



MARK RUTHERFORD SCHOOL

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

BEHAVIOUR FOR LEARNING POLICY

Updated in draft version: September 2019
Updated by: F Brown

MARK RUTHERFORD SCHOOL BEHAVIOUR POLICY

Rationale

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

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

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

Aims

To celebrate success we:-

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

To Achieve Our Aims

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

Code of Behaviour

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

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

Guidelines for Managing Behaviour

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

RULES
RESPECT
ROUTINES
REWARD

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

Classroom routines

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

Head of Department responsibilities

- To produce Behaviour Rota timetable and laminate on the back of each classroom door and keep up to date
- To keep a consistent record of the use of the policy within your department and check the previous weekly behaviour update
- To ensure that subject teachers use the rota timetable and display the Code of Conduct prominently in all classrooms.
- To ensure that all use rota slips when a student is sent to the rota classroom and that subject teachers issue a 15 minute detention for each student that is removed to the rota room.
- HOD to liaise on key students behaving poorly in subject with HOH
- To act on the behaviour review and put strategies in place to support the teacher and the students.
- To ensure appropriate letters are sent out to parents informing parents that their child has had to be removed from a lesson
- To monitor that members of staff are recording referrals in the Epraise
- To report on subject behaviour via the calendar TIC meetings

Rota Person's Responsibilities

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

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

- Short detention by class teacher (15mins)
- Verbal warning
- Verbal warning – inform tutor
- Break/lunch time detention
- After school detention
- Department detention
- Students placed on subject report
- Restorative Justice conversation

Class Teacher Support Strategies

- Use the 3 warning system
- 1st warning = verbal reminder
- 2nd warning = move student to another seat
- 3rd warning = student removed to department ROTA room
- Move the student to work with a good role model, peer mentor
- Use the Behaviour management policy consistently
- Tactically ignore the secondary behaviour. Keep focused on the primary issue.
Refocus with the rule
STUDENT "Other teachers let us chew gum"
TEACHER "Maybe they do, but the rule is clear in this class chewing gum in the bin Thanks"
- Avoid an argument, especially within the public domain – Make student aware you will deal with later
- Expect respect
- Try to separate the behaviour from the person
- Using private rather than public reprimands
- Taking students aside
- Avoiding holding grudges
- Re- establishing the relationship after correction
- Actively promote, teach and support positive behaviour
- Acknowledge students when they are behaving responsibly
- Build a positive working environment
- Make your work accessible to ALL
- Plan the language of correction—to avoid using put downs and sarcasm
- Plan for behaviour e.g. seating plan
- Use humour, it can relax, engage, encourage
- Establishing working noise levels
- Make rule enforcing positive in nature "Hey Adam.... Walking , Thanks"
- Clarify the purpose of the rule. The use of the 4w's

- 1) **What did you do?**
- 2) **What rule did you break?**

- 3) What is your explanation?
- 4) What do you need to do to fix things?

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

Head of Department strategies for managing poor subject behaviour

- Good communication with parents through emails, phone calls and letters
- Agenda item at every department meeting with clear follow up and actions
- Move key students for individual lessons to identify the disruptors with the support of the behaviour team
- Move key students to a different class
- Department report with department rewards. Different colour reports linked to the seriousness red , amber, green
- Department reward strategies linked to key classes – ‘golden time’
- Regular review of subject behaviour
- Identification early of challenging classes and students,
- Ensure staff requiring support get support and training
- Subject teachers observing other teachers teaching the same class
- Regular liaison with HOH and line manager
- Ensure everyone in your department uses a seating plan and reviews it regularly
- Learning walks
- Being high profile in corridors and classes
- RAC observations with feedback on strategies
- RAC support to build relationships
- Find out from HOH the whole picture put it into context
- Ensure needs are identified and met using the strategies given out by Inclusion department
- Behaviour coaching using teacher mentors
- Effective use of praise, routines and seating plans
- Short term Isolation or Internal exclusion
- Inclusion panel referral in liaison with HOH
- Feedback requested by subject teacher about key student in other subjects
- Ensure that provision is personalised for students that are not behaving in class

Type A – In Class Behaviour

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

Type B

For serious incidents or persistent refusal to follow instructions.

