



# Behaviour Management Procedures

*Last Amended: July 2023*

*Next Review Date: July 2024*

*Agreed by the Local Governing Body: October 2023*

## **Context**

In order to enable effective learning and teaching and for students to achieve their potential, the importance of excellence in behaviour in all aspects of school life is paramount. We seek to create a caring learning environment in the school by:

- providing a safe environment for students and staff to work in;
- cultivating excellent standards in behaviour and discipline;
- promoting self-esteem, self-discipline, a proper regard for authority and positive relationships based on mutual respect between everyone in the Fort Pitt community;
- encouraging equality and fair treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early and appropriate interventions in a supportive manner;
- promoting a culture of praise and encouragement in which all students can achieve
- encouraging a positive relationship with parents and carers enabling them to play their part in the implementation of school policy and associated procedures

## **Roles and responsibilities**

### **Local Governing Body (LGB)**

A formal review takes place every 2 years unless changes to legislation demand otherwise. This is communicated to students and parents/carers, is non-discriminatory and the expectations are clear. The LGB will support the school in maintaining high standards of behaviour. In practice this occurs at LGB meetings when analysing information presented or when a panel of LGB members reviews students who are at risk of suspension, as and if required.

### **Headteacher (and/or delegated representatives)**

Responsibility for the implementation and day-to-day management of the procedures along with appropriately supporting staff who may be faced with challenging behaviour

### **Staff**

All have responsibility for ensuring that the procedures are followed and consistently and fairly applied. Staff have a key role to play in the implementation of the procedures but also to review the procedures and feedback to the LT comments around their effectiveness. Staff place the student at the centre of any decision-making process, listening to and addressing the concerns of the students with agreed action steps going forward. All procedures ensure there is equality in terms of the application of rules and responsibilities for all students. There is no bias afforded to or against any ethnic or national origin, culture, religion, gender, disability or sexuality.

### **Students**

All have responsibility for their own behaviour and learning ensuring that incidents of disruption, violence, bullying and any form of harassment are reported both in school and outside of school. This inappropriate behaviour that brings the school into disrepute will be challenged and may result in a sanction. In certain situations, as part of an investigation into these incidents there may be a need to search a student's belongings or locker. (Guidance regarding searches may be found in appendices along with the Rewards and Sanctions)

## **Parents and carers**

All share in the responsibility for the behaviour of their child both inside and outside the school, as set out in the home school agreement, signed by every parent and carer. They will be encouraged to work in partnership with the school to maintain high standards of behaviour and to raise any issues arising from the operation of these procedures.

## **Safeguarding**

Consideration will be given whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. The school will consider whether multi-agency involvement is necessary.

## **Procedures**

The procedures make clear to the students how acceptable standards of behaviour can be achieved and have a clear rationale which is made explicit to staff, students and parents/carers. The procedures will be consistently and fairly applied and promote the core values and that every member of the school has a responsibility towards the whole community.

## **Rewards**

A school ethos of praise and encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued and clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise and encouragement, both informal and formal, to individuals and groups alongside the behaviour points structure which contribute to overall house points and the winning of the Community House Cup.

## **Sanctions are utilised to respond to inappropriate behaviour.**

A range of sanctions is clearly defined in the school's procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences. (Appendix B: Rewards and Sanctions.)

## **Training**

The Local Governing Body and Headteacher will ensure that appropriate high-quality training on all aspects of behaviour management is provided on a regular basis, or as required by individuals, to support the implementation of this policy.

## **Inter-relationship with other school policies**

In order for the Behaviour Management Procedures to be effective there has to be a clear relationship with other school policies. As such sanctions and rewards, anti-bullying and inclusive education procedures are available as policies in their own right. There are other policies that are mentioned in this document which can also be accessed.

