



Sprowston Community High School

Behaviour Policy

July 2017 – July 2018

Aim of the policy

The aim of this policy is to provide clear guidance to parents, staff, students and other stakeholders about the expectations of the school with regard to behaviour management and the methods used to maintain and promote an effective learning environment both within lessons and around school.

School Philosophy

Our School motto is: **The purpose of life is a life of purpose**

Vision Statement is: **We believe that all children and young people have the right to be healthy, happy and safe, to be loved, valued and respected, and to have high aspirations for their future.**

We believe that education is about equipping young people with the knowledge, skills and personal qualities to take their place as good citizens in society. In addition to educational qualifications, we want our young people to take away confidence, self belief and self discipline.

The Principles

We believe that effective behaviour management is at the heart of a successful and thriving school. Good behaviour creates a learning environment in which teachers can teach and students can learn; it also provides an environment where students and staff feel safe, respected and valued by other members of the learning community and are free from fear, bullying and harassment.

We are committed to:

- Promoting good behaviour both inside and outside of the classroom.
- Promoting self esteem, self discipline, correct regard for authority and positive relationships based upon mutual respect
- Ensuring equality and fairness for all
- Promoting consistent responses both to negative behaviours (sanctions) but also to positive behaviours (rewards)
- Providing a safe environment for all staff and students that is free from bullying or any form of harassment
- Working with a range of external agencies to promote and encourage good behaviour and to engage in early intervention where we believe this is necessary
- Encouraging a positive relationship with students, parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures
- Promoting an ethos/culture of praise and encouragement in which all students can enjoy and achieve

Roles and Responsibilities

- The Governing Body will, through consultation with other stakeholders including the Headteacher, staff, parents and students, establish a policy of desired behaviours and procedures to achieve these and will review this policy annually

- The Headteacher and School Leadership Team will be responsible for the day-to-day management of the policy and procedures
- School staff, including teaching and support staff, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.
- Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher and School Leaders/Managers, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policies and procedures consistently.
- Parents and carers are expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside of school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour. Parents and carers are actively encouraged to raise with the school any issues in relation to the operation of the policy
- Students are expected to take full responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

Procedures

The procedures detailed in this policy have been developed through consultation between the School Leadership Team, teaching and support staff, parents and students.

(a) Dealing with in-class incidents of poor behaviour

Classrooms are a place of learning and we have high expectations for student behaviour in lessons.

We expect students to:

- Engage fully in learning without disrupting the learning of others
- Follow the basic classroom code of conduct which includes routines for entering the classroom; seating plans; how to answer questions; having basic equipment necessary for the lesson
- Show respect for the classroom teacher and any other adults in the classroom
- Show respect for all other students and learners and to work co-operatively with them to ensure that learning targets are achieved. This includes respecting diversity and the differing views and opinions that other students may have.

- Show respect for the learning environment and the physical equipment made available to them during the lesson We believe that the vast majority of behaviour incidents can be dealt with by the classroom teacher. However, there are situations where the poor behaviour of a student continues to disrupt the learning and progress of other students. In these cases we would expect to see an escalation of behaviour management techniques/sanctions as detailed in **Appendix 1**.

In some cases, the level of the poor behaviour demonstrated may be regarded as too serious to warrant in-class interventions. Examples of behaviour that may lead to this decision are: dangerous behaviour; physical or verbal abuse to another student or adult within the classroom; repeated failure to follow instructions/defiance. In these cases, the student will be sent to The Base for the remainder of the lesson. In many instances, a further decision will be made by the School Leadership Team about higher levels of sanctions including the possibility of fixed term exclusion.

Following an incident in which a student has been withdrawn from a lesson as a result of poor behaviour, we would strongly advise the student and the classroom teacher to spend some time reviewing what went wrong in the lesson. This restorative approach is crucial to re-building the relationship between the student and the classroom teacher and reduces the possibility of similar events recurring in the future.

(b) Dealing with out of class incidents

We expect high levels of behaviour from students both inside and outside of the classroom. The latter will include:

- Behaviour in the corridors and communal areas of the school
- Behaviour at break and lunchtimes
- Behaviour on the way to and from school
- Behaviour outside of school if it impinges on the well-being of other students and/or staff

We expect students to:

Show respect for each other in the way that they talk to each other and behave towards each other

- Show respect for adults in the school community
- Show respect for the physical environment. This includes not dropping litter or knowingly damaging school property/the damage of others
- Behave calmly and safely so that no other student is placed at physical risk
- Refrain from any activity that could be regarded as bullying or harassment of others
- Show equality and fairness to all members of the school community and not to act in a way that could be regarded as prejudiced or discriminatory.

