving the discovery of an offensive weapon.
- School governors have a zero tolerance policy on illegal drugs and alcohol. These substances and any associated paraphernalia are prohibited and if seen or found as a result of a search will be confiscated and retained. Failure to follow the school policy on drugs and substance abuse will lead to permanent exclusion. The police will be contacted regarding any incident involving the discovery of illegal drugs.
- Students in Years 7 - 11 must not be in possession of cigarettes, tobacco, cigarette papers or electronic smoking devices. These items are prohibited and if seen or found as a result of a search will be confiscated and retained or disposed of.
- Students must not be in possession of stolen items. If stolen items are seen or found as a result of a search they will be confiscated and retained.
- Students must not be in possession of fireworks. These items are prohibited and if seen or found as a result of a search will be confiscated and retained or disposed of.
- Students must not be in possession of pornographic images. These items are prohibited and if seen or found as a result of a search will be confiscated and retained or disposed of. If the images are found on a mobile phone or other electronic device, this device will be confiscated and the images retained or deleted.
- Students must not be in possession of lighters, matches, aerosol cans, laser torches / pens. These items are banned by the school and if seen or found as a result of a search will be confiscated and may be disposed of.
- Students in Years 7 – 11 are forbidden to be in possession of electronic and communication devices and headsets including MP3 players, iPods and mobile phones. These items are banned by the school and if seen or found as a result of a search will be confiscated and returned either to the parent/carer on visiting the school during normal school opening hours or to the student at a specified time.
- Searches can be undertaken by members of staff through the use of any of the following; metal detecting equipment, clothing search and bag search. The police will be called if any further search is required.
- Students in Years 7 – 11 are not permitted to wear any jewellery other than a watch. These items are banned by the school and if seen students will be asked to remove them immediately. Failure to comply with this request or repeated breaches of this rule will result in the jewellery being confiscated and returned to the student at a specified time.
- School will not be liable for losses of or damage to or theft of prohibited and / or banned items.
- School staff can confiscate any prohibited item, or any item which they consider harmful or detrimental to school discipline however found.
- School governors reserve the right for the Principal to ban or confiscate any item that could compromise the well-being of any member of the school community.

### **Parents/carers must:**

- Be aware of and support the above rules for students.
- Take responsibility for their child's/children's behaviour both inside and outside of school and insist upon high standards of uniform, behaviour and discipline.
- Attend annual parents' evenings, information evenings and events aimed at celebrating success.
- Check the Student Planner daily for evidence of recognised success and good standards of behaviour.
- Respond in a supportive way to all communications from the school and inform school as soon as there are any changes to their personal information.
- Communicate in a courteous manner to all members of the school community. Abusive, insulting or threatening behaviour will not be tolerated.

### **Staff must:**

#### **1. Application of policy**

- Apply rewards and sanctions consistently and fairly, in line with this policy.



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- Uphold the school policy on uniform and insist on high standards of appearance in students.
  - Adopt the 5\* Standard (plan lesson, meet and greet, check uniform and equipment, take register, orderly finish and dismissal)
  - Challenge anyone who doesn't apply this policy fully and impartially
- 2. Teaching and learning**
- Meet the learning and pastoral needs of students through creating an effective learning environment which is positive and encouraging.
  - Monitor and reward students for effort, attainment and positive behaviour.
  - Ensure that the concerns of students are listened to and appropriately addressed.
  - Liaise with parents/carers regarding concerns and / or successes of students.
- 3. General behaviour**
- Have high expectations of student behaviour in class and around school.
  - Be a good role model in relation to behaviour, standards of dress, manner and expectations.
  - Be consistent and fair in dealing with students.
  - Consistently challenge the behaviour of students who act inappropriately.
- 4. Searching and confiscating**
- Apply the appropriate sanction if you suspect a student has a banned or prohibited item in their possession but refuses to hand it over and **refuses consent** for a search.
  - Ensure that when looking for banned or prohibited item(s) that the extent of the search is restricted to students emptying pockets, students' removal of their outer clothing and the searching of lockers, desks and bags.
  - Ensure that confiscated banned items are stored safely and securely (ideally in the school safe) and returned to the student at a specified time.
  - Ensure that prohibited items are handed immediately to a member of the SLT.
- 5. Use of reasonable force**
- Understand that everyone employed by the school, representatives from outside agencies and voluntary helpers are authorised by the Principal to use reasonable force to control or restrain students where they can justify that other means have been attempted and proved ineffective or are impractical.
  - Use it as an act of care and not punishment.
  - Use it as a last resort when all other reasonable strategies have proved ineffective or impracticable.
  - Use it with the minimum of force necessary and such that the degree and duration of force is proportionate to the circumstances.
  - Conduct themselves in a manner that maintains the safety and dignity of all concerned.
  - Refer to appendix 4 for further guidance.



