



School Culture and Behaviour for Learning Policy Middle, Secondary and Six 21

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School 21 Behaviour Policy

1. INTRODUCTION

1.1 School 21 recognises that the best way to encourage good behavioural standards is through a clear code of conduct reinforced by a balanced combination of rewards and sanctions held within a positive, caring atmosphere. We believe that students need to behave in a professional way in order to learn. Our home-school commitment sets out our framework of expectations but on a more specific level the following apply and the School 21 code captures our views:

We are School 21

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We believe today matters

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We craft beautiful work, never settling for second best

We take pride in reading avidly, writing fluently and speaking confidently

We have spark and zest and like to ask: what if...?

In the face of setbacks we show grit and bounce back

We look out for each other

We are true to our word

We all around our key commitments

- Kinder than necessary (HEAD)
- Ready to learn (HEAD)
- Ready for life (HAND)

2. GENERAL PRINCIPLES

2.1 We believe that achievement is affected by behaviour and that behaviour is affected by achievement. We also recognise that we have a joint responsibility with families to teach appropriate behaviour and nurture humanity and integrity.

2.2 We want to enable every child to reach his/her full potential academically, socially, emotionally and physically.

2.3 We aim to promote a positive approach in attitude and behaviour in order to create the best environment in which the students are able to achieve their full potential. Therefore, maintaining a positive and caring ethos throughout the community is fundamental to achieving this aim. Staff, families, visitors and students are expected to conduct themselves in line with our policy. The abuse of social media and other digital communication is included in the remit of this policy (please also see the ICT usage Policy linked here).

2.4 We encourage, praise and reward good behaviour.

2.5 We share and display good work and behaviour with families, staff and students through positive reward systems on a regular basis and through our coaching programme

2.6 We have clear expectations which are consistently applied by all staff.

2.7 We follow a clear set of sanctions for breaking the code of conduct, which are consistently applied by all staff.

2.8 We acknowledge that, just as some students have special educational needs, so some of our students have specific behavioural needs and as such need specifically reasoned behavioural strategies.

2.9 We aim to provide all students with opportunities to gain respect for themselves and others and to develop integrity, humanity and kindness and an understanding for each other's needs, feelings and rights, including faith and culture.

3. EXPECTATIONS OF BEHAVIOUR

3.1 Parents and carers have a responsibility for their child's behaviour inside and outside school, which they can influence positively through consistent parenting, working together with the school, communicating expectations and encouraging progress at home.

3.2 All who learn and work at School 21 are here for a common goal: the imparting of skills and knowledge in a supportive, nurturing environment. In order to assist us in achieving our agreed goals, we expect excellent behaviour from all in our school. Only through a calm and sensible learning environment can we achieve our best.

3.3 We expect all students of School 21 to meet the following expectations of behaviour:

3.3.1 to treat all members of the School with courtesy and consideration in all circumstances, showing respect for everyone;

3.3.2 to model good behaviour, to set an example in their attitude, learning and achievements;

3.3.3 to wear school uniform (students up to Year 11) or follow the dress code both within the School environment and when travelling to and from the School.

3.3.4 any electronic devices or mobile phones brought to the School are the sole responsibility of the student or adult. For students up to Year 11 they should remain in a bag or pocket and, if seen, may be confiscated. Parents will be asked to collect confiscated phones from reception;

3.3.5 to show respect for the whole School environment. This is a non-smoking and non-gum chewing environment; and

3.3.6 to aim for 100% attendance and to arrive at the School on time.

3.4 In order to achieve our expectations of behaviour, we recognise the need for a high standard of behaviour from all members of the school community: students, staff, parents/carers and volunteer helpers.

4. EQUAL OPPORTUNITIES, SPECIAL EDUCATIONAL NEEDS AND SAFEGUARDING

4.1 School 21 acknowledges that it has specific legal duties:

4.1.1 under the Equality Act 2010;

4.1.2 in respect of safeguarding students; and

4.1.3 in respect of students with special educational needs (SEN).

4.2 Equal opportunities are a high-profile issue at School 21. Any behaviour which results in individuals or groups being discriminated against or not being represented because of their race, gender, class, sexual orientation or disability is treated as a serious incident.

