

BEHAVIOUR POLICY

Updated: September 2016

Review date: September 2017

Policy Statement

To instil the personal qualities in students that make them a valued member of the school and the wider community based on three broad principles which exemplify the minimum expectations for all students.

Look smart
Be polite
Work hard

- For effective teaching and learning to take place good behaviour in all aspects of school life is necessary.
- Promoting good behaviour and discipline is the responsibility of all staff, students and parents/carers.
- A school ethos of encouragement and sharing success is central in the promotion of good behaviour.
- Positive relationships should be developed between all students and staff and students and with parents in order to develop a shared approach in implementing the school's policy and procedures.
- Positive relationships should be based upon mutual respect, self-discipline, proper regard for authority and positive self-esteem.
- Strategies and procedures for dealing with both positive and negative student behaviour should be applied consistently and fairly. There should be no differential treatment based on nationality, ethnicity, race, religion, gender or disability.
- Wherever possible there should be early intervention to address and correct negative behaviour and recognise and reward positive behaviour. Where appropriate this will involve working with external agencies.
- Reward and behaviour practices should create a safe environment for students free from violence, bullying, racism and any other form of harassment.
- This policy should be read in conjunction with the Equal Opportunities Policy and the school Anti-Bullying Policy.

Aims

- Provide a positive environment in which students can develop personally, socially and academically.
- Promote a standard of behaviour that reflects our commitment to the highest levels of social and academic achievement to all in the school and wider community.
- Provide clarity in enhancing the ability of all students to meet and exceed the minimum expectations.
- Ensure consistency in our expectations and in our dealings with students.
- Promote clear communication between ourselves as professionals.
- Ensure adherence to line management structure and communications.
- Demonstrate good teamwork and mutual support.
- Ensure that all students are actively engaged in the learning process.

Roles and Responsibilities

- The Governing body will consult with the school in the creation of a reward and behaviour policy and will regularly review the policy and ensure that it is communicated to parents, staff and students. Governors will support the school in maintaining high standards of behaviour and recognising the achievements of students.
- The Headteacher will be responsible for the implementation and day to day management of the policy and procedures. Ensuring that members of staff are supported in dealing with behaviour is a key responsibility along with ensuring that the policy is rigorously reviewed.
- All staff in the school will be responsible for ensuring that the policy and procedures are followed and are fairly and consistently applied. All staff has a responsibility to help create a high quality learning environment, to model good behaviour expected from students and to develop a success culture within the school by recognising and rewarding student achievements. The On Call System and related database will be used to monitor student behaviour and how staff deals with it.
- Staff will be supported in dealing with student behaviour by the member of staff on call, Pastoral Leaders, Heads of Year, their Head of Department, Senior Staff and the Inclusion Manager. Staff will also be supported through regular behaviour training and the Staff Buddy System. Behaviour will also form part of the induction programme for all new staff.
- Parents/carers will work in partnership with the school to assist the school in maintaining high standards of behaviour and celebrating the successes and achievements of students. Parents/carers are welcome to contact the school to discuss their child's behaviour. In the first instance they should contact their child's form tutor or relevant subject teacher. Other staff within the school or professionals from outside may then become involved in supporting parents/carers and students in addressing behavioural issues.
- Students are expected to take responsibility for their own behaviour and to report any incidents of inappropriate behaviour to members of staff. Students are also expected to serve as role models for one another and to demonstrate the high standards of behaviour expected of them.
- Students will be supported in maintaining high standards or in improving it by all staff in the school. Within school this support may come in the form of a report, being allocated a mentor, being given a PSP or attending student support, counselling or anger management. Some students will receive support from relevant external professionals in order to support their behavioural needs.
- The policy will be monitored through a termly analysis of data collected in the school database. Student behaviour is also a focus of lesson observations.

Review Process

This policy is constantly monitored and reviewed through daily practice and formally every two years.

Whole School Behaviour Strategies - Revised October 2016

SLT

Responsible for:	Possible Actions:
<ul style="list-style-type: none"> ▪ Assault ▪ Bullying ▪ Threatening behaviour ▪ Damage to property ▪ Rudeness / lack of co-operation with HoF / HoKS ▪ Verbal abuse towards a teacher ▪ Theft ▪ Smoking ▪ Illicit substances ▪ Bringing a weapon on site ▪ Racism 	<ul style="list-style-type: none"> ▪ Whole School detention for 1 hour ▪ Isolation ▪ Exclusions ▪ Referral back to Middle Leader with support and advice / possible actions ▪ On rota (walking corridors with walkie talkie / similar)

Head of Faculty

Head of Key Stage

Responsible for:	Possible Actions:	Responsible for:	Possible Actions:
<ul style="list-style-type: none"> ▪ Persistent low level disruption in subject classes ▪ Non-compliance with a teacher's instructions ▪ Persistent offenders – homework / missed detentions ▪ Rudeness to a teacher ▪ Damage to subject specific equipment 	<ul style="list-style-type: none"> ▪ HoF detention for 45 mins ▪ Monitor SIMS for persistent lateness to subject / lack of homework / other issues ▪ Support class teachers with advice / possible actions of persistent offenders ▪ Subject isolation ▪ Subject report ▪ Refer to Inclusion ▪ Refer to SLT ▪ Parent / carer communications 	<ul style="list-style-type: none"> ▪ Persistent lateness / attendance issues ▪ Persistent refusers for detentions ▪ Out of class time behaviour incidents ▪ Truancy ▪ Bullying 	<ul style="list-style-type: none"> ▪ HoKS detentions for 45 mins ▪ Monitor SIMS: incidents/ issues / rewards ▪ Support HoF with advice / possible actions of persistent offenders for an overview of how those students are performing across the curriculum ▪ Refer to Inclusion ▪ Refer to SLT ▪ Parent / carer & outside agencies