## **Involvement of outside agencies**

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

**Review**

1. The Deputy Headteacher (Wellbeing and Safeguarding), in consultation with the staff and school council, will undertake systematic monitoring and conduct regular reviews of the Behaviour Management Procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Local Governing Body informed.
2. The Local Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff, students and parents/carers.
3. The outcome of the review will be communicated to all those involved, as appropriate.

## Appendix A: Search “without consent”

Power to search **without consent** for “prohibited items” including

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Legislation sets out what must be done with prohibited items found as a result of a search. Essentially – weapons, knives and extreme or child pornography must always be handed over to the Police, otherwise it is for the Headteacher to decide if and when to return a confiscated item.

## Appendix B: Rewards and Sanctions

**Base Level Award of Points that can be awarded by any member of staff**

Level 1 – 1 point
House point for “Aspiration” Students display qualities of being ambitious, hardworking and determined in class and outside of class
House point for “Collaboration” Students display qualities of working in a team being supportive, including others and collegial
House point for “Respect” Students display qualities of politeness, graciousness and are caring and considerate to other people and their views
House point for “Resilience” Students display qualities of bravery, courage and taking risks which demonstrate a strong resilience
House point for “Successful” Students display qualities of contentment and happiness – they are confident people who are on the road to being well qualified

**Level 2 Award – which is given again by any member of staff for being exceptional and this can result in between 2 to five points awarded**

Level 2 – 5 points
<b>Form Tutor Superstar</b> – recommended by the form tutor and awarded by the Head of Year for commitment to all values (5 points)
For “Collaboration” Award: engagement and participation postcard for events connected with the House
For “Successful” Award: Subject or Form time success postcard home
For “Respect” Award: Some involvement or raising money for charities or caring for others achieve “Respect” postcard
For “Aspiration” Award those representing Fort Pitt in events both in and outside of school
For “Resilience” Award - Any involvement in challenging events outside of school which demonstrate “Resilience”

**Level 3 Award: which is given by the Head of Year for outstanding contribution to the community. 10 points for the House and a Certificate presented in Assembly**

Level 3 – 10 points
Awesome award – for being above and beyond in terms of “aspirational” behaviour
Head of Year letter of appreciation for sustained “Success”
Head of Year letter of acknowledgment for sustained “Resilience”
Head of Year letter of appreciation for sustained commitment to “Collaboration” in school

Peer Mentor Award – letter demonstrating “respect” and care for others who are finding things difficult

Head of Year award – termly award for students going above and beyond in all categories

Head of Year Award for Attendance - 100% attendance – 3x a year

**Level 4 Award Leadership Team Award – given by Leadership team – any point allocation up to 20 points**

**Level 4 – up to 20 points at discretion of LT member**

Respect Award – for sustained and consistent pastoral care provided for others

Aspirational Award – for sustained and consistent drive and determination

Resilience Award for sustained and consistent engagement in the face of challenge

Collaboration Award for sustained and consistent commitment in representing the school

Successful Award – for sustained and consistent academic success supported by the data

