



The
Ongar
Academy

Title	Behaviour for Learning Policy
Author/Title	David Grant, Headteacher
Committee Responsible	Education
Governor Link	Blane Judd
Date approved by Committee	11 October 2016
Review Date	As required

Behaviour for Learning Policy

Enquiries & comments

Any enquiries and comments about this publication may be made to:

e-mail: admin@theongaracademy.org

CONTENTS

1	Introduction
2	Code of Conduct
3	School Procedures
4	Roles and Responsibility
5	Praise and Rewards
6	Sanctions
7	Exclusions
8	Pastoral Support Programmes
9	Formal Governor Warning
10	Physical Intervention (including Restraint)
11	Procedures for Break/Lunchtime and after school

1. INTRODUCTION

At this school it is recognised that the environment we create for positive behaviour has an impact on academic and other achievements of our students. Our aim is to provide the correct atmosphere and environment to encourage behaviour that supports good learning.

The school aims to:

- Celebrate achievement in all fields
- Encourage good behaviour
- Set clear boundaries as to acceptable and unacceptable behaviour
- Work with parents/carers to promote good behaviour, through both rewards and sanctions
- Encourage students to reflect on their behaviour and take responsibility for it
- Encourage self-esteem
- Encourage respect and consideration for others and their needs
- Give students the opportunity to be listened to sensitively and to have their concerns recognised
- Provide support in difficult circumstances
- Give the students the opportunity to make a fresh start and support them in making it
- Apply appropriate sanctions in cases of bad behaviour

It must always be remembered that the important elements of behaviour management have to be:

- Staff responses must be agreed and understood in advance
- They must be **consistently** applied and **certain** to happen
- Responses must not be personal
- Responses should be sequential
- Every situation is a fresh start
- Responses must not be harmful to the student
- The behaviour should be blamed, not the student
- Responses must be linked to the guiding principles
- Responses must be workable, or busy staff will undermine the system

2. CODE OF CONDUCT

At The Ongar Academy we follow three main guiding principles:

- Respect yourself
- Respect others
- Respect property and the environment

This means that students:

1. Should be punctual for registrations, all lessons and appointments.

2. Go to lessons with all the equipment and books they need.
3. Work sensibly within the class and do not distract or annoy others.
4. Follow instructions carefully, at once and without argument.
5. Should eat and drink only in the correct areas to do so. Water may be allowed in lessons except in Science where for Health and Safety reasons it is not permissible.
6. Respect deadlines for homelearning and other assignments.
7. Move around the school in a safe, controlled and considerate manner keeping to the left on corridors and stairs and carrying bags and equipment sensibly.
8. Help and assist others by opening doors and standing back to let people pass.
9. Keep the school clean and tidy by placing all litter in bins and keeping walls and furniture unmarked.

At the start of a lesson (including registration and tutor time), students should:

- Enter rooms sensibly
- Go straight to their work place and place all the equipment they need on the desk
- Sit down and begin their 'do now' task.

At the end of a lesson, students should:

- On the instructions of the teacher, pack away their things quietly
- Ensure chairs are tucked in and the room is tidy
- Leave in an orderly way

Uniform Expectations

- It is expected that students will be in uniform at all times. Any student who repeatedly wears the incorrect or incomplete uniform is liable to receive a sanction.
- The school is not obliged to lend out uniform of any kind and the school reserves the right to withdraw students from the classroom to work separately.

Guidance

School uniform is compulsory for Years 7 - 11. All students are expected to wear full school uniform correctly at all times (including to and from school).

Hair Guidance

Hair colour which is not considered to be natural or an extreme colour, e.g. reds, blues and purples, are not permitted.

Students having lines or patterns cut into their hairstyle, e.g. V cuts, are not acceptable. Any shaved hair must be barbers grade two or above and isolated to sides of the head and the nape of the neck. Shaven hair above the tops of the ears is not permitted.

Students with long hair must ensure that this does not impede their vision, cover their face or provide a health and safety risk. They will be required to tie it back where necessary.

Bandana style headbands and flowers/bows or excessive hair accessories are not to be worn. Plain hair clips or bands are acceptable.

