

Behaviour for Learning Policy

PRINCIPLES

The policy reflects Government legislation and statutory guidelines as represented in the Education Act 2002 (amended 2011); The Education and Inspection Act 2006; The Education Regulations 2007; The Human Rights Act 1998; the Equality Act 2010 and the Race Relations (Amendment) Act 2000; DfE School Behaviour and Exclusion (2016); DfE Exclusion from Maintained Schools, Academies and Student Referral Units in England (2017)

PHILOSOPHY

Southborough High School believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential. This is reinforced through **Southborough's 'ACE' vision.**

Aspiration - everyone at Southborough High School should aim high in terms of academic and personal development

Commitment - to achieve our best we need to commit 100% to our work, our school and our community

Excellence - when we aim high and give 100%, the result is that we achieve our very best

Together with the **4 R's - Southborough's Golden Rules;**

1. Have the **R**ight attitude
2. Have the **R**ight equipment
3. **R**espect yourself and others
4. **R**espect your environment

All should follow the 4 **R**'s Golden Rules:

1. **Have the Right attitude:**

- See school as an opportunity to open doors in later years.
- Come to school ready to learn.
- Expect to work hard.
- Attendance and Punctuality say a lot about attitude
- Have homework completed.

2. **Have the Right equipment:**

- Wear the correct uniform with pride both inside and outside school.
- Should leave rings, earrings and other jewellery at home.
- Have all the necessary classroom equipment as well as PE kit, DT and other materials you need to bring from home.

3. **Respect yourself and others:**

- Be proud of yourself; remember there are many kinds of intelligence not just academic.
- Look smart.
- Be kind and considerate to other students and report any bullying.
- Respect the teachers by behaving in an orderly way both inside and outside the classroom. This will allow the teacher to teach and the students to learn.
- Respect all the adults in the school whose principle function is to care for you and educate you to the best of their ability.

4. **Respect your environment:**

Do your best to keep the school clean and damage free

All this will lead to Outstanding Behaviour for Living and Learning within Southborough High School.

Code of Conduct

We have a code of conduct which makes clear how we should behave in our community. It has the following aims:

- to allow all students to learn in safety and security.
- to support teaching and learning in the classroom.
- to foster respect for others, for property and the environment.
- to encourage honesty, trust, fairness, tolerance and compassion.
- to encourage and develop self-discipline and self-respect.

If you follow our Code you will be helping to create a positive and supportive learning environment in which everyone can be successful and have their achievements recognised and rewarded.

If you break our Code you should be prepared to accept the consequences.

Lesson Conduct

Students have the right to learn and teachers have the right to teach. All students must respect the rights of others and follow these simple routines and rules:

- Arrive on time.
- Enter/Leave classrooms calmly and quietly.
- Take out equipment and be ready to learn.
- Bags not to remain on desk.
- Follow instructions without question.
- Allow teachers to teach without distraction.
- Allow others to learn without distraction.

School Conduct

All students and staff have the right to learn and work in a clean and tidy environment where everyone feels safe and secure.

All students should follow these rules and demonstrate courtesy and respect to others at all times.

- Keep to the left on stairs and in corridors.
- Walk, don't run.
- Coats are not to be worn in the building - place in lockers or in bags.
- Smoking is not permitted on site or on journeys to or from school.
- Chewing gum is not to be brought to school.
- Food may only be eaten in designated eating areas.
- Dangerous or offensive articles or substances must not be brought to school.
- Extremist/radicalised behaviour is prohibited anywhere within the school or our community.

Out of School Conduct

All students represent Southborough High School and this includes their conduct outside of the school and therefore must follow these rules:

- To behave sensibly when travelling to and from school
- To behave sensibly when on a school educational trips
- To behave sensible when on any sports or extra-curricular trip

Southborough High School can issue any sanction that is appropriate if the behaviour is deemed unacceptable outside of the school.