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### **Appendix 2 – School procedures for the guidance of Students, Parents/Carers and Staff**

#### **Rewards**

Rewards are an important aspect of the ethos of the school in that the achievements and successes of students, at whatever level, are noted and given due worth. Praise and rewards may be appropriate for an individual student, whole class or year group.

Rewards are given through:

- Praise - frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded.
- Recording achievements - an area of the student planner is available for recording achievement.
- Tangible evidence – including certificates, recommendation for the Book of Excellence, postcards and / or letters home which are used for students to compile records of achievement and for future reference (college applications, employment etc)

We believe strongly that ABC (Attendance - Behaviour – Commitment) forms an appropriate foundation for success and it is these aspects our rewards system is built on.

#### **Attendance**

- Verbal praise from the form tutor.
- Postcards from the Attendance Officer for improved attendance.
- 100% term attendance = certificate awarded in assembly by a member of SLT.
- 100% year attendance = certificate awarded in assembly by the Principal.
- 100% stage attendance i.e. Key Stage 3 (Year 7 & 8), Key Stage 4 (Year 9, 10 & 11), Key Stage 5 (Year 12 & 13) = certificate and award presented at the Celebration of Success.
- 100% school attendance i.e. Year 7 through to 13 = certificate and award presented at the Celebration of Success.
- Mufti days awarded to any tutor group with 100% attendance and punctuality in a week and to individual students who achieve 100% attendance and punctuality in a half term.

#### **Behaviour**

- Verbal praise from the subject teacher / form tutor.
- Subject postcards from subject staff for improved behaviour.
- Excellent behaviour for a term (based on all satisfactory behaviour grades on that term's grade report/ no detentions/ no isolations/ no seclusions/ no exclusions) = certificate awarded by HoY in assembly.
- Excellent behaviour for a year (based on all satisfactory behaviour grades on all three grade reports / no detentions / no isolations / no seclusions / no exclusions) = certificate and award presented by the Principal in assembly.

#### **Commitment (to learning and the school community)**

- Verbal praise in the classroom and / or form room from the subject teacher and / or form tutor.

#### **Year 7 & 8:**

- Achievement point awarded by subject teacher



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- 5 achievement points = postcard home from subject teacher.
- Bronze Award Certificate for 25 achievement points awarded by HoY in assembly.
- Silver Award Certificate for 50 achievement points and item of SHS stationery awarded by member of SLT in assembly.
- Gold Award Certificate for 75 achievement points and item of SHS stationery awarded by member of SLT in assembly.
- Platinum Award Certificate for 100 achievement points awarded by Principal in assembly.
- Mufti Day for students placed in the Top 20 or in the Top 20 most improved in their Year Group.
- Outstanding work / outstanding community act = entry to the Book of Excellence
- Nomination from fellow students for the Jack Petchey Award. Winner has certificate awarded in assembly by a member of SLT and has photograph taken for the Jack Petchey Award Board with the Principal. Winner nominates where the £200 prize money is spent within school.
- Subject specific progress and achievement prizes awarded at Celebration of Success.