GIRLS

Make-up guidelines are as follows:

In Years 7 – 9, no make-up is allowed. In Years 10 – 11, make-up must be discreet and limited to concealer only. If make-up is noticeable, students will be asked to remove it. Mascara, lipstick, fake tan and other make-up is not allowed.

Nails: false nails or nail varnish are not allowed.

Blazers: (black, school design with badge) to be worn at all times, unless permission to take them off has been specifically given.

Blouses: (white, reverse collar) should have all buttons sewn on and done up. A T-shirt worn under the shirt should not be visible. Blouses should be tucked into skirts or trousers at all times.

Skirts: (black, central front inverted pleat) must be worn on the knee. If the whole knee cap can be seen when the student is standing, the skirt is too high.

Trousers: must be plain black, traditionally cut and formal in style. Denim/corduroy/combat trousers are not permitted. Skinny/boot cut trousers are also not permitted.

Tights: plain, opaque black (Minimum 40 denier); compulsory for the period of time from September until Activities Week. For the last two weeks of the summer term, black ankle socks may be worn. The socks should be plain in design. It is not permitted for students to wear either knee-high socks or trainer socks. It is not acceptable for students to wear socks over their tights. Footless tights or leggings are also not permitted.

Shoes: must be black and formal. Trainers are NOT allowed (except for

authorised medical reasons). Footwear must be sensible to avoid slipping in the winter. Shoes should have polishable uppers, grip soles and no visible logos. They should be low heeled.

Jumpers: should be plain black and V neck.

Jewellery: only one small plain stud (gold or silver) is permissible in each ear lobe. No other piercing is permitted. A small, plain, religious symbol may be worn around the neck. A wristwatch is permitted, as is one charity badge and one charity wristband. Other bracelets and bangles are not permitted unless for medical reasons.

BOYS

Blazers: (black, school design with badge) to be worn at all times, unless permission to take them off has been specifically given.

Shirts: (white, collar and school tie) should have all buttons sewn on and done up to the top. A T-shirt worn under the shirt should not be visible. Shirts must be tucked into the trousers at all times.

Trousers: must be plain black and formal in style. Denim/corduroy/combat trousers are not permitted.

Socks: should be plain black. Socks should be formal in style. Football socks are not permitted.

Shoes: must be black and formal. Trainers are NOT allowed (except for authorised medical reasons). Footwear must be sensible to avoid slipping in the winter. Shoes should have polishable uppers, grip soles and no visible logos.

Tie: must be school design and not too short or long.

Jumpers: should be plain black and V neck.

Jewellery: only one small plain stud (gold or silver) is permissible in each ear lobe. No other piercing is permitted. A small, plain, religious symbol may be worn around the neck. A wristwatch is permitted, as is one charity badge and one charity wristband. Other bracelets and bangles are not permitted unless for medical reasons.

BAGS

- Should be clearly named.
- Should be big enough and strong enough to carry books and files without bending any edges. Those with a flap will protect books best. Flimsy drawstring bags do not serve this purpose.
- Should be reasonably waterproof.
- Should not be small "fashion"-type ones (these should not be brought into

- school).
- Should **not** be dominated by a design or logo.

In addition, please note the following:

Coats, Scarves, Hats and Gloves: may be worn to and from school in cold weather, but should be removed once at school. They should be plain in colour. Leather coats/jackets, hooded tops, sweatshirts and jumpers (other than as above) are not permitted. Clothes dominated by a logo are also not permitted.

Infringements of school uniform rules are taken very seriously, and four recorded incidents of incorrect uniform lead to a 60-minute detention after school on a Friday.

The Headteacher's decision will be final in deciding what is and what is not appropriate uniform. Inappropriate items are liable to be confiscated.