Class teacher / TA

Form Tutor

Responsible for:	Possible Actions:	Responsible for:	Possible actions:
<ul style="list-style-type: none"> ▪ Low level disruption in class ▪ Reward good classwork / homework ▪ Lack of classwork ▪ Homework completion ▪ Subject specific equipment checks ▪ Mobile phones 	<ul style="list-style-type: none"> ▪ Detentions for up to 30 mins (check reasons for non- attendance before referring to the next level) ▪ Phone home* ▪ Letter home* ▪ Post cards home* ▪ Subject report card ▪ Holding parental meetings* ▪ House points* ▪ Behaviour points ▪ Parking with senior member of the faculty ▪ Log incidents on SIMS ▪ Liaise with HoF & Form tutor for further action, advice or support ▪ Referral to homework clubs 	<ul style="list-style-type: none"> ▪ Attendance issues ▪ Lateness ▪ Equipment ▪ Uniform ▪ Monitoring behaviour across subject areas ▪ Liaising with HoKS and subject teachers ▪ DEAR ▪ Supporting colleagues in completion of homework / controlled assessment ▪ Supporting colleagues with pupils who miss detentions ▪ Overdue library books ▪ Minor peer group social disagreements / misconceptions ▪ Mobile phones 	<ul style="list-style-type: none"> ▪ Detention for up to 30 mins (check reasons for non- attendance before referring to the next level) ▪ Phone home ▪ Letter home ▪ Post cards home ▪ Report card ▪ House points ▪ Behaviour points ▪ Green slips ▪ Log incidents on SIMS ▪ Liaise with HoKS for further action

* these strategies can be used for praise as well as recording inappropriate behaviour.

Strategies for dealing with inappropriate behaviour

The table below contains examples of how the school may deal with inappropriate behaviour either in school, whilst representing the school or when students are making their way to or from school. This is not an exhaustive list but just provides some examples of what is deemed inappropriate. The overriding aim of this policy is to ensure a high level of appropriate behaviour that reinforces the school's core principles.

Sanction	Types of Behaviour
Class Teacher Detention up to 60 minutes <ul style="list-style-type: none"> ▪ Tutor informed ▪ Parents informed ▪ Possibility of report 	<ul style="list-style-type: none"> ▪ Low level disruption e.g. wrong equipment, failure to complete work or homework, calling out, interrupting teacher, chatting in lessons.
Referral to Middle Leader Detention <ul style="list-style-type: none"> ▪ Parents informed ▪ Possibility of report 	<ul style="list-style-type: none"> ▪ Failure to attend a class teacher detention or persistent low level disruption (see above), ▪ Late to school and or lessons.
Referral to School Detention of 1 hour after school – Friday 3.00pm-4.00pm run by Senior Leadership Team, Pastoral Leaders and Faculty Leaders <ul style="list-style-type: none"> ▪ Parents informed and possibly called in for a meeting ▪ Possibility of report ▪ Possible support from outside of school 	<ul style="list-style-type: none"> ▪ Failure to attend a Middle Leader or Pastoral Leader detention. ▪ Failure to respond positively to earlier sanctions.
Isolation and Internal Exclusion run by Pastoral Leaders and SLT <ul style="list-style-type: none"> ▪ Parents informed and possibly called in for a meeting when required. ▪ Possibility of report. ▪ School Interventions implemented where necessary ▪ Possible support from outside of school agencies 	<ul style="list-style-type: none"> ▪ Persistent lack of uniform, poor behaviour across the curriculum, removed from a lesson whilst an incident is being investigated. ▪ Missing a Middle Leader or School detention. ▪ Truancy, smoking or being where people are known to smoke. ▪ Repeatedly leaving the school site. ▪ Fighting/Bullying. ▪ Warning of a 2-6 or 7.30 to 11.30 provision if things do not improve
2-6 or 7.30 to 11.30 Extended Provision run by HoF, Pastoral Leaders and SLT <ul style="list-style-type: none"> ▪ Parents informed ▪ External agencies becoming involved. 	<ul style="list-style-type: none"> ▪ Persistent poor behaviour and disruption across the curriculum over a period of time. ▪ Failure to respond to earlier Interventions/sanctions that have already been implemented to improve behaviour. Student has failed to change their behaviour positively. ▪ Warning of a 7.30 to 11.30 and 2-6 provision if things do not improve.
7.30 to 11.30 and 2 – 6 <ul style="list-style-type: none"> ▪ Parents informed 	<ul style="list-style-type: none"> ▪ As above ▪ SLT Report implemented
Exclusion - Headteacher could exclude for a fixed period or permanently based on recommendations from Pastoral Leaders and Senior Leadership Team after a thorough investigation. <ul style="list-style-type: none"> ▪ Parents informed and called in for a meeting ▪ Report 	<ul style="list-style-type: none"> ▪ Physical assault of a student or staff. ▪ Verbal assault of a teacher. ▪ Inappropriate use of technology. ▪ Having an offensive weapon on school site. ▪ Dangerous behaviour, vandalism, misuse of substances and damage to the school site. ▪ Bringing drugs into school.

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| ▪ If required meeting with the governing body. | |
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A member of staff can set a detention of up to 1 hour after school to a student. It is usual that parents or carers are given 24 hours of notice but the school can detain students without notice. In these instances the school will always attempt to gain consent from parents or carers.

In addition any student who repeatedly engages in behaviour that leads to time in isolation, internal exclusion, 2-6 extended provision or fixed term exclusions will attend the Governors Referral meeting to discuss their behaviour with their parents/carers and representatives from the Governing Body.