4.3 School 21 will consider whether a student's behaviour gives cause to suspect that they are suffering, or are likely to suffer, significant harm. Where this may be the case, the School will follow its Safeguarding and Child Protection policy

4.4 School 21 will also consider whether a student's behaviour is the result of unmet educational or other needs. The School will follow its Special Education Needs (SEN) policy where appropriate. The School will also consider whether a multiagency assessment is necessary.

5. BULLYING (REFER TO FULL ANTI-BULLYING POLICY)

We recognise that bullying can be physical, verbal or emotional in nature. We will not tolerate any form of violence towards any member of the School community. Bullying (i.e. any behaviour which causes psychological or physical harm, in any form or to any degree) is treated as a serious incident and dealt with according to our procedures. We expect all adults in the School community to provide a role model of non-threatening behaviour yet assertive behaviour at all times.

6. ADDITIONAL EXPECTATIONS

6.1 In addition to the School 21 code the staff and students agree a clear series of commitments which are outlined below:

- To be kinder than necessary
- To be ready to learn
- To be ready for life

6.2 There are consequences for not adhering to these commitments. These are set out as review, reflection, service and reset. All staff should seek to apply them wherever possible, whilst being aware that there are exceptional circumstances which might result in a more flexible approach.

7. POSITIVE REINFORCEMENT OF GOOD BEHAVIOUR

As members of staff we look for and recognise the commitments being met. Staff model this behaviour to the students. In situations where we need to speak to a student or number of students for breaking the code of conduct, we endeavour to praise the students who are doing what is expected and reward them through the use of stars, postcards and other rewards. This provides the other students with an opportunity to reflect on and change their behaviour.

8. REWARDS SYSTEM

It is vitally important that an atmosphere of positive reinforcement, motivation and achievement is fostered at School 21. The most obvious way to encourage this is through praise by the teachers, which may take the form of a smile, a tick in a book or a special mention of a specific student's achievement to the rest of the school. There are several ways of reinforcing positive behaviour within our school community, as set out below.

8.1 Stars system

8.1.1 Students are rewarded with stars for excellent work and behaviour which exemplifies our attributes. These stars are added to the SIMS database. Negative points are also logged via a separate tracker. Students being awarded a set amount of stars are celebrated.

8.1.2 This system provides all with the opportunity to recognise and celebrate commitments being met, whilst also reviewing and reflecting on their behaviour and restoring relationships. Within lessons staff will only write the names of students on the board for recognition.

8.3 Daily check in with coaches to recognise student performance. Fortnightly Assemblies led by the Head of Year will also recognise and celebrate students. Teachers are encouraged to bring good work and achievement to the attention of the staff.

9. UNACCEPTABLE BEHAVIOUR

9.1 The following behaviours/items are not permitted or tolerated:

9.1.1 any aggressive or threatening behaviour, verbal or physical, against any member of the school community;

9.1.2 smoking on the school site, this includes vaping;

9.1.3 the taking or bringing of illegal drugs onto the School premises;

9.1.4 the bringing in of any potentially offensive weapon;

9.1.5 the chewing of gum;

9.1.6 the use of any electronic items other than the school issued an vetted Ipad;

9.1.7 the use of mobile 'phones. If visible to staff they may be confiscated; and

9.1.8 theft of and damage to the property of others or School 21 property

9.1.9 Buying or selling of items on school property

9.2 Minor Incidents

9.2.1 Minor incidents of disruption or unacceptable behaviour are dealt with using the Stars/Professionalism Points system, review/reflection, departmental GRIT sessions and Friday Service. Letter/ Text/ Email and Phone calls home via the coach or relevant member of staff or Head of YEar/SLT

9.3 Persistent and Medium Range Incidents

9.3.1 These incidents must be recorded in the School 21 SIMS system.

9.3.2 Unacceptable behaviour in this category includes:

9.3.2.1 persistent minor incidents as above;

9.3.2.2 rudeness to staff;

9.3.2.3 malicious accusations against staff;

9.3.2.4 verbally aggressive behaviour to another student; and

9.3.2.5 being continually off-task.

9.3.3 Sanctions include:

9.3.3.1 meeting with student;

9.3.3.2 contact with parents/carers by phone, letter, report;

9.3.3.3 subject teacher GRIT session;

9.3.3.4 subject leader GRIT session following having been sent to a Support Room from a lesson

9.3.3.5 referral to the Head of Year for concerns including repeated Support Room visits during the course of a term. This may result in an internal exclusion.

