

Behaviour Policy - Assertive Discipline at Ballard School

At Ballard School we are committed to providing an atmosphere in which learning and teaching are able to take place without disruption or distraction. We feel it is important that the Ballard Assertive Discipline Policy is well understood by staff, parents and pupils. As part of the School's assertive disciplinary policy we are seeking to ensure we have a whole-school behaviour management system as recommended by the DfE paper of Jan 2016. At Ballard we want to provide a consistent approach to behaviour management; this will be seen by:

- Strong school leadership;
- Strong classroom management;
- Rewards and sanctions;
- Behaviour strategies and the teaching of good behaviour;
- Staff development and support;
- Pupil support systems
- Liaison with parents and other agencies
- Managing pupil transition; and
- Organisation and facilities

At the heart of our policy is a view to safeguarding and promoting the welfare of children (Education Act 2002). Good behaviour in all aspects of school life is necessary to promote excellent learning and teaching and high standards of attainment. At Ballard we wish to create a caring, holistic learning environment by encouraging:

- Excellent behaviour and discipline
- Fairness of treatment for all
- Self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Early intervention as a challenge to poor behaviour
- Consistency of response to both positive and negative behaviour
- A safe environment free from disruption, bullying and any form of harassment
- A positive relationship with parents and carers by involving them in behaviour management

We wish to place the emphasis and focus on teaching pupils to **choose** responsible behaviour, self-discipline and respect; consequently we create an environment in which teachers can teach and pupils can learn. We aim to prevent bullying through a comprehensive anti-bullying policy (please see anti-bullying policy).

Teachers' powers to discipline will include the power to discipline pupils even when they are not at school or in the charge of a member of staff (DfE guidance 2016); e.g. misbehaviour when a pupil is travelling to or from school, wearing school uniform or in some other way identifiable as a pupil at the school. In addition, teachers may discipline pupils for misbehaviour that could have repercussions for the orderly running of the school or pose a threat to another pupil, someone in the "Ballard family" (such as a parent) or member of the public or could adversely affect the reputation of the school; this can include issues related to all forms of social media.

There are **three** key elements of the Assertive Discipline system and these are incorporated in the Ballard Charter (as agreed after consultation with pupils and staff) which is posted in every teaching space and in effect at all times and in all lessons every day. The **three** key elements are:

1. Key values
2. Positive pupil recognition
3. Consequences

1. Key Values

These form the basis of the regulations which pupils must follow at all times and which enable the school to run smoothly and provide an environment in which each pupil can fulfil his/her potential. These form the basis of the regulations which pupils must follow at all times and which enable the school to run smoothly and provide an environment in which each pupil can fulfil his/her potential. The Ballard Charter refers to 7 key values: **be respectful, be responsible, be safe, be honest, be positive, be curious, and be kind.** All pupils will be taught what is expected at Ballard (the “Ballard Way”) and will be given clear “directions” for: Academic activities; e.g. when pupils are taking a test

- Routine procedures; e.g. when pupils enter a classroom
- Special procedures; e.g. when the fire bell rings

2. Positive Pupil Recognition

Pupils who choose to take responsibility and show they are able to follow the rules will have their efforts recognised and rewarded. This positive recognition may include:

- Praise - given by word of mouth or recorded in the pupil's exercise or log book
- Awarding of House credits
- Work displayed
- Awarding of a ‘Headmaster’s Token’
- Note of good work/behaviour conveyed to a pupil's Form Tutor
- Positive letter/postcard/e-mail/phone call to parents from teachers
- Acknowledgement by way of grade-reading marks and/or end of term report comments
- Progress and attainment certificates and prizes

Effective praise will be given which is **personal, genuine, descriptive and specific.**

Personal – we will let pupils know they are not a nameless face in the crowd. Pupils’ names will be used in comments to maximise the impact of praise.

Genuine – pupils recognise sincere words when they hear them. Teachers will make sure their words of praise genuinely reflect feelings of pride in a pupil’s accomplishments.

Descriptive and Specific – praise is most effective when it refers to something specific the pupil has accomplished. At Ballard it is important to use a specific comment such as, “Molly, I’ve noticed how well prepared you’ve been this week and your efforts are being rewarded in better marks,” rather than just “well done!”

