

# **Le Rocquier School:**



## **Behaviour Management Policy & Sanctions Procedures**

**DATE CREATED:** March 2019. Reviewed July 2020, March 2021. Updated March 2022.  
December 2023

**REVIEW DATE:** July 2024

### **Aim**

At Le Rocquier School we want to create the best environment in which teachers can teach and students can learn.

### **Rationale**

All schools have a behaviour policy which determines the actions that are required to achieve acceptable behaviour where boundaries are clear, practices are consistently applied, and sanctions are enforced.

It is to be viewed in conjunction with the *"Behaviours for Learning"* policy and has been written in accordance with the SoJ *"Positive Behaviour & Exclusions Policy & Practice"* January 2019.

Behaviour is defined as "the ways in which a person acts and conducts themselves, especially towards others". The UN Children's Rights Convention, Article 28 states "All children have the right to access education". This policy aims to ensure that all students have the opportunity to achieve to their full potential.

In all circumstances, students will be provided with the required support and disciplined with dignity, to assist them in recognising positive behaviours and changing their inappropriate behaviour.

### **Operational Guidelines: Consequence System**

*"Your Actions Have Consequences"*

There will be a consequence given in lessons and form time for poor behaviour which interrupts the learning of self or others, where they are stopping others from enjoying their rights to safety & education, is disrespectful or is against the school rules.

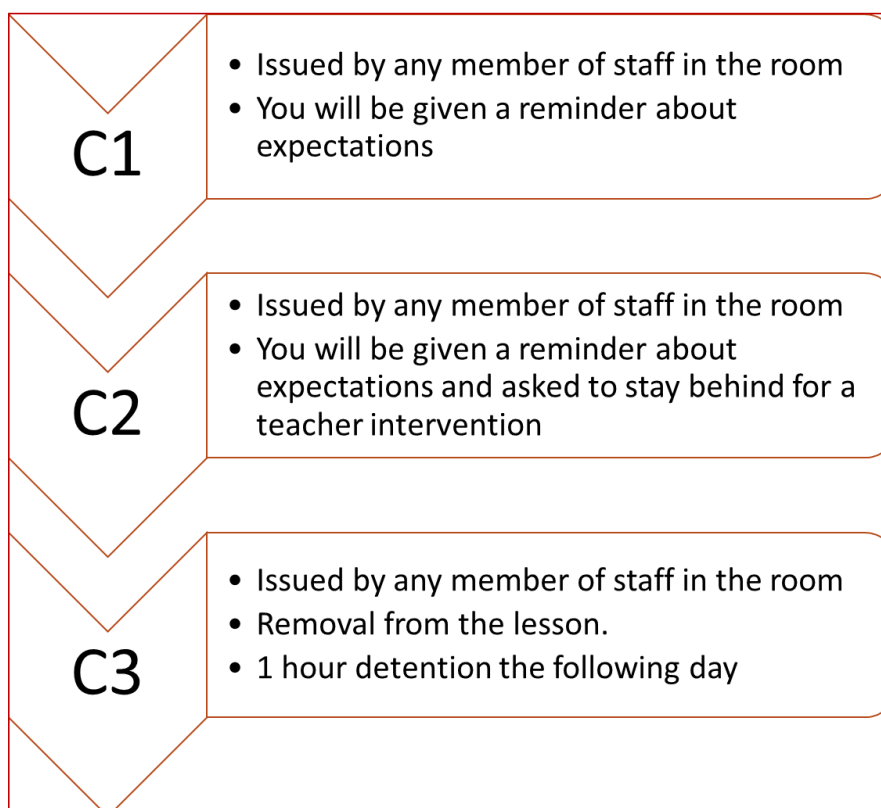
Reasons for being awarded a consequence will be clearly displayed for staff and students to ensure consistency.

