

# Deyes High School



## Whole School Behaviour and Learning Policy

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<b>AST</b>	<b>DHS BOARD</b>	<b>1</b>		<b>2016/17</b>

## Whole School Behaviour for Learning Policy

### RATIONALE:

The schools aim is to deliver opportunities for outstanding Teaching and learning in order to maintain a positive school atmosphere based upon a sense of common purpose, core values and a sense of community

We adopt a whole-school approach to the promotion of good behaviour which is underpinned by respect, self-discipline, tolerance and personal responsibility.

We are committed to cultivating the highest possible standards of behaviour for learning and safety. Co-operation and consensus are the keys to the maintenance of good behaviour. We are all members of the same school community and should strive to promote the principles and practice contained within this policy.

The ethos of a school is created by the people who work together within it

### PRINCIPLES:

Our school Behaviour Policy seeks to:

- To promote a respect for learning and encourage an awareness of education as a lifelong process
- Positively encourage outstanding behaviour for learning and safety
- Define the role of all staff in promoting and rewarding outstanding behaviour for learning
- To Develop relationships between staff and Students and between the students, themselves, based upon respect and tolerance
- To define to all students what is expected of them
- To state what is expected from parents and carers and encourage involvement
- Outline the key structures and procedures used to ensure outstanding behaviour
- To provide guidance on the consistent use and equitable balance of rewards and sanctions.
- Emphasise responsibilities in relation to the whole school and the local community

### Role of Staff

Teachers set the tone of our community and the expectation for appropriate Behaviour for Learning (BfL) by maintaining positive attitudes at all times and promoting high expectations for all.

The Teaching and Learning Policy (T&L) and the BfL policies underpin these expectations.

1. Teachers should ensure that learning objectives are clear, lessons are well organised, and that work is sensitively differentiated.
2. In the classroom teachers should set clear expectations, be fair and engage pupils while applying the T&L and BfL policies.
3. The Classroom Expectations, Code of Conduct and Core Values should be prominently displayed and referred to consistently and appropriately
4. Teachers should show appropriate appreciation for effort and achievement by pupils, by using the Schools Rewards System overtly, sensitively identifying, praising and rewarding students for outstanding behaviour, effort and work
5. Teachers should consistently use the Steps System to help clarify the level of issue when discussing behaviour that is hampering learning in the classroom
6. Teachers should use the Faculty Removal system to remove students on Step 3, in order for learning to remain the priority
7. All incidents of poor behaviour should be entered in the SIMS behavioural log and acted upon in line with this policy
8. For all teachers and support staff it is their constant responsibility when on the school site, or when accompanying pupils on visits and residential trips, to apply expectations of outstanding behaviour and to intervene when these are not met.

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9. Teachers and support staff are expected to demonstrate to young people courteous, considerate, polite and appropriate behaviour at all times.
10. Teachers should always aim to manage behaviour positively and especially when dealing with challenging behaviour in order to help the student to maintain dignity and pursue restorative action to enable a fresh start.
11. Staff should only use restraint in lawful circumstances, for example to prevent a student from hurting themselves or others.
12. Teachers should ensure they update their understanding and skills in managing behaviour effectively by taking regular advantage of relevant professional development opportunities.

### **Role of the Student**

Students are expected to be polite and show consideration towards each other and towards all school staff. Students are invited to make a contribution to determining school behaviour-management policy through representation to the school council. The following principles underpin this behaviour management policy:

1. Students are required to read, co-sign and adhere to the home school agreement.
2. Students are required to observe the following basic rules in the classroom
  - a. arrive on time, in correct uniform with all the equipment needed for the lesson
  - b. listen carefully when the teacher is giving instructions
  - c. follow instructions promptly and accurately
  - d. raise a hand to gain attention and wait to be asked
  - e. stay in the allocated seat or workspace unless given permission to move
  - f. treat others with respect and consideration at all times in line with our Core Values
3. Students must follow staff instructions promptly and courteously
4. Students are required to dress neatly in the specified school
5. Students must obey all health and safety regulations in classrooms and around the school
6. Students should never make racist, sexist, homophobic or other abusive or humiliating remarks.
7. Students must never resort to physical violence.
8. Students must demonstrate appropriate behaviour when travelling to and from school.
9. Students must not smoke in school
10. Students may bring mobile phones into school but they must remain switched off and out of sight during the school day. Phones and other mobile devices will be confiscated if seen by staff
11. The following items are not allowed in school under any circumstances:
  - a. alcohol and drugs
  - b. cigarettes, matches, lighters and e-cigarettes
  - c. chewing gum
  - d. weapons of any kind
  - e. material that is inappropriate or illegal for children to have; such as racist or pornographic material

### **Drugs**

The school will not tolerate drug use of any sort on school property or during off-site school activities. The school takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Students may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

**Prescription** Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

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### **Non-prescription drugs**

Some over-the-counter drugs can be harmful if misused. We advise that students should not carry these in school. If they need medication they can go to the school nurse.

