



SMITHDON HIGH SCHOOL

BEHAVIOUR POLICY

**Re-adopted by Local Governing Body
March 2017**

1. Rationale

We aim to promote our school as a responsive, proactive and caring community with a teaching and learning environment which encourages work of the highest quality from each student.

This Behaviour Policy has been produced following consultation with staff and students and is to be implemented following consultation with the Governing Body and parents. It supports The School Development Plan, the Teaching and Learning Policy, The Curriculum Policy, the Anti-Bullying Policy and the Special Educational Needs Policy. This policy also supports Equal Opportunities for all.

2. Aims

- 2.1 To help support effective teaching and learning.
- 2.2 To promote high standards of behaviour, self-discipline and responsibility.
- 2.3 To encourage all students to show mutual care and respect.
- 2.4 To enable students to develop confidence and self-esteem.
- 2.5 To establish an environment where all feel safe and able to achieve their potential.

3. Objectives

- 3.1 To promote positive behaviour through the Students' Code of Conduct.
- 3.2 To operate a clear and effective system of rewards and sanctions.
- 3.3 To ensure that all students understand the system of rewards and sanctions.
- 3.4 To reinforce good behaviour by the appropriate use of praise and encouragement.
- 3.5 To implement the policy for all school activities, and to reinforce the principles in Tutorials and Assemblies.
- 3.6 To maintain regular communication between home and school by various means, including use of the Student Planner.
- 3.7 To ensure that there is co-ordination between Departments and Curriculum and Learning Support and that it assists the effective implementation of the Policy.

4. Classroom Management

- 4.1 The establishing and maintenance of an orderly, disciplined atmosphere in the classroom is, first and foremost, the responsibility of the subject teacher. If difficulties arise in the management of student behaviour, support is available, in the first instance, from the Head of Department who has responsibility for promoting good discipline within that subject area.
- 4.2 Teaching staff will establish shared routines for teaching and learning within which all members of the school community feel secure, to enable behaviour management to be consistent and fair. Routines are crucial to the establishment of effective teaching and learning. Individual departments and teaching groups will establish their own routines for effective teaching and learning, following the Key Principles.
- 4.3 Students are expected to adhere to the Students' Code of Conduct, which has been produced from consultation with the School Council and the student body.

5. Celebration and Reward of Achievement

- 5.1 Students are motivated to learn when they are involved in the teaching and learning process. If subject teachers ensure that this is a feature of their teaching, students will almost certainly behave appropriately. Raising self-esteem is crucial in enhancing learning.

An effective teacher knows the importance of reinforcing success through celebrating and rewarding achievement.

- 5.2 The school places great emphasis on the celebration of student achievement. Its power to enhance student self-esteem and to improve the work ethic is substantial.

Student achievement can and should be celebrated in a variety of ways and is formally acknowledged in Year Assemblies and in the annual Celebration of Achievement. (See Rewards section).

6. Sanctions

- 6.1 If the ethos of the classroom is positive then there will already be an atmosphere of mutual respect and self-esteem in which students are behaving appropriately and teaching and learning is leading to achievement.
- 6.2 It should be remembered that students often exhibit inappropriate behaviour because they have low self-esteem. However, if normal routines and teacher strategies fail to improve the behaviour of a student, sanctions may need to be imposed (see section on Behaviour Management/Sanctions).

7. Bullying

- 7.1 Bullying is not acceptable behaviour. All students and adults have rights and responsibilities in the way they behave towards each other and in the way they make others feel.
- 7.2 Any instance of bullying must be reported immediately, when it will be dealt with quickly and efficiently (see school's Anti-Bullying Policy for procedures).

8. Review Procedures

This Policy will be reviewed annually or at other appropriate times.

STUDENTS' CODE OF CONDUCT

This code of conduct was formulated after consultation with the Student Council in July 2012.