PURPOSE

The purpose of this policy is:

- To encourage a purposeful and orderly teaching and learning atmosphere within the school.
- To foster positive caring attitudes towards everyone.
- To promote, among pupils, self discipline and proper regard for authority.
- To celebrate value and acknowledge achievements at all levels.
- To have a consistent approach to the management of behaviour throughout the school with parental co-operation and involvement.
- To make the boundaries of acceptable behaviour clear and to ensure safety.
- To provide a hierarchical range of responses for those who do not act in an acceptable way and to promote positive behaviour at all levels.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

PRACTICE

This section focuses upon the management of pupil behaviour. It describes roles, responsibilities and appropriate responses.

❖ **Responsibilities and Partnerships**

Staff

All staff are responsible for good behaviour in and around school. To this end, all teachers will use and follow the procedures stated below:

Sleuth – Behaviour Tracking System

Sleuth is Southborough High School's behaviour tracking system. All negative incidents of behaviour must be logged onto Sleuth by staff. When setting a school detention or an extended detention, this must be logged onto Sleuth.

Prep

Failure to complete homework will result in a homework detention which is now known as prep on the very same day. Prep can be for 45 minutes or an extended 1hr 15 minutes. Prep takes place in the Computer Science department where computer access to the internet and printing is available. All prep sessions are fully supervised by teaching staff.

Detentions

Failing to meet the School's Code of Conduct to follow our 4Rs will result in a detention. First this will be done by a 15 minute restorative justice discussion between the member of staff and the student. This is known as a Zehr session. If the student fails to attend or there is an unsatisfactory response from Zehr then a 45 minutes detention followed by an extended detention (1hr 15 minutes) will follow. These detentions are fully supervised by a member of staff and a member of the SLT. All behaviour detentions take place in the School Hall.

Staff Detention Duty

A staff detention duty is emailed to all staff at the beginning of each term. Each night will have 3 members of staff on duty plus a member of the SLT. The detention rota will indicate which member of staff is on behaviour duty (located in the school hall) and two members of staff on homework detention (located in C1 and C2).

If a member of staff is absent or unable to attend a detention duty then it is their responsibility to change or find appropriate cover from another member of staff.

Tutor Responsibility with Behaviour

All tutors are to check their Sleuth report during pm period time at the end of the day. Tutors are to escort any tutees to the hall for behaviour detention or the Computer Science department for homework detentions.

Screening & Searching students

We do have the right to search a student for offensive weapons, where there is a reasonable suspicion that the weapon is being concealed - Reasonable force may be used if necessary. Search a student without consent for illegal drugs, weapons, alcohol and stolen items; where there is a reasonable suspicion that such items are concealed. In such cases the school is likely to call the police. We do have the right to confiscate.

Restraint

We have a legal power to restrain a student, using reasonable force if they are committing an offence, causing personal injury to themselves or others, damaging property or doing something that obstructs the discipline of the school.

Parents

No Notice Detentions

Any student who receives a behaviour or homework detention within school for either inadequate work, failure to fully commit to their learning or poor behaviour in any one school day will be kept behind for 45 minutes or 1h 15 minutes on the very same day.

Failure to engage with this process will result in one or more of the following:

- Referral to a next day after school extended detention.
- Saturday Headteacher detention.
- WRM/Internal exclusion.
- Meeting with Mr Smith, Headteacher.
- Any other sanction deemed appropriate.