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

Examples of serious misconduct/behaviour

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

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

Searching, screening and confiscation

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

Referral to Isolation Area

- **Isolation requests can be made by HOD, HOH or Leadership team**
- The person making the request must ensure incident is logged and discussed with Mrs J Bloor, Mrs Foster, Mrs F Brown, Mr B Barker or Mrs J Strong.
- Referring member of staff should then call home and talk to parents
- Once this has been agreed Isolation email is sent
- For serious incidents where the Isolation has been identified a readmission meeting must take place to ensure the issue is resolved before the student is returned to class
- If there is non-compliance and poor behaviour in the Isolation room a blue card should be called and DTL decides on further consequence. The student must successfully complete the isolation sanction before returning to lessons.
- A student may be referred to the Isolation area for a period of isolation. There will be a record of those students attending and a daily bulletin reminding staff who is attending
- Students will not be able to refer themselves
- Class teachers cannot send students directly to the Isolation nor can it be used as a Rota room
- HOD to provide resources to support the Isolation area.
- Students referred > 3 times per term will require a different sanction

Referral to Internal Exclusion

- Internal exclusion requests can only be made by a member of the Leadership Team
- The person making the request must ensure incident is logged and discussed with Line Manager
- Referring member of staff should then call home and inform parents
- A readmission MUST be arranged with referrer, students and parents before the student can come back to school. If needed a LG Line manager may be present to support. All type A referrals will require a readmission
- Non-compliance and poor behaviour in Internal Exclusion will result in a further consequence agreed by Mrs J Bloor. The student must complete the Internal Exclusion sanction successfully before being returned to lessons

Out of Class Behaviour

This could take place at the following times

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

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

Incidents around the school need to be recorded on Epraise and passed to the Duty Team Leader for the day. For more serious incidents around the school, a student may be placed in a whole school detention. A standard letter will be sent home via student reception and detentions will be every day 2.55 until 3.55p.m, with the exception of a Monday. This will be supervised by staff on a rota basis. This detention can also be used for students who are persistently late to lessons and/or school, or who fail to attend Head of Department detentions Failure to turn up to school detention could result in a number of sanctions being applied.

Pupils' conduct outside the school gates

Dfe extract February 2014

What the law allows:

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

- At Mark Rutherford School we expect high standards of behaviour of all our students; this includes the way they present themselves on the way to school and from school.
- We expect students to adhere to our code of conduct and to wear their uniform with pride.
- We will act on any misbehaviour that takes place.
 - misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or

- travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

USING THE BLUE CARD (Protocols)

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

A blue card should be issued where the following occur:

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

Please ensure you log on Epraise after a blue card to ensure the right sanction is applied. All blue cards will be recorded by reception and monitored termly by Mrs F Brown. It is the responsibility of the teacher to follow up the outcome of the incident in liaison with H.O.D./H.O.H.

Leadership Sanctions as a Result of a Blue Card

- Where a student has disrupted a rota room a BC will be called and the students will be referred to Isolation by the department in liaison with LM. They will spend 5 lessons including social time in isolation. A restorative justice meeting will need to take place with the HOD/LM and student.
- Where a student has refused to leave the classroom or to go to the Rota room. A student will be referred to Isolation by the department in liaison with LM.
- A readmission will need to take place with HOD and LM. Once picked up through a blue card they will spend 5 lessons including social time in Isolation. A restorative justice meeting will need to take place with the HOD/LM and student.
- Leadership group will exercise judgement when called on other incidents and the following sanctions may be applied
 - Period in Internal exclusion
 - Fixed term exclusion
- Where a blue card is called and the incident is deemed to be of a minor nature it will be referred back to the class teacher and H.O.D.