Positive recognition in Year 6 to 11

- Pupils who show good work, good behaviour, good deeds and a host of other positive actions are rewarded with House Credits. They are recorded in the pupil’s log book by the pupils and on SIMS (the school data management system) by the teacher. Pupils keep their own tally and can check their profile on Insight.

- Each week Form Teachers look at individual pupils' log books and monitor credits on SIMS
- Totals in Years KG to 11 are then calculated and a chart is produced weekly to show the global picture of each house.
- Bronze, Silver and Gold certificates are achieved for the following credit scores in Years 6 to 11:-

	Bronze	Silver	Gold
Years 6, 7, 8	50	70	90
Years 9, 10, 11	30	50	70

- At the end of each term, at a Celebration Assembly, individual pupils may be awarded certificates for having accumulated the most credits and Form Prizes are awarded to those Forms in Years 9 to 11 who achieve the highest collective scores.
- If a pupil in Years 6 to 11 achieves two Gold rosettes in the same term they will receive a Platinum certificate
- If a pupil in years 6 to 11 achieves six Gold rosettes in the year they will receive a Diamond certificate.
- House credit tombola - names are entered in the draw for every 10 House credits awarded. There is one draw per House for each part of the school. The prize is a £5.00 Amazon voucher.

Awarding of House Credits

House credits will be given for excellent quality of work, or excellent attitude to learning, or citizenship.

- Quality of work: the work produced must meet success criteria, demonstrate understanding of the task and show significant improvement, care and attention to details.
- Attitude to learning: pupils must display willingness to think for themselves and to take risks, to work well in a group or independently, to show determination to do well, to reflect on their work and learn from their mistakes.
- Citizenship: pupils must play their role within our school community, be kind and helpful, show support for other people (peers and adults alike) and be excellent ambassadors for the school either on the premises or while away on trips.

Positive pupil recognition in Years 3 to 5

- Pupils who show good work, good behaviour, good deeds and a host of other positive actions are rewarded with House Credits. They are recorded on SIMS.
- Each week Form Tutors look at individual pupils' Prep books and will often discuss awarding of house credits.
- At the end of each term, at an Achievement Assembly, individual pupils are awarded certificates for having accumulated the most Credits and Form Prizes are awarded to those Forms who achieve the highest collective scores.

Awarding of House Credits

Examples of what 'House Credits' may be awarded for include:

- A very good piece of work (relative to the pupil's ability)
- Very good effort and/or performance as a team player
- Very good contribution to the successful outcome of a school trip
- Being particularly helpful to a member of staff, or other member of the school community
- Very good contribution to the success of a school play/concert
- As a means of encouragement and reinforcement of high expectations.

Headmaster's Tokens

A token is worth four House Credits and will be given for:

- An outstanding piece of work when compared to a pupil's usual work load/attitude to learning/achievement.
- A commendation by the class teacher for completing an exercise book (or file) thoroughly and carefully (worth two House Credits or four if of a Headmaster's Token standard).
- A service/contribution to the school community or beyond; e.g. student council, charity work, etc.

Colours and Certificates - See the relevant policy

3. Consequences

In cases where pupils choose not to respond to our expectations or choose to ignore the regulations, in spite of consistent attention to positive recognition a range of consequences will be used, calmly and quickly. A discipline hierarchy will be used which is consistently progressive, starting with a warning. This measure is important as it provides opportunity to choose more appropriate behaviour before a more severe consequence is received. The consequences then become gradually more substantial if the pupil chooses to continue to behave inappropriately. It is not always true that the more severe a consequence, the more impact it will have on a pupil. The key to effective consequences is their consistent use; it is the inevitability of the consequence, not the severity that makes it effective. Pupils need to know that all staff will be consistent in the enforcement of consequences. Consequences are something our pupils do not like; it must be noted they are never to be physically or psychologically harmful (as per Education Act 1986).

A discipline hierarchy (with specific reference to the classroom but also applicable in all areas of school life)

Stage 1 - a pupil disrupts – a verbal warning will be given. This is an important first consequence because a warning gives the pupils an opportunity to **choose** more appropriate behaviour before a stronger consequence is received.

Stage 2 – provide a consequence. Make a note in the logbook. This enables teachers, tutor and parents to be in the picture.