As with in-class incidents, we would expect most out of class incidents to be dealt with on an escalating scale. In many cases conversation or a reprimand from a member of the teaching or support staff is sufficient to alert a student to his/her unacceptable behaviour and to prevent this from recurring. In some

cases, such as repeated anti-social behaviour at lunchtime, detentions and behaviour points may be given and students may be asked to sign lunchtime contracts. Where behaviour outside lessons is deemed to be in serious breach of the school code of conduct, for example physical assault on another student, theft, vandalism, verbal assault on a member of staff, a student may be given a day in either The Base or The Link or, more commonly, fixed term exclusions. These are detailed in section (c) below.

(c) Dealing with continued incidents of poor behaviour or more serious incidents of poor behaviour

In most cases, one off interventions will support students to return to the classroom as swiftly as possible so that learning can re-commence. However in a minority of cases, individual students continue to demonstrate behaviours which do not meet the expectations of the school and may damage the learning and progress of other students or the well-being of other students or staff. In these cases, and in the case of "one off" serious incidents of poor behaviour, the school will use the higher level sanction of fixed term exclusions to students.

Some fixed term exclusions will be school-based. These are known as School Centred Fixed Term Exclusion (SCFTE). Students on SCFTE work in isolation from other students in The Link. Students follow a different school day so that breaks and lunchtimes do not match those of their peers. In addition to silent working, students will be offered an individualised training session relating to the cause of their exclusion. SCFTE is frequently used for students who have a build up of poor behaviour across a range of subjects and who are persistently failing to respond to the school discipline code. SCFTE may also be used for more serious offences but where it is the student's first serious breach of the school code of behaviour.

In some cases, external fixed term exclusions will be given. This is likely to be the case where the seriousness of the offence warrants this punishment as an individual deterrence and a general deterrent to others. External fixed term exclusions are also likely to be given where the student has already had a number of SCFTE in the past.

Appendix 2 details the use of SCFTE and Exclusions.

(d) Support for students and families to improve behaviour

As a school we recognise that there is a need to support students who find it difficult to comply with expectations over behaviour, both in and outside of the classroom. At the heart of this support is communication with the parents and carers and the development of realistic targets for improving behaviour.

We also believe strongly in multi-agency approaches to supporting the students in our care and hence will look to engage specialist agencies in supporting the behaviour needs of a student where these have been identified.

We have worked with staff and students to develop a staged model to dealing with individual students who are demonstrating behaviour that breaches the school code of conduct. This model is routinely shared with students, parents and other stakeholders and is intended to be transparent and realistic. The

model shows clear escalation but at every level the emphasis is on supporting the young person to get it right. This model is shown in [Appendix 3](#).

(e) Detentions

Detentions form a vital part of our approach to behaviour management and there is an expectation that parents will support the school's decision to place a student in a detention.

There are 3 main types of Detention:

- (a) Late Detention: Runs daily from 1.00pm to 1.15 pm to deal with same day lateness
- (b) Central Leadership Team Detention (Homework): These run on Tuesday, Wednesday and Thursday from 3.30pm to 4.15 pm. Students who fail to submit homework are given one additional chance to do so by their class teacher. Failure to submit homework then leads to an automatic CLD
- (c) Central Leadership Team Detention (Behaviour): In the first instance, classroom teachers will set their own lunchtime detentions to deal with incidents of low level behaviour. Failure to attend these lunchtime detentions will lead to an automatic CLD. After school CLDs will also be given for more serious behaviour incidents including all referrals to Inclusion and poor out of class behaviour.

Failure to attend CLD without a valid reason will lead to a School Centred Fixed Term Exclusion. Continued failure to attend CLDs will be regarded as gross defiance and a failure to respond to the school discipline policy. This will lead to Fixed Term Exclusion and an urgent meeting with parents or carers will be arranged.

(f) Dealing with Bullying

As a school we are opposed to all forms of bullying and will work rigorously to ensure that all incidents of bullying reported to us are fully recorded and investigated. Sanctions will be taken against students who are found to have bullied other students. This process is more fully detailed in the school's Bullying Policy.

Moreover, as a school we believe passionately that we have a responsibility to build a climate and ethos that encourages our students to respect each other, understand diversity and difference and to lead the way in developing positive relationships and support for each other. We are fully committed to the principles of the Equalities Act 2010 and seek to ensure that no student is discriminated against on the grounds of sex, race, disability, sexual orientation, religious belief or pregnancy.

(g) Searching Students

In line with the Education Act 2006, School staff have a right to search students for any item banned by the school, if the student agrees. This may include items such as tobacco, alcohol or stolen items. The Headteacher, and staff authorised by the Headteacher, have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff will seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. Weapons and illegal drugs will be passed immediately to the Police. Where a search is undertaken without the consent of the student this will, where possible, be undertaken by a member of staff of the same sex as the student and with a witness who is also the same sex. In order for such a search to be undertaken the school must be satisfied that there are reasonable grounds for suspicion.

