



## BEHAVIOUR FOR LEARNING POLICY

### Statement of Behaviour

1. The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring and learning environment in the school by:
  - Promoting good behaviour and discipline
  - Promoting self esteem, self discipline, proper regard for authority and positive relationships based on mutual respect
  - Ensuring fairness of treatment for all
  - Encouraging consistency of response to both positive and negative behaviour
  - Promoting early intervention
  - Providing a safe environment, free from disruption, violence, bullying and any form of harassment
  - Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the schools' policy and associated procedures
  - Promoting appropriate behaviour of students within the wider community

### Roles and Responsibilities

2. The Governing Body will establish in consultation with the Headteacher, staff, students and parents this policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.
3. The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher.
4. Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.
5. The Governing Body, Headteacher and Staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.
6. Parents and Carers will take responsibility for their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.
7. Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students also have a responsibility to ensure that any incident of disruption, violence, bullying and any form of harassment are reported.

## **Procedures**

8. The procedures arising from this policy will be developed by the Headteacher in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

## **Rewards**

9. A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system is an emphasis on praise both informal and formal to individuals and groups.

## **Sanctions**

10. Sanctions are needed to respond to inappropriate behaviour.
11. A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanctions are being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

## **Training**

12. The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

## **Interrelationship with other School Policies**

13. In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly special educational needs and anti-bullying, has been established.

## **Involvement of Outside Agencies**

14. The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

## **Review**

15. The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed.
16. The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and parents/carers.
17. The outcome of the review will be communicated to all those involved, as appropriate.

## **Procedures and Information**

Our Behaviour Policy is designed in such a way that it follows the principles set out in our Aims, Mission Statement and Home School Planner. Whilst we aim to foster an atmosphere in which students may reach their academic potential and also develop fully as individuals, we recognise that there may be occasions when behaviour falls below the high level we are trying to achieve. Students' particular needs and difficulties are taken into account to safeguard their interests. Therefore, clear guidelines for what may happen if behaviour is unacceptable are essential.

The school will not be successful if it works in isolation. We must maintain strong links with the parents/carers of our students. The support of parents and their understanding of any sanction which may be implemented for unacceptable behaviour is crucial. The Form Tutor and Head of Year, working with other staff, have a responsibility on a day-to-day basis for the overall well being of each student. Each student should be able to develop secure and trusting relationships with members of staff and with each other.

The scope of this Policy extends as is recommended by DfE guidelines to

- i) On the school site
- ii) Outside school on school business (e.g. trips, visits)
- iii) Situations where the student is not on school business but where taking action aids *'maintaining good behaviour and discipline among the pupils'*

Therefore teachers may discipline pupils for misbehaviour when the pupil is wearing school uniform or in some other way identifiable as a pupil at the school or where misbehaviour at any time that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

## **Aims, Code of Conduct**

### ***Mission Statement***

"In this caring school community students are supported, motivated and challenged to fulfil their potential."

### **The Aims of our school are to:-**

- Provide within a stimulating environment a broad and balanced curriculum which will develop the full potential of every student
- Support students in taking increasing responsibility for their own learning
- Develop students who are tolerant and understanding of those around them
- Ensure that all students have equality of opportunity

## **CODE OF CONDUCT**

In order to support the Aims of Sturminster Newton High School we have a Code of Conduct. The one guiding principle in school is:-

**EVERYONE WILL ACT WITH COURTESY AND CONSIDERATION**

This means:-

1. Showing respect for everyone at all times
2. Always trying to understand other people's points of view
3. In class, making it as easy as possible for everyone to learn and for the teacher to teach. This means arriving on time with everything needed for that lesson, beginning and ending the lesson in a courteous way, listening carefully, following instructions, helping each other where appropriate and being quiet and sensible at all times
4. Being silent whenever required, for example in an emergency situation
5. Keeping the school clean and tidy and respecting other people's property and work. This means all litter must be put in bins, and all equipment, furniture and displays treated with care
6. In or out of school, wearing the school uniform with pride and remembering that the school's reputation depends upon the way everyone looks and behaves