Stage 3 – it is totally unacceptable for a pupil to offend three times in any one lesson at Ballard. Now, the pupil will be required to report back to the teacher at the teacher's convenience. A record will be made in the logbook and on SIMS.

Stage 4 – lunchtime detention issued and note put on SIMS and in logbook. A **Daily detention** is run by a member of the SMT (senior management team) in the Senior English Room. This is for persistent, incomplete homework or, in some cases, poor behaviour in class. This should be recorded on SIMS. If a pupil has been given more than one SMT detention in a week, or has not attended detention they will be required to stay for a Friday **Headmaster's detention** (5.00pm – 6.00pm).

Stage 5 – on rare occasions, removing a pupil from the lesson may be the only way to get the message home. At this stage the pupil should be referred to the Senior Management Team/Leadership Team. Parents will be contacted and a demerit detention issued. A **Demerit detention** may be given for a serious offence and is run by the Deputy Head (Academic) on a Friday evening between 4.15pm and 5.00pm in the Senior Building. If a pupil receives three demerit detentions in any term they may be recommended to be put 'On Report'. Parents will be informed in writing. They will usually be on Full Red Report (see details below) and move to Green as they progress.

Guidelines for misdemeanours (the following are examples for which demerits may be given):

- Late for registration for no valid reason
- Late to lesson or prep
- iPods/mobile phone used in lesson or prep or study period
- Eating in classroom/corridor
- Misbehaving in lunch queue
- Dropping litter
- Out-of-bounds within Ballard School
- Uniform infringements – shirt out, trainers, jewellery, inappropriate shoes, no tie, hair accessories inappropriate, nail varnish (see current uniform list for details),
- persistent failure to provide homework
- Chewing gum

Stage 6 – in cases of severe misbehaviour the pupil would not receive a warning. Pupils may be issued a **'red card'** and referred directly to the LT or SMT for offences such as the following examples (this list is not exhaustive):

- Drinking alcohol (on school premises)
- Taking/peddling drugs
- Smoking
- Bringing pornographic matter into School
- Fighting
- Stealing School or pupil property Damaging School or another pupil's property
- Serious breaches of the Ballard School Charter
- Being off-site without permission at any time between 8.30am and 5.00pm
- Vandalism
- Any other action that a member of staff deems severe

In instances such as those listed above, the pupil loses the right to proceed through the hierarchy of consequences. Severe misbehaviour calls for an immediate consequence that will involve a Leadership Team (LT) or Senior Management Team (SMT). **Internal isolation**

might be put into operation and/or the pupil will be asked to work in SMT members' classrooms. Parents will be contacted by either LT or SMT.

Referral to the Deputy Heads, Heads of Section, or Headmaster could result in a range of sanctions, including parental interview, after-school detentions, being placed 'On Report' and, ultimately, a fixed-term or permanent exclusion (see the Exclusions Policy for full details). For a **Friday Headmaster's detention** parents would be informed that a pupil should attend this on the following Friday between 5.00pm and 6.00pm. Notice is usually given by the preceding Wednesday. The School will not issue any after-school detention that would compromise a child's safety (as per DfE guidance 2016). A **Saturday detention** can be given for a very serious offence short of an Exclusion; served in uniform at times determined by the Headmaster.

There is no system for appeal for sanctions until either a fixed term exclusion or a permanent exclusion is issued – the School's decision is final.

Report system:

This is a digital system through SIMS whereby a pupil can be monitored in whatever way the staff feel is necessary. The digital report is live on Insight and parents can have instant access. Pupils will also receive cards and will have a space on the front to set targets specific to the pupil and the comments will reflect how well the pupil has met these. The cards must be 'signed off' every day by parents and Form Tutors (or Deputy Heads).

Community service:

Pupils in detention may be asked to undertake academic work or, when appropriate, they may be asked to undertake community service tasks. Such tasks might include helping:

- Dining room staff at lunchtimes
- Staff prepare for parents' evenings or other functions

Red Report cards are the most serious and will usually be for behaviour and work-related issues.

Green Report cards are less serious and are also used to support pupils; sometimes they may be voluntary. They can be for behaviour or work-related issues.

Individual cards can be designed for specific pupils when the above model does not seem to be the best option.