# Consequences Will Be Given For:



C1, C2 → C3 (Removal from Lesson)			
<ul style="list-style-type: none"> <li>• Being unkind to others</li> <li>• Use of bad language</li> <li>• Disrupting the learning of others</li> </ul>	<ul style="list-style-type: none"> <li>• Shouting out</li> <li>• Not attempting work</li> <li>• Inaccurate uniform including jewellery &amp; earphones</li> </ul>	<ul style="list-style-type: none"> <li>• Lateness, without reason</li> <li>• Not being equipped</li> <li>• Refusing fair &amp; reasonable instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Getting out of your seat</li> <li>• Misuse of equipment including using phones</li> <li>• Eating or chewing gum</li> </ul>
Automatic C3 Removal (further sanctions will apply)			
<ul style="list-style-type: none"> <li>• Discriminating language (Racist/Homophobic/Sexist)</li> <li>• Assault on another person</li> </ul>		<ul style="list-style-type: none"> <li>• Dangerous behaviour which includes walking out of lesson</li> <li>• Direct or personalised abuse of staff or student</li> </ul>	

The process in which consequences will be issued in lessons will be a 3-step approach.



A C3 consequence will automatically generate a 1-hour detention for that student to be held at 3:05pm the next day in the Removal Room.

This will trigger a text/email to parents to inform them that their child has been sent to Removal for a C3 consequence.

### **Detention following C3 Removal**

- Students will return to the Removal Room the next day.
- Staff who have removed a student must also attend, to speak to the student about their removal and how they can move forward from it.
- Faculty & Pastoral middle management will attend where appropriate to support students in their subject area & year group.
- Students will complete homework, read a book, complete missed work that is provided to them.
- For repeat offences, HOY (or HOF if it's within a particular subject) will take students to staff for a restorative conversation which they will facilitate.
- Teaching staff can select students to work with them (e.g. if there is a year 11 English revision session, a member of English staff may collect any year 11 students to complete the session).

If a student fails to turn up for their detention, the Head of Year will contact home by midday the next day, to speak to parents/carers about the behaviour and reset the detention.

Should the student not attend their rearranged detention, they will automatically enter the C4 Reintegration phase in the Removal room the next day until 4pm.

If a student is sent to consequences twice (or more) in a day, they will attend a full day in the C4 Reintegration phase **the next day**, until 4pm.

### **Truancy & Lateness to Lessons.**

Students are expected to attend all lessons on time. In addition to learning being missed, there are safeguarding concerns when students are not registered in their lesson.

Students who are late will be marked as present with the L code (P1) and / code (P2,3,4 & 5) noting the minutes late by the class teacher. Students found to be late will be returned to their lesson and required to make up the time with the class teacher. A C1 is issued for lateness with the time made up by the class teacher.

If a student fails to attend a lesson, they will be issued an automatic C3 detention. They will return to the removal room the following day, as per a normal removal.

However, they will be collected by the faculty they have truanted from, to sit their detention within that faculty, to try and address the reason for truancy and reduce the chances of it happening again.

### **Reintegration C4 (also known as internal suspension)**

The aim of the C4 Reintegration is to support students going back into lessons without causing further disruption. It gives students time to reflect, focus on the core subjects (English, Maths and Science) and gives trained staff a chance to deliver an intervention to prevent this happening again.

### **When a student is in Removal**

The same 3 step approach is displayed and adhered to in the room.

A student who reaches C3 in the Removal room has had a minimum of 6 chances to get it right.

The student will be externally suspended for the remainder of that day, under the category “failure to follow school rules”. See Page 44 of SoJ "*Positive Behaviour & Exclusions Policy & Practice*" January 2019.

On the return to school the following day, they will be placed in the C4 Reintegration process until 4pm.

## **Roles & Responsibilities within the School for Sanctioning:**

### **The Senior Leadership Team will:**

- ❖ Take an active role and have responsibility for managing behaviour within their whole school responsibilities.
- ❖ Ensure through learning walks and lesson visits, that teaching is engaging, lessons are challenging and well matched to all students.
- ❖ Review behaviour data within curriculum areas and lead action on specific intervention groups.
- ❖ Monitor the implementation of the “Consequences” system to classroom behaviour management to ensure it is being applied consistently in lessons.
- ❖ Support all staff in successfully challenging inappropriate behaviours as outlined in the whole school classroom based “Consequences” system.
- ❖ Investigate any serious incidents which occur with professionalism and fairness for all parties.
- ❖ Request the involvement of the following as required through the Deputy Head teacher of Inclusion: SENCO, the Educational Psychology Service, the Education Welfare Service, the Child and Adolescent Mental Health Service or other appropriate agency.
- ❖ Implement the general suspension tariff in discussion with the Head teacher, or in their absence, one of the Deputy Head teachers: (See additional policy: *“Improving Behaviour & Exclusion Policy & Practice” March 2019*)

