



*Barbara Speake Stage School*

## **Barbara Speake Stage School Behaviour – Classroom Management & Exclusion Policy**

### **School Ethos**

The Barbara Speake Stage School is a place where all individuals are respected and their individuality valued, where students are expected to achieve to the best of their ability both academically and vocationally, where self-discipline is promoted and where good behaviour is the norm.

This policy is pivotal to developing each student as an individual and to develop their potential to the fullest. This aim of the policy is to outline, for all members of our community, a range of School Expectations, Strategies and Rules to:

- Promote self-discipline and a high regard for authority among students
- Encourage good behaviour and respect for others, and to aim to prevent all forms of bullying
- Ensure student's standards of behaviour is acceptable
- Regulate students' conduct
- Enable students to behave well, and the approaches to adopt when students' behaviour falls short of our expectations
- Ensure a standard of student behaviour that is not detrimental to learning.

### **Statement of Principles**

The Head Teacher will have regard to the general principles established and agreed in determining any measures taken to promote outstanding behaviour. These principles are:

- To provide a safe environment in which all students are supported to achieve their potential, and the school will provide students with support to overcome any barriers to learning they may face.
- For students to achieve their full potential, outstanding learning and teaching needs to take place in lessons.
- Outstanding behaviour management will be proactive consistent and fair in its use of rewards and sanctions.
- Behaviour management is central to a student's development – it develops the individual and how they relate to others in the world around them. It is not simply about getting them to let us do our job. Behaving appropriately is part of their learning.

The Head teacher will ensure that the expectations and rules are reviewed periodically by the Management team, other staff and students. A copy of the school code of conduct and school rules are included later in this policy.

## **Rewards and Sanctions**

The school has a clear set of rewards and sanctions that are communicated to staff, students and parents through the staff and parent's evenings and meetings. See Rewards & Sanctions Policy for further details.

## **Expectations and Involvement of Staff**

All staff are expected to encourage good behaviour and respect for other students, and to apply all rewards and sanctions fairly and consistently. Overall responsibility for behaviour lies with the Head teacher and Principal. Staff input to policy is encouraged and welcomed through formal and informal conversation with the Head Teacher and Principal, through written response to communications and consultations during regular staff meetings and inset days.

## **Strategies for Staff to Use in Promoting and Rewarding Good Behaviour:**

Staff can adopt a number of strategies outlined to promote effective behaviour in the classroom and around the school.

- **Expectations:** Communicate clear and high expectations of students from the beginning. Students will respond to our expectations of them.
- **High challenge, Low Stress lessons:** Ensure the learning environment and activities are stimulating and challenging. Look to minimise any activities, events or routines that's cause students to feel stressed rather than challenged.
- **Variety of learning methods:** all students have preferred learning styles. Where possible, ensure that lessons include a variety of different learning activities, so that students are more likely to engage in their learning thus reducing the opportunity for negative behaviour.
- **Positive use of language:** Be positive and praise significantly more than we "discipline". This is one of our most effective long term tools in developing and ethos of behaviour that aids learning.
- **Lesson Structure:** Taking in to account the students, consider if they may benefit from more structured, teacher led lessons early on to establish simple behaviour expectations and maybe move onto more student led, independent leaning based tasks when group rapport and trust has been developed. Use if modern technology where appropriate/precise use of starter tests and task to assess learning and progress.
- **Questioning technique:** Regular us of Q&A using "no hands" approach puts a greater emphasis on the students to listen and not get distracted. Respond positively to students when they are correct, always communicating that student contributions are valued even if they are wrong. Students to create tests and ask questions to others within the class as a method of assessment and monitoring, where appropriate.