As members of the school community we have the right to be respected by others: to get on with our learning without interference, to go about the school in safety and to be spoken to and to be treated with respect.

We realise that we have a responsibility to respect the rights of others. We will treat all who work in the school with respect.

We will:

- follow the instructions of all staff
- be polite and considerate to all other people who work and study at the school, in the way we speak to them and treat them
- show respect for other people and their property
- let others learn
- pay attention in class and give others the opportunity to listen
- be properly equipped for school and meet deadlines for homework and coursework
- maintain high standards of school uniform at all times
- let a member of staff know if there is a problem affecting us or another student
- behave calmly around the school site
- behave in a responsible way which will ensure the care of school property and the safety of others
- keep the school tidy, putting litter in the bins and eating and drinking only in the dining room
- remain on site at all times unless we have a home-lunch pass.

AT SMITHDON WE:

- Gain praise in lessons
- Are active listeners (We listen to others in silence)
- Put our hands up
- Speak appropriately to others
- Remain in our seats

WE WHO WORK AT SMITHDON WILL NOT TOLERATE:

- Abusive language (to anyone)
- Physical or verbal aggression
- Open defiance (refusal to follow instructions)

These are not acceptable under the students' Code of Conduct. Breach of these will result in an automatic C3 after-school detention.

REWARDS

YEARS 9, 10 & 11

Personal Achievement Record

This should be awarded to recognise individual achievement and will include behavioural, academic and social progress/achievement.

The intention is to encourage progression. The record acknowledges good progress over a period of time in relation to targets set by staff, which can be both written and spoken. The record acknowledges this progress in relation to prior behaviour and/or attainment. In addition, this may be awarded for an excellent performance in comparison with prior attainment or behaviour.

YEARS 7 & 8

Merits Marks

The rationale for awarding merits should be the same as for the Personal Achievement Records (i.e. achieving targets relative to prior performance). Again, the intention is to reward progress over time. For larger projects it may be appropriate to award a merit at "check" times, when the student has taken on board advice/guidance and has shown pleasing progress/effort. Again, merits may well be given for improved behaviour and for improved social interaction with peers.

When the merit marks are issued, students take them to their Form tutor who keeps a record in the form of a running total, displayed on the Tutor Group noticeboard. Bronze, Silver, Gold and Platinum Certificates are presented in Year assemblies for students achieving 25, 50, 100 and 200 merits.

Postcards

These should be reserved for exceptional contributions to all aspects of school life and success such as help at parents' evenings, public events or an outstanding piece of work.

100% ATTENDANCE CERTIFICATES

These are awarded to students in Years 7-11 each term and at the end of the year with a prize for 100% attendance for the year. Termly draws take place for all students who achieve 100% in that term and winners will receive a 'high street' gift voucher.

PROGRESS FILE

All merit certificates and other indications of achievement should be kept in the student's individual plastic wallet held by the Form Tutor and will contribute to their on-going Progress File.

FORMAL CELEBRATIONS OF ACHIEVEMENT

These are held at the end of each academic year when a summary of the year can be given and the achievements of individuals and groups in all aspects of school life can be commended. Parents and guests are invited and prizes and certificates presented.

A similar event is held for the presentation of Progress Files to Year 11 students and the Sixth Form prior to the start of examinations.

BEHAVIOUR MANAGEMENT/SANCTIONS (revised autumn 2012)

BEHAVIOUR FOR LEARNING

CONSEQUENCES SYSTEM for misbehaviour in lessons

Consequence 1 (C1)

Normal strategies should be used to defuse the situation and persuade students to comply. This may require the student to leave the room for a short time (no longer than five minutes). The student should be spoken to outside. If this fails then a FORMAL WARNING should be given (**C1**). It should be made clear to the student at this stage that continuing misbehaviour will result in a **C2** punishment.