### **Faculty Leaders will:**

- ❖ Ensure that subject teaching and learning is engaging, challenging, focused on progress and well matched to the needs of all students as per the whole school Lesson Standards guidance.
- ❖ Model and implement the whole school “Consequences” classroom system in every lesson and across the department to help students establish good behaviour that leads to good progress.
- ❖ Ensure all departmental classrooms will display the “Consequences” system & acceptable behaviours expected and unacceptable behaviours which lead to “Consequences”.
- ❖ Ensure all subject staff within the faculty will act as part of the “Consequences” classroom behaviour system to prevent low level disruption from continuing.
- ❖ Provide a respectful faculty environment where students are supported to achieve, and good relationships are formed and actively encouraged.
- ❖ Support class teachers in challenging continued or escalated inappropriate behaviours highlighted through the “Consequences” system by meeting with parents and students alongside classroom teachers.
- ❖ Record a SIMs ‘Intervention’ event for all actions taken to address poor behaviour within the faculty.

### **Pastoral Leaders will:**

- ❖ Ensure that assembly time is regularly used to celebrate student achievements, embed the pastoral programme & support a culture where good behaviours are expected and the norm.
- ❖ Recognise student success through public awards, rewards and whole school achievement points.
- ❖ Speak with individual students to challenge disruption to learning in the classroom.
- ❖ Hold restorative meetings between staff and students where a personal offence has been directed.
- ❖ Direct FT to place students on report where a pattern of disruption begins to emerge across the school; for example, C3 Removal in two or more subjects.
- ❖ Manage a graduated pastoral approach to monitoring through the FT and HOY reports.
- ❖ Lead early intervention through the “Jersey Children’s First” approach and signpost bespoke behaviour support through the inclusion team.
- ❖ Monitor attendance through the amber reports and challenge student attendance and punctuality in conjunction with the education welfare officers.
- ❖ Support Heads of Faculty, Subject Leaders, and teachers in challenging continued disruption to learning; for example, through facilitating meetings with parents and students.
- ❖ Prepare and share Student Passports with staff for students who continue to demonstrate poor behaviour.

Form Teachers will:

- ❖ Build a positive report with tutees through active listening and instigating dedicated time for relationship building, as directed by the HOY.
- ❖ Discuss students' effort and progress with them through regular communication in form and with parents.
- ❖ Celebrate and congratulate students on their achievements, referring these to the HOY and parents as relevant for further recognition.
- ❖ Challenge students on their uniform by contacting parents.
- ❖ Challenge any inappropriate or concerning behaviour exhibited by their tutees through verbal or written reprimand, recording interventions on SIMs and informing their HOY.

Teaching Staff will:

- ❖ Ensure that their teaching and student learning is engaging, challenging, focused on progress and well matched to the needs of all students through thoughtful planning.
- ❖ Model and implement good classroom behaviour management every lesson by using the "Consequences" board in accordance with the guidance given.
- ❖ Demonstrate high standards of behaviour and professional interactions with students to actively encourage and foster respectful relationships.
- ❖ Display the agreed lesson routines, whole school expected behaviours and the consequence procedures.
- ❖ Take appropriate action in lessons between warnings, to prevent escalation of poor behaviour or continuation of disruption.
- ❖ Provide a respectful environment where students are supported, and good relationships are formed.
- ❖ Be ready at the start of lessons to welcome students into their classroom.
- ❖ Support successful staff/student relationships by carrying out engaging and meaningful restoratives when a student has gone to "Removal".
- ❖ Celebrate student achievement through the whole school reward system.

