



## Behaviour Policy and Strategy 2018



## **Behaviour Policy**

### **The following key points are extracted from the 2014 DfE document “Behaviour and Discipline in Schools – Advice for headteachers and school staff”**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a student’s misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils’ property.

### **The Principles (determined by staff and Governors)**

At Spen Valley High School we believe that acceptable behaviour in all aspects of school life is necessary in order to enable teaching and learning to be effective and to allow young people to develop in a safe environment which allows them to gain a sense of self and others, ultimately becoming good citizens. We seek to create such an inclusive caring, learning culture by:

- promoting a system of praise and encouragement in which all students complete assigned tasks and are given every opportunity to achieve
- regulating the conduct of students by promoting acceptable behaviour and positive discipline
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensuring equality and fair treatment for all
- encouraging consistency of response to both positive and negative behaviour
- promoting early intervention
- providing a safe environment free from disruption, violence, bullying and any form of harassment
- encouraging a positive relationship with parents/carers and carers to develop a shared approach which involves them in the implementation of the school’s policy and associated procedures

## **Roles and Responsibilities**

- The Governing Body will establish, in consultation with the Headteacher, staff and parents/carers, a policy for the promotion of acceptable behaviour which will be reviewed annually. It will ensure that this is communicated to staff, students and parents/carers, that it is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of acceptable behaviour.
- The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures. The Headteacher will assign a relevant colleague to provide pastoral support to any member of staff accused of misconduct.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Staff also have 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.
- Parents/carers will be expected, encouraged and supported to accept responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents/carers to work in partnership with us to assist us in maintaining high standards of behaviour.
- Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment by reporting all undesirable behaviour, thus making it both safe and enjoyable.

## **Recognition**

A school ethos of encouragement is central to the promotion of acceptable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that acceptable behaviour, self-awareness and responsibility to self and others are valued. Integral to the system of recognition is an emphasis on praise, both informal and formal, to individuals and groups and also informing parents/carers. Rewards include star points, postcards, certificates and prizes in Praise Assemblies, Golden Tokens, reward trips, certificates and prizes at the end of year Awards Ceremony. Star points are also given for attendance, participation in extra-curricular activities and for representing the school.

## **Sanctions**

Sanctions are needed in order to respond to undesirable behaviour. Sanctions include verbal warning, detention (30 minutes and 60 minutes), removal to the remove room, isolation, placement in the isolation unit of another school and exclusion. Any student given a full day placement in the isolation unit will be detained at the end of the school for sixty minutes on that day.

We recognise that the range of sanctions that we have in school will be sufficient for the vast majority of students but that there will be some students who fail to respond to the normal sanctions. For these students the school may consider, in conjunction with parents and carers, a change of placement. This may be a referral to the Pupil Referral Unit (PRU) or a managed transfer to another school. Students will never be encouraged to apply for a place at another school. However, if a parent/carer expresses a wish for this then the school will support them in their application.

The school may issue sanctions for incidents that occur on the way to school, on the way home from school, on a school trip or visit or indeed for an incident that takes place well out of school hours, if for example, a student brings the name of the school into disrepute or is involved in cyber bullying etc.

In accordance with the law the school may detain a child after school on any given day without notifying parents/carers. However, at Spen Valley High School we will usually detain students 24 hours following an episode of poor behaviour, in this case, we will notify parents via classcharts. On the rare occasion when we detain students on the same day we will notify parents via text message.

## **Involvement of outside agencies**

The school works positively with external agencies and seeks appropriate support from them to ensure that the needs of all students are met.

**This policy recognises the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs.**

## **Associated documentation**

Rewards and consequences

Screening, searching and confiscating

Power to use reasonable force

## **Strategy 2018**

### **Key Principles**

- Recognition and praise is vital and more important than reward
- The key element of any behaviour strategy is positive relationships, clear expectations, consistency of application and shared ownership
- Poor behaviour or behaviour not conducive to learning is always challenged
- Conflict should be reduced wherever possible through effective dialogue but students are not to be negotiated with. Wherever possible, sanctions should be followed by appropriate restorative practice.

### **Key Changes**

- Ensuring that all students receive recognition in every lesson
- End to 'Designated Teacher' and creation of new 'Remove Room' in 115
- Focus of The Lodge to become behavioural intervention rather than a sanction
- Changes to C3 tariff to reduce conflict in lessons, reduce the numbers in detention and allow pastoral staff to focus on more serious issues
- C2 detentions no longer part of the school's behaviour strategy, all detentions will happen centrally
- Staff no longer need to write consequences in the planner
- Teachers no longer need to issue detentions themselves, students will no longer be allowed to accumulate owing detentions
- Changes to detention routines and administration to become less onerous for teachers and support staff and more of a sanction for students
- Pastoral team to give greater emphasis to preventative mentoring as detailed in the new 'intervention model'
- More rigid routines around Isolation
- Introduction of appeals system to reduce conflict and ensure consistency

## **Recognition**

Recognition and praise is more important than reward. The following will continue:

- Praise postcards
- Star badges
- Student of the week
- Positive phone calls to parents
- Praise assemblies
- Student trips
- Golden tickets
- Queue jumpers

Positive points will continue to be known as 'Star Points'

### Classroom Recognition and Behaviour

Each lesson, every student will begin with three Star Points to reflect the **3 golden rules;**

#### Prepare

Arriving on time, having the correct equipment.