Consequences - according to the **Ballard School Charter** should be followed at all times. Staff are encouraged as far as possible to deal with any discipline issues within their own time. By doing this the punishment should be appropriate. However, Ballard School does offer a system of sanctions to support the commitment to good behaviour.

Consequences for Years 3 to 5

- Pupils who commit minor offences are dealt with by individual members of staff and may be kept in at break times or after school
- Pupils who repeatedly make the same mistake or who make a more serious mistake may be referred to a Deputy Head or may be asked to miss breaks or in rare cases be internally suspended. (see below)
- Following any of the above if the pupil's behaviour does not improve the parents may be called in and regular meetings (weekly or fortnightly) put in place, usually with the Form Teacher and a Deputy Head, to monitor the behaviour.

If none of the above worked then a period of exclusion may be considered. (see below)

Pupils will usually be sent directly to a Deputy Head for the following offences:

- Fighting
- Very unkind behaviour
- Disrespectful behaviour

Positive pupil recognition and consequences in Pre-Prep Department

Positive Pupil Recognition

We shall endeavour to highlight and praise positive behaviour with a system of rewards using stickers, stars, merit awards, 'smiley faces' and Headmaster's Tokens.

At the end of every term each class teacher (Reception – Year 2) awards a cup for merit, whether for academic work, good behaviour, kindness, willingness, etc.

Consequences

During outdoor play unacceptable behaviour may result in a child being asked to sit aside to discuss the incident or behaviour with the member of staff on duty.

Problem behaviour in class may result in shorter play or missed playtime. If it is more appropriate, a tidying-up task might be given. We endeavour to discuss the behavioural incident with the child stressing why the behaviour is unacceptable.

If the incident is severe, such as bullying or very aggressive behaviour the child may be taken to see the Headmaster.

All incidents will be recorded in the Incident Book (located in the Pre-Prep staff room) and reported to the child's parents.

All inappropriate behaviour will be dated/recorded by the class teacher. If a child's behaviour is a source of concern staff will discuss constructively and confidentially how best to handle the child's behaviour and a consultation procedure set up with the parents.

- Pastoral support plans may have to be drawn up.
- Parental consultation with the child's GP may take place.
- LEA Child Psychologists may be asked for further help and assessment.

Roles and Responsibilities

The Board of Governors - will ensure that expectations are clear and non-discriminatory (ethnic or national origin, culture, religion, gender, disability or sexuality). Governors support the aim of maintaining high standards of behaviour.

The Headmaster - will use discretion in applying rewards and sanctions, taking into account the individual situation and the individual pupil.

The Senior Management Team/Leadership Team - is responsible for the implementation of the assertive discipline policy and day-to-day management of procedures through the school structures.

The Heads of Department - are responsible for ensuring that procedures are followed and consistently applied throughout the School. In addition, all subject leaders take responsibility for ensuring high quality of teaching, organisation and management of their curriculum as a pre-emptive means of behaviour management.

Teachers - have responsibility for managing behaviour in the classroom by:

- Creating a high quality learning environment to meet the needs of pupils
- Developing clear routines, expectations, objectives, instructions, explanations, discipline and language
- Challenging and supporting pupils, keeping them on task and responding fully to their educational needs.

All staff and volunteers - are responsible for ensuring that the procedures are followed and consistently applied on a day-to-day basis. Mutual support amongst all staff and adult volunteers in the implementation of the policy is expected.

Parents - share the responsibility for the behaviour of their child both inside and outside the classroom. They are considered to be a vital part of the Ballard family by assisting the School in maintaining high standards of behaviour.

Pupils - are expected to take responsibility for their own behaviour and be aware of the school's policy, procedures and expectations with regard to discipline. Pupils also have a responsibility to ensure that incidents of disruption, bullying and any form of harassment are reported. Prefects have an important role to play in maintaining good order in the School and they will be able to liaise with staff to recommend that sanctions are applied.

Staff development and support

All staff, including non-teaching staff, will receive whole-school and department training and support in being the "assertive practitioner:"

- Believing in a firm teacher in charge classroom;
- Believing pupils wish to have their behaviour directed;
- Believing no-one benefits when a pupil is allowed to misbehave;
- Building positive, trusting relationships with pupils;
- Teaching appropriate behaviour to those who do not show it;
- Being demanding, yet warm in interaction, supportive of the pupils and respectful when dealing with misbehaviour.