9.4 Serious Incidents

9.4.1 Serious incidents include:

9.4.1.1 Truancy from the School and lessons;

9.4.1.2 Refusing to follow instructions and open defiance;

9.4.1.3 Extreme rudeness to staff;

9.4.1.4 More serious malicious accusations against school staff;

9.4.1.5 Aggressive behaviour;

9.4.1.6 Smoking; (of any kind)

9.4.1.7 Refusal to comply with other sanctions;

9.4.1.8 Theft; and

9.4.1.9 Bullying, including bullying using digital media and the internet (refer to the Anti-Bullying Policy).

9.4.2 Sanctions include:

9.4.2.1 removal from class/activity;

9.4.2.2 loss of privileges;

9.4.2.3 meeting with parents/carers;

9.4.2.4 report;

9.4.2.5 Reflection, Reset (internal exclusion);

9.4.2.6 Fixed term exclusion; and

9.4.2.7 Referral to Alternative Providers for a short period

9.5 Very Serious Incidents

9.5.1 Very serious incidents are dealt with by the Head of Pastoral in agreement with the Headteacher or Executive Headteacher. They include:

9.5.1.1 repetition of the above;

9.5.1.2 serious incidents of bullying, including bullying using digital media and the internet (refer to the Anti-Bullying Policy);

9.5.1.3 sexual contact;

9.5.1.4 harassment (for example, harassment relating to a person's disability, race, religion or belief, sex, or sexual orientation);

9.5.1.5 verbal or physical aggression towards another student;

9.5.1.6 fighting;

9.5.1.7 bringing dangerous items to school (such as laser pens, pellet guns or fireworks (this list is not exhaustive);

9.5.1.8 involvement with drugs or alcohol (see Drugs and Alcohol Abuse policy);

9.5.1.9 very serious malicious accusations against Academy staff; and

9.5.1.10 verbal or physical aggression towards a member of staff, which will be treated with the utmost severity.

9.5.2 Sanctions include:

9.5.2.1 parent meeting;

9.5.2.2 (Reset Room) internal exclusion;

- 9.5.2.3 Pastoral Support Plan (PSP);
- 9.5.2.4 fixed term exclusion;
- 9.5.2.5 referral to Alternative Providers of Education; and
- 9.5.2.6 permanent exclusion.

10. DETERMINING SANCTIONS

10.1 School 21 will permanently exclude a student for the following:

- 10.1.1 Having an offensive weapon in school;
- 10.1.2 Possession of illegal drugs in school;
- 10.1.3 Supply or intent to supply illegal drugs in or out of school;
- 10.1.4 Assaulting/threatening of a member of staff; (physically or verbally)
- 10.1.5 Assaulting/threatening of a student; (physically or verbally)

in all but exceptional circumstances.

10.2 Other serious incidents may result in permanent exclusion or a fixed-term exclusion of up to 45 days in a calendar year.

10.3 School 21 will determine which sanction is reasonable and proportionate in all the circumstances, taking into account the student's age, any special educational needs or disability they may have and any religious requirements affecting them.

11. DETENTION: THE LAW AND HOW TO APPLY IT

11.1 Detention is one of the sanctions schools can use in cases of serious misbehaviour. Section 5 of the Education Act 1997 gives school's authority to detain students after the end of a School session on disciplinary grounds.

11.2 All schools except independent and non -maintained special Academies, have clear legal authority to detain students without the consent of the parent. There is no risk of a legal action for false imprisonment if a student is kept at Academy after the session without parental consent. This covers both lunchtime and afterschool detentions. However, before a school introduces detention as a sanction, the head teacher must make all parents and carers, students and staff aware that teachers may use detention. Parents and carers of students admitted during the school year must also be told about the policy. If the head teacher has made all reasonable efforts to make the policy known, parents and carers should not be able to challenge the lawfulness of detention because they were unaware of it.