### **Medication**

We are aware that it may be necessary for some students to take medication during the school day. Parents should make the school aware of this in writing as soon as their child starts taking the medication and this should be lodged with the School First Aider.

### **Bullying**

Deyes High School wants to make sure that all students feel safe at school, and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated, whether it is a one-off incident or an on-going campaign.

Bullying can be verbal or physical, and can be directed at both staff and students. The school practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the school. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, the school will:

- Take it seriously
- Act as quickly as possible to establish the facts
- Record and report the incident; depending on how serious the case is, it may be reported to the Head teacher
- Provide support and reassurance to the victim
- Make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions
- Ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- Consider a fixed term exclusion in cases of repeated bullying.

### **Partnership with Parents and Carers**

Parents/carers are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment.

1. Parents/carers are required to guarantee that their children's behaviour does not prevent others from learning effectively.
2. Parents/carers are entitled to an explanation of actions taken by the school which will always endeavour to be fair and proportionate particularly in the application of sanctions and the treatment of anti-social behaviour.
3. Parental consent is not required for detentions. Deyes High School will always strive to give a parent 24 hours' notice for detentions to foster good relationships and to ensure the students safety. However, 15 minute detentions are acceptable at short notice.

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## **PRACTICE**

### **Behaviour for Learning in the Classroom**

Students have a responsibility to demonstrate behaviour that promotes their own learning and the learning of others. While the School recognises that students have differing needs and issues these cannot take precedence over the overarching, primary importance of the learning of the whole class. Courteous and enthusiastic participation in the lesson activities is the school expectation.

Students are required to observe the following basic rules in the classroom which are set out in our Classroom Expectations and will feature in the first assembly of each half term with appropriate differentiated emphasis and regularly in school literature e.g. newsletters

- a. arrive on time, in correct uniform with all the equipment needed for the lesson
- b. listen carefully when the teacher is giving instructions
- c. follow instructions promptly and accurately
- d. speak appropriately to the setting and activity
- e. stay in the allocated seat unless given permission to move and act safely
- f. ensure that mobile phones are switched off and out of sight
- g. Accept decisions and co-operate with the member of staff at all times
- h. treat others with respect and consideration at all times in line with our Core Values

### **Rewards System**

Students need to know that we have high expectations of them and staff should use praise to reward and reinforce good behaviour.

We value and recognise achievements of every kind and everyone should access to rewards through the Reward System.

### **Subject Rewards**

Students should be rewarded and experience other students being rewarded each lesson with the use of Reward Credits

Staff should award no more than 5 Reward Credits per lesson in total and should try to award points each lesson

Using SIMS 1 point per lesson to be awarded to a student for:

- a. Excellent effort
- b. Outstanding work

Staff should award no more than 5 Reward Credits per lesson in total unless there are exceptional Circumstances

### **Tutor Rewards**

Form Tutors may award 1 Reward Credit per student per week for each of:

- a. Prepared for school  
Correct equipment every day, planner, stationery, kit etc.
- b. Extra-curricular contribution  
for any kind of involvement in an activity outside normal learning in lessons
- c. Core Values  
students displaying the Core Values of DHS

### **Exceptional Performance Awards**

Each member of staff will award 6 of these per half term.

These Exceptional Performance Awards should be communicated with faculty leaders and students will receive a postcard home from the teacher and subject and will be entered into a draw for a high value prize e.g. iPad for each Key Stage

These awards will be worth 10 Reward Credits each term

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### **Progress Assessment Rewards**

Students will be rewarded for their performance at Progress Assessment automatically being credited for Good or Outstanding Effort, Behaviour and Homework Grades as well as meeting and exceeding Target grades

Students will be able to view their cumulative reward credits on the VLE and will be recognised in 3 Celebration Assemblies

### **Steps System**

When managing behaviour in the classroom staff should ensure that their instructions, discussions and sanctions strategies are guided by and explained using our agreed steps system. Students need to know where the boundaries of acceptable behaviour lie and the type of sanctions which may be applied if a boundary is crossed. Skilled use of this framework to provide a commonly understood format for restorative practice and sanctions is a key element of our behaviour management practice

STEP 1 - Explanation and verbal warning students name recorded

STEP 2 - Second warning, Recorded in the planner and on SIMS, 10 – 30 min next break

STEP 3 - Removal within Faculty, Letter home 40 department or faculty detention

STEP 4 - Senior staff detention

**Record on Step 2 ,3 and 4 on SIMS**

### **Removal Procedures**

On rare occasions students may be required to be removed from a classroom as their continued presence is ruinous to the learning of the class for example Step 3 incident (see above), a serious single safety related incident or a serious act of defiance that undermines the staffs control of the classroom. On these occasions a student should be referred to the Director of Learning or Subject Learning Manager in the first instance.

