

POLICY DOCUMENT

Stratford-upon-Avon School is a company limited by guarantee, registered in England and Wales under number 7690776, whose registered office is Stratford-upon-Avon School, Alcester Road, Stratford-upon-Avon, Warwickshire CV37 9DH

Policy Title	BEHAVIOUR POLICY
Policy Reference	SUAS.P.1506.BEH001

DISCLOSABLE UNDER FREEDOM OF INFORMATION ACT 2000	Yes / No	Yes
TO BE PUBLISHED ON WEBSITE	Yes / No	Yes

POLICY OWNERSHIP	
Governor Committee:	Pastoral
Department responsible:	Pastoral
Post-holder: <i>(Title and Name)</i>	Karen Berwick (Deputy Head)
LINKED PROCEDURES REF:	
Responsible Person - Procedures	

POLICY IMPLEMENTATION DATE:	December 2018
PLANNED REVIEW INTERVAL:	2 Years
PLANNED NEXT REVIEW DATE:	December 2020

Stratford-upon-Avon School welcomes comments and suggestions from the public and staff about the contents and implementation of this policy. Please write to the Compliance Manager at the school address or email your comment to policy@stratfordschool.co.uk.

i. POLICY OUTLINE

- To ensure that all students display high standards of behaviour to enable to feel safe, enjoy school and achieve their full potential.
- To develop an inclusive approach to behaviour where the needs of individuals are catered for and equality of opportunity is enhanced.
- To offer clarity and consistency of expectation to staff and students so all members of the school community are clear about their role and contribution.

ii. PURPOSE

The purpose of this policy is to specify what behaviours and attributes we expect of students and outline what actions will be taken to achieve and maintain these. This policy is based on “behaviour and discipline in school’s published by DFE updated February 2014.

The authority to discipline students whose behaviour expectation applies to all paid staff with responsibility for students.

iii. IMPLICATIONS OF POLICY

Compliance with the requirements laid out in this policy will ensure that the school runs in a safe and orderly manner and that all staff understand their role in this.

iv. EQUALITY ANALYSIS

Every policy will be subject to an Equality Analysis (EA) completed by the policy writer, which should be circulated to all those being consulted, with the draft policy.

v. CONSULTATION

Consultation will be with all staff holding significant financial responsibilities, prior to presentation for approval by the Governing Body (Pastoral Committee).

vi. PROCEDURE

Procedure is the method by which the strategic intent of the policy is realised, and is thus an ‘instruction manual’ on how the policy outcome is to be achieved.

The procedure which supports this policy is an independent document, for internal use by Academy staff. The procedure reference is shown on the Policy Identification Page.

The development or amendment of the procedure is at a tactical / operational level. There is therefore no necessity for active referral to the Governing Body **unless** the policy intent has been altered.

If there is significant change to the procedure element of the policy there may be a requirement to engage in the consultation process and refer to the Governing Body.

vii. RELATED POLICIES AND PROCEDURES

- Management of Drugs & Substance Abuse Policy
- Attendance
- Anti-Bullying
- Exclusion

viii. DOCUMENT HISTORY

The policy will be subject to regular review once ratified by the Governing Body.

The history of the policy will be recorded using the chart following:

Date	Author /Reviewer	Amendment(s)	Approval/adoption date
July 2015	K Berwick	Updated	07 July 2015
October 2016	K Berwick	Added appendix 1 and 2	December 2016
December 2018	K Berwick	Updated	December 2018

Principles upon which our practice is based

1. All members of the school community are entitled to a safe, secure environment that promotes engagement in learning.
2. Positive behaviour should be routinely acknowledged rewarded and celebrated. It is through reinforcing positive attitudes that students feel valued and learn to value others.
3. Behaviour that contravenes the agreed student expectations should as far as possible be dealt with at source and immediately. The aim of any sanction issued must be to prevent a repeat of the behaviour. (not merely to punish)
4. Lessons should be planned using strategies that promote the engagement and success of all students. When this happens, poor behaviour is less likely to occur.
5. Parents should be routinely and regularly informed about their child's behaviour in an accessible format.
6. Restorative practices are embraced as a means of empowering staff to be successful practitioners. Restorative practices acknowledge the intrinsic worth of the individual and his/her potential to contribute to the school community.
7. Whilst aiming for consistency the school acknowledges that there is a legal duty under the Equalities Act 2016 in respect of safeguarding and in respect of students with SEN. We seek to treat all students fairly, this will not necessarily mean we treat all students in the same way.

