

2019

# Behaviour Policy





## Review Framework

The Policy should be reviewed every three years

	Date
This Policy was originally created:	2009
It was revised and then ratified by the Local Governing Board:	24 November 2014
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## Principles

The Local Governing Board believes that in order to enable teaching and learning to take place, positive behaviour in all aspects of school life is necessary. It seeks to create an inclusive, caring, learning environment in the School by:

- Promoting positive behaviour and discipline.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring equality and fairness of treatment for all.
- Encouraging consistency of response to both positive and negative behaviour.
- Promoting early intervention by monitoring the performance of individuals and groups at risk, fully utilising all multi-agency support.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the School's Policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can flourish and achieve.

## Code of conduct

The school believes that positive behaviour, attitudes and actions contribute towards effective learning. It leads to high quality time for all in a safe, orderly and purposeful environment. Students are encouraged to take responsibility and to develop self-discipline.

All students are expected to:

- adhere to and promote the positive school ethos
- be kind, courteous and respectful to everyone, regardless of gender, race sexual orientation or beliefs, and work together to prevent bullying
- aspire to be outstanding in everything they do and always show resilience, wisdom, respect and leadership
- act as positive role-models in school, home and the community
- always be polite, listen to others and respond positively to instructions
- commit to their learning and strive for academic success
- take turns in class, put their hands up to ask questions, respect the views of others and help everyone to be included and valued
- ensure they attend school regularly and on time
- wear their uniform with pride
- take pride in the learning environment and local community
- make sure that their behaviour is always of the highest order

## Roles and Responsibilities

- The Headteacher will be responsible for the implementation and day-to-day management of the Policy and procedures.
- Staff, including teachers, associate staff and volunteers, will be responsible for ensuring that the Policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the Policy is essential. All members of staff have a key role in advising the Headteacher on the effectiveness of the Policy and procedures. They also have a responsibility, with the support of the Headteacher, for creating a high

quality learning environment, teaching positive behaviour for learning and implementing the agreed Policy and procedures consistently.

- The Local Governing Board, Headteacher and staff will ensure there is no differential application of the Policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and addressed appropriately.
- Governors will support the School in maintaining high standards of positive behaviour of students and staff.
- Parents/carers will be expected, encouraged and supported, to take responsibility for the behaviour of their child both inside and outside the School. The School will encourage parents/carers to work in partnership to establish and maintain high standards of positive behaviour.
- Students are expected to take responsibility for their own behaviour and will be made fully aware of expectations and procedures. Students will also be encouraged to take responsibility for their social and learning environment, making it both safe and enjoyable by reporting all undesirable behaviour.
- The Local Governing Board and Headteacher will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the Policy.

## Procedures

The procedures arising from this Policy will make it clear to students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents/carers. The procedures will be monitored by the Headteacher and other senior staff to ensure they are consistently and fairly applied. The procedures will also promote the idea of personal responsibility, in that every member of the School has a responsibility towards the whole community.

## Prevention

### This will entail:

- The rewards procedure, which aims to encourage, motivate and recognise the positive behaviour of students.
- Staff making expectations/procedures explicit to students, applying them consistently and re-enforcing them at regular intervals.
- Where problems first appear, early intervention taking place through a planned and co-ordinated route.
- Staff employing a full range of behaviour management strategies in the classroom including:
  - Welcoming, positive greeting – staff waiting at the door
  - Emphasising positive responses and achievements
  - Seating/grouping plan
  - Variety of teaching and learning styles
  - Differentiated work appropriate for each student
  - Following agreed routines, especially at the beginning and end of lessons
  - Encouraging self-assessment/evaluation/review
  - Ending lessons on a positive note
  - Orderly entry to and dismissal from the classrooms and other learning areas
- Recognising that parents/carers need to be involved, informed and welcomed in partnership to ensure and consolidate positive behaviour.

- Establishing a partnership with students and involving them in taking responsibility for and developing their own learning. Student views on matters of organisation and response should be harnessed as part of the consultative process.
- The Governors being perceived by students, parents/carers and staff, as actively supportive in promoting high standards of behaviour via regular Governors' Disciplinary Panels.
- Using multi-agency teams to support students, especially those identified as being at risk of disaffection despite the above strategies.
- Having effective communication between staff and mentors to support, evaluate and record student progress.
- Considering alternative or additional provision.
- Using target setting as the basis for improving behaviour as well as extending learning.

### Rewards: Procedure

- Good behaviour should be consistently rewarded.
- Staff should praise a student/class immediately on their good behaviour and say why they are pleased.
- Staff should regularly inform each other of positive behaviour of individuals or groups using appropriate school systems.
- Staff should regularly inform parents of positive behaviour.
- Staff may give special privileges to those who behave consistently well and may give consideration to targeted students who have made a special effort to improve.
- Staff should record positive behaviour and achievement using school systems.
- Students should be responsible for collecting their merit marks and informing their Form Tutor of running totals.
- Form Tutors should be responsible for collating and verifying totals for individuals in their forms.
- Form Tutors should be responsible for informing Heads of Year with regard to attainment of awards.
- There will be regular Awards Assemblies where Certificates and prizes will be presented.
- An Achievement Awards Evening will be held annually, where students in years 7-11 are presented with subject and other special awards.

### Active Intervention

#### This will entail:

- The consistent and positive application of the Behaviour for Learning Policy by all staff.
- An emphasis on self-discipline and the raising of awareness of what is expected by all members of the School community.
- A clear line of response whenever a behavioural issue emerges.
- Each stage of the procedure relying upon professionalism, qualified judgements and common-sense from staff involved.
- An adapted curriculum to offer appropriate support and challenge.