### **Years 9, 10 & 11 and Years 12 & 13:**

- Commendation awarded in subject by the subject teacher at the end of every half term – letter sent home.
- 5 commendations or more in a half term = commendation certificate (with subjects listed), item of SHS stationery awarded by member of the SLT in assembly.
- Commendation certificate received every half term in an academic year = Principal's commendation certificate awarded by the Principal in the end of year assembly.
- Mufti Day for students placed in the Top 20 or in the Top 20 most improved in their Year Group.
- Outstanding work / outstanding community act = entry to the Book of Excellence
- Nomination from fellow students for the Jack Petchey Award. Winner has certificate awarded in assembly by a member of SLT and has photograph taken for the Jack Petchey Award Board with the Principal. Winner nominates where the £200 prize money is spent within school.
- Specific prizes awarded at Celebration of Success.
- Students achieving the best academic results have their names placed on school honours board.

### **Criteria for the awarding of Achievement Points (Years 7 & 8 only):**

- The production of an excellent piece of work either in class or for homework.
- Excellent effort in completing a task.
- A protracted effort over a period of time – subject stamp x 5.
- A contribution to the teacher or class which deserves recognition.
- A charitable act worthy of special praise.
- An act of exceptional helpfulness for the benefit of others.

### **Criteria for the awarding of Commendations (Years 9 – 13 only):**

- The production of excellent pieces of work either in class or for homework over the half term period.
- A protracted effort over the half term period.
- A contribution to the teacher or class which deserves recognition.
- A charitable act worthy of special praise.
- An act of exceptional helpfulness for the benefit of others.

### **Criteria for entry to the Book of Excellence:**





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Students will be sent to see the Principal for entry to the Book of Excellence by subject staff, or form tutor, or Head of Year or Head of Department for:

- production of outstanding work usually as a result of a long term project / coursework / controlled assessment
- production of outstanding work while representing the school at an external event e.g. sports event, performance at Fairfield Halls, public debate.
- an outstanding community act recognised out of school, usually by a member of the public
- an outstanding community act recognised in school

The Principal will meet with the student and either view the work or discuss the community act or external event and place the student's name in the school's Book of Excellence. A letter is sent home to confirm this has taken place and the student's name is placed on the 'wall of excellence'.

### Additional Rewards

Other rewards specific to departments and / or year groups are also awarded. For specific criteria please see department or year group areas on the school website.

- Sports & Department Colours.
- Medals and / or trophies and / or certificates awarded for sporting events - PE Department.
- End of Year Trips / Activities – Years 7, 8, 9 & 12.

### Further Commitment

The following achievements demonstrate further commitment to the school community and are also recognised as successes. They are rewarded through the awarding of a badge to be worn during the term of office and a certificate following the term served:

- Form Representative
- School Council representative
- Anti-Bullying Ambassador
- Young Interpreters
- Year 11 Prefect
- Head Girl and Head Boy (prizes also awarded at the Celebration of Success and names placed on school honours board)
- Performing Arts Ambassadors
- School Captain (Sixth Form)
- Sixth Form Head Prefect
- Sixth Form Mentor



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### SANCTIONS

**It is important to recognise that sanctions in themselves will not automatically “fix” behaviour; in order for behaviour to improve, a student must learn to recognise why their actions may have been wrong and build a determination to act with greater consideration in the future via reflection. Clearly, alongside parents/carers, all members of staff at Shirley High School have a responsibility towards teaching and modelling outstanding behaviour at all times.**

#### Detentions

Detentions are given to students for breaches of school rules and procedures (all homework related issues are to be dealt with in departments):