- Contacting parents: Parents are key partners in students learning. Inform and involve them where relevant for both positive and negative events.
- Seating plan: Always retain the right as a teacher to choose who sits where. Place students strategically if this will enhance learning. Where appropriate partner students to create a team ethic, working, motivating and achieving together.
- Voice: look to vary the pitch, tone and volume of your voice to address behaviour. Avoid shouting, speak one to one where possible. Sometimes speak under rather than over. Sometimes, do not say anything at all.
- Use of names: When wanting behaviour responses use names rather than generalised comments that are not "owned" by anyone. For instance, rather than saying "stop talking" to a group of students, use their names so that there is clear ownership of the instructions.
- Routines: Have clear, simple instructions for routine task such as setting up and packing away that establish expectations of behaviour and do not create unnecessary opportunities for conflict.
- The Junior School "Class Dojo"  
We have adopted a new behaviour system in the Junior School called "Class Dojo". This is easy to use and gives pupils the chance to be rewarded regularly for demonstrating positive behaviour. Children take ownership of their own behaviour and enjoy working hard to win the Dojos. Class teachers can look at weekly reports to show how successful individual pupils have been and teachers can monitor success amongst classes. Class Dojo also allows staff to track negative behaviour that may be demonstrated, although pupils are then encouraged to earn back positive rewards straight after, rather than dwell on the negative. Class Dojo now forms part of our school behaviour management policy.

### **Unacceptable Conduct**

The school has a statutory power to discipline students for breaches of school rules, failure to follow instructions or other unacceptable conduct.

The school has the power to discipline students in school and in some circumstances outside of school whether they are in the charge of a member of staff or not.

All teachers and other staff in charge of students have the power to discipline.

The school define the nature of what constitutes behaviour **that does not reach our expectations** below. If incidents occur outside these direct parameters, the principles and levels clearly stated will be applied to behaviour not defined in the table. The list is not exclusive, and includes the use of electronic media.

## **A. Behaviour that does not reach our expectations:**

### **Level 1)**

- Failure to move around the school in a calm and respectful way
- Not arriving at the lesson or school on time
- Failing to allow one voice – so that the thoughts and answers of others are not respected
- Not working your hardest in lessons
- Failure to be on task throughout the lesson
- Not being fully equipped for the lesson
- Not wearing the school uniform with pride
- Drinking anything other than water during lesson
- Only use headphones when it directly relates to the learning objectives of the lesson and only with the permission of a member of staff
- Antisocial conduct towards others and their property, including rudeness
- Failure to carry out basic instructions or the practices which promote good order. Buying and selling of unauthorised goods at school
- Eating during lesson time and in the corridors
- Chewing gum
- Displaying behaviours that disrupt the life of the school

### **Learning related behaviours:**

- Failure to hand in work on time or reach the standard required by a teacher
- Repeated failure by the student to produce work on time or to the required standard
- Failure to attend work detentions to improve or put matters
- Refusal to carry out reasonable instructions to work, without due cause, wasting teacher time and that of his peers
- Any actions that inhibit the learning of others

### **Level 2)**

- Serious repetition of the behaviours above, or failure to respond to their form teacher, subject leaders such as refusal to follow instructions, and failure to attend detentions
- Non-accidental damage of property
- Smoking (including e-cigarettes) inside or out of school, or on the way to and from school.
- Possession of cigarettes or shisha pens, matches and lighters or related items
- Disruption of lessons
- Flagrant disregard for hair and uniform rules
- Truancy or absence (without god cause) without notice in advance
- Infringement of school practice i.e. rules at lunch/break times
- Bad or inappropriate language or dissent in front (or in hearing) of a teacher/staff member
- Fighting, physical retaliation or aggression
- Inappropriate behaviours that disrupt the life of the school