This action must always be accompanied by a Step 3 or Faculty Detention and be recorded on SIMS.

If the student fails to respond to the removal request then the duty member of SLT should be called, or Student Services if the student is under an Individual Behavioural Plan (IBP)

This action will result in parents being contacted and a School Detention being set.

The Study Room should only be used by approval of PDM or KSD

### **Support Mechanisms**

If a teacher has behaviour issues with a student, class or classes and they feel that they have exhausted their own strategies then they should seek support earlier rather than later.

This should not be seen as an admission of failure but as a CPD opportunity – all teachers experience behavioural issues and all teachers benefit from support, another perspective and an opportunity to try something new.

At Deyes High School we will support staff to ensure that learning can take place. There are a range of support available dependant on need and severity of the problem, as follows

Initially ask an experienced colleague for general advice

Take the matter to your Learning Manager or Director of Learning who will be able to advise on possible classroom or lesson strategies, sanctions and subject monitoring reports that may minimise issues and provide focus.

Inform the Head of Year or PDM who may choose to mediate with the student or visit your classroom to talk to the class and reiterate the school's expectations and consequences

Key Stage Directors will also support with student or class intervention or short term, planned removal as part of a restorative re-setting of expectations and boundaries

In an emergency, teachers should seek assistance from the nearest senior colleague.

A Learning Walk rota of senior staff is published.

You can request that the 'On-call' staff to visit a class to offer support on a planned basis

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## Detentions

### Punctuality Detention

For 2 or more lates in a given week.

Students who repeat 2 lates in a second week in a half term are placed upon 2-week punctuality report and are detained for each late

Thursday after school for 30 mins

### Subject/Faculty Detention (Step 3)

Each Subject teacher is supported in delivering sanctions by a Department or Faculty detention

Tuesday after school for up to 40 mins

### Key Stage SLT Detention (Step 4)

For failure to attend a Stage 3 Subject Detention, Step 4 Detention or for a more serious infringement of Behavioural Policy.

Friday after school for 60 mins

## Behaviour and Safety on-site and in our Community

Students have a responsibility to behave with care, courtesy and common sense when they are between lessons and travelling to and from school.

All staff have a responsibility to foster and promote good behaviour and to intervene in an appropriate way when unacceptable behaviour occurs.

1. Students should maintain the uniform and conduct expectations from the classroom around site
2. Students should take responsibility for their own safe conduct at all times
3. Students should act with Care Courtesy and Common sense when moving around the buildings, site and community
4. Smoking is strictly prohibited for all students at all times. This includes electronic cigarettes.
5. Physical play must be restricted to the school field and court areas and be within recognised rules of the chosen sport
6. Students must abide by the rules for conduct on school visits and trips as outlined in the student planner

## Behaviour and Safety on-site outside of Deyes High School

Under this policy the Headteacher may discipline any student for misbehaviour off the school premises witnessed by a member of staff or reported to the school when the student is:

1. Taking part in any school organised or related activity or travelling to or from school
2. Wearing the school uniform
3. In some other way identifiable as a pupil of the school

This may also include misbehaviour at any time, whether or not the conditions above apply, that:

1. Could have repercussions for the orderly running of the school or
2. Pose a threat to another student or member of the public
3. Adversely affect the reputation of the school

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## Exclusion from School

1. Violence or verbal aggression will normally result in fixed term exclusion from the school.
2. As part of a graduated response a student may be excluded for one or more fixed periods or permanently
3. If further evidence comes to light a fixed term exclusion may be extended or a permanent exclusion may be considered
4. School has the power to direct a student offsite for education to improve their behaviour
5. A student may transfer to another school as part of a managed move in which we will support the student and family in this move

The decision to permanently exclude a student will only be taken

1. In response to a serious breach or persistent breach of the school's behavioural policy
2. Where allowing the student to remain would seriously harm the educational welfare of the student or others in the school

Behaviour of students outside of school can be considered grounds for disciplinary action and will be considered by the Head teacher if damaging to the safety of others or the reputation of the school

If the Head teacher is absent then the person acting in their position can exclude

## Evaluation

1. The Governors' disciplinary committee will review statistics on fixed term and permanent exclusions
2. Faculties will monitor weekly the behavioural incidents that have occurred in their subjects
3. and ensure that all incidents are followed up.
4. The Year teams will monitor weekly the behaviour of learners using the SIMS system and
5. report to the HoY or PDM
3. The Student Support Service will monitor all students on IBP and PSP daily
4. SLT will monitor On Call data and behavioural incidents termly
5. SLT will monitor termly the distribution of rewards
6. SLT will seek feedback from stakeholders

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