- Green level sanction issued by subject teacher/form tutor (for green offence). Sanction by subject teacher/form tutor of a 15 minute detention – preferably on the day during break or lunchtime.
- Amber level sanction issued by subject teacher/form tutor (for amber offence or persistent failure to attend green detention). Sanction by subject teacher/form tutor of a 30 minutes detention with 24 hrs notice avoiding Thursdays.
- Amber level sanction issued by subject teacher / form tutor (for persistent failure to attend previous amber 30 minute detention). Sanction by same subject teacher/form tutor of a reissued detention increased to 45 minutes with 24 hrs notice avoiding Thursdays.
- Red level sanction (completed on a red card) and passed onto respective HOY/HOD by subject teacher/form tutor for red offence or persistent failure to attend amber 45 minute detention. Sanction by the Middle Leader of a 60 or 90 minute ‘Middle Leader’ detention run weekly every Thursday by the HOYs/HODs on rotation.
- Red level sanction (completed on a red card) and passed onto SLT Line Manager by the HOY/HOD due to nature of offence. Sanction by the SLT Line Manager of a 120 minute ‘SLT’ detention run weekly every Thursday by SLT on rotation.
- Deliberate failure to attend a Middle Leader or SLT detention will result in a one day Seclusion as well as the original detention being reissued for the next scheduled Thursday.
- Any student absent on the day of detention will automatically carry it out on the day he/she returns to the school or in the case of Middle Leader or SLT detentions at the next scheduled Thursday.
- Saturday detentions will be issued for persistent poor punctuality to school and repeated red card offences in a half term. These detentions will be 3 hours in duration. Deliberate failure to attend a Saturday detention will result in a one day Seclusion as well as the original detention being reissued for the next scheduled Saturday detention.

NB students may be detained as follows without 24 hour notice:

- Form tutor/ subject staff may detain students without notice until 3.30 pm
- Middle leaders may detain students without notice until 4.00 pm
- Senior leaders may detain students without notice until 5.00 pm

When a student is detained for longer than thirty minutes, without 24hr notice, efforts will be made to notify the parent/carer that this is taking place.

#### Community Service Detentions



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Students can be detained at break time or lunch time by staff to undertake community service. E.g. litter picking, chewing gum removal, clearing dining tables.

### Isolation

A student will be isolated from a lesson if their behaviour disrupts the lesson to the extent where teaching and learning is compromised. In this case the student can be:

- Sent to the Head of Department or other nominated member of staff in that Department to work in isolation. The member of staff should complete sections 1, 2 & 4 on a red card and pass it to the HOD/HOY. Automatic sanction by the Middle Leader of a 60 or 90 minute 'Middle Leader' detention.
- Removed from the lesson by the staff member on call and taken to the Isolation Room. The member of staff should complete sections 1, 2 & 4 on a red card and pass it to the HOD/HOY. The HOD/HOY will pass it to their SLT Line Manager. Automatic sanction by the SLT Line Manager of a 120 minute 'SLT' detention.

A student may also be placed in the Isolation Room for pastoral reasons which may include unacceptable uniform / appearance (when it not possible for the student to leave the premises briefly to remedy breaches of the school's rules on appearance and/or uniform), ongoing investigations into an incident involving them, or unacceptable behaviour at break or lunchtime.

### Respite and Reflection

A student may be placed in the Seclusion Unit for a period of respite and reflection following a breach of school rules e.g. persistent truancy from school and / or lessons, persistent refusal to wear correct uniform or maintain an appearance in keeping with expectations. The Senior Leadership Team will have responsibility for determining whether a student should be referred for respite and reflection and the length of time that student is to spend in the Seclusion Unit.

### Seclusion and Exclusion

**Seclusion** provides on-site education for students involved in a serious breach of school rules and/or procedures, who in the past would have been excluded for a fixed-period. The Senior Leadership Team will have responsibility for determining whether a student should be referred for seclusion and the length of time that student is to spend in the Seclusion Unit. Students subject to investigation for serious breaches of the school rules, can be referred to the Seclusion unit to be kept out of circulation.

A reintegration meeting with parents / carers will be arranged for any student who is a repeat offender, prior to the return of a student to mainstream lessons. This reintegration will take place with the Head of Year and the student will not return to mainstream lessons if evidence from the reintegration meeting shows that the student is not ready.

**Fixed Term Exclusion** is given in response to serious breaches of the school's rules and procedures, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention, isolation and seclusion are considered inappropriate.



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In exceptional cases – usually where further evidence has come to light – a fixed period exclusion may be extended or a permanent exclusion may be issued.