## **SCHOOL RULES**

To support the Code of Conduct and for everybody's health and safety and for the protection of the environment students have to observe the following rules:-

1. All should be prepared for work and be courteous
2. All have the right to work without being disrupted by others
3. All have the right to live in peace and safety, free from bullying or harassment of any kind. Tell staff if someone or something is making you unhappy. Say 'NO' firmly to anything you think is wrong
4. We should all respect the name, property and environment of each other and the school
5. Move quietly and sensibly around the school. This means never running or shouting, and being ready to open doors for others and standing to let others pass. Always keep to the left in corridors and on stairs
6. Wear school uniform (see Uniform Code)
7. Mobile phones must not be used in school. Mobile devices must not be used in school for communication e.g. text messaging, photography purposes. They must be kept switched off at all times during the school day. Students bringing mobile phones into school are responsible for their security
8. Tobacco products, cigarettes, lighters, matches, non-medically prescribed drugs, alcohol, solvent based products and chewing gum are not to be brought into school
9. Dangerous implements such as knives, fireworks etc. must not be brought into school
10. All bags etc. must be put in lockers provided, not left unattended in cloakrooms, corridors or on staircases

### **Measures to encourage good behaviour and to prevent all forms of bullying**

At Sturminster Newton we are committed to providing a warm, caring and safe environment for all, so that we can work, learn and play in a relaxed and secure environment. Everyone has the right to be treated as an individual and with respect.

Bullying of any kind is unacceptable and will not be tolerated in our school community. Students have the right to be able to come to school without fear of being victimised, intimidated or isolated. We take all incidents of bullying seriously. We acknowledge that bullying does happen from time to time in school, as it does in every school. This is not acceptable. When it does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. (*Mission statement for Anti Bullying Policy*)

### **For full details see the Antibullying Policy**

Good behaviour is promoted across the school community through promoting emotional literacy e.g. using SEAL resources (Social Emotional Aspects of Learning). For example tutor groups complete their own class charters during Year 7 and the School Council plays an active role in/ developing student responsibility.

The School Council decided that the expectations of everyone in school are to:

1. Treat others as you would like to be treated
2. Listen to and respect other peoples' point of view
3. Allow others to learn and teachers to teach
4. Respect other people's property

## **Rewards to encourage good behaviour**

There are many ways in which students can be rewarded.

- Verbal praise
- Merits are recorded on PARs. Students can also record them in their planners.
- Departments use stickers on students work
- Rooms will have examples of students work on display
- Departments will have boards displaying good work from the curriculum area

### **Certificates are awarded at the end of each term.**

Each term a trophy is awarded (in each year group) to the form group with most merits.

- Assembly will be a time for celebrating success and rewarding students in front of their peers. HOY reward good attendance. At the end of each term there will be an extended assembly for recognising success
- Postcards/letters/emails home – departments are encouraged to make contact with parents/carers when good progress is being made/when work has been particularly good
- Annual Awards Week – held in July. Year assemblies are used to celebrate effort and achievement of students from each teaching group. Certificates are awarded. The Awards Evening allows us to reward the best student in each year for effort and achievement. Certificates and badges are presented. Parents/carers are invited
- Insight – parents/carers have access to live records of positive behaviour and rewards

## **Sanctions**

When behaviour does not meet expectations we employ a range of strategies to address the situation. These are noted below and are not in any particular order. The school's rationale for imposing a sanction is to correct behaviour and realign students' actions. The level of response will depend on the seriousness of the offence, whether or not it has happened before and the student's previous disciplinary record. Clearly, if a student has not corrected their behaviour, from a previously imposed sanction, this makes the matter more serious and a more significant sanction might apply than would otherwise have been the case.