Attendance Award - 100% attendance – for the whole year – supported by the data

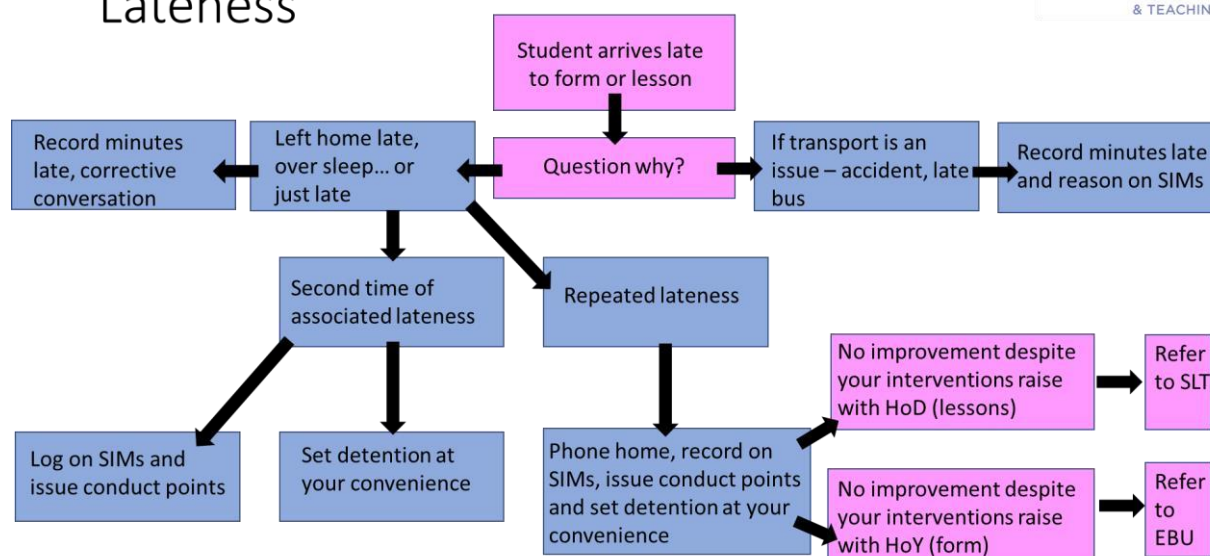
**Outstanding student: HT Commendation**

**For any student who demonstrated all of the values and deserves a commendation for being overall outstanding – HT Award**

### **Sanctions**

Lateness of students to form time or to lesson needs to be followed up and is highlighted in the flowchart below

# Lateness



## Behaviour related sanctions

Every member of the Fort Pitt community has a responsibility to ensure that students are able to learn, teachers are able to teach and all can feel safe and happy at school.

At the start of each academic year every student is issued with a planner in which is the Code of Conduct. This is discussed with form tutors. In addition, students and parents sign a Home/School Agreement which outlines the school's expectations in terms of behaviour and standards.

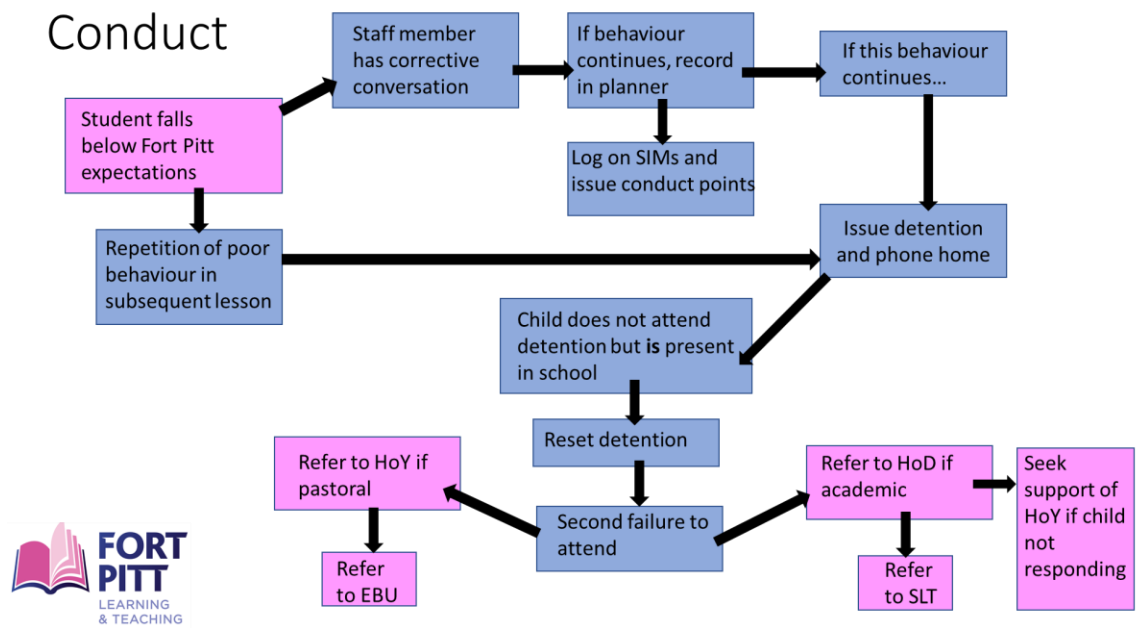
Every member of staff is responsible for the behaviour and discipline of students and should use behaviour management strategies and the following sanctions to ensure that a positive, supportive atmosphere is maintained within school. Members of staff are expected to have high expectations of students' behaviour and apply rules and sanctions consistently and fairly.