PE KIT

- Black/Green Sports Top
- Black/Green Rugby Top (Boys only)
- Black/Green Shorts (Boys)
- Black/Green Skort (Girls)
- Black/Green Socks (Boys)
- White Socks (Girls)

Optional

- Black/Green Tracksuit
- Black/Green Rain Jacket

3. SCHOOL PROCEDURES

1. No student may be in school before 8.00 a.m.
2. If you are late for morning registration, you must sign the late book which is kept at Reception and go straight to your form room. If you arrive after 9.00am, you must sign in your year's absence book and will be given a letter to take home requesting a reason for your lateness. If you miss morning or afternoon registration because of a music lesson, you must sign the late book.
3. No student may bring any chewing gum to school. Chewing gum causes damage to furniture and uniform. Any student in possession of or using chewing gum will receive an immediate detention on Friday after school.
4. Eating and drinking for students in Years 7 to 11 must be confined to the appropriately designated areas at breakfast, break and lunchtime.
5. Students in Years 7 to 11 may return to collect books from their Form Rooms at 11.10 am

6. If students need to leave the school premises between 8.45 am and 3.30 pm, they must go to Reception and show the Receptionist a letter from home which has been authorised by their Pastoral Leader. Sixth Formers may go out at lunch time without a letter but they must sign out and in again. The school strongly recommends all appointments to be made out of school hours wherever possible.
7. If students feel ill during the day they should ask their teacher if they may go to the First Aider. Students may not go home unless this is arranged via the First Aider, their Pastoral Leader or a member of the School Leadership Team.
8. You must leave the school premises by 4.30 pm. unless you are being directly supervised by a member of staff.
9. Students' belongings should be named and kept in their lockers during the school day. If for any reason students have to bring a large sum of money to school, they must hand it in to the Finance Office for safe - keeping.

4. ROLES AND RESPONSIBILITIES

SUBJECT TEACHERS

All members of the teaching staff have responsibility for discipline both within their classroom and in the corridors, dining area, recreation areas and other areas of the school. It is expected that all lessons are planned to support good behaviour. The school has high expectations of its students and teaching staff have a duty to help students to meet these expectations.

Problems of behaviour both in and out of the classroom should be dealt with as far as possible by the member of staff present at the time. They should be reported to the Form Tutor and if appropriate also the Pastoral Leader. A record of any instances of poor behaviour should be made and passed to the Pastoral Leader of Faculty Leader. No misdemeanour should be allowed to pass, simply because you do not know a student.

If a student infringes the published uniform code this must be recorded in the uniform infringement log at Reception.

The Cause for Applause record sheet should be used to reward students.

Good behaviour of students is promoted by the following:

- Starting and ending lessons on time
- Giving clear instructions
- Being well prepared with necessary materials available
- Giving clear explanations
- Treating students with respect
- Dealing with misbehaviour quickly and calmly
- Setting clear goals and appropriate work
- Extending and motivating all students

- Marking work promptly and constructively
- Keeping classrooms clean, tidy and attractive
- Maintaining interesting displays of students' work
- Changing seating plans as appropriate

As matters of routine:

- Greet the class at the beginning of the lesson and expect them to greet you in return.
- Take the register during the lesson. Report to the Form Tutor any patterns of absence.
- Do not allow students to talk whilst either you are talking or fellow students are answering a question.
- Students should answer questions after being invited to respond. They should not call out unless you have indicated an informal class discussion is to take place.
- Students should not distract or annoy others.
- Have a seating plan that encourages good behaviour.
- Requests or instructions given by you to a student should be carried out at once and without argument.
- Homelearning should be well done and given in on time.
- Students should go to lessons with all the equipment and books they need.
- Students should not pack away at the end of a lesson until you have told them to do so.
- Praise is a very effective motivator. It should be used whenever appropriate to mark effort and achievement.

FACULTY LEADERS

Faculties, led by the Faculty Leader have particular responsibility when students are in the faculty area, moving to or from class, in lessons and /or failing to complete homelearning satisfactorily

Behaviour issues in the first instance should always be dealt with by the Faculty. The Faculty Leader is responsible for examining students' behaviour with the subject teacher and looking for ways in which the teaching might be adapted to support behaviour improvements, or ways in which the classroom organisation or routines might be changed.

The Faculty Leader, together with the subject teacher might decide to take one of a number of possible courses of action, for example:

- Arranging for the student to be moved on a temporary basis to another group
- Placing the student on report
- Contacting parents
- Faculty detentions (at lunch or after school)
- Peer support amongst colleagues (e.g. peer observations, team teaching etc)
- Re-grouping / changing of seating plans

FORM TUTORS

Most members of staff are asked to act as Form Tutors or to share the responsibility for a form group with another member of staff. The role of Form Tutor is a most responsible one and vital both to the efficient running of the school and successful pastoral care. For this aspect of work, a teacher is accountable to the Pastoral Leaders.