Leadership Team, Senior Management Team and Heads of Department will ensure that all new teachers understand the School's approach to behaviour management. Training can be available on an individual basis, working alongside staff in the classroom, coaching and modelling behaviour teaching techniques, or in small group sessions. All staff will have access to behaviour training designed for their particular needs so as to ensure that they have the necessary knowledge, understanding, skills and attributes to handle behaviour problems with confidence.

The Bursar will ensure that new support staff are similarly informed of the School's approach and their role in the process. The Leadership Team, in consultation with the Chair of Governors, must ensure that new governors understand the School's approach. Heads of Section will ensure that new pupils understand the School's approach to behaviour management.

Classroom Expectations

Classrooms, labs, sports hall and playing fields are all places of work. Just as in any workplace, there needs to be clearly understood rules and expectations to allow everyone to work successfully, productively, safely and enjoyably. As mentioned above Departments will agree on specific “directions” for their subject areas and make them very clear to pupils at the start of and throughout the academic year. All directions drawn up by staff will be forwarded to the Leadership Team.

Model directions (as given to pupils):

Academic activities:

- Class discussion
 - Raise your hand to seek permission to speak
 - Listen to other views without interrupting
 - BBB- “brains, buddies, boss”
- Teacher lecture
 - Raise your hand if you wish to speak
 - Keep your eyes on the teacher
- Watching video
 - Follow the instructions given carefully
 - Move sensibly to a position where the television can be seen
 - Watch and listen carefully at all times
- Independent work
 - Listen to instruction without talking
 - Ask permission to remove blazer
 - Work quietly without disturbing others and let the teacher know when work is finished
 - Eating and chewing are not allowed; although pupils are allowed to have a clear water bottle; holding only water;
 - i-Pods, radios, mobile phones, magazines or other distractions are not allowed; they will be confiscated.
- Working in Groups
 - Follow directions given by the teacher quickly and silently
 - Work quietly and show respect to others

Routine Procedures

Entering the classroom:

- Line up in single file quietly outside the classroom
- Walk quietly into the classroom when invited
- Prepare for the lesson and stand behind the chair in silence
- If the teacher is late you should enter the classroom, go to your place, sit down, get your books out and work quietly. If the teacher has not arrived after five minutes, one member of the class should go to the staff room and notify a member of staff. In the case of laboratories, changing rooms and other specialist rooms you should not enter until a member of staff instructs you to do so
- Put bags away (not on desks)
- Arrive at lessons on time.

End of Lessons:

- The bells are not signals for you; they are for your teacher's information. Pack away when told by your teacher
- Ensure the work area is clean and tidy
- When told, stand in silence, straighten desks and push in or put up your chair
- Only when your teacher finally tells you to go may you leave the room and then move swiftly and quietly to the next lesson or activity
- Check uniform is correct

Entrance to the classroom from an adult:

- All pupils are expected to stand quietly as a mark of respect.

Recording homework:

- Note homework in your logbook when instructed to do so
- Record clear details of the task set
- Record "none set" if necessary
- Record the date for handing in homework
- Do not graffiti logbooks.

Special Procedures**Use of computers:**

- Load only software which has been cleared by a member of staff
- Follow operating instructions closely
- Ask permission from a member of staff to use a computer/laptop.

Guest speakers:

- Follow instructions given carefully
- Watch and listen carefully
- Address the speaker in a respectful manner.

Fire Alarm:

- Stop work, stop talking and listen to the teacher
- When instructed, walk out of the classroom in silence and leave the building by the correct route
- Line up in silence at your given assembly point and wait for further instructions.

Out of class:

- Be polite to all adults and other pupils, holding doors open or giving way in the corridor
- Be considerate of others and respect for their property and School property
- Wear uniform correctly and follow instructions regarding hair, jewellery, etc.
- Behave in a thoughtful and sensible way when moving around the school
- Welcome visitors to the school, offering assistance or giving information if required
- Ensure that, at break times, you do not put yourselves, or others, at risk.

Finally, but most importantly, teachers are in the position of loco parentis (in place of your parents) while you are in School. This means in particular that:

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

Breaking either of these basic rules will be treated as a **very** serious matter.