Governors

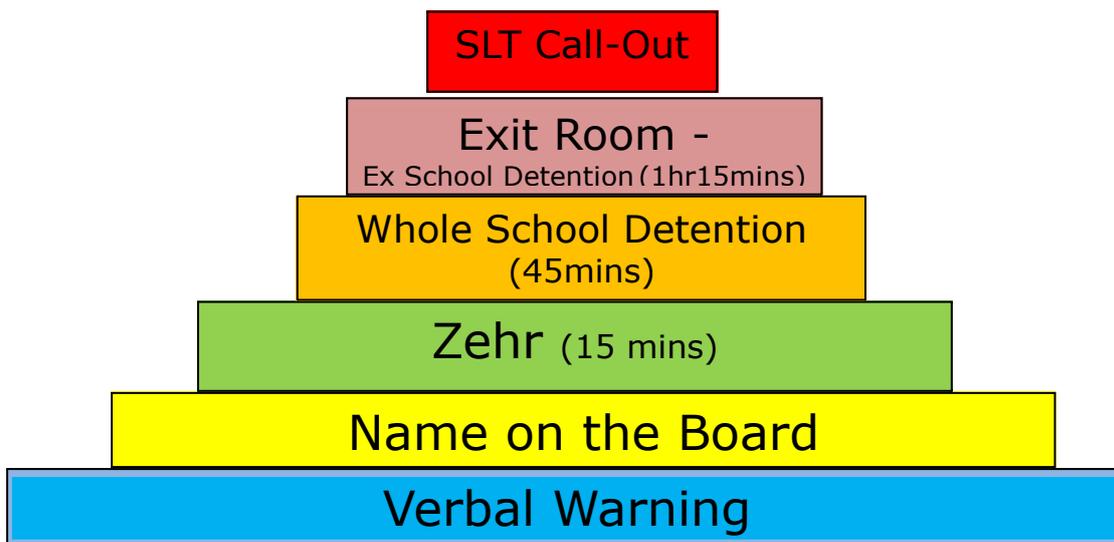
School Governors have a responsibility to ensure good behaviour of all students by:

- Being updated on the school's behaviour profile.
- Being involved if pupils are referred to a behaviour contract.
- Reviewing the actions of the Headteachers sanctions.