The main responsibilities are:

- **Daily tutorials**

The Form Tutor should mark the register with all students seated and silent. All absences must be recorded and the absence of known truants reported to the Attendance Officer immediately. Form Tutors should ensure the register is maintained up to date. All messages and letters in the register and from briefing must be conveyed to students immediately and room changes given. Uniform should be checked so that students leave the form room correctly dressed. Students must leave the room tidy.

The Form Tutor is responsible for checking and signing student planners. This will include checking that parents are also signing the planner and that any messages from home are acted upon. Urgent matters must be communicated directly to the member of staff concerned. Any problems over homelearning set or not done should be brought to the attention of the Pastoral Leader. Tutors in the Sixth Form are expected to monitor the study habits of their tutees.

The Form Tutor should encourage students to take a pride in their form room. The Form Captain should ensure material on the form noticeboard is appropriate, informative and up-to-date.

It is the responsibility of the Form Tutor to monitor and supervise form activities during tutorials such as preparing charity events, form quizzes and opportunities for reflection.

- **Guidance and counselling**

The Form Tutor should be the first person to whom a student will turn for help or advice, although it may sometimes be necessary to refer the matter to the Pastoral Leader, to the School Leadership Team or, through them, to an outside agency. It is through regular daily contact that unobtrusive care is exercised. Form Tutors should inform the Pastoral Leader of any student experiencing particular problems or difficulties.

- **Personal appearance and behaviour**

Form Tutors are expected to monitor the personal appearance and behaviour of their tutees and to insist on a high standard, taking action themselves in the first instances. Regular checks on uniform (including jewellery) should be made and

deviations from the published uniform code must be recorded in the uniform infringement log at Reception. Punctuality should be monitored and repeated lateness reported to the Pastoral Leader. When 'Cause for Concern' forms are received the Form Tutor should discuss with the Pastoral Leader if they are from several areas. If they are from one area only, the matter should be referred back to the Faculty Leader. Form tutors should monitor and discuss with the student Pastoral Support Plans and daily reports plans whenever required. Form Tutors are also responsible for completing reward postcards and letters for their tutees, as appropriate.

- **Assemblies**

Form Tutors are expected to attend assemblies with their forms groups, enforce good behaviour during assembly and to supervise their movement from the form rooms to the place of assembly and back again to form rooms. Form Tutors are also expected to supervise their form's production of Year Assemblies on the rota drawn up by the Pastoral Leader.

- **Communication**

Morning briefing forms a vital point of contact between Pastoral Leaders and SLT and tutors, and tutors should always be present in the staffroom promptly for this time. Notes of any information given should be made and communicated to students. Tutors should check for notices such as room changes on the board and inform students affected.

It is hoped that parents would see Form Tutors as a matter of priority at Parents' Evening. Form Tutors are encouraged to foster good home-school relationships but are advised not to see parents outside consultation evenings without the presence or prior knowledge of the Pastoral Leader. They can and should telephone parents and write/email to them, having discussed this with the Pastoral Leader. Notes of telephone conversations, e-mails or meetings must be made and filed. All communication should be in line with the Schools' Communications Policy.

- **Tracking and reports**

The Form Tutor monitors students' performance through reports and tracking. The Form Tutor will also liaise with the Pastoral Leader regarding putting in place interventions, as appropriate, with members of their Form Group. In addition, the Form Tutor is responsible for the checking of reports and the production of the Form Tutor Statement which should reflect students' personal and social development, including their participation in enrichment activities.

- **References and special reports**

Form Tutors are expected to prepare, and where appropriate initiate, in consultation with colleagues, initial drafts for references, testimonials and internal reports as required.

- **Form activities**

It is the responsibility of the Form Tutor to monitor and supervise form activities, such as charity events.

PASTORAL LEADERS

Pastoral Leaders are responsible for:

- **Concerns regarding more than one subject (with Form Tutor).**

Through monitoring tracking and reports, Form Tutors and Pastoral Leaders may decide that a student should be placed on daily report. In this case each member of staff completes a short section on a student's work and behaviour in their lesson for that day. The report form is taken home and signed by parents every evening. Copies of the report should be placed in the student's file and the School Leadership Team should be informed and kept apprised of the progress made.

