

STUDENT BEHAVIOUR POLICY

DATE OF POLICY: July 2018

Staff Annual Policy

Person Responsible:

Mr A Webb

Reviewed by SLT:

July 2018

Approved by Business Committee:

October 2018

Ratified by Full Governing Body:

21 November 2018

Previously ratified:

15 June 2016

Tupton Hall School
REDHILL ACADEMY TRUST



BEHAVIOUR POLICY

MISSION STATEMENT

- We are committed to high standards in all that we do
- We aim to provide a stimulating and caring environment where students feel happy and secure
- We encourage everyone to make the best of themselves and to achieve success

AIMS

To ensure that the school has a whole-school approach to meeting the needs of students by involving all staff in actively addressing the individual needs of the students in order to achieve their full potential.

Our aim is to encourage all students to:

- learn to develop an understanding of the ways in which their behaviour affects their own learning and the learning of other students
- share in the creation of a positive and orderly atmosphere where teaching and learning can take place without interruption and where students feel valued, happy and safe
- learn to control and take responsibility for their own behaviour
- learn to develop a responsible, supportive and caring attitude towards other people and know that their behaviour has an impact on others
- develop a respect for property and the environment in which we all work

OBJECTIVES

We intend to:

- provide effective teaching and learning which supports and encourages students' positive behaviour and attitudes to learning
- raise and develop staff awareness of individual behaviour needs
- provide staff with strategies to meet individual behaviour needs
- provide students with strategies and appropriate programmes to address their individual behaviour needs
- provide a safe environment for students, staff and visitors through the clarification of expectations of roles, rights and responsibilities.

PRINCIPLES – The School aims to:

- value and promote good relationships between staff, students, parents and the community
- encourage self-discipline and personal responsibility
- assist students to develop social skills, to become responsible and well-adjusted people willing and able to contribute to a caring society

- assist with educational, vocational and personal guidance and counselling to enable students to make sensible and realistic choices
- respect the views and beliefs of others
- value equality of opportunity
- encourage full attendance and punctuality
- monitor progress and reward achievement
- promote positive support and liaison with parents, carers and appropriate outside agencies

PRACTICE

Code of Conduct for students:

- Everyone should behave in a manner which shows respect
- Respect for others
- Respect for school
- Respect for self

PROCEDURES

At the school we have certain expectations of our students. We expect our students to arrive at school and at their lessons on time. We expect them to follow their agreed timetable at all times and turn up to lessons with the appropriate equipment. We expect them to be in uniform as specified in the school prospectus. We expect them to behave in an appropriate manner and display a positive attitude towards their work.

The school has clearly identified procedures in relation to whole school behaviour management in order to ensure:

- consistency and fairness
- clarity of expectations of both staff and students
- effective communication

The following procedures are clearly linked with the SEN Code of Practice, IEPs and PSPs and other relevant policies.

REWARDS

The school considers the use of rewards as a key part of the behaviour management strategies used by the school. All staff should aim to praise and encourage students at every opportunity. Rewards should be used consistently across the school and by all staff. All students should have the opportunity to be rewarded for their contributions to the school community.

A reward can take many forms:

- A word of praise
- Awarding of 'Vivo' points
- Celebration assembly for each year group at the end of the year
- Certificates (e.g. attendance, punctuality, and good behaviour)
- Post cards and text messages home
- Positive telephone calls / letters home

- Display of good work
- Learner Mark Awards
- Governors awards
- Headteacher awards
- Privileges (e.g. trips) for good behaviour
- Recommendation for national awards

DEALING WITH INAPPROPRIATE BEHAVIOUR

It is the responsibility of all staff to deal with inappropriate behaviour as part of their normal day-to-day practice, both in the classroom and around the school. Further support is available through curriculum areas, the 'On-call' system, Middle and Senior Leaders.

Sanctions

Although we would wish to view all aspects of school life in a very positive way, it would be unrealistic to expect that we do not need a set of sanctions in order to register disapproval of unacceptable behaviour and as a last resort to protect the necessary authority of teachers and the stability and security of the school community.

Sanctions may include:

- a 'telling off'
- asking students to move places
- organised seating plans
- removing a student from a lesson to discuss an incident
- a short 'cooling off' time outside the classroom with the expectation that the student re-joins the lesson
- making good any damage or removing mess caused by the student
- confiscation of articles from the student

Serious disruption of lessons may require the involvement of the Head of Faculty or the use of the 'On Call' system when appropriate. If either of these are employed the student may be removed from the class to work in isolation or at the back of another class.

Reports

The school has a sequenced reporting system made up of Tutor reports, Learning Leader reports and SLT reports. All reports follow the same format and require the student 'on report' to discuss their report with the relevant member of staff each day and to share their report and the progress they are making with their parents. When placed on report the targets for improvement and the expected review date are identified and recorded on the report to ensure the student is aware of the expectations set and the date by which they are expected to have made satisfactory progress.

In addition a faculty may put a student on report if their behaviour is a cause for concern only in lessons within that faculty. These reports are different to the pastoral reports as they only refer to targets within that specific subject area and track progress over those subject lessons. These reports are completed by the subject teacher each lesson and monitored weekly by the curriculum leader. The student and parents are also invited to comment on the progress being made. It is the responsibility of the curriculum leader to inform tutors when a student is placed on this report.