After a fixed term exclusion a reintegration meeting with parents / carers will be arranged prior to the return of a student to mainstream lessons. This reintegration will take place with the Head of Year and the respective Vice Principal. The student will not return to mainstream lessons if evidence from the reintegration meeting shows that the student is not ready.

**A Behaviour Support Programme (BSP)** will be completed, at the reintegration meeting following seclusion or fixed term exclusion. It is a supportive monitoring document and it is initiated when the student concerned; shows behaviour that consistently does not meet the school's expectations; has developed a history of seclusions and / or fixed term exclusions; is at risk of permanent exclusion or is at risk of failure through disaffection. A copy of the BSP is given to all teaching staff for the student and it is carried around by the student. It is reviewed after four weeks and is either terminated, extended or a new BSP drawn up, depending on the outcome of the review.

### **Alternative Education Provision in the 'School House'**

Students whose behaviour is a serious cause for concern in school may be referred to the School House for either a short term or long term placement. Students in this provision will follow an adapted curriculum and have bespoke timetables. The aim of the provision is to either lead to an improvement in a student's behaviour thereby enabling them to return to the main school or to enhance their chances of educational success through remaining in an environment more suited to their needs. The decision to place a student in the school house will be made by the Senior Vice Principal – Pastoral.

**Permanent Exclusion** is the decision to permanently exclude a student from the school. It is a serious decision which will only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

A permanent exclusion will result from persistent and malicious disruption or non-cooperation or refusal to follow staff instructions or to accept the authority of staff. Serious breaches that will lead to permanent exclusion include:

- Serious actual or threatened violence against another student or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

### **School Discipline Panel Meetings**

The purpose of the School Discipline Panel Meeting is to signal to the student that poor behaviour will not be tolerated and that they could be in danger of permanent exclusion. They will take place when a student has consistently failed on a daily report, accrued a number of seclusions and/or fixed term exclusions and despite intervention has not modified their behaviour to a level that in line with the school's expectations of students. The structure is as follows:

#### **Stage 1**



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This involves the student attending a panel meeting consisting of:

- Head of Year
- Head of Lower School / Head of Upper School / Head of Post 16

Parents/carers will be informed of the meeting in advance and will be invited to attend. The panel meetings will be formal. The student will be reminded of the Home School agreement that was signed on entry to the school. The student's file will be reviewed and the main issues regarding behaviour raised. The student will be given the opportunity to comment on these issues. The student will either be placed on a BSP or have a current BSP reviewed. Appropriate targets will be set and strategies identified. The student will go on to target monitoring to the Head of Year. The student will be informed of the possible consequences should behaviour not improve.

A letter will be sent to parents/carers informing them of the decisions made at this panel meeting and that should behaviour not improve the school will move to a Stage 2 School Discipline Panel Meeting.

### Stage 2

This involves the student attending a panel meeting consisting of:

- Head of Inclusion & Student Support
- Head of Year
- Head of Lower School / Head of Upper School / Head of Post 16
- Senior Vice Principal

Parents/carers will be informed of the meeting in advance and should attend. The panel meetings will be formal. The student will be reminded of the Home School agreement that was signed on entry to the school. The student's BSP and target monitoring will be reviewed and any issues regarding behaviour raised. The student will be given the opportunity to comment on these issues. The parent / carer will be given the opportunity to comment on these issues. A decision will be made by the panel regarding the future education of the student. The decisions may include the following:

- Extended period on Behaviour Support Plan.
- Extended period of target monitoring by member of SLT
- Compulsory intervention e.g. EP assessment, completion of Early Help Assessment, referral to an external agency deemed appropriate for the student's needs by the school, family therapy.
- Short term placement in the School House

### Stage 3

This involves the student attending a panel meeting consisting of:

- Head of Inclusion & Student Support
- Head of Year
- Head of Lower School / Head of Upper School / Head of Post 16
- Senior Vice Principal
- At least one representative governor