Occasionally, Form Tutors and Pastoral Leaders may decide that parents should be asked to come to school to discuss a student's academic progress and/or behaviour. This decision should be taken with reference to the most appropriate member of SLT.

- **Liaison with the SENCO**

Pastoral Leaders will consult the SENCO concerning particular students when the student has a statement of Special Educational Needs or it is in the Pastoral Leaders' professional judgement to do so. The SENCO may then consult with SLT as to the appropriate next steps.

- **Setting up and monitoring Pastoral Support Programmes (with SLT Link)**

Where the issue is deemed to be entirely related to poor behaviour, rather than to any specific learning difficulty, students may be placed on individual Pastoral Support Programmes (see further information later) and advice / support may be sought from relevant external agencies, for example Outreach Workers from the most local ESC.

- **Preparation and review of PSHEE programme**

Pastoral Leaders, in conjunction with the appropriate member of SLT should ensure that the PSHEE programme includes opportunities for students to develop their social, emotional and behavioural skills and to explore the themes of self-esteem, positive relationships, responsibility, British Values and respect for everyone. The assembly programme will offer additional opportunities to promote and explore these areas throughout the year.

- **Leadership Opportunities**

Pastoral Leaders should encourage and monitor students' participation in enrichment and leadership activities which offer them opportunities to develop their confidence and ability to cooperate with others.

- **Rewards**

Pastoral Leaders are also responsible for monitoring the Cause for Applause record sheets received by students and for completing reward letters for students, as appropriate. In addition, the Pastoral Leader will identify students for Honour Roll Breakfasts and organise these events.

PARENTS / CARERS

The school encourage parents/carers to support good behaviour and attendance through, for example, participating actively in home-school agreements, attending Parents' Evenings and Information Evenings and reading newsletters and other communications with home. The school will contact parents where there are specific concerns and set up any necessary meetings and interventions. Parents are also encouraged to contact the Form Tutor or Pastoral Leader if they have any concerns about their child. The school can also liaise with external agencies in order to gain support for parents and families, as appropriate.

5. PRAISE AND REWARDS

General praise

We should always be looking to praise where it is due:

- Reward good behaviour as well as good work
- Look to find 3 rewards to compensate for every negative
- Consistently reward the desired behaviours
- Use visual signals to show approval

The Rewards System

The aims of the Rewards System are to:

- allow all students to feel valued
- recognise a wide variety of success
- reward in ways which are regarded positively by students and parents
- allow for rewards to be recorded electronically in order that parents can view the rewards received by their child(ren) via the internet.

All members of staff should log a Cause for Applause on SIMS when they wish to reward:

- academic work / progress
- positive behaviours, for example, being helpful and cooperative
- service to the school and participation in enrichment activities

Students accumulate Cause for Applause tariff points throughout the academic year. Different levels of tariff points equate to different levels of positive recognition.

Verbal Praise



R1 Cause for Applause

R2 2 x Cause for Applause

R3 3 x Cause for Applause

R4 4 x Cause for Applause

R5 5 x Cause for Applause

- **Certificates:**

Bronze	Silver	Gold	Diamond
25	50	100	200

Honour Roll Breakfast

Following tracking and reports, Pastoral Leaders will identify students to attend an Honour Roll Breakfast where they will receive certificates to recognise outstanding academic achievement, commitment, dedication and progress. Community service and participation in enrichment will also be recognised. Parents/carers are invited to attend the event.

Awards

Awards are presented at annual presentation events to those students who have achieved in one or more areas such as service to the school, progress over the year, effort over the year and achievement. Awards also presented to those for whom achievement / progress has been good despite considerable challenges (e.g. illness or difficult home circumstances)

The House System

All students belong to one of four Houses. Students can earn House Points by participating in and / or winning a House event. In addition, every time a student gains a Cause for Applause, this is converted into a point for their. The House Cup is awarded on a termly basis, with an overall winning House at the end of each academic year.