### Sanctions: Procedure

**Unacceptable or inappropriate behaviour, including breach of the code of conduct, will be dealt with fairly and consistently.**

- Staff should prepare lessons with pace and challenge, which will engage students and minimise the possibility of behaviour likely to cause difficulties.

- Staff should use rewards/sanctions consistently to support appropriate behaviour in the classroom and to avoid confrontation with, and between, students.
- Staff should regularly inform each other of behaviour issues relating to individuals or groups.
- Staff should regularly inform parents of behaviour issues.
- Staff should record negative behaviour using school systems, and notify other pertinent staff appropriately.
- If students are sent out of a lesson it should be as a last resort; if sent out temporarily, it should only be for a few minutes maximum [i.e. no longer than 5 minutes]. The door should be open so that the student is being supervised by the teacher.
- Incidents which occur in lessons are the responsibility of the subject teacher in the first instance, and then followed up when necessary by the relevant Head of Department.
- The Head of Department is crucial in supporting the subject teacher.
- The role of the Head of Year is to oversee, ensuring the correct sanction is awarded to a student.
- Incidents which occur outside of lessons should be dealt with by **all** members of staff, and the corridors are everyone's responsibility.
- Serious incidents should be passed on to Heads of Department/ Student Support Assistants/ Heads of Year/Senior Leadership Team as appropriate.
- Formal warnings will be issued following the Formal Warning Procedure.

Inappropriate behaviour outside School premises when students are not in the charge or direct control of members of staff are subject to the same sanctions. This includes behaviour on activities arranged by the School, such as work experience placements, educational visits and sporting events; behaviour on the way to and from school; and behaviour when wearing School uniform in a public place.

### Extreme Behaviour

If difficulties arise, a student will be given a chance to consider their responses and the opportunity for restorative justice to take place. Some inappropriate behaviour will always be unacceptable and will incur a sanction. Such instances will always be notified to the parents. These unacceptable behaviours are:

- Violent behaviour or physically hurting others.
- Threats of violent behaviour.
- Direct or indirect bullying in or out of school [including spreading rumours, use of mobile phones, text messages, cyberbullying e.g. chat-rooms or other on-line/internet use].
- Discrimination of any kind [including cultural, ethnicity, racism, sexism, homophobia, SEN, LAC, disability].
- Deliberate offensive verbal abuse to staff or students.
- Vandalism
- Persistent defiance which includes disregard for School rules and/or procedures.
- Behaviour endangering the health and safety of others.
- Theft from staff, students or the School premises.
- The possession of weapons, drugs, alcohol, cigarettes, matches, lighters, fireworks or any other items likely to jeopardise the health and safety of the School community.

In most cases the school will permanently exclude for very serious or extreme behaviour issues in accordance with DfE guidance on exclusions; however, there may be occasions where we will not permanently exclude, depending on the individual case.



## Dealing with Inappropriate behaviour of parents, visitors and other adults in school

The school has a duty to ensure that its premises are a safe place to work and visit and must therefore deal effectively with any rude or aggressive visitors to the school, including parents. Dealing with Inappropriate behaviour of parents, visitors and other adults in school. The school has a duty to ensure that its premises are a safe place to work and visit and must therefore deal effectively with any rude or aggressive visitors to the school, including parents.

Southchurch High School and the surrounding grounds are private property. Normally parent/carers (and those with parental responsibility), plus visitors are granted what is known as 'limited license' to visit the grounds and buildings of a school. This license is granted by the Headteacher on behalf of the Local Governing Board. This can be extended to pupils, parents, staff, contractors and other workers and visitors, however, all persons on site are expected to behave appropriately and, if they do not, the school must take action that it considers necessary to prevent a repeat of that behaviour.

Inappropriate behaviour includes causing any kind of nuisance or disturbance, such as:

- Refusing to follow the reasonable instructions of staff; e.g. refusing to move from a specified location, to cease behaving in a certain manner, refusing to leave the site when reasonably asked to do so, causing an obstruction or health and safety hazard;
- Being verbally aggressive, e.g. swearing, threatening or shouting at others on the premises, including other visitors to the site;
- Being physically abusive, e.g. taking an aggressive stance, threatening to strike someone or assaulting another person, including other visitors.

The school may respond in the following ways:

- Verbal (oral) warning – a senior member of the school staff can ask the person to stop behaving inappropriately or to leave the premises. Though this warning is given orally, the information will be recorded.
- The school reserves the right to record telephone calls, retain text messages and compile transcripts of conversations where necessary.
- Warning letter: serious incidents are followed by a letter from the school advising the perpetrator of the consequences of any repetition of the behaviour previously displayed.
- The Police can be requested to attend school to ask the person to leave, to remove them from the premises or, if their behaviour warrants it, to arrest them.
- Banning letter: if the incident is sufficiently serious or it is one of a series of incidents, the Headteacher can ban the person from the premises.
- Legal proceedings.

## Monitoring and evaluation

The Headteacher, in consultation with staff, will undertake systematic monitoring and conduct regular reviews of the Behaviour Policy and procedures. This is to ensure that the operation is effective, fair, consistent and in line with current legislation/guidance. The Assistant Headteacher [B&A] will have delegated responsibility in this respect.

The Headteacher will keep the Local Governing Board informed of significant matters.