Whole School Detention (Protocols)

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

- Misconduct in between lessons
- Inappropriate behaviour before and after school
- Inappropriate behaviour at break and lunch
- Failing to attend a 30min late detention

Failure of a student to do a whole school detention will need to be followed up by referrer, the following sanction would be a leadership detention. This will need to be logged on Epraise and parents informed. This could be Department Head or a HOH and sanction agreed that is followed up with Line Manager support.

When students are late to school in the mornings they will be referred to a 30 minute late detention on the same day. Parents will be informed via text message. This will be supported on a daily basis by the AHOH.

Standardisation of Students Reports

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

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

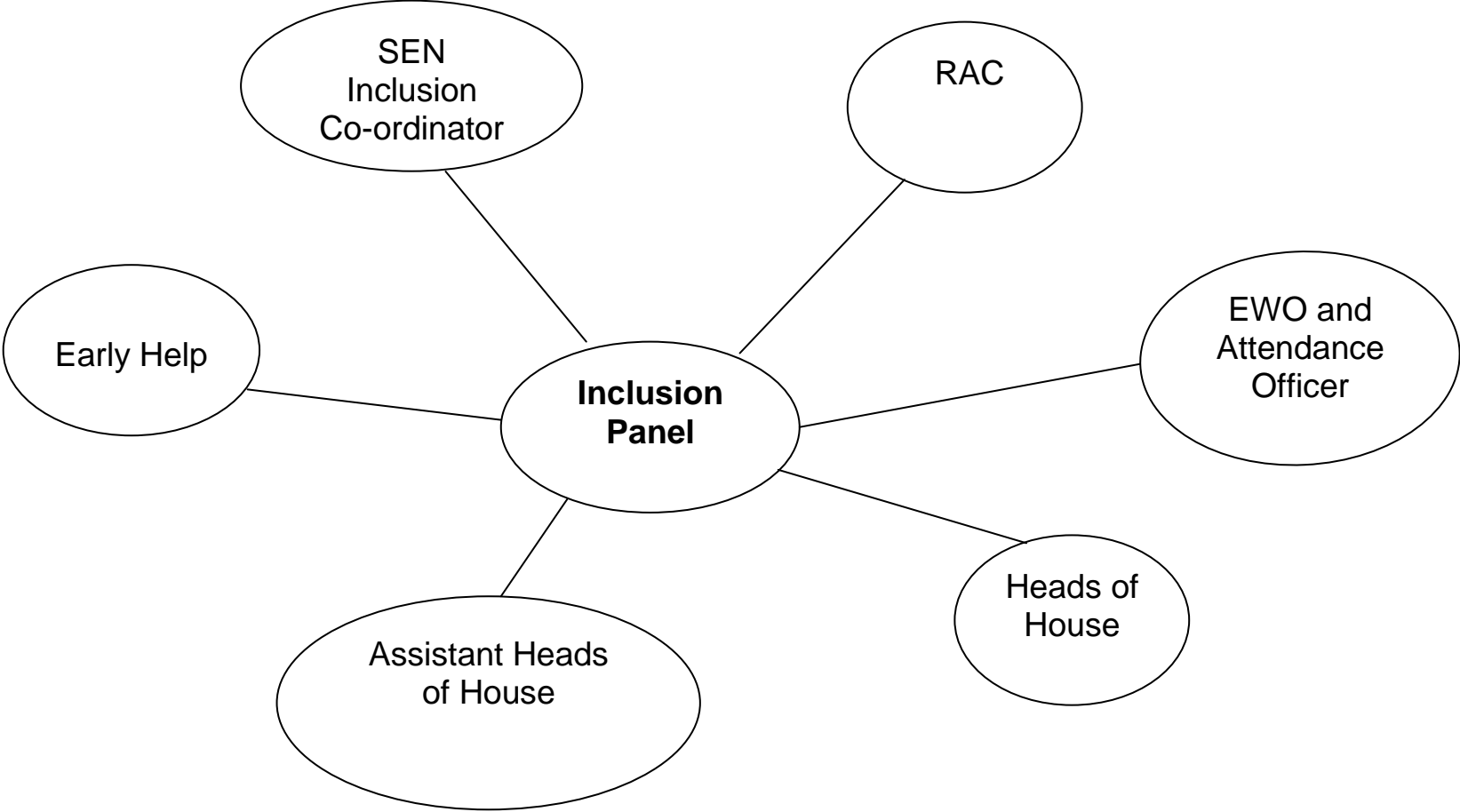
Failure on a report will result in an escalation of levels and an appropriate sanction referred to Inclusion panel.

