

**BEHAVIOUR POLICY
2016-2017 V1**



**Ecclesfield
SCHOOL**

Date approved:

Signed:
(Headteacher)

Signed:
committee)

(Chair of

ETHOS

Ecclesfield School understands the power of education to transform lives, communities and society. We aspire to achieve individual and collective excellence in all that we do through nurturing every student's unique potential, expanding their horizons and promoting their understanding of the invaluable contributions they can make as citizens in a global society.

By fostering our students' spirit of engagement, adventure and ingenuity, we will nurture all young people as fully-rounded individuals, providing them with the challenge and support they require to succeed. We will protect their childhoods, allowing our learners to carry their innate creativity, inquisitiveness and sense of wonder about the world throughout their lives.

Ecclesfield School recognises the importance of students leading rich and diverse lives and will encourage them to seize the opportunities available to them as a means of celebrating the joy and brief wonder of being young.

As staff at Ecclesfield School, we recognise the privilege we enjoy in working with every member of our community. We see it as our public duty to serve this community and to deliver for the students of High Green, Chapelton and Ecclesfield outstanding outcomes and extraordinary experiences.

Philosophy of the Policy

All students at this school will be treated with unconditional respect by all adults and adults will be treated with the same respect by students.

The Behaviour Policy and practices is underpinned by the following principles:

- Students come first
- We model the values we expect from the students
- We all shoulder our responsibilities
- We continuously learn together to become outstanding teachers and support staff
- We support each other at all times
- We do difficult things successfully by working together

The success of the policy depends on all the stakeholders – students, teachers, parents, governors – understanding and sharing the philosophy and teachers being consistent in the implementation of the procedures.

Key elements of the policy are:

- **Consistency**

It is important that we develop a common language and develop an impression of collegiate support and consistency. Students need to know that all teachers have the same expectations and students not adhering to the expectations will face the same consequences.

- **Recognition**

It is important that all the students who keep on task, who are supportive, positive and who achieve what is required should be given recognition and rewards.

- **Correction Without Confrontation**

It is important that teachers use teaching strategies to encourage excellent behaviour and work ethic. For example:

- Quietly refer to the rule the student is challenging
- Give the student time and space once warned to 'get it right'
- Never lose your temper with a student – remember you are the adult and should be able to manipulate the situation

- **Fresh Starts**

It is important that all students are given a fresh start despite what has occurred in previous lessons.

EXPECTATIONS OF THE STUDENTS

- Teachers expect respect from you
- Teachers expect you to come on time, equipped and ready to learn
- Teachers expect you to treat each other with respect and not disturb the learning of others
- Teachers expect you to follow instructions straight away
- Teachers expect you to raise your hand if you wish to speak or need help
- You expect teachers to be fair and consistent
- You expect teachers to place you in a seating plan
- You expect teachers to be on time, fully equipped and ready to help students learn
- You expect teachers to praise you if you are working well and give consequences to those who way disturb your learning

REWARDS

- Verbal praise
- Merits (most staff have a stamper to award a merit in a student's planner -written comments are equally acceptable)
- Achievement Certificates (students receive different types of certificates when they have collected a certain number of merits – each Year group collects different amounts)
- Postcards home (postcards can be generated by the academic or pastoral system)
- Phone calls and letters home
- Student of the Half Term (Departments nominate one outstanding student from each year group. Students receive letters inviting them and a friend for refreshments at first break in the Library with the Headteacher in order to receive a certificate.
- Celebration Assemblies (throughout the year and special achievement assemblies in July)
- Entrance to the half-termly attendance prize draw
- Entrance to the half-termly top student prize draw
- Post cards/Letters home for 100% attendance per half and full term
- Entrance on Success Boards around school
- KS4 Student Accolade
- KS4 Achievement Award Ceremony

Consequence System In Class

FORMAL VERBAL WARNING

If a student is challenging classroom expectations the teacher will quietly say to the student they have received a 'warning' and describe the expected behaviour and give a rule reminder clarifying expectations. The teacher will then walk away and give time and space for the student to 'get it right'.

CONSEQUENCE 1 (c1)

If the student continues to challenge the expectations, the teacher will give a C1, it will be logged on the behaviour system and a note will be put in the planner.