### Consistency and simplicity is key:

- Stage 1: A corrective conversation
- Stage 2: A note in the planner
- Stage 3: A phone call home – record this on SIMS
- Stage 4: A break-time detention – record this on SIMS
- Stage 5: A lunchtime detention – record this on SIMS
- Stage 6: An after-school detention – record this on SIMS
- Stage 7: Refer to HoY (pastoral) and/or HoD (academic) for placing on report (Appendix D)

This was published to staff in the helpful flowchart below:





### Stage 1-6: Possible incidents based on prior evidence

- Late to lessons – (over 5 mins)
- Eating in non-designated area
- Lack of equipment
- Late homework
- Low-level disruptive behaviour – following a verbal warning which disturbs the learning of others
- Poor quality homework
- Calling out
- Off task behaviour
- Refusal to follow instructions – following a verbal request to do so

### Detentions – Stage 4-6:

Most incidents should be dealt with by issuing detentions and conduct points and enforced by the class teacher, support staff or form tutor. A break or lunchtime detention gives the opportunity for a late student to replace time missed, or to catch up late work, or to negotiate re-building the staff/student relationship. It should last for between 5 and a maximum of 20 minutes. These detentions must take place the same day or the next school day. Contact home for longer detentions is needed.

### Head of Department Detention – Stage 7

If a student fails to comply with the classroom teacher the HOD will issue and supervise a detention (maximum of 30mins). A “HOD Detention” should be issued to support the teaching staff. During this time the HOD should discuss support strategies with the student, which should then be communicated to the subject teacher involved and parents notified.

or

### **Head of Year Detention – Stage 7**

If the issue is a pastoral one from form tutor or a disciplinary issue which has been negotiated between teacher, HoD and the Head of Year - a detention lasting 30-45 minutes can be issue after school on a Thursday. A rota is set up for this between HoY.

### **LT Detention – Stage 8**

**DHT (pastoral) runs a Friday detention for anyone not complying with HoD or HoY.** Full contact will be made with home and letter to ensure parents are aware of severity of the situation. The detention may involve some sort of community service – it will not be for students to work in.

### **Other sanctions for non-compliance or unacceptable behaviour:**

- HoD report for subject specific issues
- HoY Behaviour Report if behaviours are across subjects
- Withdrawal of social time
- Isolation
- Internal suspension
- External suspension

Please see below for the condition within which the above would be set.

**Stage 7 is due to failure to comply with 1-6 or depending on the severity - a one-off incident such as below, however most of these again depending on the impact of the offence would result in an instant meeting with the DHT Pastoral and would result in internal or external suspension.**

- Refusal to follow instructions given by members of staff
- Damage to property
- Serious rudeness to staff
- Theft
- Fighting
- Discriminatory behaviour (in person or online)
- Use of abusive language (in person or online)
- Inappropriate use of a mobile device
- Bringing the school into disrepute (In person or online. In school or out of school)
- Confrontational actions and/or language including swearing (in person or online)
- Smoking in school grounds or out of school in school uniform (including vaping and e-cigarettes)
- Bullying behaviour (in person or online)
- Persistent disrespectful behaviour (in person or online)

The school follows the statutory guidance for suspension set out by the Department of Education: <https://www.gov.uk/government/publications/school-exclusion>

## **Appendix C: Suspension Arrangements**

### **Suspension**

Only the Headteacher can sanction or revoke a suspension. They can withdraw a suspension if it has not been reviewed by the governing body.