APPENDIX

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

Appendix A

WHO IS INVOLVED?





Mark Rutherford School Weekly Progress Report

This report is to support you in modifying your behaviours that may result in you underachieving. You are on this report due to working below your expected level of attainment and/or your standards do not meet the school's expectations at present.

| |
|--------------|
| Name: |
| Year Group: |
| Tutor Group: |
| Tutor: . |
| Start Date: |

Weekly Attitude to Learning Progress Report

Target 1:

Target 2:

Target 3:

A1 – Outstanding levels of behaviour and work is consistently produced to a high standard. You apply yourself fully to set tasks and are engaged in your learning. You work well independently and with others and take responsibility for your own learning. You arrive to lesson on time and fully equipped.

A2 – Your behaviour is good and you contribute positively to your learning and that of others. You produce good quality work and apply yourself to the set tasks the majority of the time. You make valid contributions to lessons. You arrive within the accepted time frame and have the necessary equipment for the lesson.

A3 – Your behaviour is satisfactory, which limits your progress. You need regular reminders to apply yourself to set tasks, which sometimes lack the expected care and attention when finished. You sometimes work well and contribute to whole class learning, although this can be inconsistent. You may arrive to lessons later than the majority of the class and can be slow to settle. You have most equipment required for the lesson

A4 – Your behaviour is inconsistent and limits your progress and that of others. You do not apply yourself and require constant monitoring, which hinders the class from progressing. Work is rarely completed and lacks the expected care and attention. You are late to lesson, do not settle and focus on the work and do not have the correct equipment for the lesson.

Please circle appropriate number value

Daily Report checked by:

| | Tutor Time | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|----------------|------------|-----------|-----------|-----------|-----------|-----------|
| Mon | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 |
| | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 |
| | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 |
| Staff Initials | | | | | | |
| Tues | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 |
| | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 |
| | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 |
| Staff Initials | | | | | | |
| Weds | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 |
| | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 |
| | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 |
| Staff Initials | | | | | | |
| Thurs | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 |
| | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 |
| | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 |
| Staff Initials | | | | | | |
| Fri | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 |
| | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 |
| | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 | A 1 2 3 4 |
| Staff Initials | | | | | | |

Appendix C

Managing behaviour incidents – Head of House

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

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

Head of House - High Profile students' checklist

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

- Pastoral support plan in use, reviewed at least 4 times, with clear targets and accurate information from meetings.
- Accurate information on behaviour and attendance with information from class teachers and tutors.
- Detailed Chronology including a check of previous school file for identification of any prior concerns.
- A completed educational psychologist referral where necessary.
- Parenting contract in use in the case of a reluctant a parent.
- Attendance information, including any regular liaison with Attendance Officer and EWO.
- RAC referral and details of support outlined.
- Case conference with teachers where the high profile student is still in a large number of classes. To ensure all teachers use the same approach to managing the young person in the class room.
- KS3 - avoid lengthy periods of unsupported out of school activity.
- If there are a number of external agencies working with the child a TAF meeting should take place, with an agreed review point.
- Weekly meetings with parents to ensure the plan is changed quickly when needed.
- Consider class change, change of half a year, a tutor group change or even a move up to another year group.
- Referral to an appropriate mentor i.e. BME, performance coaching, Open door, peer /sixth form mentor, LG.
- HOH to maintain ownership of the young person at all times to monitor their achievement and progress.
- In exceptional circumstances where a managed move is sought due to attendance concerns/ friendship issues or behaviour concerns, liaise with Mrs J Strong or Mrs F Brown.