CONSEQUENCE 2 (c2)

If the student continues to challenge the expectations after a C1 he/ she will be taken to another teacher's room. If this occurs a detention will be issued by the original class teacher for 15 minutes at their discretion and this will be logged on the system. Failure to do this punishment will result in a department detention after-school.

CONSEQUENCE 3 (C3)

If the student continues to challenge expectations after being removed to a colleague's room then on call will be requested and the student will be taken to the EWR which will result in a 30 minute department detention after-school. A C3 must be completed on the C3 log by the end of the day.

IMMEDIATE REMOVAL TO THE EWR

In the following circumstances a student will be removed instantly by on call or senior member of staff if a student :

- is a danger to others
- swears at staff or others.
- attempts deliberate damage
- is an imminent threat to health and safety.

FURTHER CONSEQUENCES

If it is felt that the behaviour of a student is extreme or he/she is consistently disruptive then other consequences will be issued, i.e.

- SLT report
- HOH report
- Subject report
- Mentor report
- Pastoral Manager report
- Internal exclusion
- Meeting with parents
- Fixed –term exclusion
- Permanent exclusion
- Governor Panel

SUPPORT FOR DISAFFECTED STUDENTS

There will always be a number of students in any school who despite the consequences and rewards will find it difficult to change their behaviour. There are usually reasons for inappropriate behaviours i.e. disaffection and a feeling of not being able to succeed, family issues or child protection issues

The school uses a fortnightly referral group to discuss and decide upon action for those students causing concern. Usually present at the meeting are a core group of the Deputy Head:Pastoral, Child Protection Officer as appropriate, Pastoral Manager, Heads of House, a Learning Mentor. The group will also invite other agencies including the EWO, CYT, the Educational Psychologist, police, etc. The outcomes of this meeting will be kept, but sometimes, for confidentiality reasons the full picture cannot always be reported to all staff.

If a student is at risk of permanent exclusion an extensive set of strategies will be implemented by the school as agreed by the family/carer to support the student.

GUIDELINES FOR STAFF

Promoting Positive Behaviour Through a Common Approach

We must all take responsibility for encouraging appropriate behaviour and for teaching students how to behave. We can do this best by following the same approaches and procedures, by explaining our expectations, by rewarding good behaviour and consistently and fairly acting to address poor behaviour.

We want all colleagues to feel confident in managing the behaviour in their classrooms.

Do

- Be on time and well prepared for lessons
- Create a purposeful start to registration and lessons
- Deliver a suitably planned and structured lesson which meets all individual needs
- Notice and appreciate pupils who are behaving well by commenting on it
- Use rewards as often as possible
- Remind pupils about rules and routines and what is expected, referring to supporting posters where appropriate
- Warn students that there will be a consequence to poor behaviour referring to the consequence system
- Ensure students are clear as to what was inappropriate about their behaviour and how they will be able to avoid repeating it in the future
- Acknowledge when students correct their behaviour, e.g. "you made a good choice"
- Focus on learning rather than behaviour – steer pupils back onto task rather than discussing what they're doing, whose fault it was; ask about the work not the disturbance
- Choose the minimum amount of action needed to get pupils back on task
 - Repeat an instruction
 - Offer a choice
 - Use non-verbal signs or move towards to pupil to stop the problem
- Stay pleasant and continue working. Be calm, stand still, speak quietly, and keep your distance
- Give pupils an opportunity to retrieve the situation, emphasise they are making choices
- Regroup students, make changes a natural
- Avoid appearing to humiliate a student in front of their peers
- Criticise the behaviour not the child, e.g. try to depersonalise the situations "I'm giving you a homework monitoring slip that's the system" "I'm giving you X it's school procedure"
- Use planners to report good and poor behaviour to parents

Don't

- Spend a lot of time on small misdemeanours
- Escalate the problem by getting too close, insisting the child looks at you, making provocative or demeaning comments, jumping to conclusions
- Ask why! State what you want and expect

The following procedures help us all to maintain a calm atmosphere

- Have clear routines for entering and leaving the room
- Make sure that students, where required, queue quietly outside rooms and that they enter sensibly
- Insist they remove their coats, hats, gum and i-pods or mp3 players
- Insist that students are silent when you are speaking
- Challenge students who are late at an appropriate time
- Reprimand those who have forgotten equipment and/or homework and are not in the correct uniform. Use the school monitoring system in SIMS to record
- Only let students leave the classroom if it is essential and you have given them a permission note in their planner
- Do not dismiss students early. Make sure they leave the room in an orderly fashion and if possible monitor them as they walk away
- If you keep students behind, give them a note if they will be late for their next lesson
- It is your classroom. Set the tone and lead.