#### Participate

Being on task, getting involved, not talking above others, allowing others to learn

#### Progress

Producing work commensurate to ability, presenting work well.

All classrooms have a 'Star Board' on the wall. This **must** be used every lesson by every teacher.

Students should be challenged on their behaviour. Minor infringements will be given a '-1'. This is an opportunity for a student to choose to change their behaviour. If the wrong choice is made, this will result in a '-2'. This is the last chance a student has to remedy their behaviour.

Should a student fail to take up this challenge they will be issued with a '**C3- Consequence**'- this will be a 30 min detention (after school) the following day. The student will remain in the lesson.

### ***C4- Consequence and removal***

On the rare occasion when students continue to disrupt beyond C3 they will be issued with a **C4**. This will result in removal from the lesson and an extension of the detention to one hour. It may also warrant further sanctions. All removed students will be escorted to the school's 'Remove Room'. This is in room 115.

Staff will use the call out button on SIMS and the student will be removed from the lesson by the member of staff on patrol at the time. In summary:

**-1 = One Star Point withdrawn**

**-2 = Second Star Point withdrawn**

**C3 = Consequence - Third Star Point withdrawn and 30 min detention issued**

**C4= Removal from the lesson and 30 min detention increased to 60 mins**

Staff may wish to award additional Star Points throughout the lesson. These should be recorded on the Star Board and then on Classcharts during 'recognition time' at the end of the lesson. Staff may also wish to give Star Points at other times, for example when marking books. These can be added to Classcharts at any time.

Stamps - Staff are free to use motivational stamps in planners or exercise books. They are, however, in addition to the Star Points awarded on Classcharts and they will not be tallied and will not count towards Praise Assembly prizes or certificates.

### **What constitutes a -1/-2?**

- Late to **lesson**
- Lack of **basic** equipment (black/purple pen, pencil, ruler)
- Talking over another student or a teacher
- Low level distraction
- Homework not done, or done in a way not commensurate to ability
- Not on task

- Poor quality presentation
- Minor uniform infringements e.g. top button undone, shirt untucked

### **What constitutes a C3?**

- Failure to comply after a -2
- Loitering on the corridor a reasonable time after the bell has gone for lessons or out of bounds
- Insolence or rudeness towards any member of the school community
- Eating or drinking anywhere other than the dining room or other designated area
- Wearing outdoor clothing indoors
- Late to school without a valid reason (issued by Pastoral team, not class teacher)
- Consuming any drinks other than water, milk or fruit juice in school.
- Consuming (or attempting to consume) any drink other than water in a classroom
- Dropping litter
- Poor behaviour at unstructured times
- Vandalised exercise book or planner
- Lack of **essential** equipment without a reasonable explanation. Essential equipment is defined as anything that is required for the lesson but cannot be easily borrowed from another student. i.e. exercise book, cooking ingredients, PE kit, Art folder.
- 3 x Lack of Basic equipment in a half term- this could be across all subjects

### **What constitutes a C4?**

A C4 is for a serious infringement that would warrant *at least* a 60 minute detention but could also warrant time in isolation / partnership isolation / fixed term exclusion.

The precise sanction will be determined by the Pastoral Team, a member of the Leadership Team or in the case of exclusion, the Headteacher.

Teaching staff should refrain from removing students from lessons via any route other than having received a -1 to C4 or via a sanctioned Additional Needs referral

## Expected routines

### Lessons

All lessons should feature the following:

- Meet and greet
- Focus activity
- Register
- Equipment, homework and uniform check
- Positive dialogue
- Recognition time

### Positive Dialogue

Students must be reminded of the expectations every lesson. The use of specific dialogue will ensure consistency and reduce confrontation.

The teacher should refer to the three golden rules at the beginning of each lesson

‘Learning has begun, you are asked to:

Prepare, Participate, Progress

In addition, each task should be introduced with reference to the golden rules, for example

‘Participating in this task is listening to others and making a contribution, silent reading, peer assessment, paired discussion etc.’

Withdrawing stars or issuing consequences should acknowledge what the student has done wrong and, importantly, remind them to get it right.

This doesn’t need to be a ‘big deal’- it shouldn’t interrupt the flow of the lesson but you must refer to the student by his or her name.

*Matilda - not on task, -1*

*James - late, -1*

*Yes, Danny you can borrow a pen, but I have to take away a star.*

Issuing a -2 e.g.:

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*Charlie, you have chosen to continue to.....and so I have to give you a -2. **Make a choice so that we don't get to the consequence stage.***

**or**

*Now is the time to get it right; you know you can do better than this Charlie*

Issuing a c3/c4:

*Bruce, unfortunately your behaviour **must** result in a consequence. I need to issue you with a C3/4.*

Staff will want to use their own choice of language but the general principle should be used wherever possible.

At each stage staff **MUST** use the Star Board. There should be absolutely no doubt in the students' mind which point they are at.