### **Level 3)**

- Repeated disruption of learning in lessons – including continuous low level disruption
- Repeated negative behaviour to other students in the school at break time or between lessons
- Repeated negative behaviour towards teachers or support staff, in and outside of lessons, including refusal to follow instructions
- Serious actual or threatened violence against another student or member of staff
- Sexual abuse or assault
- Abuse of any type
- Possession, use of supplying an illegal or unauthorised drug or handling of substance purporting to be drugs on school premises in school uniform, or on the way to and from school
- Possession of an offensive weapon or an item that could be perceived as such to be offensive, on school premises in school uniform, or on the way to and from school
- Actions related to radicalisation or extreme view points
- Verbal and written abuse of any type
- Using social media to bully or post inappropriate messages about other students or staff
- Abuse directed towards members of staff
- Bullying, violence, harassment or threatening behaviour
- Bringing the school into disrepute
- Theft or attempted theft
- Outright refusal to carry out school rules or the instructions of a member of the school leadership team
- Refusal to support/accept the reasonable actions of the school, as determined by school policy agreed by the school leaders, within the framework of existing legislation
- Displaying behaviours that disrupt the life of the school
- Continued and widespread repetition of unacceptable or serious actions
- Negative display of school on social media and networking sites

Behaviour that could be categorised as fitting into the 'level 3' may lead to fixed term external exclusions, and in some cases and contexts will lead to permanent exclusion.

### **The use of Disciplinary Sanctions**

The Barbara Speake Stage School has the statutory power to impose sanctions. These are imposed with reference to the latest DfE guidance (currently 'Behaviour and discipline in schools' 2014).

Sanctions must be reasonable and proportionate to the circumstances of the case. Disciplinary sanctions used by the school have three main purposes, namely to;

- Impress on the student what he or she has done has fallen short of the school's expectations
- Deter the student from repeating behaviour
- Signal to others that the behaviour is unacceptable and deter them from repeating it

## Guidance to staff for implementing the BSSS Behaviour Policy

- Make clear you are dealing with the behaviour, rather than stigmatising the person
- Avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
- Avoid sanctions coming cumulative and automatic (sanctions should always take account of individual needs, age and understanding)
- Avoid whole group sanctions that punish the innocent as well as the guilty
- Wherever possible, use sanctions that are a logical consequence of the student's inappropriate behaviour (for example, if work is not finished in class the teacher might make the student stay behind at break time to finish off)
- Use sanctions to help the student learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome)
- When appropriate use sanctions to put right the harm caused
- Never issue a sanction that is humiliating or degrading
- Use sanctions in a calm and controlled manner; ensure that sanctions are seen as inevitable and consistent (students should know that a sanction, when mentioned, will be used)
- Attempt to use the concept of sanctions to the concept of choice and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.

### **Potential Sanctions:**

This section outlines the main strategies that the school and staff may well choose to use in response to behaviour identified in Part A. They are listed in order of seriousness (Level 1, level 2 and Level 3).

1. A warning (Level 1)
2. Verbal warning/one to one admonishment
3. Change of seat in classroom
4. Temporary removal from classroom by the classroom teacher to the Management team
5. Withdrawal of privilege to use of facilities or equipment
6. Withdrawal from participation in a school event (such as a trip or vocational event that is not an essential part of the curriculum)
7. Letters or calls home to parents to inform them of the behaviour issues and sanction in conjunction with Department Policy

#### 8. Detentions:

Detentions can be given to all students. These are one of the most tangible sanctions that we can use to address the behaviour when students have not responded to other strategies. Detentions will usually be issued by the teacher dealing with the issue.

In addition to detentions given by a teacher there may also be given detentions given by the School Office and Senior Leadership Team. All detentions will be given in conjunction with and in support of staff.

A detention may be issued on the day for students. Parents will however be notified by the school office.

## **Expectations and Involvement of Students**

students are expected to conform to all the school expectations and rules and in involve themselves fully in all aspects of school life. Good work and behaviour is recognised through the school rewards systems. Failure to conform to school rules and expectations will result in sanctions being imposed. Student input to the school behaviour policy is encouraged through School Management consultation with the Senior Students who are responsible for representing not just their own views, but also those of students in the year group to which they are attached. Student questionnaires are to be introduced to seek student opinion and encourage input into school policy.