Consequence 2 (C2)

Should the misbehaviour continue, then staff move to a sanction, with a break or lunchtime detention being set. The detention should be logged in the planner and on the behaviour management system (SIMS). **Failure to attend the detention on two occasions will result in a C3 after-school Detention.**

Consequence 3 (C3) After-school detention

Depending on the severity of the behaviour, the student may be removed through 'Emergency Support'. If this is the case a C3 will be issued, parent contacted and an agreed detention date set with the parent. If a student is absent from school on the day of the detention, then it is expected that the student will sit the detention on the next available detention date. **Failure to attend the detention on two occasions will result in a C4 SLT Detention.**

Consequence 4 (C4)

The SLT Detention is a two-hour detention, overseen by the Senior Leadership team, taking place from 3pm – 5pm on a Thursday.

In extreme cases a C4 may be set in either the Isolation Room or the Internal Exclusion Unit, at the discretion of the Assistant Head: Student Welfare.

Consequences of several C2's

Three C 2's = C3 after-school detention.

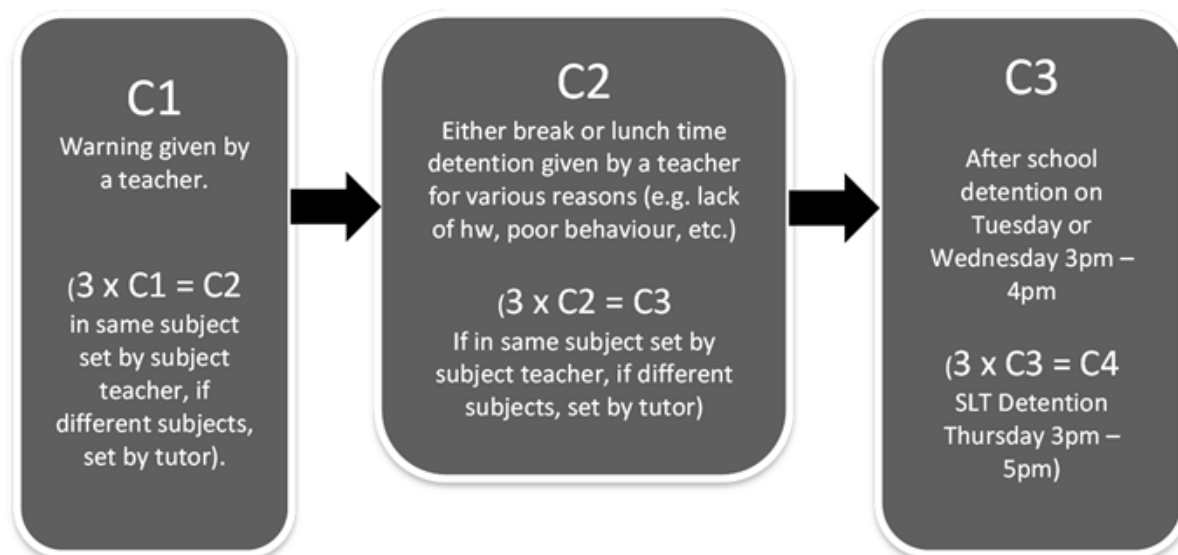
Follow-up to C3 Detention

Following the detention the student will be placed on report as follows:

If the C2's were from several subjects, the Form Tutor monitors the student for a week on a blue report. This will be reviewed at the end of the week. If behaviour has been good the student will come off the report. If not, then the student will be monitored on report for a further week by the Head of Year.

If the C2's were from one subject, then the subject staff involved place the student on report (standardised report form - 5 lessons, to be retained by the subject teacher after each lesson). Reviewed: satisfactory = off report; unsatisfactory, further 5 lesson report monitored by Head of Department.

Lack of progress/failure to improve behaviour will mean the student moves to C4. The option exercised will be at the discretion of the Head of Year, in consultation with Assistant Headteacher, Head of Department and a member of the Senior Leadership Team as appropriate.



Consequences of several C3's

Students continuing to cause concern, and who have not modified their behaviour/effort following after-school detention (C3) may be placed in the SLT Detention (two hours on a Thursday). Those causing serious concern will be placed on a Pastoral Support Programme. External agencies are likely to be involved in some way at this point, dependent on the nature of the concerns.

Students who fail to respond to continued support will face a governors' panel, a final warning and eventual permanent exclusion.

ISOLATION ROOM (C5)

At Smithdon, we have a quiet working room, supervised by a non-teaching member of staff, which is available to accommodate students when they (and / or their peers) would benefit from withdrawal from lessons. Students may be withdrawn from individual lessons – or whole days – in order to work under supervision and to refocus on their studies, at the discretion of the Assistant Head: Student Welfare. In the rare case that a teacher calls for 'Emergency Support' for a student to be removed from a lesson to allow the lesson to progress without disruption, that student will, initially, be placed in the Isolation Room.

INTERNAL EXCLUSION UNIT (IEU) AT SMITHDON HIGH SCHOOL (C6)

The aims of the Internal Exclusion Unit are:

- to reduce the number of students excluded from mainstream education
- to encourage students to modify their behaviour
- to ensure that any student who is internally excluded has access to the school curriculum

The Internal Exclusion Unit will be used for students who have committed a serious act of misbehaviour and who would previously have received a fixed-term exclusion of a minimum of two days. Fixed-term internal exclusions will not in every case replace fixed-term exclusions from school and where the school feels that it is appropriate a student may receive a fixed-term exclusion.

The Internal Exclusion Unit will also be used as a disciplinary measure which follows on from other procedures in place in the school. Before a student is internally excluded, other procedures will have been explored, such as lunchtime or after school detentions, departmental procedures, reports and parental involvement. A student should be aware that if his/her behaviour is inappropriate and a continuing issue, internal exclusion will be the outcome.

Internal exclusion of a student will be decided at the discretion of the Assistant Headteacher: Student Welfare.

EXCLUSION FROM SCHOOL

Exclusion is, from time to time, an appropriate sanction in ensuring good discipline in school. Permanent exclusion is only used as a last resort, in response to a serious breach, or persistent breaches, of this policy, where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school (see *Exclusion from Maintained Schools, Academies and Pupil Referral Units in England*, DfE).

Some single serious incidents of behaviour in a school can trigger an exclusion with immediate effect, where the student's presence on site could be deemed to be potentially harmful to others. Though not an exhaustive list, these could include:

- possession of a weapon, or item capable of being used as a weapon
- possession of alcohol, or inebriation
- possession of illegal drugs, or substances likely to harm
- possession of stolen items
- possession of pornographic images
- possession of lighters, matches, or other fire-making equipment
- causing serious physical damage to another person
- causing serious physical damage to property

As a school, we have the right to search and confiscate in such situations. We work closely with the Police, through the Safer Schools Partnership, where an offence may be being committed. If a student should refuse a search, the Police may be called. Schools are not required to inform parents before a search can take place.

In determining whether or not exclusion applies, the Headteacher will apply the civil standard of proof, i.e. "on the balance of probabilities" it is more likely than not that a fact is true, based on information gathering and witness statements available. The behaviour of students outside school can be considered as grounds for exclusion, where that behaviour is deemed to bring the school into disrepute.

Where students are excluded from school on 'fixed-term' exclusions, a reintegration meeting, with the student and parents/carers will take place before the student is readmitted into school. At this meeting, the Headteacher will risk assess the implications of readmission. A Pastoral Support Programme will be instigated, where one does not already exist. All parties will need to agree to sign up to that programme in order for the student to be readmitted to school.

The school will engage proactively with parents in supporting and managing the behaviour of students. In relation to Looked After Children, we will co-operate proactively with foster carers and children's home workers, and work in conjunction with the Local Authority. Where the behaviour of students with an EHCP risks exclusion, we will work with the Local Authority to consider additional or alternative provision.