The language used should avoid conflict and the student should be aware that there is **no negotiation** involved.

### **Morning greeting.**

Students will be welcomed every morning, prior to the bell for the beginning of lessons in the dining room by the Pastoral Team. Students will be encouraged to check their equipment and uniform. Equipment and uniform can be purchased or loaned at this point without a sanction, although repeat offenders will face sanctions at the discretion of the Pastoral Team. Once lessons have begun, uniform and equipment sanctions should be issued.

**All C3s for students who are late to school will be issued at this point by the Pastoral Team, prior to students arriving to lessons.**

### Uniform Infringements

At SVHS we have the highest expectations of the way our students present themselves. The aim is to be consistent but not overzealous.

<b>Uniform infringement</b>	<b>In lesson</b>	<b>Outside of lesson/at doorway to classroom</b>
Top button unfastened	-1/-2	Request to fasten
Untucked shirt	-1/-2	Request to tuck in
Tie too short	-1/-2	Request to remedy
Missing blazer	-1/-2	Request to remedy
Outdoor clothing	C3 (standalone)*	C3
Inappropriate footwear	C3 (standalone)*	C3
Excessive make up / coloured nail polish / acrylic nails / facial piercings / ear-piercing beyond the one silver/gold stud in each ear	C3 inform Pastoral Team for removal	C3 inform Pastoral Team for removal
*standalone C3 - next step in a lesson <b>is not</b> C4		

### Detentions

These are daily and will continue to take place in the dining room. They will continue to be staffed on a rota basis. Students will no longer attend a detention on the same day as being issued a consequence but will attend the following day.

Detentions will take priority over any other session in school. Students who wish to represent the school at a sporting fixture or otherwise will not be permitted to postpone their detention.

Staff will be notified of the detention list via a daily bulletin and a list for students will be posted in the usual place. Parents will no longer be notified of detentions via text message as this is time consuming and often leads to confusion. They will be expected to check the Classcharts app or website.

Detention is not a time for staff to speak to students, but for students to reflect on their own behaviour. All students who accrue a significant amount of detentions will receive behaviour mentoring at another time (see range model).

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Detentions will only be postponed under **exceptional** circumstances and once a parent or carer has spoken to a member of the Pastoral Team. Written notes (apart from medical notes) will not be accepted.

Students not in detention will not be permitted to wait inside school for those who are in detention, unless they are attending HW club or another supervised activity.

Students who fail to meet the expectations in detention will be asked to leave the room. Those in a C3 detention will have their sanction doubled to a C4, those in a C4 will spend the following day or the next practical one in Isolation.

Students who miss a C3 detention will receive a C4 the following day.

Students who miss a C4 will receive Isolation the following day or as soon as possible afterwards.

1 x C3 in a day = C3 detention

2 or more xC3 in a day = C4 detention

3 or more C3s in a day= Isolation

1C3+1C4= Isolation

1 x C4 in a day = C4 detention

>1 C4 in a day = Isolation

### **Appeals**

Students will have the right to appeal a C3 or a C4. The main purpose of this is to avoid dispute and further disruption to learning during lessons. In addition, staff are fallible, and the system needs to have the backing of students and their parents. Students need to know that there is an appropriate time and place to have their side of the story heard.

Appeals are not for denial of having done something wrong, rather that the strategy has not been followed.

**No C3/C4 will be overturned without communication with the member of staff who issued it. It is envisaged that consequences will be overturned very infrequently.**

If a student accrues three **unsuccessful** appeals in a term, their right to appeal will be withdrawn for the remainder of that term. Appeals will be heard by a member of the Pastoral Team at a designated time.

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If a student wishes to appeal a C3/4 they should complete the appropriate slip and hand it in to the main office by the end of lunchtime on the day after they have been issued the sanction.

#### Examples where C3 would **not be** overturned

*It wasn't me, it was him.*

*I didn't do it.*

*But I was only...*

#### Examples where a C3/4 **may** be overturned.

Wrong tariff i.e. C3 for lack of basic equipment

Member of staff not using the Star Board

Mistaken identity- i.e. C3 being given to the wrong student and subsequently realised by issuing member of staff

Member of staff jumps straight to C3 without -1, -2 (if this is indicated by the member of staff on Classcharts as having been done, it would not be questioned.)

### Isolation

Isolation is an alternative to a Fixed Term Exclusion. Failure to behave in Isolation will result in a Partnership Isolation placement being given.

Refusal to attend Isolation will result in a fixed term exclusion. On re-admittance, students and parents will need to give assurances that the time in Isolation will be completed. **No student will be allowed to return to mainstream lessons until their isolation placement has been completed.**

### Mobile phones/electronic equipment

Mobile phones, MP3 players, or headphones are not permitted to be used by students within the school grounds. If any of these items are being used on the school site during normal school hours they will be confiscated by staff, placed in the school safe and returned to the student's parent / carer only.

Staff are authorised to confiscate items from students when there are reasonable grounds for doing so. The member of staff holds responsibility for the safety of student property until such time that property is returned to the student or their parent / carer or it is handed to the school office for safe keeping (in a safe).