Leadership Opportunities

In each year, there are opportunities for students to take on responsibilities, including Form Captains, Charity Prefects, Eco Prefects, Year and School Student Voice representatives, and being a Student Librarian. In addition, students are able to become Learning Ambassadors to develop Teaching and Learning within the school. In Key Stage 4 students can be selected, following an interview process, to be Senior Students and Buddies. There are also opportunities to be member of the Year Book

Committee. In Key Stage 5 there is a full Prefect System, including a Head Girl and Boy and Senior Prefects with responsibilities for a particular area, for example, House Captains and Interact President.

6. SANCTIONS

The aims of the sanctions system are to:

- support students to behave appropriately
- enable students to continue or resume learning with their peers as soon as possible
- condemn the inappropriate behaviour and not the individual
- provide a staged approach which is clear, understandable and consistently applied
- apply sanctions that are appropriate to the offence and applied to those individuals responsible, not to the entire class.
- involve parents/carers in promoting good behaviour

The school aims to create an environment in which staff refer to values and not rules. An approach will be taken which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. Students should ideally be encouraged to reflect, repair and restore in issues regarding the wrong choices. The consequences list below illustrates the steps that should accompany a restorative approach.

L1 Verbal warning

L2 Verbal Warning

L3 Pastoral or Faculty Detention

H3 Homelearning (Faculty) Detention

P3 Presentation (Faculty) Detention

L4 SLT Academy Detention

L5 Isolation

L6 Fixed Term Exclusion

L7 Permanent Exclusion

Form Tutors should be informed if there is continuing concern.

* Parents/carers should always be informed of 60 minute after-school detentions

Support is always available from senior colleagues. If immediate classroom support is required, send a student with a message to the office and a member of the School Leadership Team will be asked to go to your classroom.

It is recognised that some offences require immediate supported action and it is hoped that the 'Advice for Specific Incidents' in the Behaviour for Learning Staff Handbook will be helpful.

Serious Behavioural Sanctions

- Smoking is strictly forbidden on school premises. Matches, cigarettes and lighters are not allowed in school and if found will be confiscated for your parents/carers to collect. You may not smoke when off school premises if you are still in uniform, or otherwise associated with the school.
- Possession of, use or abuse of alcohol, illegal substances or dangerous articles on school premises is strictly forbidden and will be dealt with by a period of temporary or permanent exclusion.
- There is no excuse for rudeness, disrespect or insolence towards any other member of the school community. Racist, homophobic or abusive remarks and/or bullying behaviour will not be tolerated and will be dealt with severely, possibly by exclusion. Any aggressive physical contact with another student is normally dealt with by a period of exclusion. Severe instances of aggression, or repeated poor behaviour could even result in permanent exclusion

Electronic Items

- Students are not allowed to carry mobile phones during the school day. The school strongly recommends that mobile phones are left at home. If mobile phones are brought into school, they need to be stored in lockers from 8.45 am until 3.30 pm. They need to be turned off and must not be used during break, lunchtime or until the student has left the school site. Sixth Formers may only use mobile phones in the Sixth Form areas. Any mobile phone seen will be confiscated and can then only be collected by a parent or carer. The student will be issued with an Academy detention.
- Smart watches will be treated as mobile phones and therefore students are not allowed to carry these with them during the school day.
- Ipods or other music devices should ideally not be brought into school. These items are brought in at the students own risk. Any earphones on display at any time will be confiscated and only a parent or carer can collect these via reception. The student will be issued with an Academy detention.
- I pads, e-readers or other tablet devices are permitted but must be used only with the express permission of a member of staff. They must not be 3G enabled in line with the ICT code of conduct.

7. EXCLUSIONS

The school follows government guidelines on good practice, ensuring that all students have work to do whilst at home and that parents are aware of their duty to supervise their child and not to allow them into public places during school hours whilst on exclusion. There is an obligation for schools to provide full time education for students from day six of any exclusion and, where necessary, this will be met by members of

the School Leadership Team supervising the student in school and providing work for them to do.

Following fixed term exclusion, a reintegration meeting will take place with the student, parents / carers, Pastoral Leader and SLT Link where assurances of future good behaviour must be given by the student. Any further support needed for the student will also be explored.

8. PASTORAL SUPPORT PROGRAMMES

The Pastoral Support Programme (PSP) is used to support students who are at risk of permanent exclusion as a result of their continued poor conduct in school. The aim of any PSP is to offer students and their parents / carers a framework of support and guidance as well as a strong message to indicate the seriousness of their position.