ROLES AND RESPONSIBILITIES

SUBJECT TEACHERS

It is the responsibility of teachers to manage behaviour and work ethic in their own classes. Teachers should employ strategies to manufacture a secure, achievement orientated environment. Teachers are responsible for all student in their class and should give all students a fresh start.

All Teachers Should:

- Fill in the Behaviour log accurately and clearly
- Refer behavioural issues through the department and pastoral system on to SLT
- Award merits
- Participate in the department detention rota

Teachers should not be too quick to pass on behaviour problems as a student is much more likely to behave appropriately if they see the consequences are coming from the teacher rather than an impersonal sanction.

CURRICULUM LEADERS

Detentions: The Curriculum Leader should co-ordinate the department detention. This will include giving notice to parents be letter or phone call. Reminders should then be placed in the register. If a student does not attend a departmental detention the Curriculum Leader should check if the student was absent that day. If present then the student should be referred to the school detention. A student will not be referred to a school detention directly from not attending a break or lunch time detention.

Monitoring Hotspots: The Curriculum Leader should be able to monitor the C3s being given and put in support for teachers with classes or individual students repeatedly challenging expectations. This is then used strategically by the On Call system.

Subject Report: The Curriculum Leader could decide to put a student on a subject report. This should be accompanied with a phone call home and the information entering on SIMS.

Student of the Half Term: Curriculum Leaders should ensure the subject area nominates one student and a reserve student each half term.

VERTICAL MENTORS

Reports: To place students on form tutor report if low level distribution is being reported.

Merits: To maintain the merit spreadsheets.

Planners: To sign students' planners and monitor planner use.

Uniform: To use the uniform and equipment checklist during registration.

HEADS OF HOUSE / PASTORAL MANAGERS

Rewards: To celebrate students' achievements and merits in assemblies, sending postcards and letters home. To attend and support Student of the Half Term.

Readmission: Assist the Link SLT member with the readmission of students who have been excluded.

Reports: Place students on report as appropriate and enter the information on SIMS. To monitor the merit spreadsheets: ensuring that students are on report to their achievement tutor for two consecutive weeks of 2 or more minuses, and on report to them for three consecutive weeks.

Working With Parents: One of the first stages is to contact parents as soon as a particular student's behaviour deteriorates.

EWR and School Detention: To monitor referrals to the EWR and provide the referral group with information on students repeatedly being referred.

On-Call: To provide the on-call support.

SENIOR LEADERSHIP TEAM

On Call: To provide the on-call support.

SLT Detention: To supervise the whole school detention and exclude students refusing to attend.

Reports: To support the pastoral team by placing students on SLT report if their behaviour has not improved on HOH report.

Rewards: To support whole school rewards systems.

RESTRAINING STUDENTS – USE OF FORCE

The Education Act 1996 forbids corporal punishment, but allows all teachers to use reasonable force to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline at the school

The Act does not cover more extreme cases, such as action in self defence or in an emergency, when it might be reasonable for someone to use a degree of force.

Staff other than teachers and volunteer helpers are also able to use force if necessary, provided they have been authorised by the headteacher to have control or charge of pupils. People with such authorisation might include teaching assistants, midday supervisors, specialist support assistants, education welfare officers, people accompanying pupils on visits etc. Headteachers should keep an up to

date list of authorised people and may find it helpful to provide training or guidance to ensure that everyone is clear on the policy.

Records

Detail and up to date records should also be kept of any incidents where force is used. It is always advisable to inform parents of such an incident and to allow an opportunity to discuss it.