Students at Le Rocquier will:

- ❖ Never bully or intimidate others, including using aggressive language and behaviour.
- ❖ Speak politely, with courtesy and consideration to all members of our community.
- ❖ Accept that each of us is a unique individual and have the responsibility to maintain the dignity of others.
- ❖ Behave politely and sensibly on your way to and from school. We are ambassadors for our community. Our behaviour – good or bad – reflects on us all.
- ❖ All students must arrive to lessons ready to learn and take responsibility for their learning and behaviour in the lesson.
- ❖ Students must wait quietly to be met and invited into the classroom by the teacher.
- ❖ All students must have the right equipment ready to learn: pen, pencil, ruler, rubber & calculator, in a pencil case.
- ❖ Students will start any activity that is set upon entry and whilst waiting for the register.
- ❖ When students wish to contribute to the lesson, they must put up their hands – not shout out.
- ❖ All students will follow the instructions of the teacher in each lesson they attend.
- ❖ When homework is set, students will return a quality piece of work that they are proud of.
- ❖ Students will accept the teachers' decisions and take responsibility for their own actions & behaviour.

## **C5 External Suspension**

This is governed by the suspension tariff page 44 (SoJ "*Positive Behaviour & Exclusions Policy & Practice*" March 2019).

Students who continue to be abusive, aggressive, disruptive, who bully, who bring illegal substances or weapons into Le Rocquier School will be formally suspended from School. Initially this is for a fixed period at the discretion of the Head teacher.

Parents/Carers are required to attend any return to school meeting after suspension, to be part of the process of their readmission and clear about the conditions of any readmission.

Upon return all students will be supported with 1 full day of reintegration back into our school. This will take various forms whereby readiness to learn will be assessed and behaviour support will be offered by a designated staff member. This will be until 4pm.

In the case of an external suspension, the student will remain in school until a parent/guardian has been able to discuss the incident in person or over the phone and allow the student home with appropriate learning resources and instructions. A suspension letter will be sent to parents with the date and time for the readmission meeting.

<b>C1</b>	<ul style="list-style-type: none"><li>• Issued by any member of staff in the room</li><li>• You will be given a reminder about expectations</li></ul>
<b>C2</b>	<ul style="list-style-type: none"><li>• Issued by any member of staff in the room</li><li>• You will be given a reminder about expectations</li></ul>
<b>C3</b>	<ul style="list-style-type: none"><li>• Sent to the Removal Room</li><li>• Remain in the Removal Room for the rest of the lesson.</li><li>• Automatic detention the next day, 3-4pm</li><li>• Can be issued for failing to attend a C2 intervention with a teacher.</li></ul>
<b>C4</b>	<ul style="list-style-type: none"><li>• Internal Suspension (for failing to attend a C3 detention, or acting in a dangerous/unacceptable manner)</li></ul>
<b>C5</b>	<ul style="list-style-type: none"><li>• External Suspension (for failing to complete a C4 or acting in a dangerous/unacceptable manner)</li></ul>

## **Earphones**

From 8.30 – 3pm (between the bells for the school day), earphones need to be removed and put away in bags. Students in year 10 and 11 can wear them in lesson for learning, only when directed to by a teacher. If they are seen at other times of the day, staff will ask students to hand them in until 3pm that day.

## **Mobile Phones/Devices**

From 8.30 – 3pm (between the bells for the school day), mobile phones are to be on silent or switched off in bags. They should not be used at breaks and lunchtimes. Teachers may ask students to use phones in their lessons for educational purposes only, but they should be put away before dismissal from the lesson.

Consequences will be given as per the C1 – C3 policy for students who repeatedly have their phone out despite staff requests – e.g., in a lesson or repeated use in front of you on duty. Repeated use or refusal to put it away during break or lunchtime means the student will have their phone confiscated for the remainder of the day and it will be given immediately to the office for safe keeping, and will have it logged on SIMS.

## **Uniform, Jewellery, Hair Styles & Make-up**

Staff will instil a sense of pride in students by insisting uniform is worn correctly and students are smart in their appearance. All staff are responsible for maintaining standards of dress and appearance.

See the uniform policy for guidance.

The form teacher is the main point of contact for classroom teachers to ensure the uniform policy is adhered to. The class teacher is responsible for addressing and correcting uniform on the entrance to class and informing the form teacher to contact home.

Form teachers will refer onto head of year only when several attempts have been made to correct the infringement with parents.

## **Chewing Gum**

Le Rocquier is a no chewing gum school, which means it should not be brought into school. Students will be expected to dispose of any gum immediately on request. In lessons, the class teacher will address the disposable of gum directly and in every instance and inform the form teacher so that home contact can be made.