11.3 The law safeguards children's and parents' legitimate rights, and ensures reasonable limits on detention for children who misbehave. Schools do not have an unqualified right to impose detention: detentions must be reasonable and proportionate to the offence. Detentions may only

be imposed by a head teacher or another teacher specifically or generally authorised to do so. They should take account of:

- 11.3.1 the child's age;
- 11.3.2 any special educational needs;
- 11.3.3 any religious requirements; and
- 11.3.4 whether the parent can reasonably arrange for a child to get home from school after the detention.

11.4 Advance notice

11.4.1 It is the School's policy to wherever possible give parents notice of after school detentions that are longer than 20 minutes either via mobile telephone, email or in writing, so allowing time for the parent to raise any problems. A notice to a parent should say:

- 11.4.1.1 that their child has been given time to reflect on their actions;

11.4.2 Parents and carers objecting to a detention should present the relevant facts for the School to take into account. Examples of such facts should be:

- 11.4.2.1 that the reflection is on a day of religious observance for the family;
- 11.4.2.2 concern about the length and safety of the walking route between the School and the child's home; or
- 11.4.2.3 the need for transport home if the parent cannot collect the child that day or make reasonable alternative arrangements.

11.4.3 The reflection could be revoked altogether or deferred because of the parent's representations.

11.5 Parental complaint about reflection

11.5.1 The Headteacher, or other authorised teacher, may decide the child should have a reflection despite the parent's representations. However, a parent who remains dissatisfied can complain to the Executive Headteacher and the Governing Body under School 21's normal complaints procedures (although there will usually not be time to consider the complaint until after the detention has taken place). However, there is no right of appeal. A Governing Body has no power to overturn a decision if they consider a complaint before the reflection takes place.

11.5.2 A parent concerned about either the principle of reflection or how it is used can raise these concerns with the Executive Headteacher or the Governing Body, or both.

11.6 Method of notifying the parent:

11.6.1 The law allows notice of a reflection to be given to a student's parent in various ways including:

- 11.6.1.1 handing it to the parent;

11.6.1.2 delivering or posting it to their last known address; or

11.6.1.3 any other effective method such as 'student post', with a telephone call to the parent, or a text message or e-mail.

11.6.2 It should normally be unnecessary for a Headteacher to have to arrange for notice of detention to be served personally on the parent or to obtain acknowledgement of its delivery. This would mean that a School could never reasonably detain a student whose parent deliberately avoided receiving the notice or refused to respond to it. If the Headteacher has given the parent, whom the School believes has custody of the child, notice of a reflection; the Headteacher should assume that the parent has received this even if there has been no response. School 21 will make all reasonable attempts to ensure that parents not only receive but understand the requirements – for example new arrivals (including refugees or people seeking asylum) who may not be aware of the school's rules or understand the education system in their child's new School.

11.7 Who should receive the notice:

Notice must be given to the parent. Notifying one person who has parental responsibility for a child, even if more than one person has custody of the child, should be adequate. If a Headteacher had taken all reasonable steps to give notice to the parent with whom the child lived, it is doubtful whether a Court would be sympathetic to a false imprisonment claim based simply on the fact the Headteacher should also have given notice to someone else.

11.8 Failure to attend a reflection

If a student fails to attend reflection for a disciplinary offence without reasonable excuse, the Headteacher will place the student in the Reset Room to allow them time to consider their conduct.

11.9 Circumstances for not detaining a student

For certain children a reflection might never be reasonable however bad their conduct. For example, reflection could probably not reasonably be imposed on a child who lived far from the School, if the student's only means of travelling home was on a bus leaving at the end of the school day and there was no other way the student could get home. However, the onus is on parents and carers to demonstrate any unreasonableness about the proposed reflection. Simple inconvenience to parent or student in making alternative transport arrangements would not be sufficient reason to withdraw the reflection. If reflection is not possible, the Headteacher (or other authorised teacher taking the reflection) could consider reflection at lunchtime or another suitable sanction.

11.10 Responsibility for travel arrangements

Although School 21 must have regard to the availability of suitable travel arrangements after a reflection, the responsibility for making those arrangements lies with the parent. The School does not have to pay.

11.12 Early morning, Saturday and holiday 'sessions'

The law allows Schools to use sessions other than at lunchtime or after school. For Saturday morning, early morning, or holiday sessions that students attend voluntarily, there can be no

question of false imprisonment. Such sessions depend on the cooperation of the student and parent.