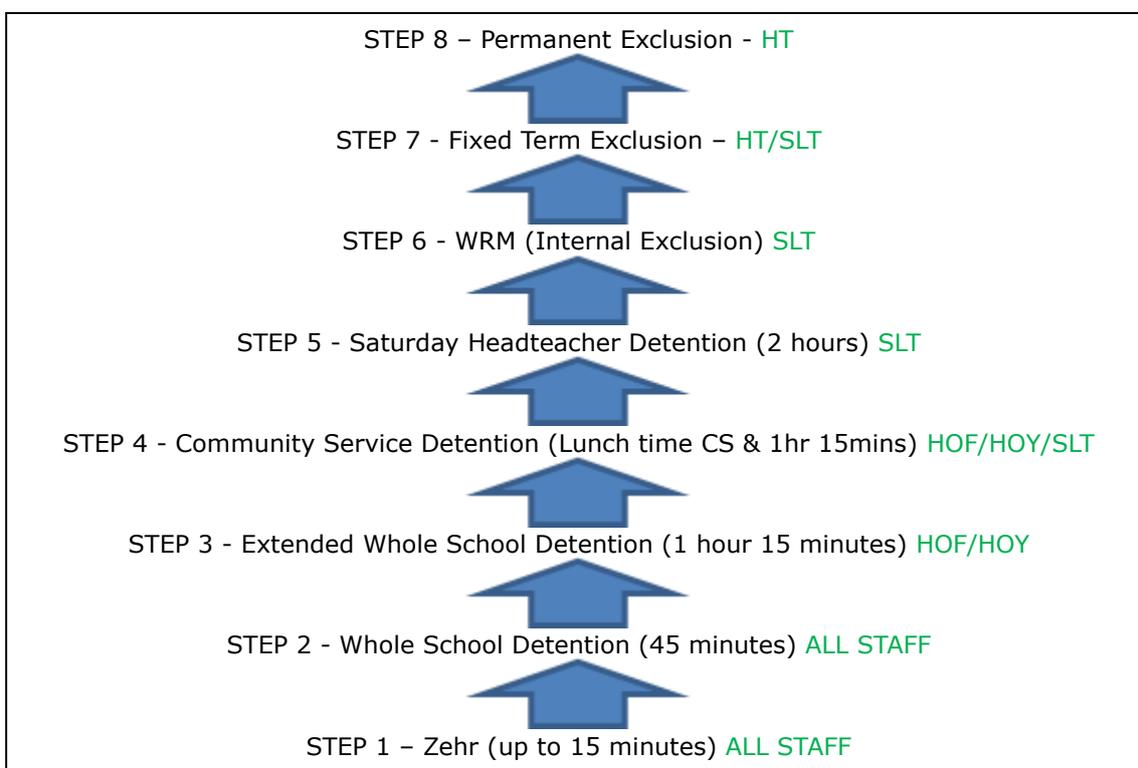
SANCTIONS

The vast majority of our students behave well and want to learn. However, at times it is necessary to impose a sanction on a student who has not followed the classroom code of conduct, disobeyed the 4R's or who has behaved in an anti-social manner in or around the school. Most incidents of misbehaviour, which prevent learning from taking place, should be dealt with at a class teacher or form tutor level. All students are representative of our school and our community. Sanctions can still be imposed for misbehaviour outside of school hours. Any pupil action/s that can put the schools name in disrepute inside or outside the classroom can warrant any sanction listed below:

Classroom Procedure



School Procedure



School Sanctions

This policy and all steps and procedures are compliant with the Department for Education statutory guidance on Behaviour and discipline in school (2016) and Exclusions from maintained schools, academies, pupil referral units in England (2017).

With reference to the Exclusions from maintained schools, academies, pupil referral units in England (2017). Two key areas to highlight:

Section 3.4 states – The behaviour of a pupil outside of school can be considered grounds for exclusion.

This includes fixed term or permanent exclusions.

Section 3.8 states – When establishing the facts in relation to an exclusion decision the headteacher must apply the civil standard of proof; i.e 'on the balance of probabilities' it is more likely than not that a fact is true, rather than a criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than it did not happen.

Therefore pupils can have a fixed term exclusion or be permanently excluded for behaviour outside school, this may include behaviour on school trips, on the way to and from school and behaviour which may bring the school into disrepute. Cyber-bullying which takes place out of school may also lead to an exclusion.

Under the Equality Act 2010 (the Equality Act), Southborough High School does not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids.

The headteacher and governing board must comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice Therefore the headteacher will try, as far as possible, to avoid permanently excluding any pupil with an EHC plan or a Looked After Child.

When there is a concern about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This will involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, Southborough High School will consider requesting an early annual review or interim/emergency review.

Setting sanctions (guidelines)

STEP 1 – Zehr (Restorative Justice)

Who	When	Where	Reasons for a Zehr
The subject teacher must arrange a time to meet with the young person to discuss their behaviour and how to improve in the future taking a restorative approach to resolve the current situation/incident. (not recorded on sleuth)	Zehr is up to 15 minutes (at the discretion of the teacher) so can take place any time before school, break time, lunchtime or after school on the same day or the next nearest opportunity.	It is the subject teacher's responsibility to follow up and deal with inappropriate behaviour within their lesson so therefore ideally this should take place in their classroom where the incident took place.	<ul style="list-style-type: none"> - Low level disruptive behaviour - No equipment (1st time – optional) - No homework (1st time – optional)

STEP 2 - Whole School Detention

Who	When	Where	Reasons for a whole school detention
The subject teacher must log this on sleuth.	After school on the same day for 45 minutes.	School hall.	<ul style="list-style-type: none"> - Failing to attend a Zehr discussion - Unsatisfactory response by the student from the restorative approach during the subject detention - For being sent to an exit room (as per classroom procedures) - No equipment (x2 failure to submit) - No homework (x2 failure to submit)

STEP 3 - Extended School Detention

Who	When	Where	Reasons for an extended detention
Teacher to liaise with HOF/HOY to seek authorisation for an extended detention due to persistent disruptive behaviour.	After school on the same day for 1 hour and 15 minutes	School hall	<ul style="list-style-type: none"> - Failing to attend a whole school detention - For an SLT call out (as per classroom procedures) - Persistent disruptive behaviour - Removed from whole school detention for poor behaviour