## **Expectations and Involvement of Parents**

Parents will be involved in discipline issues as appropriate. They may be informed of a problem or sanction by letter, email or by phone. In more serious situations, parents will be required to come in to the school to meet the Head Teacher and or Principal. Parental views on school policy will be sought through regular Parents' Newsletter and through individual discussion with parents. Parent questionnaires are to be introduced to seek parental opinions on this, and others aspects, of the school. Questionnaires are currently issued during parents evening to enable the school to self-evaluate its performance and take any action accordingly.

## **Equal opportunities**

All rewards and sanctions will be applied fairly and consistently and in accordance with the school's equal Opportunities Policy. Where misbehaviour is related to a mental or physical disability, reasonable adjustment will be made in dealing with the student concerned.

## **EXCLUSIONS POLICY**

There are four ways in which a student can be 'excluded' from school:

### **1. SUSPENSION (FIXED TERM EXCLUSION)**

Suspension involves exclusion from school for a fixed number of days. The length of suspension will depend upon the seriousness of the situation. Suspension may be used for an ongoing problem when other school sanctions have not been effective, or for a more serious, one off, infringement of school expectations or rules.

In some circumstances, it may be decided that an 'internal exclusion' is more appropriate. This means that the student will still attend school but will work in isolation in school and will not be allowed to mix with other students at breaks or lunchtime.

### **2. WITHDRAWAL BY THE PARENT**

This may be appropriate when there are ongoing concerns about the work, progress, attitude or behaviour of a student. The usual school sanctions and support mechanisms will be used to address the problem initially, including meeting with parents. However, if these fail to bring about the required improvement, parents may wish to withdraw their child before reaching a situation in which the student may be required to leave. Where the school and parents agree that withdrawal is the best course of action, any

fees paid in advance will normally be refunded along with any deposit remaining once all debts to the school have been cleared.

### **3. REQUIREMENT TO LEAVE**

If a student has committed a serious breach of school rules, if they show consistent failure to work or if they are not flourishing in the school environment then a 'Requirement to Leave' will be issued by the Principal. This may involve a period of notice to allow time for the parents to look for an alternative school. However, in more serious circumstances, a 'Requirement to Leave' immediately may be issued. In such circumstances, the school may agree to set work for the student to do at home while an alternative school placement is sought. Any fees paid in advance will normally be refunded along with any deposit remaining once all debts to the school have been cleared.

### **4. EXPULSION (PERMANENT EXCLUSION)**

Permanent Exclusion will be used when necessary in order to uphold and maintain the quality of teaching and learning, to protect the safety and well-being of all members of the school and to ensure that the school's aims, ethos, rules and reputation are not violated. Permanent exclusion may result from a single offence where the school considers that offence to be sufficiently serious, or it may be the result of a series of less serious offences where the repetition of these offences indicates that the student is not prepared to conform to the school rules and expectations. Permanent exclusion will also be used if a requirement to leave has been issued and parents refuse to comply with this requirement. Parents have the right to appeal against a decision to exclude. They will be informed of this in the 'Exclusion letter' and a copy of the Appeals Procedure will be enclosed. The Appeals procedure is set out in the school 'Complaints Policy, Panel Hearing'. Parents have seven days in which to decide if they wish to appeal against the decisions and on what grounds. In the case of Exclusion, the deposit and fees paid for the current term will not normally be refunded.



**The following appendices are included in the behaviour & exclusions policy as it is good practice for schools to have policies that cover these important areas. The inclusion of these appendices should not be taken as an indication that any of these areas are, or have been, of significant concern at the Barbara Speake Stage School.**

## **Appendix 1**

### **Policy on Physical Contact with Pupils and 'Reasonable Force'**

*The school adopts the guidelines set out in the Department for Education (DfE) document 'Use of Reasonable Force – Advice for head teachers, staff and governing bodies'. This document can be downloaded from the DfE website [www.education.gov.uk](http://www.education.gov.uk)*

**Physical force is never used as a means of punishment at the Barbara Speake Stage School.** However, there are occasions in which physical contact with a student is proper and necessary. Examples include:

- When demonstrating an exercise or technique in dance, singing or drama classes
- When administering First Aid
- When comforting a distressed student
- When congratulating or praising a student

In addition, the law empowers those working in schools to use 'reasonable force' when this is deemed necessary. 'Reasonable force' can be used to either control or restrain. At the Barbara Speake Stage School, this would only ever be used as a last resort and in the unlikely circumstances that it was necessary to restrain or control a student in order to prevent them from hurting themselves or others, from damaging property or from causing disorder.