Records of incidents should include the following information:

- The name(s) of the pupil(s) involved
- When and where the incident took place
- Why the use of force was deemed necessary
- Details of the incident, including all steps taken to diffuse the situation and resolve it without force and the nature of the force used
- The pupil's response
- The outcome of the incident
- A description of any injuries suffered by the pupil or others and/or property damaged during the incident

EXCLUSION POLICY

At Ecclesfield, we believe that exclusion is an extremely serious sanction and that any incident should be fully investigated so that all the necessary facts are available before decisions are made about exclusion.

Where an incident is considered severe enough to warrant an exclusion, it is imperative that the process is swift enough to ensure that the student can relate their action to the punishment.

The Headteacher is responsible for all exclusions and this will not be delegated unless he is not in school. In the absence of the Headteacher, responsibility will pass to one of the Deputy Headteachers.

Decisions about exclusions should involve the relevant Head of House and under normal circumstances it should be the responsibility of the Head of House to deal with the incidents that lead up to exclusion and it is their responsibility to make recommendation to the Deputy Headteachers or the Headteacher about exclusion.

The basic pattern is that exclusions should begin with a one day exclusion and increase with further incidents so that students see progression in punishment. A Head of House may make recommendations for an increase/decrease in the number of days and the Headteacher will arbitrate in order to ensure fairness and consistency across the school.

Following an exclusion, a student will only be re-admitted after an interview with a senior member of staff (Heads of House, Deputy or Headteacher) and a parent. A student will not be readmitted without the parent meeting taking place.

At the meeting the behaviour/incident will be discussed, targets set, expectations reinforced and then the student will be readmitted.

We believe that it is important that when dealing with major incidents that students, parents and staff feel that the punishment is appropriate.

There are two types of exclusion: Fixed Term or Permanent Fixed Term Exclusion

Fixed Term Exclusion

For up to a maximum of 45 days in any academic year. The headteacher is willing to readmit the pupil at the end of the period exclusion.

Fixed term exclusion from school will be considered where serious breaches of the behaviour policy take place.

Permanent Exclusion

The Headteacher feels unable to allow the pupil to continue to attend the school. A permanent exclusion is seen as a holding action, pending the further investigation and direction of the Governing Body and LA officials.

Permanent exclusion will be considered for the following:

- Use or possession of weapons and fireworks
- Involvement with substances or items which may be harmful to themselves or to others, such as drugs, 'legal highs' or solvents
- Serious threats of and actual violence
- Serious bullying incidents
- Persistent and serious breaches of the school behaviour policy
- Where the Headteacher believes that a student's presence in school represents a serious threat to the welfare of pupils or others in the school.
- Where the Headteacher believes that a student's presence in school represents serious harm to the education of the pupils in the school.

In all cases of exclusion the parents/carers must be informed in writing of the reasons for the exclusion. We are required to set work and mark it.

In all cases of exclusion parents/carers have the right to make representation to the Governing Body and to the Director of Education and must be informed of this right.

SEARCHES AND CONFISCATION OF PROPERTY

Searches

If a student is suspected of concealing **knives or weapons, alcohol, illegal drugs, legal highs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to property,** every effort will be made to persuade the student to hand over the items, preferably in the presence of a second adult witness.

School staff should immediately seek a member of the Leadership Team to carry out any search. Any search should be recorded and logged on the student's file. A letter will be sent home to notify parents of the search.

If a student **refuses to give consent** to a search, a search can still be conducted by law if a member of staff has reasonable grounds to suspect a student is concealing knives or weapons, alcohol, illegal drugs, legal highs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage property. The member of Leadership Team should however consider informing parents/carers for support or in more serious situations the police may be contacted and may carry out a search.

A search will also be conducted if a student is suspected of selling food or drink.

Conducting a Search

All searches should respect a student's personal privacy and be conducted in as considerate manner as possible by a member of staff who is the same sex (except in exceptional circumstances) and there must be a witness (also a staff member) and, if at all possible, they should be of the same sex as the pupil being searched. The person conducting the search may search outer clothing, pockets and possessions such as bags. Where the person conducting the search finds an electronic device they may examine any data or files on the device if they think there is good reason to do so.