STEP 4 – Community Service Detention

Who	When	Where	Reasons for a CS detention
Teacher to liaise with HOF/HOY/SLT to seek authorisation for an extended detention due to persistent disruptive behaviour.	Whole of lunchtime as community service followed by an extended detention after school on the same day.	School playground at lunchtime and school hall after school.	<ul style="list-style-type: none"> - Littering - Graffiti - Vandalism - Inappropriate behaviour in the local community

STEP 5 – Saturday Headteacher Detention

Who	When	Where	Reasons for a Saturday HT detention
Teacher to liaise with SLT to seek authorisation for a Saturday Headteacher Detention.	Saturday mornings	School.	<ul style="list-style-type: none"> - Failing to attend a subject detention, whole school detention and then an extended detention - Verbal aggression towards students/staff - Persistent disruptive behaviour - Smoking (including e-cigarettes) - Walking across the road and not at the traffic lights

STEP 6 – WRM Internal Exclusion

Who	When	Where	Reasons for a WRM
Teacher to liaise with HOF/HOY and then SLT to seek authorisation for a WRM.	All day followed by an extended school detention	WRM	<ul style="list-style-type: none"> - Failing to attend a Saturday HT detention - Physical aggression towards students/staff - Bullying - Racist - Theft - Sexual misconduct - Persistent disruptive behaviour

STEP 7 – Fixed Term Exclusion

Who	Reasons for a FTE
SLT to fully investigate and liaise with HT and present a SIF with recommendations before the HT makes his decision.	<ul style="list-style-type: none"> - For any reason of the above that is deemed at a serious level - Any serious incident of physical assault towards another student or adult, verbal abuse towards another student or adult, racism, bullying, theft, damage, sexual misconduct or persistent disruptive behaviour. - Where a student's actions can bring the school name and reputation in to serious disrepute.

STEP 8 –Permanent Exclusion

Who	Reasons for a PEX
SLT to fully investigate and liaise with HT and present a SIF with recommendations before the HT makes his decision.	<ul style="list-style-type: none"> - For any reason of the above that is deemed to be at a serious level and the placement of the student at Southborough High School will jeopardise the well-being and safety of this individual, other students and/or staff. - This can include any serious incident of physical assault towards another student or adult, verbal abuse towards another student or adult, racist, bullying, theft, damage, sexual misconduct or persistent disruptive behaviour. - Threatening behaviour towards a member of staff - Where persistent disruptive behaviour will jeopardise the learning and progress of other students within the school. - Where a student's actions can bring the school name and reputation in to serious disrepute. - Carrying or use of, an offensive weapon - Any other serious incident which, in the view of the Head, warrants a permanent exclusion <p>In addition to the above, in every instance where a permanent</p>

	<p>exclusion is being considered the headteacher must also be able to satisfy the following criteria:</p> <p>1) that the behaviour is a serious breach of the school's behaviour policy;</p> <p>2) that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others; and</p> <p>3) it is being imposed as a last resort (i.e. there is no other reasonable alternative)</p>
--	---

Southborough High School will ensure that every decision made on a school sanction for our student's behaviour is compliant to being:

- lawful
- rational
- reasonable
- fair
- proportionate

Failing to follow the behaviour procedures

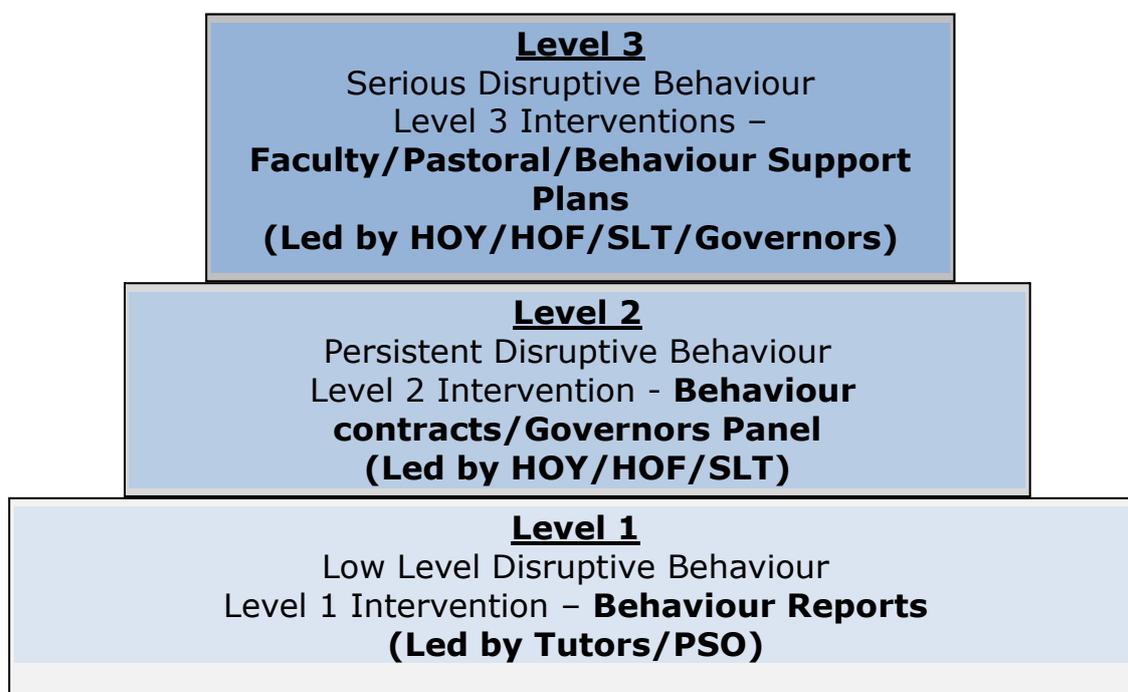
In failing to follow these school procedures, each time the sanction will be escalated and moved up a step. For example – any student that fails at step 5 and does not attend a Saturday Headteacher detention then that will be escalated to a step 6 which will be a WRM.

Failing to attend a subject detention, followed by a whole school detention and then an extended detention will result in a Saturday HT detention.

If an accumulation of 3 or more detention are built up in a row then that student will automatic receive a Saturday Headteacher detention. This will continue for every multiple of 3 detentions until the SLT feel a different and more effective sanctions needs to be implemented.

Southborough High School Behaviour Management

Although incidents of serious disruptive behaviour are uncommon within Southborough High School, a behaviour management system (as seen below) is fully incorporated into the monitoring of low level disruptive behaviour. This behaviour management intervention is to identify and eliminate any low level disruptions to learning within the classroom.



Faculty Support Plans (FSP) – HOF

If a student has shown to be consistently unable to follow the schools CoC and 4Rs within one particular faculty then they will be placed on a FSP. This will include students who are receiving a number of RS discussions and detentions from the same teacher/faculty and with no improvement in their behaviour or commitment to learning. The FSP can be led by any member of staff but must be fully supported by the Head of Faculty. A FSP includes setting targets and facilitating interventions to support improved behaviour. All FSP are reviewed regularly over the course of a term with parental meetings.

Pastoral Support Plans (PSP) – HOY

If a student has shown to be consistently unable to follow the schools CoC and 4Rs across a number of different subjects then they will be placed on a PSP which will be led by the Head of Year. The format and procedures for a PSP will be the same as a FSP but for students that are having behavioural issues in more than one subject.

Behaviour Support Plan (BSP) – SLT

Again, a BSP follows the same format and procedures as a FSP and PSP but is led by a member of the SLT. A BSP will only be facilitated if serious behaviour issues have arisen or a student has failed to make progress when being on a FSP or a PSP.

Governors Behaviour Panel

When behaviour concerns are persistent then a referral could be made to the Governors Behaviour Panel. This will involve regular meeting with a governors panel (consisting of at least the chair of governors) and a member of SLT.