Scope

The school may exercise the right to reward or discipline students;

- Throughout the school day including before and after school hours
- When the student is present on school property out of hours
- When the student is taking part in any school organised or school related activity
- Travelling to or from school
- When in school uniform/or in some other way is identifiable as a student at the school.

The school is likely to apply any sanctions to any student whose behaviour;

- Could have repercussions for the orderly running of the school or
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

The authority to discipline students whose behaviour expectation applies to all paid staff with responsibility for students.

Rewards Principles

Praise and recognition are key tools in motivating students to exhibit positive behaviour and take responsibility for their learning and make good progress.

Students should receive acknowledgement for what they do by routine including:

- Good attendance
- Handing in homework
- Complying with behaviour expectations.

Students should receive acknowledgement for behaviour that:

- Promotes their learning
- Promotes the learning of others
- Contributes positively to the school
- Demonstrates leadership qualities
- Is kind and considerate to others.

Reward/recognition may include;

- A verbal well done
- Positive Bromcom entry
- Public validation in assembly
- Awarding of Blueprint badges
- Access to certain privileges e.g. year 11 diner/ astro
- Awarding of certificates
- Awarding of subject commendations

Sanctions principles

- The minimum intervention should be used to bring out the desired change in behaviour.
- Sanctions should wherever possible be applied at source, the aim being to rectify the behaviour and reduce the likelihood of re-occurrence
- Sanctions applied fairly and consistently are necessary to ensure a safe and orderly environment
- When looking at sanctions we should always consider whether behaviour gives cause to suspect that a child may be at risk of significant harm or unmet SEN.

Sanctions may be applied when:

- A student fails to adhere to student expectations Brings into school an item/s that are not allowed
- Fails to comply with a reasonable request
- Fails to comply with a behaviour sanction
- Exhibits behaviour that is offensive or dangerous including racist/sexist/overtly sexual/homophobic or aggressive.

Sanctions may include;

- A verbal reprimand
- Phone call home
- Note or X in the planner
- Detention at break or lunchtime
- Detention after school (or before)
- Removal from the lesson to work in another classroom
- Retained for 10 minutes at the end of the school day by the form tutor
- Making an apology written/verbal
- Isolation from peers (usually in the Behaviour Support Room)
- Exclusion from school (fixed term or permanent)
- Removal from a school trip or visit
- Carrying out a community service

This list is not exhaustive

Allegations against staff

The school has a very clear policy on the management of allegations against staff. Where this has been followed and the outcome is found to be that the students allegations were 'malicious' (this is not the same as false) the Headteacher will consider applying appropriate sanctions, this may include exclusion.

Rules and responsibilities

Classroom teachers including Associate Teachers should:

- Use the effort recording system on Bromcom every lesson
- Ensure that the lessons are well planned and address the needs of all. This includes known knowns and learning based seating plan.
- Use appropriate Behaviour Management techniques to address off task behaviour.(see preferred practices)
- Adhere to the lesson expectations giving students three clear warnings (when the behaviour techniques have been tried) before issuing a C2 on call removal sanction.
- Follow through the rewards and consequences fairly and consistently.
- Contact parents / carers where C3 has been issued (after school detention)
- Seek further advice from the Curriculum Leader should behaviour problems persist.
- Engage in CPD activities to further enhance their skills and student progress.
- Discuss poor behaviour with the student with the aim of understanding why this is occurring

Form Tutors should:

- Monitor the application of rewards and sanctions for their tutor group on a weekly basis.
- Praise individual students for their positive contribution. Discuss concerns with individuals.
- Contact parents/carers where there are concerns and consequences are being issued repeatedly.
- Where possible attend any re-admittance meetings, contribute to CAF/meetings with external agencies.
- In consultation with parents and College Leaders monitor the progress of students who are "on report".