A student may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. They can also be expelled permanently but this is only taken:

1. In response to a serious breach, or persistent breaches, of the school's behaviour policy;
2. Where the behaviour would seriously harm the education or welfare of the student or others in the school

There is no limit on how long after an incident a headteacher can exclude a pupil. The decision to exclude must be lawful, rational, reasonable, fair, and proportionate. You cannot extend a fixed-term suspension or convert a fixed-term suspension into a permanent expulsion. You can issue a further fixed period or a permanent expulsion to begin immediately after the end of the first fixed period. This is usually where further evidence has come to light. Fort Pitt abides by statutory guidance from the Department for Education (DfE) which applies to all schools in England and applies to students above compulsory school age, such as those attending sixth forms.

### **Escalation**

Depending on the offence usually the severity of sanction is enforced and administered at a Trust School for internal suspensions and at home for the suspensions:

- 1-day internal suspension:
- 3-day internal suspension
- 5-day internal suspension
- 1-3-day suspension
- 5-day suspension
- 10-day suspension

NB: These are different from isolation which is an internal suspension for a day at FPGS - this is normally a consideration prior to the Trust internal suspension but depends on the severity of the offence.

### **Excluding a pupil in the sixth form**

Pupils over compulsory school age are able to be suspended, but this must be for behavioural reasons. Asking a student to leave for a non-disciplinary reason, such as academic attainment, would constitute an expulsion, and is prohibited under the guidance. A school can set specific academic standards for entry but sixth form students cannot be asked to leave the school for failing to reach a certain academic standard by the end of Y12.

## **Role of the Headteacher**

When suspending a student, the HT:

- Take account of their legal duty of care when sending a pupil home following a suspension
- Apply the civil standard of proof and not the criminal standard of “beyond reasonable doubt” when establishing the facts relating to a suspension.
- If something is more likely than not to have occurred (“on the balance of probabilities”) then the standard is met
- Consider a school's responsibilities under the Equality Act 2010 when deciding whether to exclude a pupil.
- Take account of any extenuating circumstances identified after an incident of poor behaviour has occurred.
- Although the decision to exclude rests with the headteacher – the student should still be given the opportunity to present their case.
- Suspensions will involve the notification of parents, governors and the Local Authority

## **Recording suspension on attendance registers**

### **Recording Attendance**

A suspended student should be marked with the appropriate attendance code. Where alternative provision has been made that meets the requirements of the student registration regulations and the student is in attendance the following codes can be used:

- Code B (education off-site)
- Code D (dual registration)
- Code E (not attending alternative provision – mark of absent)
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### **Afternoon suspensions**

If a student is suspended in the afternoon, this counts as half a day or one 'session'. If a pupil is suspended in the afternoon, that day would be regarded as the start date of the suspension, even if it is not recorded as a full day. The start date of an suspension is the date the pupil is asked to leave the school premises, regardless of the time of day this occurs.

### **Removing pupils from the admissions register**

The pupil's name must be removed from the school admissions register if:

- 15 school days have passed since the parents were notified of the governing board's decision to uphold a permanent expulsion and no application has been made for an independent review panel;
- The parents have stated in writing that they will not be applying for an independent review panel
- Where an application for an independent review panel has been made within 15 school days, the headteacher must wait until the review has been determined, or abandoned, before removing a pupil's name from the register

## Appendix D: Reporting

### Tutor report or subject teacher

1-week duration (minimum)

#### Who can instigate report?

Tutors- speak with HOD and HOY so they can add to tracker. Contact home.