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Parents/carers will be informed of the meeting in advance and should attend. The panel meetings will be formal. The student will be reminded of the Home School agreement that was signed on entry to the school. The student's Stage 2 information, BSP and target monitoring will be reviewed and any issues regarding behaviour raised. The student will be given the opportunity to comment on these issues. The parent / carer will be given the opportunity to comment on these issues. A decision will be made by the panel regarding the future education of the student. The decisions may include the following:

- Extended period on Behaviour Support Plan.
- Extended period of target monitoring by member of SLT
- Compulsory intervention e.g. EP assessment, completion of Early Help Assessment, referral to an external agency deemed appropriate for the student's needs by the school.
- Short term placement in the School House
- Long term placement in the School House
- Referral to the Fair Access Panel
- Recommendation to the Principal for a permanent exclusion



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### Appendix 3 – Sanctions outline

Shirley High School has high expectations of behaviour for all members of the school community. It is recognised that good behaviour supports outstanding teaching and learning within the classroom as well as creating a whole school environment where everyone achieves and enjoys coming to school.

**Golden Rule: Students are expected to show consideration and respect to all members of the school and local community at all times.**

#### In Lesson Procedure

##### **SWAT:**

1. State the rule that is being broken
2. **W**arn of the consequences if the rule continues to be broken
3. **A**pply the sanction (s) – green / amber/ red using the traffic light system and enter green and amber on SIMS.
4. **T**ransfer the student (following the department’s procedure for isolation) if there is persistent disruptive behaviour to the detriment of teaching and learning. Complete a red card and pass to HoD. The sanction for this is an automatic Middle Leader detention.

If further action is required beyond the SWAT system during a lesson, send for the on call member of staff by; phoning 163; or emailing [dye@shirley.croydon.sch.uk](mailto:dye@shirley.croydon.sch.uk); or phoning reception; or emailing [reception@shirley.croydon.sch.uk](mailto:reception@shirley.croydon.sch.uk). Failing this, a reliable student should be sent with a note to Reception. A red card should be completed and passed by the Middle Leader to the Senior Line Manager. The sanction for this is an automatic SLT detention.

#### Out of Lesson Procedure

Use 1, 2, 3 of the SWAT system. Appropriate level sanction to be issued by the member of staff. If a red level incident, the card should be completed and passed to HoY.

LEVEL	BEHAVIOUR	SANCTION / ACTION	RESPONSIBILITY
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<p>1 = GREEN Failure to follow instructions after a warning</p>	<ul style="list-style-type: none"> <li>• Lateness to lesson / Form Time</li> <li>• Incorrect uniform and no note from the HoY</li> <li>• Unpreparedness – no pencil case/ reading book/ student planner or day sheet issued by HoY/ equipment needs for particular lesson.</li> <li>• Wearing jewellery / nail polish / excessive make up (instant removal expected)</li> <li>• Eating in class / chewing</li> <li>• Low level disruptive behaviour</li> <li>• Poor effort / inadequate classwork / inadequate homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Green level sanction given and entered on SIMS</li> <li>• Detention recorded in Student Planner</li> <li>• 15 minute break or lunchtime detention / community service on day of incident (no notice required).</li> </ul>	<p>Form tutor / Subject teacher</p>
<p>2 = AMBER Repeated failure to cooperate</p>	<p>Straight to amber:</p> <ul style="list-style-type: none"> <li>• Failure to attend green detention.</li> <li>• Caught in possession of a mobile phone (phone to be confiscated)</li> <li>• Defiance / refusal to follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Amber level sanction given and entered on SIMS</li> <li>• Detention recorded in Student Planner</li> <li>• After school 30 minute detention set with 24hr notice. (not on Thursdays)</li> <li>• Failure to attend 30 minute detentions will result in the issue of an after school 45 minute detention with 24hr notice (not on Thursdays)</li> </ul> <p>NB Form tutor / subject teacher can detain a student until 3.30pm without notice.</p>	<p>Form tutor / Subject teacher</p>