A student that refuses to co-operate with a search will be treated as any other student who refuses to comply with the school discipline policy and a sanction will be imposed.

(h) Use of reasonable force

In line with the Education Act 2006, there are certain situations where it is regarded as acceptable for a member of staff to use reasonable force against a student. The most common example of this is where a member of staff intervenes in a fight or altercation between students. In this case, the member of staff is fulfilling their duty of care to all students by ensuring that the students involved are kept safe from physical harm. In other instances a student may be putting him/herself at risk as a result of the behaviour demonstrated and this may also justify a degree of reasonable physical intervention by an employed adult at the school.

(i) Dealing with allegations against members of staff

Where there are allegations made against members of staff, these will be investigated swiftly and consistently by the School Leadership Team in line with the School Complaints Policy. Where there are issues relating to safeguarding and child protection, these will be dealt with via the appropriate channels including immediate communication with the Local Area Designated Officer (LADO) for Child Protection.

The School takes its responsibility for safeguarding and child protection extremely seriously. With this in mind we also regard false and malicious allegations against members of staff by students as an extremely serious breach of the school discipline code and hence serious sanctions will be imposed against students who knowingly make such false allegations.

Rewards

We believe that a school ethos of encouragement, celebration and praise is central to the promotion of desirable behaviour. Rewards and recognition play a motivational role in helping students to realise that desirable behaviour, self awareness and responsibility to self and others is valued, and are clearly defined in procedures.

- Praise, both formal and informal, has a key part to play in our reward system and students are routinely praised in class and in more formal occasions such as weekly and end of term assemblies.
- We use achievement points to electronically log student "good news" for a whole range of positive outcomes and behaviours, whether it be in learning or in showing thought/care for others. We have developed an associated system of acknowledgment and certification to accompany this
- We routinely inform parents and carers of student successes via letters and emails home and use of our website and Twitter. Termly year group assemblies are used to formally recognise the achievement and effort of students with all departments contributing to awards ceremonies. We have a positive relationship with the local press and routinely seek to "celebrate" student successes through positive press coverage

Reference to other policies

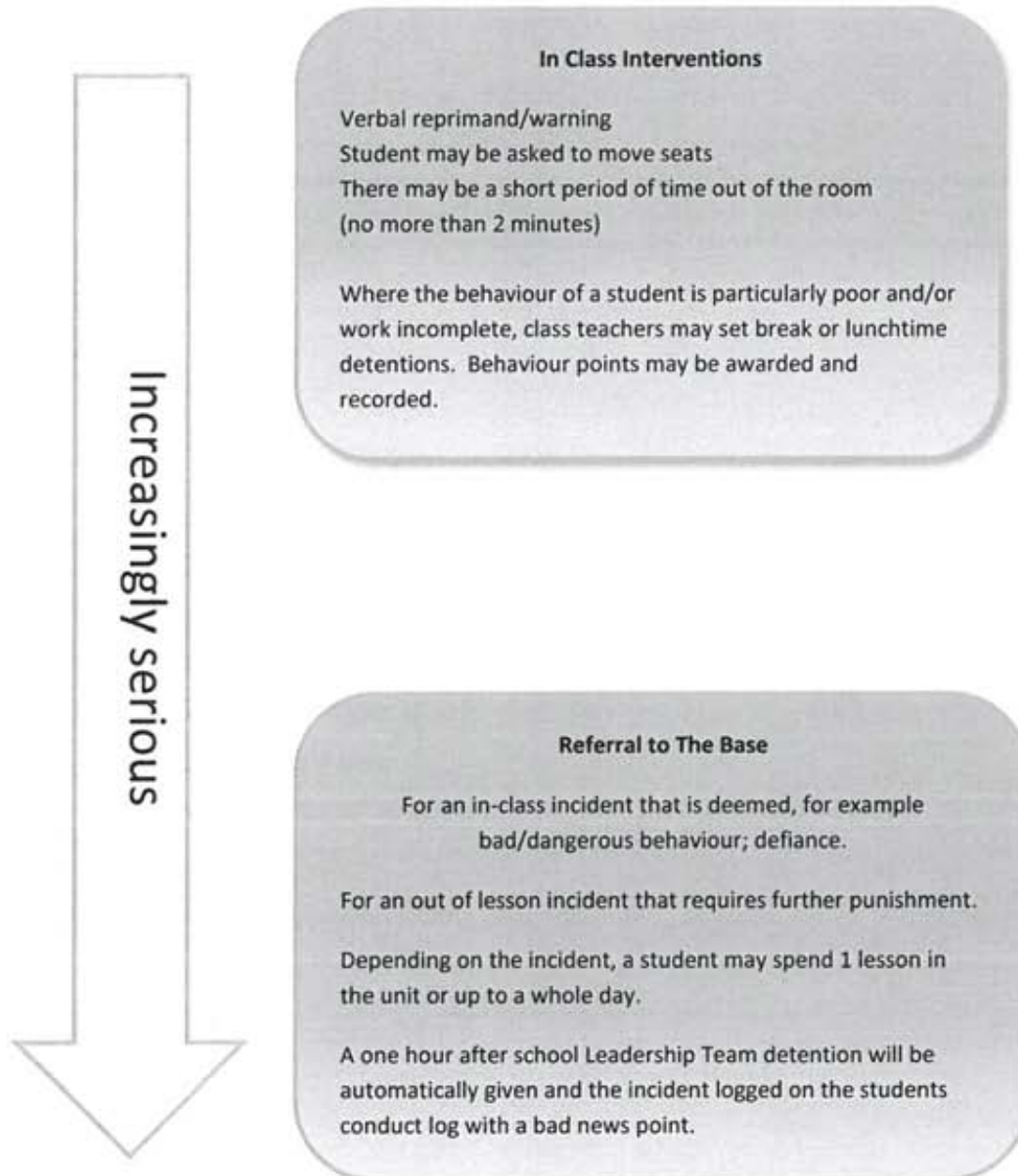
This policy should be read in conjunction with:

- Anti-Bullying Policy
- Safeguarding and Child Protection inc Operation Encompass Policy
- Complaints Policy
- Positive handling policy
- Drugs and Alcohol policy

Review

This policy will be reviewed on an annual basis.

Appendix 1: Dealing with In-Class incidents of Unacceptable Behaviour



Appendix 2 : Dealing with more serious incidents of Unacceptable Behaviour/Sanctions

School Centred Fixed Term Exclusion (SCFTE)

Used for:

- (a) Repeated incidents of poor behaviour and failure to respond to the school discipline code.
- (b) One off incidents of bad/dangerous behaviour.
- (c) Repeated failure to attend Leadership Team Detentions.

SCFTE takes place in The Link and students undertake different hours to the normal school day. Students are usually given 1-2 days of SCFTE and may be given this in addition to external exclusions as part of the reintegration back to school.

External Exclusions

Used for:

- (a) Serious one off incidents of poor/dangerous/bad behaviour including swearing at staff, physical bullying and fighting.
- (b) Where there is a build-up of serious poor behaviour that is disrupting the learning of others and/or damaging the wellbeing of others and the student is failing to respond to other approaches including SCFTE.

External exclusion can be given for 1-5 days.

Pastoral staff are likely to be using BSPs/PSPs to support students who are getting to this stage in terms of behaviour incidents.

(See appendix 3)

Appendix 3: SPROWSTON COMMUNITY HIGH SCHOOL: BEHAVIOUR STAGE MODEL

STAGE 1: EARLY WARNING CONCERN EXPRESSED TO PARENTS

The student is involved in a number of behaviour incidents over a short period of time or 1 serious incident. There may be a perception that the behaviour of the student is deteriorating and that the learning/wellbeing of others is being affected.

Parents are contacted by phone or letter by the form tutor, a classroom teacher, a member of the Inclusion Team or Head of Year/Faculty. This is recorded on the student's records.

STAGE 2: STUDENT PLACED ON A 'SMART' REPORT FOR BEHAVIOUR

Despite early intervention and communication with parents, there is continued disruption and the student fails to meet the behaviour expectations of the school. The SMART Report will identify specific behavioural targets that the student must meet and will be carried to every lesson. The SMART Report is a weekly report that must be signed by parents/carers.

STAGE 3: BEHAVIOUR SUPPORT PLAN (BSP)

If a student is placed on a BSP, this is an extremely serious step and reflects the fact that the student has not responded to previous support. A student placed on a BSP is likely to already have had a series of exclusions and is putting themselves at serious risk of a permanent exclusion. As with the SMART Report, students will be given specific targets as part of a daily report. Because of the level of concern, it is highly likely that external help will be sought for behaviour management and the student to enable them to succeed on this plan.

STAGE 4: PASTORAL SUPPORT PLAN (PSP)

The PSP is the last stage in the behaviour stage model. Students will have up to 16 weeks to show that they can improve their behaviour and comply with the behavioural expectations of the school. Again, it is expected that internal and external support is placed around the students to enable them to succeed with this plan.

STAGE 5: PERMANENT EXCLUSION

The final stage in the model is permanent exclusion. A student who has been unable to meet the expectations of the school, despite the high levels of support and intervention provided, will be recommended by the Headteacher for permanent exclusion and a Governor panel will meet.

Please note that in rare cases, permanent exclusions may result from one-off offences. These include: serious physical assaults; bringing potentially dangerous weapons into school; theft and bringing illegal substances onto school site with intent to use/supply to others.