Behaviour Incidents and Consequences

| | | |
|---|--------------|-----------|
| No equipment | FT/ST/HOD | A |
| No homework | ST/HOD | A |
| No PE kit/ No Ingredients | ST/HOD | A |
| Wearing incorrect uniform | FT/ST | A |
| Too much jewellery | FT/ST | A |
| Piercings/ hairstyles that are banned | FT/ST | A |
| Low level disruption one subject | FT/ST/HOD | A |
| Low level disruption lots of subjects | HH | B |
| Persistent and continuous disruption across subjects | HH | B |
| Swearing in front of a member of staff and other students | ST/FT/HH/HOD | B |
| Swearing at a member of staff | HOD/HH/LG | C |
| Swearing in and around a member of staff | HOD/HH/LG | B |
| Poor behaviour at break and lunch | DTL | A/B/ C |
| Arriving to lessons late | FT/ST | A |
| Persistent lateness to one subject area | ST/HOD | A |
| Persistent lateness to lots of subjects | HH/AO | A |
| Failure to attend late detention | HH/AO | B |
| Failure to attend WSD (Depending on who set it) | HOD/HH | B |
| Failure to attend subject leaders DT | LM | B |
| Damage to school or another person's property in a lesson | ST/HOD | B |
| Damage to school or another person's property at break or lunch | DTL | B |
| Theft during a lesson | BC/HOD/LM | C |
| Theft at break and lunch | BC/DTL | C |
| Truancy | HOD/HH/AO | B/C |
| Aggressive behaviour towards another student which does not result in a fight in lesson | ST/HOD/LM | B |
| Aggressive behaviour towards another student resulting in a fight which is unprovoked | BC/HOD/HH/LG | D |
| Aggressive behaviour that is provoked and results in a fight. | BC/HOD/HH/LG | C |
| BB1 Racist comments in and around another person | HH | C |
| BB1 Racist comments towards a member of staff or students | HH | C |
| BB1 Bullying another student | HH | C |
| BB1 Using social media to bully another student | HH | C |
| BB1 Inciting other students to bully a student | DH | D |
| BB1 Unprovoked attacks on students by more than one student | DH | D |
| Bringing illegal substances on site | DH | D |
| Selling illegal substances on site/Passing an illegal substance on site | DH | D |
| Using illegal substances on site | DH | D |
| Persistent breaches to the behaviour policy resulting in serious harm to the education or welfare of other students | DH | D |
| Bringing an item into school that is not allowed i.e a knife, something resembling a knife | DH | D |

POSSIBLE SANCTIONS/INTERVENTIONS

| A | B | C | D |
|-------------------------------|------------------------------|-------------------------|-----|
| Phone call/Email | Tutor report/Positive report | Isolation | PEX |
| DT/WSD/Isolation DT | HH Report | Internal Exclusion | FTE |
| Tutor report/ positive report | LG report | Personalised Timetable | |
| Isolation | Isolation | FTE | |
| Parent meeting | Internal Exclusion | LG Readmission / Report | |
| | RAC referral | Lunch exclusion | |
| | Lunch exclusion | Parent meeting | |
| | Parent meeting | Managed move | |

Behaviour and Attendance Monitoring - Tutor

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

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

Appendix D



Mark Rutherford Behaviour policy Overview Code of Conduct Reminder

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

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

For serious breaches of the school behaviour policy

Blue Card calling using SIMS

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

Responsibilities of on call team member

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

Blue Card calling using SIMS

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

Leaving the classroom

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

SUMMARY OF PROCEDURES