## **Truancy & Lateness to Lessons.**

Students are expected to attend all lessons on time. In addition to learning being missed, there are safeguarding concerns when students are not registered in their lesson.

Students who are late will be marked as present with the L code (P1) and / code (P2,3,4 & 5) noting the minutes late. Students found to be late will be returned to their lesson and required to make up the time with the class teacher.



## **Behaviour Outside of School (including outside the school day and at the school gates)**

*The Department for Education guidance 'Behaviour and Discipline in schools' (January 2016) gives schools the power to discipline students for misbehaving outside the school premises to such an extent that is reasonable.*

This power gives Le Rocquier School the right to discipline students when they are:

- Taking part in any school-organised or school-related activity
- Travelling to and from school (including behaviour on buses)
- Wearing school uniform
- In some other way identifiable as a student at Le Rocquier

This could involve behaviour such as:

- Behaving in a way that could have repercussions for the orderly running of the school
- Posing a threat to another student or member of the public
- Behaving in a way that could adversely affect the reputation of the school

Any students whose behaviour is deemed inappropriate whilst on a trip/educational visit is likely to be banned from further visits in the future (the length of which will be decided by the school). Likewise, students with a history of unacceptable behaviour will not be permitted on visits outside of school.

When students are wearing uniform, they are ambassadors for the school and the behaviour of students outside of school can be considered as grounds for a suspension.

## **The Power to Search and Confiscation**

There are two sets of legal provisions within The Education Act 1997 (supported by the Department for Education guidance 'Behaviour and Discipline in schools', January 2016), which enable school staff to confiscate items from students.

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
- 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. Staff will only search students where there is reasonable justification or concern that they may be carrying a prohibited item.

## **The Misuse of Drugs**

Staff must always refer any suspicions concerning misuse of drugs to a member of SLT. All such reports will be investigated. (See Drugs Policy May 2016).

## **Smoking and Vaping**

All students caught smoking/vaping in and around the school premises or on the school buses will be investigated by a member of staff (usually a HOY or a member of SLT) and appropriate sanctions will be put in place.

Cigarettes, vapes and lighters are not to be permitted on site and as such will be confiscated and destroyed.

Please note, the 2001 UK Tobacco Products Directive was updated in May 2016 so that e-cigarettes will be classified as a tobacco related product. In this way Le Rocquier School will deal with incidents of vaping in the same way we deal with the smoking of tobacco products.

## **Bullying**

Le Rocquier School is committed to working with students and parents to provide a learning environment that is secure and supportive so that all individuals can develop academically and socially free from fear of ridicule, harassment, or physical threat.

We aim to create an environment where all members of the school community feel safe, respected, and valued. All children have an absolute right to be protected from others who may wish to harm, degrade, or abuse them. Bullying of any kind is unacceptable at our school. Bullying may be verbal, physical, or psychological. In fact, any action which makes a child feel uncomfortable, insecure, or threatened may be defined as bullying.

The school disapproves of bullying in all its forms and considers it a most serious offence. As such, we have a separate policy that explains our approach and sanctions in greater detail. (Anti Bullying Policy: Sept 2019)

## **Sexual Assault**

The school will not tolerate any acts of sexual abuse or sexual assault. Parents/carers will be involved in all such cases, which may also be referred to the police and other outside agencies, for example MASH. The suspension procedures will usually be initiated in all such cases. Consideration will be given for permanently excluding any student responsible for carrying out such an assault.

## **Sexual Harassment**

Any cases of sexual harassment or alleged sexual harassment will be investigated thoroughly. All students involved in sexual harassment will be subject to serious sanctions including possible suspension and all proven incidents will necessitate parental involvement. A MASH referral will usually be carried out for further inquiry.

## **Physical Assault**

Le Rocquier School will not condone any form of physical assault for any reason and when assaults occur the students concerned will always be subject to serious sanctions. Parents/carers will be involved in all such cases, which may also be referred to the police. Guidance and senior members of staff will use when appropriate CCTV footage to investigate incidents occurring within the school grounds.

## **References and further sources of guidance**

For all Department of Education policies, including those referred to within this policy, please visit

<https://www.gov.ie/Government/Departments/Education/Pages/Policies.aspx>

Governing Body Approval

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_