Students 'on report' will be identified by the Learning Leader and their progress discussed on a regular basis.

Detentions

Detentions may be set before or after school. Parents will be informed at least 24 hours in advance. There may be occasions when students are isolated at social times during the school day.

Senior Leadership Detention exists to provide an additional sanction when students fail to respond to Faculty/Pastoral sanctions, e.g. failure to report to a set detention despite written warnings. These take place on a Friday after school and are supervised by the Senior Leadership Team. Parents of the student are informed in advance.

Internal Exclusion

A student can be placed in Internal Exclusion if it is judged to be appropriate to place a student in isolation from his/her peers for a fixed period of time. The room is staffed by the Internal Exclusion Supervisor supported by Senior/Middle Leaders. Senior Leaders, in discussion with Middle Leaders, will make the decision to issue a student with an Internal Exclusion.

Students are expected to work in silence and produce five pieces of work during the day which link to the work they would have been doing in class. Students spend the whole day in the Internal Exclusion room including break and lunchtime.

Exclusions

The school endeavours to provide a range of provision in order to support the different learning needs of students and in order to ensure that where possible students are included within the school community. It may be necessary to exclude students who, despite high levels of support, encouragement and a range of provision, seriously violate the school rules, or where the continued presence of the student is a serious threat to the safety and or learning of others.

Permanent exclusions will only be carried out when other strategies have failed or the incident is of a particularly serious nature. In all cases of exclusion, either fixed period or permanent, the school will work in line with DfE guidelines. The exclusion will be at the discretion of the Headteacher or another member of the Senior Leadership Team in his absence.

A re-admission meeting will be arranged for the student and his/her parents following any fixed term exclusion. This will be led by a senior member of staff, and will plan a way forward to help the student avoid similar behaviour in the future.

Substance abuse/dangerous weapons

All substances or dangerous weapons e.g. alcohol, solvents, drugs, weapons etc. will be confiscated immediately and not returned to students. Relevant action will be taken in respect of the student which will be dependent on the nature of the substance/dangerous weapon and the action taken by the student.

Staff Authority

All classroom staff have the authority to operate all the school sanctions detailed above with the exceptions of suspensions from lessons and exclusions. All other adults working in the school are part of our behaviour management systems and deserve equal respect from the students. Consequently all staff can make referrals for school sanctions through their line manager or relevant classroom staff.

LEVEL OF SANCTION

One off, minor incidents of disruption in lessons or inappropriate behaviour will normally attract sanctions such as a verbal rebuke, isolation for a short period or detention. More serious incidents of disruption or misbehaviour may well result in isolation or exclusion. Unless there are very exceptional circumstances, any student verbally abusing, intimidating or assaulting a member of staff will serve a period of suspension from lessons or exclusion. If a student repeats inappropriate behaviour or persistently disrupts others' learning the seriousness of the sanction will, under normal circumstances, increase. The School will make reasonable adjustments under the Equality Act 2010, in respect of safeguarding and respect of pupils with special educational needs (SEN).

EDUCATION AND INSPECTIONS ACT 2006

The Education and Inspections Act 2006 introduced statutory powers for schools regarding behaviour and discipline. The new powers give any member of staff in lawful control of children the right to regulate students' conduct and impose sanctions. These powers can extend to students outside school when on school events, when travelling to and from school or when the students' behaviour seriously undermines the authority or reputation of the school.

School staff now have the legal right to confiscate articles from students, to search students for offensive weapons, to use reasonable forces of restraint, and can issue detentions. Further details of this Act can be found on the DfE website at www.dfes.gov.uk.

POLICE INVOLVEMENT

If the school has knowledge that an incident of a criminal nature has taken place either in school or at a school event, we will under normal circumstances contact the police. CCTV footage of safety concerns obtained from buses can be viewed by Senior Leaders of the school.

SAFEGUARDING AND CHILD PROTECTION /SOCIAL SERVICES INVOLVEMENT

The school has a number of Designated Safeguarding Lead staff. All child protection concerns are referred directly to one of these members of staff who will take relevant action in line with child protection procedures. Where appropriate, the Designated Safeguarding Lead will inform the tutor and the relevant pastoral leader of the issues. Contact with Social Care is made by the Designated Safeguarding Leads, Pastoral Leaders, the Inclusion and Extended Services Manager or relevant members of the Senior Leadership Team.

PARTNERSHIP WITH PARENTS

The school aims to work in partnership with parents and recognises the value this partnership has in supporting the management of students' behaviour. The school welcomes parents into school to support learning, to share in the achievements of students, for social purposes and to share in the problem solving in relation to students who are experiencing difficulties. The school

encourages staff to make contact with parents, if relevant, and this includes contact of a positive nature as well as when support is required in solving problems. All contact with home should be in line with school policy.

EQUAL OPPORTUNITIES

The school aims to ensure that equal opportunities are provided for all students. The behaviour management programmes and support aims to ensure that all students have equal opportunity to access the learning provision provided by the school. All behaviour data will be monitored to ensure that no specific group is disadvantaged in relation to access.

REVIEW OF THE POLICY

This policy will be reviewed regularly. All relevant parties will be involved in this review.

REFERENCES TO OTHER POLICIES:

The following School policies also need to be read in conjunction with this Behaviour Policy:

- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Curriculum Plan