The School Leadership Link for the year group, together with the Pastoral Leader will decide that a PSP should be drawn up, following a review of a student. This is often as a result of fixed term exclusion.

The Pastoral Leader will identify the areas of concern for the student as well as their areas of strength or success. In discussion with the student and their parents, targets will be set and a programme of support to assist the student in meeting these targets will be agreed. These targets should relate to the concerns that have been raised and should be specific, measurable, achievable, realistic and time related. Support might be from home or school, or where necessary, appropriate external agencies.

A PSP will generally run for 16 weeks and will include at least one review at 8 weeks, although there will be ongoing review throughout the period.

In many cases, it is considered to be useful to place the student on a daily monitoring report for the first few weeks of the PSP to help them to settle in to the programme and give them a start on the way to achieving their targets.

The PSP will be signed by student, school and home.

9. FORMAL GOVERNOR WARNING

Following a very serious incident and / or a long period of exclusion from school, it may be considered useful to hold a Formal Governor Warning meeting with the student and their parents / carers at the point of readmission to school. This might be at the beginning of a meeting to discuss the setting up of a PSP. At the Formal Governor Warning, the student will be reminded of the expectations of the school and of the Governing Body in terms of behaviour and conduct and will be given a very clear warning that further breaches of the school Code of Conduct could very likely lead to a permanent exclusion.

A contract of behaviour might be drawn up and signed at this meeting, if it is not covered in a PSP.

Governors may decide to draw up a parenting contract at this meeting, if it has not been covered in a general contract as outlined above.

10. PHYSICAL INTERVENTION

The school follows government guidelines on the use of physical intervention in relation to students. Following recommended best practice, all staff will take steps in advance to avoid the need for Physical Intervention through dialogue and diversion. Staff are allowed to use 'reasonable force' to prevent students from hurting themselves or others, from damaging property, or from causing disorder. Only the minimum force necessary will be used. Staff will be able to show that the intervention used was a reasonable response incident. This may include:

- removing disruptive students from the classroom where they have refused to follow an instruction to do so
- preventing a student behaving in a way that disrupts a school event or a school trip or visit
- preventing a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- preventing a student from attacking a member of staff or another student, or to stop a fight
- restraining a student at risk of harming themselves through physical outbursts.

Restrictive Physical Intervention is an act of care not punishment. It is never used to force compliance with staff instructions. Staff should only use it when there are good grounds for believing that immediate action is necessary and that it is the student's and/or other students' best interests for staff to intervene physically.

Suggested reasonable physical interventions might be:

- Physically interposing between students using the 'de-escalation stance'
- To gently direct a student by the hand or arm using the 'mittens method'
- Shepherding a student away by using the 'supportive arm' or 'supportive hug'
- Tapping a student on the shoulder to gain attention
- 'Supportive Arm' to comfort a student in distress
- 'Supportive Arm' to praise
- Physical contact for demonstration purposes e.g. PE

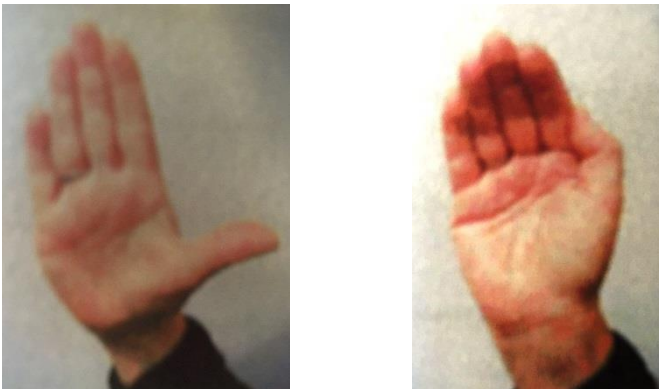
"Reasonable force" means using no more force than is needed and staff must seek to avoid doing anything that might reasonably cause injury or touching or holding a student in any way that might be considered indecent. Staff should always try to deal with a situation through other strategies before using force. There is a legal duty to make reasonable adjustments to the use of reasonable force for disabled students and students with SEN. Records should be kept of any incidents where force is used: what occurred, why it was necessary and any consequences. There is a book to record incidents of physical intervention which is bound with numbered pages. This is available in reception alongside the physical intervention form which should be filled in and added to the student file.