Sanctions include: (placed in no order of severity)

- verbal reprimand-'expectations reaffirmed'
- letter, email or phone call home
- detention at break time, lunchtime or after school (see below)
- involvement of pastoral staff
- being placed On Report for a period of time
- meeting with parents
- Single Learning Plan (see below)
- Pastoral Support Plan (see below)
- removal of privileges
- referral to a more senior member of staff
- removal from lesson(s)
- use of isolation for an internal exclusion
- fixed term exclusion (see below)
- permanent exclusion (see below)

When a student does not meet the expectation of a member of staff information is recorded on PARs and passed to the form tutor who will monitor their behaviour across the school. A sanction may well then be imposed in direct response.

If poor behaviour has resulted in damage to the school or property the student would be expected to remedy the situation and this may include payment for repair or replacement. Any previous record is taken into account when responding to issues.

There may be occasions where it may be perceived that inconsistency of approach is taken. The school would always acknowledge that equitable decisions are important, but also that every situation is different, history of behaviour is different and students' response to previous sanctions is different. This may equate to a different school response from one student to another.

### **Detentions**

Students may be detained during break or lunch times, or after school. Parents/carers will, in most cases, be given forty-eight hours' notice of any after-school detention. However, in some circumstances a student may be kept in on the same day and the school will discuss this with parents if this is the case. In the interests of safety a student's circumstances (e.g. travelling arrangements) will be taken into consideration.

Please note that parents' permission is not required for a teacher to detain a student, we inform parents so they can be aware that it is happening. **Provided that efforts are made to find a mutually convenient time students/parents cannot refuse**

### **Internal Suspension**

Where it is felt appropriate to consider a significant sanction but that an external exclusion is excessive, the school may apply an internal exclusion, in which case the student will be withdrawn from timetabled lessons to work in the isolation room. During this time the student is detained at break and lunchtime. The student concerned is then able to continue with their studies for the duration of their internal suspension.

Students not in the correct uniform will work in the isolation room until the issue is resolved.

### **Exclusions**

Exclusion from school is usually reserved for serious offences or persistent misbehaviour. Exclusions are applied to emphasise the gravity of the offence and to recognise that a period of reflection is appropriate. They may be permanent, for a fixed time.

Permanent exclusion is rare, but may be appropriate in some cases. Guidance from the DCSF states *"permanent exclusion should be considered for serious breaches of the behaviour policy and where a pupil remaining in school would seriously harm the education or welfare of the pupil or others in school"*. Sometimes it will be appropriate where there is a history of misbehaviour, where other sanctions have already been applied and/or other strategies used without leading to the necessary improvement. Acts of racism and acts of bullying will be considered for exclusion. However, in some exceptional cases, it will be appropriate for a first or "one off" offence, which might include:-

- a) Serious actual or threatened violence (Physical and/or Verbal) against another student or member of staff
- b) Sexual abuse/assault
- c) Possession of illegal substances
- d) Carrying offensive weapons

Alternatively, where there are breaches of this policy (including persistent disruptive behaviour) which require a significant response but where these are not serious enough to warrant permanent exclusion, a "fixed term" external exclusion may be applied in which case the student does not attend school and works at home. This would usually be 'fixed term' i.e. a defined number of days.

Parents/carers have a duty to ensure that their child is not present in a public place in school hours during the exclusion unless there is reasonable justification for this. Penalty notice may be issued from the local authority if your child is present in a public place during school hours on the specified date. If so, it will be for you to show reasonable justification. Work will be set for your child to be complete.

In the event of an Exclusion you may wish to contact Mrs V Day, Exclusions Officer, at the Forum Centre, Park Road, Blandford, DT11 7BX on 01258 455202, who can provide advice. You may also find it useful to contact the the Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or on <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24<sup>th</sup> December to the 1<sup>st</sup> January.

In a situation where the School is considering applying an external exclusion, a detailed investigation will be carried out (which may include obtaining a written statement from the alleged offender, although this might not always be possible). An account will then be made to the Headteacher who will consider the matter. The Headteacher will then reach a decision as to whether or not to exclude the student or apply any other sanction.