## **Appendix 2**

### **Policy on Screening, Searching and Confiscation**

*The school adopts the guideline set out in the Department for Education (DfE) document 'Screening, Searching and Confiscation – Advice for head teachers, staff and governing bodies' February 2014. This document can be downloaded from the DfE website [www.education.gov.uk](http://www.education.gov.uk)*

### **Screening is not used at Barbara Speake Stage School**

The Senior Leadership Team, and any staff authorised by them, would use the statutory power to search students or their possessions, without consent, if the school suspected the student had certain prohibited items. The items that can be searched for under this statutory power are knives or weapons, alcohol, illegal drugs and stolen items.

School staff can search a student and their possession, with consent, for any other items banned under the Barbara Speake Stage School rules.

Any search would be carried out in accordance with DfE guidance.

School staff can confiscate any banned or prohibited item found as a result of a search which they consider harmful or detrimental to school discipline. Confiscated items will

be dealt with in accordance with DfE guidance. No item shall be returned to a student, a parent will need to come into school to collect offending articles.

## **CODE OF CONDUCT**

**All students at the Barbara Speake Stage School are expected to:**

- Work hard and allow others to learn
- Come to school on time, in full uniform and with the necessary equipment, homework and uniform for all academic and vocational classes
- Be polite and well-mannered and show consideration and respect for others at all times
- Maintain a clean, safe and pleasant working environment
- Follow all the school rules and expectations

## **School Rules & Guidelines**

- Always keep to the right on stairs and, wherever possible, in corridors.
- Except at the request or with the permission of a parent, students are not allowed to leave the school building at any time during the school day unless accompanied by a responsible adult or chaperone. Students must sign in and out at the school office if they leave or arrive between 8:50am and 3:55pm.
- Food and drink may only be eaten in the classroom at lunch time, or in the playground. No food or drink is to be consumed in the corridors. The only exception to this rule is that a bottle of still water may be carried at all times and consumed in class with the permissions of the teacher.
- Any medicines that are brought in to school must be handed in to the School Office with a letter from parents authorising the student to take the medicine in the presence of a member of the school office. The only exception is asthma medication/inhalers which should be carried by the students at all times.
- If students choose to bring valuable items such as iPhone, iPod, iPad, blackberry's, other mobile phones, MP3 players, PSPs, laptops, recording devices etc., they must be handed in to the school office and will be returned to the student at the end of the day. Any student found to be in possession of any of the above-mentioned items will have the item confiscated, and a parent will need to come to the school office to collect the item. Should any student refuse to hand in any of the above stated items, they will be sent home after the Parent/Guardian has been contacted and advised of the situation. We highly recommend that students DO NOT bring in any of these items, but we do not actually ban them from doing so. However, the school cannot accept responsibility for loss, damage or theft of any such items. None of the above-named items are allowed to be used during school time. All students & staff must adhere to the e-safety policy at all times in relation to mobile phones and personal electronic devices.
- Students must not plug any electrical items of their own into school sockets for Health and Safety reasons (PAT TESTED). If they have been given permission from the School Principal to bring their own laptop to school for SEN requirements, it must be charged up at home and run on battery whilst in school.
- Students are not allowed to bring or use any of the following items to school: chewing gum, aerosol sprays, make up, any non-regulation clothing or jewellery. If these items are found in school they will be confiscated and a detention may be issued. (N.B. If students

who live away from home are bringing any of these items to or from home on a Monday or Friday the items must remain in their suitcase and stored in the school office).