Designated members of staff will be trained on the use of Physical Intervention regularly and this training will be disseminated appropriately in the same way as child protection procedures are refreshed on a yearly basis.



De-Escalation Stance –

Side On, Palms Down and below hip height, Arm's Distance away



Open Mittens (LEFT) –

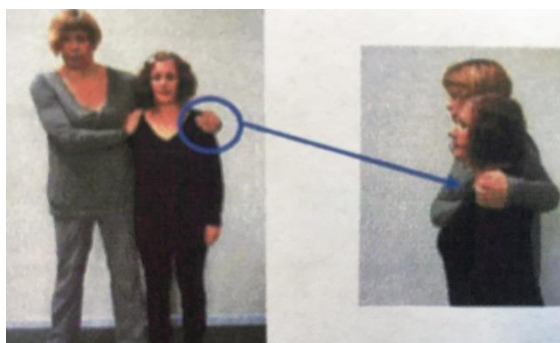
Used above the elbow, fingers together – no grip!

Closed Mittens (RIGHT) -

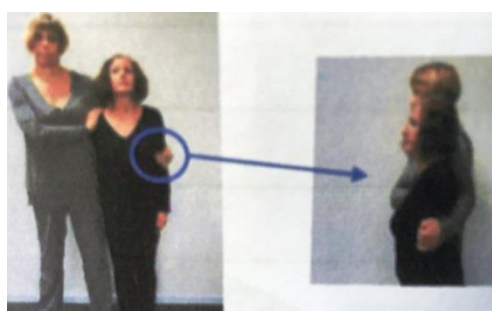
For use on the supportive hug and arm method (see below) – Fingers and thumb together – NO grip! Flat Hand.



Offering an arm –
For supporting, guiding or escorting.



Supportive Hug –
For supporting, guiding or escorting. Can be used for comfort or reward.
Communicate your intention first (I am here to help, I am pleased with your effort today).



Supportive Arm -
For more serious intervention only. Communicate your intention first and for use when students are reluctant to be escorted.

11. PROCEDURES FOR BREAK AND LUNCHTIME

BREAK

Break duty is a part of contracted time for teachers. The duty rotas for break and lunch time are drawn up and displayed in the staff room. On each day, one member of staff is allocated as the duty team leader and should ensure that all duties are being covered.

If you know you will be unavailable for duty on your day, it is your responsibility to arrange to swap with a colleague and let your team leader know. Whenever possible, do not arrange to meet people when you are on duty.

Expected behaviour of students during break

Eating and drinking for Years 7-11 must be confined to the appropriate spaces.

Any Year 7-11 student leaving these spaces should be sent back. Year 12/13 may eat in their Common Room but should not eat in corridors.

At 11.10 am, on the bell, Years 7-11 may return to their form room to collect books.

Outside duty: Ensure that anyone sitting near litter picks it up. Check the lavatories for any poor behaviour or any students slow to respond to the bells.

LUNCHTIME

The dining area is supervised by members of the catering staff. Additionally, members of the School Leadership Team and some staff support the supervision of students both in the dining area and around the site.

Students during the lunch hour

If the weather is fine, students in Years 7-9 are allowed outside. On wet and cold days students may go to the allocated rooms. Year 12/13 students may leave school during the lunch hour, but they must sign in and out of school. The rules about eating and drinking are the same as those for break.

Lunch queue

Students with passes should have their passes checked by staff. Passes are granted to students who have to attend clubs or meetings. Passes should be issued to individuals not groups. Students who have forgotten their passes should not be admitted early.

Students should be sent away if they arrive too early for their lunch. They should also be discouraged from arriving after their stated time. They should be sent into the canteen in small groups. A copy of the lunch rota should be displayed on the lobby doors, in each form room and on the notice board in the staff room.

Behaviour to and from school

Students are covered by this code of conduct whenever in uniform, representing the school or identifiable as Ongar Academy students.

The Ongar Academy and its Governing Body are committed to ensuring consistency of treatment and fairness, and will abide by all relevant equality legislation.