In reaching any decision, the Headteacher must first ensure that a thorough investigation has been carried out and then decide (on the “balance of probabilities” not “beyond reasonable doubt”) whether the student acted as alleged. If so, they will decide the appropriate sanction to apply taking into account not only the seriousness of the behaviour under consideration but also the previous behaviour of, and sanctions applied to, the student.

### **Confiscation of Inappropriate Items**

What the law allows

- there are two sets of legal provisions which enable school staff to confiscate items from pupils:
  - The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment so long as it is reasonable to do so. It also protects them from liability for damage to, or loss of, any confiscated items. Confiscated items may be dealt with in a variety of ways depending on the nature of the item. This may be:
    - contacting a parent/carer to collect the item
    - disposal
    - handing to the Police
    - and/or returned to the student after a suitable period
  - Power to search without consent for prohibited items including weapons, knives, alcohol, illegal drugs, stolen items, fireworks and any item banned by the school rules. (The legislation sets out what must be done with prohibited items found as a result.)

### **Power to use Reasonable Force**

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

### **Pastoral Care for School Staff**

If a member of staff is accused of misusing their powers the governing body will instruct the Headteacher to draw on the advice in the "Dealing with Allegations of Abuse against Teachers and other staff" guidance.

Linked policies:

- Anti bullying
- Drugs
- Safeguarding
- Dealing with allegations
- Anti bullying policy
- Complaints procedure
- Equal opportunities policy
- Home school agreement
- Whistle blowing

**Next Review Due: June 2019**

## **Appendices**

### **Classroom Teacher/Tutor sanctions and additional support**

Action taken could include the following:

- Extra work
- Lunchtime Catch Up
- Note in planner to parents
- Detained at end of lesson to complete work or for extra work
- Additional learning opportunity
- Carrying out a useful task in school e.g. litter collection, tidying rooms, displaying work
- Temporary removal from group – including use of egg timer
- Change of seating plan
- Detained at break or lunchtime
- Withdrawal from a particular lesson or peer group (after consultation with Curriculum Leader/ Head of Year)
- Student 'parked' for the remainder of the lesson
- Planned temporary (whole lesson) removal to Head of Department/another teacher
- Detention – after school.

### **Single Learning Plan (SLP)**

Written by Head of Year/SENCO, or together, before meeting with parents and added to at the meeting

Used for long term problems where other agencies are engaged

Important document in detailing support and sanctions

Very important if discipline moving towards exclusion

### **Pastoral Support Plan (PSP)**

Written by HOY

Used if it is considered that a part time timetable is needed to support the student e.g. due to a medical condition

Constructed at a meeting with parents and other professionals

Other agencies will be involved.

Essential for a COOSS (children out of school service)

referral/where a student is at risk of permanent exclusion.

## Sturminster Newton High School - Uniform Guidance

Sturminster Newton High School is proud of its successes and reputation in the community. We believe that a smart and distinctive uniform provides a number of advantages for students. Firstly, uniform minimises social distinction and avoids the emergence of a 'fashion competition' culture amongst students; secondly it provides a sense of pride and identity across the school and thirdly it presents and preserves the good reputation of the school within the community and beyond. For these reasons, SNHS strictly enforces all elements of the uniform code. Students are expected to wear the official school uniform in Years 7 to 11. Students in the sixth form have a separate uniform code.

The support of all parents/carers is required in maintaining this policy.