11.14 Use of time

The time a student spends in reflection should be used constructively and to best effect. Teachers should consider appropriate work for students to undertake during the reflection.

12. PROCEDURE FOR EXCLUSIONS

The decision to exclude should not be made in haste. Where exclusion is being considered all evidence should be carefully considered and the decision communicated to parents/carers by telephone in the first instance to be followed by a letter. (School 21 will make reasonable effort to communicate by telephone.) If an exclusion is likely to occur as a result of actions towards the end of the day, the exclusion will be communicated as outlined above on the following day.

13. BEHAVIOURAL NEEDS

13.1 We have a responsibility to cater for students with a variety of needs, from the most-able to the least from the best-behaved to the worst.

13.2 Within each of our classes we have students with emotional or behavioural difficulties. They may cause a problem by being overly confrontational and unable to control their anger, or they may be introverted and emotionally fragile. To enable those students with specific needs to conform to the standards expected within our school community we must be flexible in our approach to dealing with them, using a range of strategies.

13.3 We endeavour to use our values of humanity and integrity to offer assertive behaviour management– giving clear, sensible and consistent messages about what is expected of all our students, and by emphasising the positive rather than the negative. To achieve success and limit instances of exclusion and disruption to the school community, our approach to behaviour management is viewed in the same way as in other areas of School 21 life, with a keen awareness that “today matters” and adherence to equal opportunities, giving each student every chance to achieve success at a level appropriate to his/her capabilities and needs.

13.4 The above policy is not a practice statement. School 21 will judge each individual act on its own merits and deal with it accordingly.

14. RESPONSIBILITIES

14.1 Governors’ Responsibilities

Governors’ responsibilities under this policy are to:

14.1.1 monitor the working environment when visiting the School site;

14.1.2 ensure that the budget allows for adequate resources to implement rewards and incentives across the; and

14.1.3 play a part in celebrating student success by attending the Exhibitions of Beautiful Work.

14.2 Executive Headteacher's Responsibilities

The Executive Headteacher takes overall responsibility for the implementation and monitoring of this Policy by:

14.2.1 line managing the Leadership Team;

14.2.2 providing a good role model in dealing with staff, students and the community;

14.2.3 establishing clear expectations through assemblies, communications with staff, students & the community, and by taking responsibility for serious behaviour issues;

14.2.4 ensuring that School 21 has clear systems for recording and reporting issues and that staffing is in place for an effective response; and

14.2.5 taking a lead in recognising student achievement, contacting families as appropriate and ensuring that there are adequate resources to implement rewards and incentives across School 21.

14.3 Leadership Team's Responsibilities

The Leadership Team's responsibilities under this Policy are to:

14.3.1 communicate effectively with each other and make the Executive Headteacher aware of serious issues;

14.3.2 support colleagues by accepting responsibility for student behaviour within their areas and by being visible within those areas and across the School as a whole;

14.3.3 develop common systems for rewarding and highlighting student success;

14.3.4 ensure that internal reports are completed and that action is taken;

14.3.5 provide opportunities for students to become involved in activities and encourage them to participate in them and to take responsibility for their environment;

14.3.6 regularly inform parents/carers of student success and involve them in issues as necessary; and

14.3.7 co-ordinate common systems for rewarding students to promote a healthy and safe ethos.

14.4 Teachers' Responsibilities

Teachers' responsibilities under this Policy are to:

14.4.1 accept responsibility for student conduct in lessons;

14.4.2 involve students where appropriate in the running of the lesson;

14.4.3 treat students with humanity and integrity, praising, thanking and rewarding them for their achievements;

14.4.4 communicate achievements to parents;

14.4.5 relate issues of inappropriate behaviour to their Coach or Head of Year;

14.4.6 apply sanctions as appropriate;

14.4.7 complete internal reports record issues and action taken and pass on to the appropriate person; and

14.4.8 model appropriate behaviour and challenge students who are not meeting expectations.

14.5 Students' Responsibilities, Students' responsibilities under this Policy are to:

14.5.1 be kinder than is necessary

14.5.2 be ready to learn

14.5.3 be ready for life

14.6 Parents' Responsibilities, Parents are responsible for supporting their children by:

14.6.1 recognising achievement

14.6.2 attending meetings organised by School 21; and

14.6.3 supporting School 21 in resolving issues.