Practical Regulations and Pupil Expectations

The following arrangements are designed to facilitate the smooth running of Ballard School for the benefit of all, and so create a community in which every student can fulfil their potential. Though quite lengthy, much of what is contained here is common sense and will be routinely undertaken by most pupils.

Bags:

To be packed for each group of lessons during Form time or appropriate break. To be left in classroom, bag racks or changing rooms during breaks. PE bags should be kept in the appropriate locker in your changing room.

Breaks:

Morning:

- Report to the relevant section of the School for your drinks
- All pupils must be outside, unless it is an 'Indoor Break'.

Lunchtime:

- All pupils must be outside, unless it is an 'Indoor Break' or they are attending an activity.
- If an early lunch is necessary this will be requested by a member of staff and written notification given to the duty member of staff
- A late lunch must be ordered from the kitchen the previous day
- Pupils must remain 'In Bounds'.

Afternoon Break:

- Pupils may remain in the building. Drinks will be served at the appropriate venue.

At the end of the school day:

- Pupils remaining in school until 5.00pm must attend either a prep session or an activity
- Under no circumstances should any pupil leave the site between 4.15pm and 5.00pm unless they have received special permission
- Pupils who have not been collected by 5.15pm must report to the Main Reception where a member of staff will take care of them
- Pupils leaving at 4.00pm sign out at the PE door area (Years 3 to 5) or the car park (Years 6 to 11).

Corridors and Stairs:

Walk at all times, keeping to the left. Observe the one way systems where they apply. Line up quietly and in single file when waiting for a lesson.

Food and Drink:

No food and drink (except water) may be consumed in classrooms or corridors unless a member of staff is present.

Library/Learning Resources Centre:

Unless a member of staff is present, this room is for private study and reading, and silence is always expected in this area. The Library rules must be observed.

Litter

- Do not drop litter - use the bins provided
- Pick up any litter you may see and put it in a bin.

Personal Property

- All items of personal property must be clearly labelled
- Property belonging to other pupils should not be interfered with in any way
- A pupil wearing an item belonging to somebody else, without that person's express knowledge and permission may be deemed to have stolen it.

Places Out of Bounds:

- See the notices placed around the School.

Prep/Activities:

- After the afternoon break pupils should arrive promptly at prep and have started work within five minutes of the bell at the beginning of the prep period; i.e. by 4.15pm. Pupils must work silently at their desk in the designated classroom.
- Any pupil who wishes to alter any arrangements for prep/activities, must bring a note to the prep supervisors, on each and every occasion, otherwise permission will not be given.

Prohibited items:

The following items may not be brought into the School *at any time*:

- Aerosols
- Alcohol
- Cigarettes (including e-cigarettes, vaping, etc.)
- Chewing/Bubble Gum
- Drugs/legal highs
- Lighters/Matches
- Tippex
- Psychoactive substances including nitrous oxide (laughing gas)
- Solvents
- Nuts
- Any items which may be used as an offensive weapon; e.g. knives

Smoking and possession of smoking materials (including E-cigarettes) whilst under the School's jurisdiction is *strictly forbidden*; this includes journeys to and from home and trips. The same restrictions apply to alcohol and non-prescribed drugs.

Medication should only be brought in under supervision of School Nurse.

The use of iPods is restricted to language study and art, or with the express permission of staff concerned.

Searching:

The Headmaster or other authorised staff may search pupils who have consented to be searched and may also conduct a weapon's search without consent where there are reasonable grounds to suspect the possession of a weapon. Of course, it is extremely rare that there will be a need to search a pupil in these circumstances; the School would normally involve the police to manage such matters.

It might be necessary to ask a pupil to empty their pockets or give staff access to their bags or lockers. Such instances would include where there are reasonable grounds to suspect the possession of stolen property, alcohol or illegal substances.

Public Displays of Affection:

Pupils must not engage in any overt sign of physical affection. This includes holding hands, kissing and cuddling.

Reception of Visitors into a Classroom:

Pupils are expected to stand when another member of staff or visitor enters a classroom and to remain standing until told to sit. This does not apply in rooms such as labs or the art room where this may be difficult or dangerous.

Registration:

At 8.30am and 2.15pm (Lesson 5) all pupils should be in their classroom for registration.