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<p>3 = RED Unacceptable defiant behaviour</p>	<ul style="list-style-type: none"> <li>Repeated failure to cooperate over any of the above amber offences.</li> </ul> <p>Straight to red:</p> <ul style="list-style-type: none"> <li>Persistent / repeated failure or refusal to attend an amber offence detention.</li> <li>Isolation using departmental procedures (HoD, G02 or other member of staff)</li> <li>Refusal to hand over a banned / prohibited item</li> <li>Truancy from a lesson</li> <li>Prejudice related incident</li> </ul>	<ul style="list-style-type: none"> <li>Red card completed and passed to appropriate HoY / HoD for follow up.</li> <li>If in lesson - isolate using departmental procedure if necessary or send for member of staff on call if necessary.</li> <li>HoY / HoD will arrange student statement and issue an after school 'Middle Leader' 60 minute detention with 24 hrs notice for next available Thursday.</li> <li>Failure to attend 60 minute 'Middle Leader' detention will result in the issue of an after school 'Middle Leader' 90 minute detention with 24 hrs notice for next available Thursday.</li> <li>HoY / HoD to pass completed red card to the General Office for logging.</li> <li>General Office to pass red card to MF for Middle Leader Detention</li> <li>Red card to be returned to HoY for filing after Middle Leader Detention completed.</li> </ul> <p>NB Middle Leaders can detain a student until 4.00pm without notice.</p>	<p>HoY / HoD</p>
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<p><b>RED PLUS</b> Serious offences for immediate referral to SLT by Middle Leader</p>	<ul style="list-style-type: none"> <li>• Repeated failure to cooperate over any of the above red offences can be considered by SLT for a more serious sanction.</li> </ul> <p>Straight to SLT for consideration of more serious sanction:</p> <ul style="list-style-type: none"> <li>• On call for refusal to be isolated or breach of Health and Safety</li> <li>• Persistent defiant / disruptive behaviour</li> <li>• Anti-social behaviour (including theft, vandalism graffiti, smoking or found in the company of others smoking)</li> <li>• Swearing / verbal abuse</li> <li>• Violent or aggressive behaviour including sexual abuse or assault</li> <li>• Breach of health and safety / dangerous behaviour</li> <li>• Bullying</li> <li>• Persistent truancy</li> <li>• Possession of a prohibited item</li> </ul>	<ul style="list-style-type: none"> <li>• Red card completed and passed to appropriate HoY / HoD who will arrange student statement.</li> <li>• HoY / HoD to refer incident to SLT line manager.</li> <li>• SLT will either issue an after school 'SLT' 120 minute detention with 24 hrs notice for next available Thursday or liaise with the HoY/HoD for a referral for Respite and Reflection or Seclusion.</li> <li>• Completed card to be passed to General Office for logging and then Red card to be passed to MF if an SLT detention is the sanction.</li> <li>• Red card and paperwork to be returned to HoY for filing after the Senior Leader Detention is completed.</li> <li>• If Respite and Reflection is the sanction, the red card is not to be logged but attached to the Respite and Reflection paperwork.</li> <li>• If Seclusion is the sanction, the red card is not to be logged but attached to the seclusion paperwork.</li> <li>• SLT will refer serious incidents to the Principal for a decision on fixed term or permanent exclusion.</li> <li>• If Exclusion is the sanction, the red card is not to be logged but attached to the exclusion paperwork.</li> </ul> <p>NB Senior Leaders can detain a student until 5.00pm without notice.</p>	<p>HoY / HoD / SLT</p>
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**General Guidelines:**

- Students must not be sent to stand unsupervised outside a classroom. If necessary and isolation following your departmental procedure is not appropriate (e.g. distraught student) please send student(s) with a note in their planner to Reception who will contact the member of staff on call to see the student.
- If a student shows a Time Out card please allow them to leave immediately. They will know who to report to and where. There is no need for you to write a note in their planner.
- This policy outlines general guidance however the Principal has the right to exercise discretion on a case by case basis.



