



# SMITHDON HIGH SCHOOL

## HUNSTANTON

### **BEHAVIOUR POLICY**

***from October 2021***

*Work hard, be kind and smile*

# **Smithdon High School**

## **Behaviour Policy**

### **Introduction**

Smithdon High School seeks to promote high standards of behaviour, safety and educational achievement among all its students. Although we view the setting of clear expectations and acceptable boundaries as crucial to the personal and social development of the students in our care and in the promotion of their welfare, we believe in encouraging students to choose positive decisions regarding their behaviour in order to avoid punitive measures and to receive rewards for positive behaviour.

This Behaviour Policy also applies to the adherence of social distancing rules, risk assessment expectations and the Health & Safety Guidelines to mitigate against the spread of Covid-19. Anyone who does not follow these guidelines will receive consequences in line with the school's consequences system in this policy.

### **Aims**

The school's primary purpose is to ensure the safety and well-being of all students and staff. This policy will, therefore, also consider the behaviour of students outside of the school day where it impinges on the safety and well-being of others within our community. Examples of this may include walking to and from school, interactions on the internet and social media and engagement with staff when they are not at work. The school will consider each incident on an individual basis, taking into account its impact on students or staff.

The school recognises the significance of technology and the potential impact on the well-being and safety of students and staff. Examples of this could include filming and sharing footage on social media.

### **Objectives**

- To instil a positive student-teacher relationship based on mutual respect which is vital for the success of Smithdon High School.
- To provide a learning environment that is safe and stimulating in order to support effective teaching and learning to enable students to reach their full potential.
- To operate a clear system of rewards and sanctions, which are understood and applied consistently by everyone.
- To implement positive behaviour during all school activities and reinforce principles in tutor time and assemblies.
- To reinforce good behaviour through praise and encouragement.

### **Overview of the Behaviour System**

The rewards are provided to encourage students to engage in positive actions, kindness and polite behaviour with each other and with staff, this may include involvement in activities outside of the school day.

The consequences are provided to deter any student from actions which prevent the learning and safety of others, both within the classroom or at other times within the school day, this may include walking to and home from school. The consequences may also be applied in responding to incidents of bullying (see Appendix 1 *Anti-bullying procedures*). All staff are encouraged to employ de-escalation techniques before resorting to issuing consequences, where appropriate to do so.

## Promoting Positivity

We seek to reward those who display a strong work ethic. We ensure that those who always gain positive attitude to learning marks in their reports are rewarded and praised by teachers.

Student achievement can and should be celebrated in a variety of ways, whenever possible, whether formally and informally, publicly or subtly, regularly and routinely, and sincerely. Assemblies are an integral feature in developing the character of a student and enhancing their behaviour for learning.

We have a number of initiatives that we use:

- Sports leaders programme
- Subject ambassador programmes
- Reward points competitions
- Attendance tutor group leader board competition
- 'Caught you being good' programme (an instantaneous reward)
- Half-termly
  - Rewards letters for 96-99% and 100% attendance
  - Surprise "treat" for a selected positive behaviour (e.g. 'clean sheets', no uniform concerns, top 10% rewards points, etc.)
- Termly assembly celebrations:
  - Subject awards
  - Top 25% rewards
  - 100% attendance (bronze, silver, gold)
- Annual celebration of achievement

### Rewards Points

**R1** Getting noticed for the right reason – work or kindness

**R2** Exceptionally good work or act of kindness

**R3 Postcard** Being a positive role model to others or significant achievement

**R4 Letter** A commendation for a particular act of exceptional kindness or hard work

## Managing Behaviour

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

When managing behaviour, all members of staff are expected to use 'a range of strategies, using praise, sanctions and rewards consistently and fairly.' (Teacher Standards) and should be structured against the school consequences (see below for staff procedures).

### Consequences

- C1** Formal Warning - getting noticed for the wrong reason (de-escalation unsuccessful)  
*Teacher may choose to set break/lunch 5-10 minute DT discussion/catchup*

2x C1 in a subject within 2 weeks

*Teacher action (e.g. DT/phone call home/mtg with child) - logged on SIMS*

- C2** Removal to another local classroom (A8 if during break or lunchtime) - persistent disruptive behaviour – and/or  
*Teacher/HoD/Linemanager action (e.g. HoD giving student opportunity to fix the issue/lunch DT with teacher or Hod/etc)*

### C3 DT

Removal by SLT - *logged and set by teacher/HoD*

Multiple C1s/C2s across range of subjects - *logged and set by pastoral*

Multiple C1s or C2s within a subject set by teacher/HOD

*60-minute after-school detention on TUESDAY or THURSDAY in Main Hall (Staff – all teaching staff support these through a rota)*

### C4 DT or C4 Internal Isolation

Failure to attend C3 DT - *set by pastoral*

Set by SLT

*90 minute after-school detention on a FRIDAY (SLT)*

**Or**

*Student isolated from lessons and/or social time, away from other students*

- C5** Fixed Term Exclusion  
(lasting 1-5 days) followed by reintegration meeting and/or a Pastoral Support Plan

*a 6-week plan set up with parents, including a report with a mid-term parental review, especially if repeated FTEs.*

***If this fails, it could lead to a Managed Move or Permanent Exclusion.***

Fixed Term Exclusions (suspensions) will be issued for, but not limited to, the following behaviours:

- Open Defiance
- Violence/fighting
- Swearing directly at staff

### Homework / Equipment issues / Mobile phones

Will NOT be recorded as C codes, but simply logged on SIMS for tutors to address in the mornings.

If regular occurrences, they will become a pastoral concern to follow up and support - whether organisational need, financial need, etc.

## Sexism and Sexual Harassment

Allegations/incidents of sexism or sexual harassment between pupils (or carried out by pupils towards staff) both in school and outside of school will be taken seriously and acted upon swiftly, no matter how small the incident.

These refer to allegations of:

**sexual violence** (defined as rape, assault by penetration, or sexual assault, including sexual touching)

and of

**sexual harassment** (unwanted conduct of a sexual nature, such as sexual comments, sexual jokes/taunting, physical behaviour such as interfering with clothing, or online harassment such as sharing of nude or semi-nude images – previously known as ‘sexting’).

Reported incidents may be investigated and managed internally, referred to social services (CADS), referred to Early Help and/or reported to the police. Consequences will be applied as deemed appropriate and in consultation with the relevant involved agency/ies (*See Smithdon High School’s Safeguarding Policy for further information*).

# Smithdon Consequences

<b>C1</b>	<b>Staff Formal Verbal Warning</b>
<b>C2</b>	<b>Withdrawal to another location or Alternative Consequence</b>
<b>C3 DT</b>	<b>SLT Withdrawal Multiple C1s/C2s across subjects</b>
<b>C4</b>	<b>SLT DT <i>or</i> Internal Isolation</b>
<b>C5</b>	<b>Fixed Term Exclusion</b>

**Any of the above consequences can be used without prior use of a lesser consequence.**

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# **Smithdon Rewards**

<b>R1</b>	<b>Good work or kindness</b>
<b>R2</b>	<b>Exceptionally good work or exceptional act of kindness</b>
<b>R3</b>	<b>Being a positive role model to others</b> <i>Postcard sent home</i>
<b>R4</b>	<b>A particular act of exceptional kindness</b> <i>Issued by the Headteacher or Head of School,</i>

Points add up for Rewards Certificates and other Rewards opportunities  
**All of the above are at the discretion of the Headteacher and Head of School**

## **Appendix 1**

### **ANTI-BULLYING PROCEDURES**

Smithdon High School recognises that all pupils should feel and be safe, they need to be supported and protected from the impact of bullying. The school also acknowledges its duties and responsibilities under the 2006 Education and Inspections Act, The Equality Act 2010 and The Children Act 1989. These place a duty on all academies to encourage good behaviour and prevent all forms of bullying.

#### **DEFINITION OF BULLYING**

Bullying is a deliberately hurtful series of acts which are intentionally repeated over time. These can be aimed at groups because of race, religion, faith, gender or sexual orientation

Bullying is repeated over time and can be in many forms. The main types are:

##### **Physical**

Hitting, kicking, or any unwanted physical contact. Taking or hiding belongings or money of others.

##### **Verbal**

Name calling, teasing, insulting, writing unkind notes, and homophobic, racist comments and discrimination against faith.

##### **Emotional**

Being deliberately unfriendly, tormenting, spreading rumours, scaring, humiliating, isolating another person

##### **Cyber**

The use of Communication devices and technology to cause distress and upset to somebody else (In or out of school). This includes use of social networking sites, emailing and instant messaging.

#### **POSSIBLE SIGNS OF SOMEONE BEING BULLIED**

Pupils who are being bullied may show changes in their normal self:

- Their valuables may be continually lost or destroyed
- The pupil's behaviour can alter becoming shy and nervous
- Feigning illness or clinging to adults
- Changes in their eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch
- Not wanting to go out
- They may show changes in their work patterns
- Lack concentration or may even truant from school
- Difficulty sleeping
- Self-destructive behaviours such as running away from; harming themselves
- Some pupils may start to bully others

#### **POSSIBLE SIGNS THAT SOMEONE MIGHT BE BULLYING SOMEONE ELSE**

- Getting into physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive
- Getting into more trouble than normal
- Have unexplained extra money or new belongings
- Blame others for their problems
- Don't accept responsibility for their actions
- Are competitive and worry about their reputation or popularity



## **ENCOURAGEMENT TO REPORT**

It is important that Smithdon High School creates an atmosphere where pupils who are being bullied or others who know about it feel that they will be listened to and believed and that action taken will be swift but sensitive to their concerns. Not reporting protects the bully or bullies and gives the message that they can continue, perhaps bullying others too.

## **WHAT A Pupil SHOULD DO**

- Not accept bullying inside or outside school
- Never become involved with anything to do with bullying
- Not give bullies any encouragement - a pupil should show that they and their friends disapprove of a bullying behaviour
- Report it immediately to a trusted person. We remind pupils that bullies rely on the fact that a pupil will be too scared to tell anyone because they know that their bullying will be stopped if they do tell
- Report it immediately a trusted person if they see someone being bullied. The victim may be too scared to do it themselves. Bullying is not to be accepted anywhere and everybody must work together to stamp it out
- Go to any adult in the school, who will help you
- Go to the Pastoral Managers

## **WHAT A PARENT OR CARER SHOULD DO**

- Reassure their child that they will do something about it
- Contact the police or approach the bully's parents if it happens out of school
- Contact the school immediately and ask to be put in touch with the appropriate person or team
- If the situation continues or you feel dissatisfied with actions taken contact the school and ask to speak to the Senior Pastoral Leader or a senior member of staff

## **WHAT THE SCHOOL WILL DO**

Support will be available for victims and culprits at any time. Parents/Carers of both parties (victim and culprit) will be informed about every incident. Sanctions will be put in place for culprits. This could include isolations and exclusions. The school will promote Anti-Bullying week every year, incorporating strategies and materials into the Personal Development programme. It is good practice for all incidents of prejudice to be reported to the Local Education Authority but not necessarily bullying.

## **HELPFUL WEBSITES FOR PUPILS AND PARENTS**

[www.kidscape.org.uk](http://www.kidscape.org.uk)  
[www.childline.org.uk](http://www.childline.org.uk)  
[www.familylives.org.uk](http://www.familylives.org.uk)

020 7730 3300  
0800 1111  
0808 800 2222

[www.youngminds.org.uk](http://www.youngminds.org.uk)  
[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

0808 802 5544