Medical Room (School Nurse):

During the day pupils may only visit the Surgery, (situated on the first floor in the Main House building), at break times, unless they have the express permission of a member of staff.

Telephone:

Pupils may ask to use the phone in Main Reception to contact home if they are worried. Usually they will be allowed to do so.

Travelling to and from School:

Whilst travelling on School transport pupils must always wear a seat belt and be respectful to the driver.

Pupils are expected to travel to and from School wearing the proper School uniform or a full School tracksuit. Whilst in School uniform students are expected to conform to the School regulations.

Pupils being taken home by their parents and who have not been collected by 5.15pm must wait in the foyer of the Main House, next to Main Reception.

Pupils travelling by train should make their way briskly to and from the station and make use of the School transport as and when it is provided.

Valuables/Money:

Pupils should not bring in to School any items of value. They do so strictly at their own risk.

Uniform:

Pupils are expected to maintain a high standard of personal appearance at all times and adhere to the School's uniform regulations.

If a pupil comes to School without an item of uniform or inappropriately dressed, they must show the teacher a note to explain the reason. If there is no satisfactory reason given, the

Form Tutor will contact the parents and request that the situation be rectified on the following morning. In the meantime, pupils will be kept out of circulation at break times. Persistent issues with uniform will result in a letter home from Heads of School.

Confiscation of Inappropriate Items:

Staff have a legal right to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances (as per DfE guidance 2016). If appropriate, confiscated items should be returned to pupils at the end of each school day, although inappropriate mobile phone use may result in a longer period of confiscation. Staff have access to a safe for safe-keeping of confiscated items.

Staff also have the legal power to search without consent for "prohibited items" including: knives and weapons, alcohol, illegal drugs, legal highs, tobacco and cigarette papers, e-cigarettes, 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 (as per DfE guidance 2016). Weapons and knives and extreme or child pornography will always be handed over to the police.

Power to use reasonable force:

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom (DfE guidance 2016).

Support systems for pupils

The basis of the Ballard approach is to empower pupils to make positive choices about their behaviour. Where a pupil chooses not to observe the agreed discipline hierarchy it is hoped the sanctions already mentioned will support the pupil in making better choices. Ballard believes in supporting the "individual" and will explore a host of supportive mechanisms for behaviour management.

The "on report" process provides intensive monitoring, to provide a sharp, concentrated focus, enabling the pupil to show a rapid improvement. SMART (specific, measurable, achievable, relevant and time bound) targets will be used. Parents will be involved and given clear expectations of what is expected. There will be a tiered system of management with a designated member of staff in charge. Postcards/letters will be sent home to celebrate success.

A "pupil support plan" may be used to help teach a pupil to behave responsibly and help teachers develop the positive relationship with that pupil that may previously have been out of reach. The plan will include:

- The specific behaviour expected of the pupil
- The positive recognition to be given when the pupil does behave appropriately
- The consequences to be imposed if the pupil does not choose to engage in the appropriate behaviour
- Opportunities for parents to be involved.

"In-school mentoring" can provide identified pupils the benefit of close support and monitoring by a designated member of staff. Staff offer this service on a voluntary basis and are likely to be staff with whom the pupil has established a good rapport. These mentors will meet frequently with pupils on a one-to-one or small group basis and will discuss strategies to help each pupil choose more appropriate behaviour.

Ballard employs the services of a **school counsellor** who may meet privately with a pupil at intervals. We also employ a full-time, qualified **ELSA** (emotional literacy support assistant) who can work closely with pupils.

The Ballard School Council meets every half term and provides a good means of discussion on issues related to behaviour and attendance.

A strong **PSHE (personal, social and health education) programme**, often involving outside speakers, supports the whole behaviour management process.

At Ballard there is **no academic/pastoral divide**. All staff have the responsibility to develop the whole pupil and ensure academic progress as well as healthy emotional and social development.

NB - the Ballard Behaviour Policy – Assertive Discipline Policy is published on the school website (as per School Information (England) Regulations 2008). The Headmaster will publicise the policy, in writing, to staff, parents and pupils at least once a year (as per DfE guidance 2016).

Name: Mr Andy Marshall (Deputy Head Pastoral)
Mr Andrew McCleave (Headmaster)

Reviewed: September 2020