- Engage in CPD activities the further enhance their skills and student progress.
- Seek further advice from College Leader should behavioural problems persist.
- On a daily basis detain students who have had a '3' in a lesson that day for 10 minutes.

Curriculum Leaders should:

- Monitor the quality of teaching and learning in the department ensuring the needs of all are catered for.
- Ensure that rewards and sanctions are issued fairly and consistently within their department.
- Monitor the behaviour data on a weekly basis.
- Contact parents where a C3 sanction is issued (or support the classroom teacher to do this).
- Liaise with Progress Leaders when behaviour persists despite departmental intervention.
- Lead the department in sharing good practice.
- Ensure that the lesson expectations are adhered to within their department. This includes the recording of an effort grade every lesson.

College Leaders should:

- Lead the response to C4/5 incidents.
- Regularly make expectations clear to students via:
 - Assembly
 - Tutor time activities
 - Regular communication with parents
- Monitor the behaviour data on a weekly basis. Identify patterns and trends taking action to promote positive behaviour.
- Liaise with Progress Leaders to develop a consistent approach to behaviour.
- Liaise with the Inclusion team to support individual students and provide improvement strategies to staff.
- Monitor the work of form tutors to ensure that individuals are receiving positive re-enforcement and guidance.
- Promote a culture of high expectations of behaviour and respect within the college and across the school – via pastoral meetings allocate additional resources to students requiring extra support.
- Lead the college in sharing good practice.
- Ensure rewards and sanctions are administered fairly and consistently. Take every opportunity to celebrate good behaviour and hard work via:
 - Assembly
 - Congratulating individuals
 - Notice boards and plasma screens
 - Parent contact
 - Contributions to newsletter.
 - Awarding Blueprint points

Progress Leaders should:

- Monitor the behaviour of students in their year group with an emphasis on the learning behaviour that is demonstrated in the classroom.
- Where there are patterns or trends they should liaise with the Curriculum Leader to establish solutions
- Regularly make expectations clear to students via assembly and contact with individuals/contact with home
- Liaise with College Leaders where there is concern about a student's engagement in learning. When appropriate refer to the Inclusion Panel.
- Ensure rewards and sanctions are issued consistently and fairly across the year group.
- Celebrate good learning behaviour and hard work via;
 - Assembly
 - Congratulating individuals
 - Notice boards and plasma screens
 - Parental contact
 - Awarding Blueprint points

SLT should:

- Monitor the behaviour data on a regular basis (monthly) to ensure rewards and sanctions are administered fairly and consistently.
- Support and challenge College Leaders/Progress Leaders/Curriculum Leaders in their analysis and response to this data.
- Take every opportunity to celebrate good behaviour and hard work via:
 - Assembly
 - Congratulating individuals, contacting home
 - Awarding Blueprint points
- Work with College/Progress Leaders to resolve C4 and C5 incidents according to the consequence grid
- Monitor the use of lesson expectations and the application of rewards and sanctions within the classroom.
- Ensure the appropriate training and support is available to equip staff with the skills necessarily to deal effectively with pupil behaviour.

Students are responsible for:

- Their own actions
- The impact their words/actions have on others.
- Working in a way that maximises their own progress and the progress of others.
- Using the student planner as appropriate

Support staff should:

- Challenge inappropriate actions behaviour and language in a firm and professional manner.
- Record positive 'kindness' points or minor rule infringements in the planner.
- Report any higher level incidents to the College Leader or any urgent incident to the duty manager (C4/C5 incidents)

The parent should:

- Ensure students attend school in full uniform with the correct equipment. (Ensure items on the forbidden list are not brought into school).
- Check and sign the planner.
- Contact the form tutor to discuss concerns.
- Encourage their child to behave in a way which upholds the code of conduct.
- Ensure their child complies with any sanctions issued.
- Reinforce school praise for positive behaviour.
- Support and encourage out of hours learning.