### Sturminster Newton High School uniform consists of:

- Black single-breasted blazer with embroidered SNHS badge – available from Price and Buckland through the school website.
- Black trousers or skirt – in a style and material stated on the SNHS section of Price and Buckland website, F&F (Tesco Clothing), or Schoolwear & More. Please note the skirts from Price & Buckland and Schoolwear & More come in 18", 20" and 22" lengths. **The skirt length should be no shorter than the knee.** The Tesco F&F skirt currently comes in one length only which may not be the correct length for taller students.
- Plain white school shirt with collar.
- School Tie - available from Price and Buckland through the school website.
- Black or white socks to be worn at all times (or black tights for girls)
- Plain black, sensible, safe shoes. Trainers (e.g. with logo or stripes) or boots are unacceptable. Sensible and safe shoes means easy to move around in without risk of breaking an ankle, heels should therefore be no more than 5cms. Laces, if used, should be black.
- Black with blue detail school jumper – (optional) available from Price and Buckland through the school website.
- Black cardigan with embroidered SNHS badge – (optional) available from F&F (Tesco Clothing) through the school website.

Summer Term – blue polo shirt with school badge available from Price and Buckland through the school website.

Appearance must always be neat and tidy and appropriate for school. Correct uniform must be worn in lessons and when moving round the school.

Hair should be traditionally styled and look a natural colour. Extreme hairstyles such as shaven heads, tramlines, shaven patterns or hair colours outside those regarded as natural are not acceptable.

No visible make up to be worn in school. It should be discreet (the definition of discreet is based on staff's professional judgement in each case.)

Jewellery should be discouraged as the school cannot accept responsibility for damage, theft or loss. However, the following items are acceptable: a watch; one or a pair of plain stud earrings; one charity band.

The following items are unacceptable: Facial and body piercing; visible undershirts; badges other than those associated with school.

SAFETY: Parents are reminded that these rules are subject to change in certain subjects i.e. an apron is necessary for Food Technology, Art and Workshop activities and jewellery must not be worn during PE or Games.

**If you have any difficulties, are in doubt about any of the above regulations or require any advice, please contact the school.**

If you do not have access to the Internet, there is a postal ordering system available for items sold by Price and Buckland. Order forms are available via the school office.

**The Headteacher's decision is final in all matters of uniform.**

### **Breaches of the uniform code.**

Students are expected to wear the correct uniform appropriately (e.g. trousers around the waist, shirts fully buttoned and tucked in, top shirt buttons fastened and ties worn correctly, skirts appropriate length) at all times. Parents/Carers are expected to support the school in enforcing the uniform code.

If a student arrives in incorrect footwear they will be provided with black plimsolls to wear for the day.

Any student wearing make-up will be asked to remove it. Hypo allergenic make up remover will be provided if necessary.

Students who arrive at school with extreme hairstyles or dyed hair will be isolated and parents contacted. They will be unable to return to mainstream education until the problem is rectified.

Incorrect items will be confiscated and can be collected by the student at the end of the day. Where a student continues to be in breach of this rule items will be confiscated for a longer period of time.

Any student who refuses these requests becomes subject to normal procedures and sanctions and parents will be contacted. Students wearing incorrect uniform will be placed in isolation and work provided until the issue is rectified and parents will be contacted as appropriate.

If there is a medical reason for exemption from the uniform code medical evidence will need to be provided. Other non-medical reasons, for example loss or damage, are not acceptable and the above process will be followed.

June 2017

## Behaviour for Learning

### If you are disrupting the learning of others:

	(VERBAL) Warning 1 From Teacher	
<b>Stage 1</b>		
	(VERBAL) Warning 2 From Teacher	
		
<b>Stage 2</b>	Moved to sit elsewhere In Classroom	
		
<b>Stage 3</b>	Asked to stand outside the classroom for a few minutes and spoken to by the teacher	Logged on PARs Further consequence (i.e. Lunchtime detention, academic catch up) By Teacher
		
<b>Stage 4</b>	Move to sit in another classroom with HOD	Logged on PARs Further consequence (e.g. after school detention) HOY Overview
		
<b>Stage 5</b>	SLT called – removed from Class – use GU where necessary	Logged on PARs Further consequence (isolation, exclusion, parents contacted) SLT Overview

Stages will be OMITTED in certain circumstances