- On the rare occasion that a student needs to change in to their own clothes at the end of the school day, permission must be sought by their parents from a member of the Senior Management team, preferably by e-mail, but a phone request would be acceptable if e-mail is not possible. Changing must NOT take place in the classroom under any circumstances. The relevant changing room must be used.
- If a student needs to bring make up in to school for an audition, this should be handed in to the school office at the beginning of the day.
- Students are not allowed to bring any of the following in to school: penknives or other potentially dangerous objects, matches, cigarettes, lighters, alcohol or other legal substances. Smoking whilst in school or in school uniform is strictly forbidden. Breaking these rules could lead to suspension or permanent exclusion.
- Physical aggression of any type is not acceptable in school and will lead to suspension or permanent exclusion.
- Bullying is not tolerated and will be dealt with seriously in line with the school's anti-bullying policy.

### **Photos & videos in class & on the internet**

The only reason that students should be permitted to take photos or videos in class, or in school in general, is where this is an integral part of the lesson/learning and where the content of the photos and videos is under the direct control of the member of staff e.g. as part of assessments. Photos or films taken as part of such assessments must be seen and approved by staff. Photos or videos taken in school, or outside school in school uniform, must never be placed on Facebook, any other social networking site, 'YouTube' or any similar site. The only exception to this would be if the photos/video had been shown to a member of the Senior Leadership Team and they had given permission for them to be used in this way for particular purpose.

Students must not place any photo or video on any of these sites if it could in any way bring the school or an individual student into disrepute or cause embarrassment to the school or to a school student. This applies to all photos and videos, not just those taken in school or in school uniform. Students must realise that a photo that might appear to be 'fun' at the moment could actually be embarrassing, or damaging, to a student later in their career/ professional life.

Photos or videos including members of staff must never be placed on these sites under any circumstances. Any student not abiding by the above rules will be dealt with extremely seriously and places themselves at risk of permanent exclusion.

### **Classroom Rules**

Classrooms (including the Science/Art rooms and studios) are your places of work. Just as in any factory or office, there needs to be clearly understood rules and expectations to allow everyone to work successfully, safely and enjoyably.

### **Start of lessons**

- Enter rooms sensibly and go straight to your workplace
- Take off and put away any outdoor wear (not on tables/desks)
- Take out books, pens and equipment
- Put bags away (not on tables/desks)

- Remain silent during the register (except when your name is called!)

### **During Lessons**

- when your teacher talks to the whole class, remain silent and concentrate
- if the class is asked a question, put up your hand to answer, do not call out (unless you are asked for quick ideas.)
- you must have a pen, pencil, ruler, diary and any books or folders needed
- you are expected to work sensibly with your classmates: do not distract or annoy them
- if you arrive late without justifiable cause you must expect to be detained for the amount of time you missed in order to make up the work
- homework must be recorded in your diary
- eating, drinking and chewing are not allowed. The only exception is a small bottle of still water that may be drunk in class with the permission of the teacher
- I-pods, mp3 players, mobile telephones, magazines or other distractions are not allowed, and will be confiscated, as previously stated, followed by the relevant section
- You should not need to ask, or expect to be allowed, to go to the toilet during lesson time – this is what breaks and lunchtime are for. Discretion can however be applied to this rule.

### **End of lessons**

- You should not begin to pack away or put on outdoor wear until your teachers tells you to do so
- When told, stand and push in or put up your chairs; any litter should be picked up
- Only when your teacher tells you to go may you leave the room

### **Finally, but most importantly:**

Teachers are in the position of parents/guardians while you are in school. This means in particular that:

- There is no excuse for rudeness, disrespect or insolence towards teachers.
- Any reasonable request from a teacher should be varied out at once and without argument.

**BREAKING EITHER OF THESE BASIC RULES WILL BE TREATED AS A VERY SERIOUS MATTER.**

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