REWARDS

The powers of affirmation and reward have a greater impact than sanctions on improving a student's attitude towards learning. All learners are encouraged to value and take pride in their work and to respect and value the achievements of others. Every member of staff is expected to use praise more frequently than to impose sanctions. With our students we want to '**catch them being good**' and promote it. HOF's can ensure this will be done by:

1. Weekly discussions in Year team briefings.
2. Weekly awards and announcements in Year assemblies.
3. Weekly communication with all staff to identify these students and to then promote.
4. Weekly announcements in the Griffin newsletter.

Rewards are essential to our policy. They will:

- Provide encouragement for learners
- Reinforce good and positive behaviour
- Highlight and celebrate learners achievement

KS3/4 REWARDS – Merits system

The focus is to reward and praise students linked towards Southborough High Schools 'ACE' vision. Subject teachers and support staff can award merits.

1. Merits should be seen as 'exclusive' and linked towards our 'ACE' vision. Whereby approximately **three merits can be issues to three separate individuals per lesson**. This will hopefully encourage us to use different forms of reward and praise and not 'flood' the merit system as had been done previously.
2. Merits are recorded on Sleuth.
3. Students will receive certificates and a letter home via end of term celebration assembly once awarded the selected number of merits for each 'ACE' and 'Headteacher' certificate.

Number of Merits	Award
Once reached 20 merits	'Aspiration' Award
Once reached 40 merits	'Commitment' Award
Once reached 60 merits	'Excellence' Award
Once reached 100 merits	Headteacher Award

Merit Shop

Students can cash merits in at the merit shop (located in the library) each half term for different prizes such as pens, pencil cases, footballs, cricket bats etc.

Here are some suggestions for subject teachers and support staff (please note this is not an exhaustive list and you should, in departments, come up with your own success criteria)

Aspiration	Commitment	Excellence
<ul style="list-style-type: none"> • Working towards a given target • Attempting work at a higher N/C level • Taking on different role within the classroom • Working towards a given target (e.g. attendance/punctuality) • Being organized/equipped • To be involved more in school community 	<ul style="list-style-type: none"> • Completing work to a high standard over a half term • Not given up when faced with challenge • Offering answers across a series of lessons • Attaining well across a series of subjects • Successful movement on effort ladder • Helping other in the Year Team 	<ul style="list-style-type: none"> • High standard of work relative to ability • Exceeding target level • Independent learning approach (in own time) • High standard of work relative to ability (e.g. PSHE days) • High attainment on effort ladder, relative to ability • Positive role model

Year Teams Rewards

'ACE' Awards

The award is given **at the end of each full term** after consultation within individual year teams for the winners.

1. HOY's will acknowledge three separate winners for 'Aspiration', 'Commitment' and 'Excellence' with reason for the nomination.
2. These will then be announced at in the end of term assembly where winner will receive certificate and prize (Bentall's voucher).
3. Winners will be acknowledged within the school newsletter and website.

Whole School Rewards

Student of the term

The award is given **at the end of each half term**. The nature of this reward is to celebrate and acknowledge individual achievement through the different Years and Subjects.

1. To be awarded each half term by HOFs, HOYs, PSOs and individual tutors for students in KS3, 4 and 5.
2. Individual winners must have a reason for their nomination.
3. Winners will be acknowledged via 'Roll of honour' board with their photo alongside either pastoral or departmental award.
4. Tutees are to be encouraged to acknowledge their own peers for student of the term which will be overseen by the tutor. These acknowledgements are then passed to the HOYs.
5. Winners and student/teacher acknowledgements will take place at the half term celebration assembly whereby winner will received their certificates and colours (badges) for individual departments.
6. All winners will receive a letter home via the Headteacher with the roll of honour being sent home via email and accessible on the website.

Southborough reward students through our three main rewards system:

- 1. Merits (KS3/4) - daily basis.**
- 2. Student of the Term - every half term.**
- 3. 'ACE' Awards - every term.**

Other School Rewards

Form Captain/Vice Captain	Effort ladder certificates/Golden time
End of year trips	Letter/email home
Merit trips	Prize giving Evening

Policy Review:

This policy will be reviewed by governors on an annual basis.

This policy was last reviewed and agreed by governors as below –
September 2017

This policy is due for review – September 2018