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### Appendix 4 – Use of reasonable force guidance

1. Shirley High does not advocate the use of reasonable force but recognises that there are rare circumstances where its use may be necessary to control or restrain a student who:
  - Is either committing or about to commit a criminal offence.
  - Is likely to injure themselves or others.
  - Is causing damage to property (including the student's own property).
  - Is engaging in any behaviour prejudicial to maintaining good order and discipline at the school, whether that behaviour occurs in a classroom during a teaching session or elsewhere. NB Many situations which fall into this category, for example a student who decides to leave a lesson or school without permission or a student who refuses to obey an order to leave the classroom or who is disrupting a lesson, are best dealt with through other school procedures.

**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, shepherding a student away by placing a hand in the centre of their back, pushing or pulling.

**Restraint** means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances.

It is not reasonable to:

- Hold a student around the neck, by the collar, or in a way that restricts the student's ability to breathe.
  - Slap, punch or kick a student.
  - Trip up a student.
  - Hold or pull a student by the hair.
2. All members of staff employed by the school, representatives from outside agencies and voluntary helpers are authorised by the Principal to use reasonable force to control or restrain students; on the school premises, on an educational visit or on a school trip; where they can justify that it is:
    - As an act of care and not punishment
    - As a last resort when all other reasonable strategies have proved ineffective or impracticable
    - With the minimum force necessary and such that the degree and duration of force is
    - Proportionate to the circumstances.
    - Conducted in a manner that maintains the safety and dignity of all concerned.
  2. The use of reasonable force should be as a last resort. Staff should be able to justify that means other than force have been attempted and proved ineffective or would have been impracticable. In order to prevent or defuse a difficult situation, staff may find it useful to:
    - Summon the assistance of another authorised member of staff.
    - Continue speaking and listening to the student.
    - Divert, distract, cajole or humour.
    - Employ appropriate levels of eye contact during any dialogue.
    - Reason with the student and offer him appropriate choices.
    - In the case of use of restraint - as soon as it is safe, gradually relax any hold or restraint to allow the student to regain self-control. The student should be informed about what



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will happen next and be offered reassurance and encouragement to remain calm. In this way the student will be more likely to see the use of reasonable force as an act of care.

4. Positive physical contact involving staff and students can contribute to the development of a safe, supportive and inclusive school culture. There may be circumstances in which contact with students is likely, unavoidable or necessary. Examples occur when members of staff are working with students with special educational needs who may require physical prompts or help, students requiring first aid, students receiving coaching in sport, as part of a curriculum activity or with students in distress. Staff will need to make professional judgments about the nature and extent of their physical contact with students, to ensure innocent and well intentioned actions are not misconstrued. Staff will need to have particular regard for cultural sensitivities, to the developing awareness of adolescent students and in particular, to children who have previously experienced physical or sexual abuse.
5. Members of staff must record any serious incident involving the use of reasonable force using the 'Use of Reasonable Force' Report (appendix 4a) and give a copy to the Senior Vice Principal (Student Well-being) as soon as possible. This is to ensure that parents / carers can be informed without delay and incidents can be monitored. All complaints following a dispute about the use of force used by an adult should be referred to the Senior Vice Principal (Student Well-being).

Section 550A of the Education Act of 1996 does not cover all situations in which it might be permissible to use a degree of force. For example, everyone has the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so.



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### **Appendix 4a - Use of Reasonable Force Report**

NAME OF MEMBER OF STAFF:

DATE:

NAMES OF STUDENT(S) INVOLVED:

WHERE THE INCIDENT TOOK PLACE:

WHEN THE INCIDENT TOOK PLACE:

NAMES OF ANY MEMBERS OF STAFF AND/OR STUDENTS WHO WITNESSED THE INCIDENT:

THE REASON WHY THE USE OF REASONABLE FORCE WAS NECESSARY:

DESCRIBE THE TYPE OF REASONABLE FORCE USED:

DESCRIBE THE DEGREE OF FORCE AND FOR HOW LONG:

DETAILS OF HOW THE INCIDENT BEGAN, DEVELOPED AND WAS RESOLVED:

DETAILS OF ANY INJURY SUFFERED BY THE STUDENT, ANOTHER STUDENT OR MEMBER OF STAFF AND OF ANY DAMAGE TO PROPERTY:

Staff signature: