

CHURCH STRETTON SCHOOL



Behaviour Policy

November 2017 AM

Statement from the Governing Body

The Governing body supports the values, principles, protocols and practices embodied in this policy.

We believe that positive behaviour is an essential foundation for effective teaching and learning.

We welcome the support of parents and the community in making the policy effective and meaningful.

We support the staff in their high expectations for behaviour, teaching and learning in and outside the classroom.

We encourage pupils to take every opportunity to develop their full potential throughout their years at Church Stretton School.

We will support the staff in the implementation of the Policy because we believe that a thriving school is one that is:

- caring,
- well disciplined,
- with clear procedures,
- understood by all stakeholders,
- based on mutual respect

Core Principles and Values

Our values and principles are shaped by our commitment to:

- nurturing the emotional health and well-being of staff and pupils to raise achievement
- providing a physical and social environment conducive to learning
- an inclusive education where the success of all students is of equal value
- the provision of a safe, secure environment to support progress and learning
- a school safe from bullying in which discrimination in any form is unacceptable
- a recognition that individuals have rights and with those rights come responsibilities and the need for self-discipline and tolerance
- the provision of opportunities for every student to develop their potential both inside and outside the classroom
- supporting vulnerable students

Teaching and Learning

Effective teaching and learning can only take place in a well ordered environment. Promoting positive behaviour requires the commitment of all members of our school community, students, parents, governors and staff; it requires a consistency of practice across the school to ensure that students know the standard of behaviour that is expected of them.

School Aims for ‘Achievement for All’ by:

- Providing challenging and enjoyable learning experiences
- Having high expectations of everyone
- Developing confident, ambitious and determined learners who take pride in everything they do
- Ensuring that everyone feels safe, secure and happy to be at school
- Promoting the acquisition of life skills and a desire to learn
- Valuing and celebrating each individual’s progress and effort
- Supporting, guiding and inspiring each individual in order to maximise their potential
- Expecting personal responsibility and respect for others
- Encouraging positive relationships between all partners in the school community

General Principles:

The emphasis is on good order and respect for the individual thus enabling high quality teaching and learning for all members of our community.

We recognize that the vast majority of students want to behave well and want to learn. With positive behaviour management we can help them to achieve to the best of their ability.

Aims:

- To maximise the effect of the school to positively influence behaviour
- To raise levels of self-esteem so that students feel good about themselves and achieve their full potential
- To clearly identify what is meant by good and bad behaviour
- To ensure that the application of rewards and sanctions is consistent and systematic
- To ensure students’ attitudes to learning are consistently positive
- To support students to make an exceptional contribution to a safe, positive learning environment where they make every effort to ensure others learn and thrive
- To produce students with high levels of engagement, courtesy, collaboration and cooperation with excellent, enthusiastic attitudes to learning, enabling lessons to proceed without interruption
- To produce students who are highly adept at managing their own behaviour

The Curriculum and Learning:

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear learning objectives with success criteria, understood by the students.

Marking and record keeping can be used both as a supportive activity, providing feedback to the students on their progress and achievements, and as a signal that the student's efforts are valued and that progress matters. (See the Homework policy for further details).

Classroom Management

Classroom management and teaching methods have an important influence on student's behaviour. The classroom environment gives clear messages to the student about the extent to which they and their efforts are valued. Relationships between teacher and student, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way students behave. All classrooms display the School Behaviour Plan, which describes the school's rules, rewards and sanctions (appendix 1).

Classrooms should be organised to develop independence and personal initiative. Seating plans regularly up-dated. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the student to work in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

Roles and Responsibilities:

Good behaviour does not happen by accident, it is the responsibility of all those concerned with the school - parents, staff, Governors and students.

Students' responsibilities have an essential part to play in relation to the policy. Students are to show respect for and co-operate with all members of the school community.

The Governing Body

- Defines the principles underlying the school's behaviour and attendance policies.
- Ensures that all aspects of the policy promote equality for all students and address individual needs.

- Governor(s) will:
 - Monitor the effectiveness of the policy.
 - Monitor that it is applied consistently by the staff in school.
 - Analyse and evaluate data on student behaviour.
- Fully support the practical strategies of the policy
- Attend disciplinary or attendance panels, as appropriate.

Teachers

- seek to raise the self-esteem of all students and develop their full potential.
- work in close co-operation with parents in matters of behaviour management and to encourage students to take responsibility for their own behaviour.
- recognise and celebrate student's achievements regularly.
- create and maintain an ordered and calm atmosphere in which all members of the school community can feel comfortable and secure.
- plan and deliver high quality lessons that engage all pupils
- Implement sanctions fairly and consistently, informing parents where appropriate
- Follow the Behaviour for Learning Plan and Intervention Strategies Staircase, Appendix 2, 3 and 4.

Students' responsibilities are to:

- abide by the Home/School Agreement
- work to the best of their ability and allow others to do the same
- treat others with respect
- obey the instructions of school staff
- take care of property and the school environment
- co-operate with other student and adults
- complete work, homework and any coursework to the best of their ability
- wear uniform correctly at all times during the school day. Students should arrive and depart correctly dressed
- attend school and arrive on time.

Parents / carers' responsibilities are to:

- abide by the Home/School Agreement, including supporting the use of various sanctions.
- share concerns about their child's education, welfare and behaviour with the school
- take an interest in their child's work and achievements

- help their child with their work
- attend Parents' evenings and support school functions
- support the school in achieving a minimum 96% attendance rate for their child
- inform the school of any absence
- ensure their child arrives at school on time
- ensure their child is in full school uniform and wears that uniform correctly
- ensure their child completes homework and coursework to the best of his or her ability.
- ensure that their child does not bring in to school any item which may be dangerous or disruptive

Acceptable behaviour:

Acceptable behaviour requires our students to **accept responsibility for their own actions and their own learning** and ensure that they do not affect the education of others by poor behaviour.

It is part of our policy at Church Stretton School that every student will be taught in an atmosphere that permits them to gain maximum benefit in every lesson and around school. To achieve this we have written a clear and comprehensible Behaviour Plan (posted in all classrooms and corridors) describing appropriate behaviour in and out of the classroom (Appendix 1). The Behaviour Plan clearly describes expected rewards and sanctions.

Mobile phones, are to be switched off and stored in school bags - they are not to be used during the school day.

We recognise that there will be times when there are breaches of the school behaviour plan and we have issued procedures for dealing with these, described in detail in appendices 2 & 3. These procedures are dependent on the seriousness of the behaviour, with sanctions increasing in severity as incidents become more serious or persistent.

Isolation:

Lunch and after school detentions are an integral part of school sanctions and parents have agreed to support them when signing the home school agreement.

Pupils who are persistent causes for concern due to poor behaviour should be subject to a Behaviour Contract, initiated by the House Leader, in partnership with the pupil, their parents/carers and the form tutor. This will identify:

- Behaviours causing concern
- Action already taken
- Describe triggers and warnings
- Describe preventative measures
- Demonstrate parental involvement
- Set targets and a review cycle
- Offer praise where appropriate

Communication Home

Tutors, classroom teachers, House Leaders and Heads of Department should communicate concerns with parents/carers as early as possible. Tutors/HL's should aim to communicate with home if there are 3 or more incidents in a half term period, or immediately after a more serious incident. If incidents are serious or a significant cause for concern meetings need to be face to face and involve follow up/review meetings. All communication should be recorded on Go4schools.

Communications home should be recorded on SIMs so that all teachers involved have an overview of communications. The need for a behaviour and communications log to be kept is essential for monitoring escalating behaviour and will be required when poor behaviour escalates to SLT.

Student Support

The school has a well-developed multi-agency approach towards supporting students. Students have access to the following:

- Social Services
 - School Nurse
 - Post 16 Advisor
 - Woodlands Outreach
 - SENCo
 - Early Help - strengthening families
 - Life Goals
 - Divert
 - Barnados Family Support Workers
 - Education Psychology Service
 - Childrens' Services
 - Education Welfare Officer
 - Academic mentors
 - Energize
 - Local police/Youth support services
 - Pupil Premium Progress Mentor
 - Targeted Youth Support
 - Enhance
 - School Councillor
 - ECINS
 - Pupil planning meetings
 - Education Access Service
- Regular meetings are held to evaluate and develop a programme of support for students.

Monitoring and mentoring

Monitoring

Tutors, HL's and SENCo monitor student's personal development through:

- Tutor time
- P.S.H.E.
- Progress Evenings

- Annual Reviews
- Liaison with Parents
- Liaison with outside agencies
- Student Voice

It is their responsibility to deal with issues, as appropriate and/or refer students to other staff or outside agencies, as appropriate.

Mentoring

Church Stretton School has developed a programme of assertive mentoring, prioritising pupils who are at risk of failing to reach their potential.

Students also have access to:

- Tutors and pastoral leaders
- School Counsellor
- Post 16 Advisor
- The School Nurse
- Education Access Service
- EWO

All agencies should be familiar with the ethos of the school. It is their responsibility to support students who self-refer or are referred to them.

Staff Support

It is our belief that it is the responsibility of all staff to deal with behaviour issues in order to minimise conflict both in and outside the classroom. It is also acknowledged that some staff may need support and guidance in managing persistent or serious disruption. The school is committed to a Continuing Professional Development (CPD) programme to support staff.

- The Senior Leadership Team will arrange for a member of staff to access support from outside agencies e.g. Advisors, the Behaviour Support Team, shared practice with other schools, as appropriate.

Staff briefings may be used to give detailed guidance on strategies to use with specific pupils.

- All staff will have access to the policies listed at the end of this policy through the on-line Staff Handbook.
- The SLT will lead or organise sessions on Behaviour Management as appropriate through PD30's/PD60's
- It is the responsibility of teachers, Heads of Department and the linked member of the SLT to monitor the behaviour in lessons and to suggest strategies to support staff, when necessary.

- It is the responsibility of the SENCo to advise teachers on and the needs of students on the SEN Register.
- It is the responsibility of House Leaders to give advice and support to Heads of Department, classroom teachers and SLT on pastoral matters, including bullying and racial harassment.
- A meetings cycle will be implemented to ensure that all staff will have opportunities to discuss subject and behaviour issues.
- Teaching assistants will support learning and behaviour in the classroom. Inappropriate behaviour shall be referred to the class teacher, Head of Department or SENCO.

Support for Parents/Carers

The Home School Agreement demonstrates a partnership between staff/parents and students.

- The Head's to Governor's report will include attendance figures and information on behaviour as required.
- Parents/Carers will be invited in to school if there are concerns over student behaviour.
- Advice on appropriate support from outside agencies will be offered to parents, where appropriate and they will be fully involved in the Early Help - strengthening families process (ECINS)
- Parents/Carers will be invited to attend the relevant events listed on the school calendar. The school will inform both parents where a family is separated, unless it is unlawful to do so.

Parents/Carers' views will be sought regularly through annual surveys.

Vulnerable Students

Vulnerable students may be students on the SEN Register, Looked After Children, migrant or refugee students, travellers, students of separated or divorced parents, bereaved students, abused students.

The school recognises that emotional trauma has an impact on behaviour. The school will work to support vulnerable students in the following ways:

- Through liaison with relevant outside agencies.
- Monitoring progress through pupil centred plans
- Through liaison with parents and carers.
- By providing staff with clear training and guidelines on Child Protection issues.
- Offer support and counselling in school.

Consultation

Parents may have access to the Behaviour Policy:

- On request, or on the school website

Any views expressed will be recorded and evaluated.

Monitoring and Evaluation

SLT, Heads of Department and HL's will monitor the effectiveness of rewards and sanctions at regular intervals.

Heads of Department and HL's will monitor that rewards and sanctions are distributed fairly taking in to account

- Gender
- Ethnicity
- SEN
- Age

The effectiveness of the policy will be reviewed as part of the school's self-evaluation process. Governors will meet regularly to monitor and evaluate behaviour.

Data on behaviour, rewards and sanction will be used to further develop good practice.

RULES in this classroom

BE ON TIME

FOLLOW INSTRUCTIONS **straight away**

RESPECT EVERYONE **including yourself**

TAKE RESPONSIBILITY FOR YOUR LEARNING **& do not distract others**

DO NOT EAT, DRINK OR CHEW (**water is allowed**)

SWEARING IS NOT ACCEPTABLE

MOBILE DEVICES **must be switched off and stored**

REWARDS

SPOKEN PRAISE and written comments

CONTACT HOME phone calls & postcards

HOUSE POINTS on the rewards route

HEAD'S AFTERNOON TEA nominations

CONSEQUENCES if you choose not to follow the rules

1. WARNING

2. MOVE WITHIN CLASS

3. TEMPORARY REMOVAL FROM CLASSROOM **for up to 3 minutes**

4. HEAD OF DEPARTMENT SUPERVISION **detention & parent/carers informed**

Severe misbehaviour will result in: ISOLATION / EXCLUSION & THE INVOLVEMENT OF HoD, HAC, SENIOR STAFF & PARENT/CARERS

Severe misbehaviour includes: ABUSE, STEALING, FIGHTING, DAMAGE TO PROPERTY, BREAKING THE LAW, SMOKING

The Code Of Conduct applies in the library with additional information for students

The Library should be used for:

- Reading
- School Work
- Homework
- Research
- Revision

All students are welcomed to the Library, it is their responsibility to:

- Behave in a manner which is considerate and respectful towards to other staff and students
- Respect library staff or senior students and carry out any requests they make
- Ask permission before using the quiet area of the Library.
- Respect library books and other property

Code of Conduct for the Dining Hall

We encourage students to eat healthily and enjoy their lunch and break. In order to maintain a pleasant and hygienic area students are expected to:

- Be courteous and display good manners towards their peers and staff in the hall or kitchen.
- Display good manners when eating
- Ensure that a clean table, clear of litter or food, is left for subsequent diners
- Deposit any waste in the appropriate places.
- Remove coats whilst sitting at the table
- Avoid lingering at the table to make room for other diners
- Eat food and drinks that have been purchased in the Hall at a dining table. Food should not be taken out of the Hall to be eaten in other areas of the school.

Policy on Detention

The school has the right to detain pupils after a school session, with parental notice, for disciplinary purposes, under section 5 of the Education Act 1977.

The school, in accordance with the law, will operate a detention system as part of its sanctions against poor behaviour.

- When signing the Home School Agreement on transfer to the school, parents agree to accept detentions as part of the disciplinary process
- Detentions will be enforced in a reasonable manner that is proportionate to the offence.
- The school does not have to, but will endeavour to give at least 24 hours written notice to the parent for an after-school detention. The notice will inform parents of why the detention was given, and when, where and for how long the child will be detained.
- The written notice will be posted or emailed. The school will assume the parent has received this notification *and is not required by law* to receive acknowledgement or response for the detention to go ahead.
- Written notice will be sent to the parent or carer with whom a child lives. In cases of joint custody by parents who do not live together, written notice does not need to be sent to both.
- While the school should be mindful of a child's travel arrangements, it is the responsibility of the parent/carer to ensure that they are able to get home safely after detention.
- Parents who object to a particular detention should contact the HL or Head of Department and present the reasons for their objection. Reasonable objections could be: the detention clashed with a religious observance or medical appointment; the parent is unable to make safe alternative arrangements for travel home when a child normally uses the school bus. On these occasions the detention will be arranged for another date or isolation offered as an alternative.
- If the school decides to go ahead with the detention following an objection from a parent, the parent can make representation to the Headteacher under the normal complaint procedures.
- Parents who object to the principle of detention should take the matter up with the Headteacher or the Governing Body. It is, however, expected that, having been fully informed of this policy before entry to the school, parents will make their choice on the basis of that knowledge.
- Failure to serve a detention may result in a more severe sanction being imposed, according to individual circumstances.

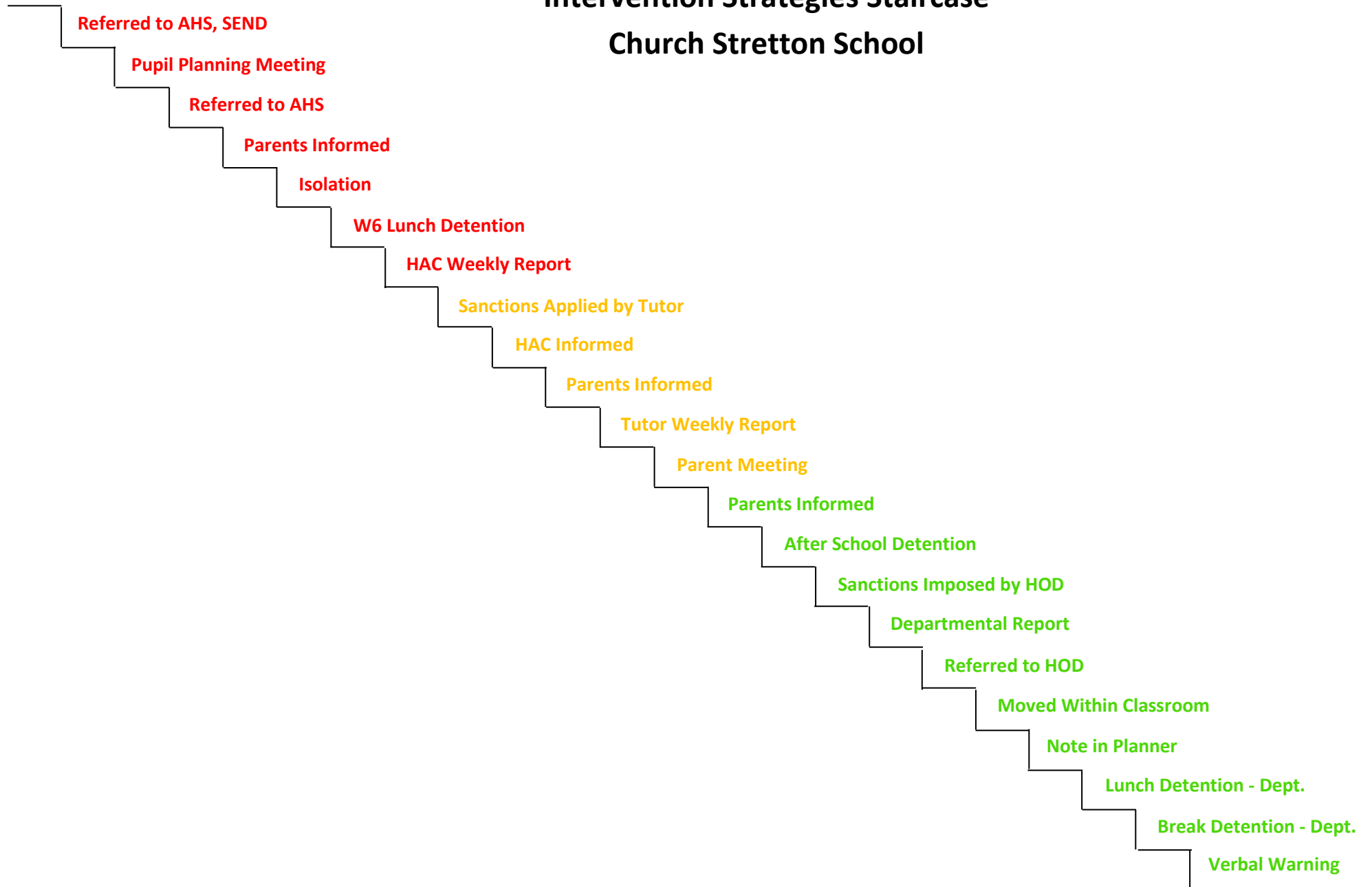
Alternatives to fixed term exclusion

A number of different alternatives may be available to Headteachers in response to a serious breach of behaviour policy:

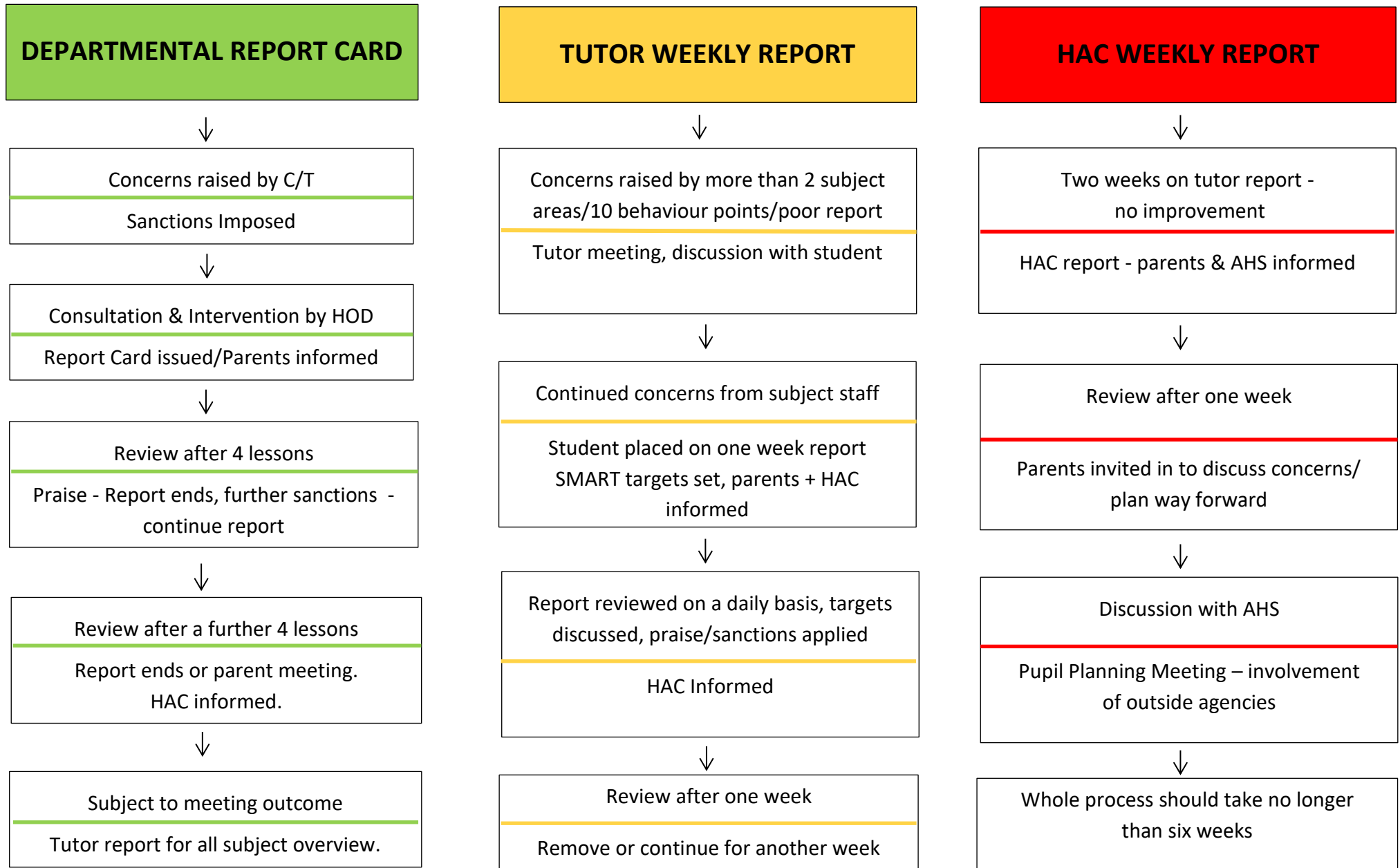
- a) **Restorative justice** that enables the offender to redress the harm that has been done to a 'victim', and enable all parties with a stake in the outcome to participate fully in the process. This has been used successfully to resolve situations that could otherwise have resulted in exclusion. All professionals involved in the process need to be thoroughly involved and this can only work with the consent of all parties;
- b) **Mediation** through a third party, usually a trained mediator, is another approach that may lead to a satisfactory outcome, particularly where there has been conflict between two parties e.g. a student and teacher, or two students;
- c) **Isolation**, which can be used to defuse situations that occur in school that require a student to be removed from class but may not require removal from the school premises. The isolation could be to a designated area within the school, with appropriate support and supervision, or to another class on a temporary basis, and they may continue during break periods. Isolation should be for the shortest time possible and should be subject to review.
- d) **Managed move** to another school to enable the student to have a fresh start in a new school. The Headteacher may ask another Headteacher to admit the student. This should only be done with the full knowledge and co-operation of all the parties involved, including the parents, governors and the LEA, and in circumstances where it is in the best interest of the student concerned.

Intervention Strategies Staircase

Church Stretton School



Church Stretton School Behaviour for Learning Plan



BEHAVIOUR PLAN

Appendix 1b



RULES outside the classroom

when the bell rings

GO STRAIGHT TO YOUR NEXT LESSON

keep noise TO A MINIMUM

when passing in corridors and on stairs

KEEP TO THE LEFT

follow instructions from

all staff & senior students

STRAIGHT AWAY

swearing IS NOT ACCEPTABLE

respect your environment

PUT LITTER IN BINS

respect everyone INCLUDING YOURSELF

The following items should not be brought in to school:

- Skateboards
- Rollerblades or skates
- Toy/fake/real guns, any type of knife, weapon or sharp dangerous object
- Valuable items, (unless stored securely by a member of staff e.g. musical instruments)
- Stink bombs
- Laser pens
- Liquid Tippex
- Chewing Gum
- Fireworks or explosive materials

Mobile phones may be brought into school but the school will not take any responsibility for their loss or if they are stolen.

In order to ensure that students get the best education and that lessons are not disrupted we ask students to be responsible in the following ways:-

- Make sure their phone is turned off during the day.
- Ensure that the phone is stored in their school bag. It may be left in the reception office for safe-keeping.
- Mobile phones **must not** be used to take photographs in school. There are strict laws that protect individuals from being photographed in school.
- Students should follow normal procedures and go to the reception office if they are unwell. It is the school's responsibility to contact the home to ask a parent/carer to come into school.
- Students may not use the mobile phone to call a parent into school. The office will always contact the home if there is an emergency. If a student has a problem they should see the tutor, HL or member of staff, who will contact a parent, if necessary.
- The School policy is that it is not acceptable for students to use mobile phones in lessons to listen to their own music, wear headphones or bring wifi speakers into school.