How will behaviour expectations be taught?

- By recognising and celebrating "good" behaviour.
- By applying sanctions consistency and fairly.
- By publishing our expectations which will be the basis of:
 - In the first half of term**
 - Assembly
 - SPHERE
 - Tutor time
- By all adults in the school modelling the behaviour we expect to see.
- By using restorative justice principles as appropriate to restore and repair relationships following a sanction.
- By communicating regularly with parents to help support students in improving their behaviour. This may be via the on report system / phone calls / Vivo / Blueprint entries/ targets set on a readmittance programme.
- By allocating additional resources for a time limited period to support a student in changing a behaviour pattern.

Training

Appropriate training will be provided to staff in the following ways:

- Induction programme
- Staff Learning Days
- Tutor team meetings
- Departmental meetings
- Sharing good practice briefings
- Signposting helpful reading/research/blogs
- Support staff meetings.

Monitoring evaluating and reviewing

- Teachers will receive feedback on behaviour and safety as part of the lesson observation / Appraisal process.
- Teachers will receive weekly information on their use of rewards.
- All staff training will be subject to evaluation.
- Lesson expectations and adherence to behaviour/ rewards policy will be monitored via Curriculum Leaders / College Leaders/Progress Leaders and their Line Managers.
- Behaviour data including exclusions will be analysed and reported to governors on a termly basis or half termly if requested.
- Effectiveness of the policy will be judged by examining:
 - Behaviour data
 - Performance data
 - Staff feedback
 - Student voice
 - Parental survey

Related Documents

- Confiscating items *Appendix 1*
- Searching students and their possessions *Appendix 1*
- The use of force to control and restrain *Appendix 1*
- Exclusion from maintained schools, Academies and pupil referral units in England *Appendix 2*
- Searching, screening and confiscation: advice for schools *Appendix 2*
- Use of reasonable force in schools *Appendix 2*

Searching students and their possessions

The conduct of student searches is a power available to Headteachers. This power applies to searching students and their possessions including bags (lockers are the property of the school and may be searched at any time) without their consent if there are reasonable grounds to do so. This power applies to searching for alcohol, controlled drugs and weapons. A student search will be carried out by a senior member of staff or College Leader. Every attempt should be made to ensure another member of staff is present. It is recommended that as far as possible a female member of staff should search a female student. Reasonable force may be used to execute the search where it is believed the student may be in possession of something that may cause harm to themselves or others eg knife/illegal drugs. Where an intimate search is required (for example where it is believed a student may have illegal drugs / a weapon hidden under their clothing) or it is reasonable to believe there is potential danger or risk to staff or students the Police will be called.

Use of force to control or restrain a student

Members of staff may use reasonable force to control or restrain a student if it is deemed necessary to retain good order in school. This may include:

- Stopping a student committing a criminal offence (for younger students what would be a criminal offence)
- Causing injury to themselves / staff / other students
- Damage to property

Students will be given loud clear instructions to change their behaviour. Staff will restrain using the minimum force. Staff should then regard this as a level 5 incident and follow the procedure accordingly.

Confiscating items

The school will confiscate any item that is deemed to be dangerous or inappropriate to be in a student's possession in school.

Items that should not be brought into school include:

- Knives / weapons
 - Drugs / alcohol
- } These items will be confiscated and the police may be contacted
- Cigarettes / tobacco / matches / lighters
 - Energy drinks / canned drinks / fizzy drinks
 - Chewing gum

The above items will be confiscated and disposed of by staff.

Mobile phones may be brought into school at the owners' risk. They should not be used in the school building. They may be used outside at break, lunchtime, before and after school.

The school does not accept responsibility for student possessions including confiscated items.

Expensive/sentimental items that would cause distress if lost or stolen should be kept at home.

Appendix 2

To: DfE, Exclusion from maintained schools, Academies and pupil referral units in England



20170831_Exclusion
guidance



Behaviour_and_Dis
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Searching/
screening/confiscati