Key-stage/Subject leads - speak with HOD. Add to tracker. Contact [home](#)

Leadership- speak with HOD, HOY, subject leads. Contact [home](#)

Reasons – lateness, equipment, general behaviour/attitude

#### Outcomes:

2 successful weeks: Off report

2 fail weeks: HOD/HOY report

1 successful week/1 fail week: Extra week

Extra week a success: Off report

Extra week a fail: HOD/HOY report

**LOST REPORT = 3 BEHAVIOUR POINTS and BREAK**



### HOD report

2-week duration (minimum)

#### Who can instigate report?

HOD on feedback from subject teacher. Add to tracker. Contact home.

HOY feedback from data drop. Add to tracker. Contact [home](#)

AHT- speak with HOD. Add to tracker. Contact home.

#### Outcomes:

2 successful weeks: Off report

2 fail weeks: AHT report

1 successful week/1 fail week: Extra week

Extra week a success: Off report

Extra week a fail: Invite parents in for a meeting to discuss, move to AHT report

**LOST REPORT = 3 BEHAVIOUR POINTS and HOD DETENTION.**

**FAILURE TO SHOW HOD AT END OF DAY = HOD DETENTION**



### HOY report

2-week duration (minimum)

#### Who can instigate report?

HOD- speak with AHT, subject teachers. Add to tracker. Contact [home](#)

HOY feedback from data drop. Add to tracker. Contact [home](#)

AHT- speak with HOY, they can add to tracker. Contact [home](#)

2 successful weeks: Off report

2 fail weeks: Further sanctions including internal exclusion.

1 successful weeks/1 fail week: Extra week

Extra week a success: Off report

Extra week a fail: Invite parents in for a meeting to discuss, move to AHT report

**LOST REPORT = 3 BEHAVIOUR POINTS and HOY DETENTION.**

**FAILURE TO SHOW HOY AT END OF DAY = HOD DETENTION**

## AHT report

2 week duration (minimum)

### Who can instigate report?

HOD/HOY speak with AHT. Add to tracker. Contact [home](#)

DHT- speak with HOD/HOY so they can add to tracker. Contact [home](#)

3 successful weeks: Off report

3 fail weeks: Further sanctions including internal exclusion. Parents invited in again.

2 successful weeks/1 fail week: Extra week

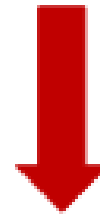
Extra week a success: Off report

Extra week a fail: DHT Report

**LOST REPORT = 5 BEHAVIOUR POINTS and AHT DETENTION**

**FAILURE TO SHOW AHT AT END OF DAY = AHT DETENTION**

**FAILURE TO SHOW AHT MORE THAN ONCE = Short-term inclusion**



## DHT report

2 week duration (minimum)

### Who can instigate report?

AHT discuss with DHT. Add to tracker. Contact [home](#)

DHT- speak with HOD/HOY so they can add to tracker. Contact [home](#)

3 successful weeks: Off report

3 fail weeks: Further sanctions including internal exclusion, external exclusion, managed move. Parents invited in again

2 successful weeks/1 fail week: Extra week

Extra week a success: Off report

Extra week a fail: HT Report

**LOST REPORT = 10 BEHAVIOUR POINTS and DHT DETENTION**

**FAILURE TO SHOW DHT AT END OF DAY = DHT DETENTION**

**FAILURE TO SHOW DHT MORE THAN ONCE = Short-term inclusion**



## HT report

2 week duration (minimum)

### Who can instigate report?

DHT/HT discuss case

2 successful weeks: Off report

2 fail weeks: Further sanctions including internal exclusion, external exclusion, managed move. Parents invited in again

1 successful weeks/1 fail week: Extra week

Extra week a success: Off report

**LOST REPORT = 20 BEHAVIOUR POINTS and HT DETENTION**

**FAILURE TO SHOW DHT/HT AT END OF DAY = HT DETENTION**

**FAILURE TO SHOW HT/DHT MORE THAN ONCE = Short-term inclusion**

**REFERRAL TO GOVERNORS**