

# WOODBIDGE HIGH SCHOOL

## Behaviour Policy

Updated: September 2018

## The Principles

The Governing Body believes that in order for effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to ensure that students complete assigned work in a caring learning environment by:

- Promoting good behaviour and discipline.
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring fair 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 positive relationships with parents and carers to develop a shared approach in the implementation of the school's policy and associated procedures.

## Roles and Responsibilities

1. **The Governing Body** will establish, in consultation with the Headteacher, staff and parents/carers, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students, parents and staff, in writing, at least once a year, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.
2. **The Headteacher** will be responsible for the implementation and day-to-day management of the policy and procedures. In addition, the Headteacher will provide support for staff who encounter challenging behaviour.
3. **Staff** have statutory authority to discipline students for misbehaviour which occurs in school and, in some circumstances, outside school. Teachers' powers include disciplining students even when they are not at school or in the charge of a member of staff.

All 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.

A teacher may discipline a student for:

- Any misbehaviour where the child is:
  - Taking part in any school-organised or school-related activity or
  - Travelling to or from school or within the environs of the school
  - Wearing school uniform or
  - In some other way identifiable as a student at the school
- Misbehaviour at any time, whether or not the conditions above apply, that:
  - Could have repercussions for the orderly running of the school or
  - Poses a threat to another student or member of the public or
  - Could adversely affect the reputation of the school

4. **The Governing Body, Headteacher and staff will:**
  - a. 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.
  - b. Ensure that the concerns of students, parents and carers are listened to and appropriately addressed.
5. **Parents and carers** have responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to maintain high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

6. **Students** and parents/carers will be made fully aware of the school policy, procedures and expectations and will be expected to conform to them. Students will respect the authority of staff. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

## **Procedures and Communication**

The procedures arising from this policy will be developed by the Headteacher in consultation with 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 in the **Code of Conduct**. 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. Notification of the School's aims, the Code of Conduct, reward, behaviour and discipline policies and actions will be given each September. Additional copies of these documents will be available to parents/carers as required. Further amendments of procedures (e.g. uniform expectations) will be made as appropriate.

## **Rewards**

A school ethos of recognition and 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 of rewards is an emphasis on praise, both informal and formal, to individuals and groups.

## **Sanctions**

Sanctions are required when responding to inappropriate behaviour. The decision to sanction the student and the sanction itself must be made on the school premises or while the student is under the charge of the member of staff. A sanction must be reasonable. Section 91 of the Education and Inspections Act 2006 states that the penalty must be proportionate in the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them.

A range of sanctions is clearly defined in the procedures and their use will be characterised by clarity of why the sanction is 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.

Refer to the overview of the behaviour management procedures and the accompanying tables for further information.

## **Training**

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

## **Inter-relationship with other school policies**

In order for the behaviour policy to be effective, a clear relationship with other school policies has been established, particularly equality of opportunity, special educational needs, code of conduct and anti-bullying. The school will consider where the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's safeguarding policy.

The school has a comprehensive intervention strategy that sets out actions that identify and address issues that are affecting a child's learning.

## **Involvement of outside agencies**

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 full range of external support available.

## **Review**

The Headteacher, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures to ensure the operation is effective, fair and consistent. The Headteacher will keep the Governing Body informed. 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. The outcome of the review will be communicated to all those involved, as appropriate.

## **Overview of Behaviour Management Procedures**

### **Guidance**

- Each member of staff is issued with a behaviour systems booklet.
- This booklet details the internal action to be taken in specific incidents of poor behaviour.
- The Behaviour Blueprint is a one page document that summarises expectations and procedures.

### **Negative behaviour**

- Within lessons, students are given a yellow warning for a low level behaviour concern followed by a red sanction (behaviour point) if it continues. A student will be removed from the lesson if the behaviour still continues.
- Outside lessons, students are given a red sanction (behaviour point) without warning for inappropriate behaviour and using banned items such as phones and headphones.
- Students are given a 'next day' detention for:
  - gaining three or more behaviour points in a day.
  - late to lesson or school.
  - lesson removal.
- The consistent application of the system should empower all teachers to manage behaviour more effectively.

### **Positive behaviour**

- Staff are expected to recognise and reward students who go over and above expectations
- Staff will issue praise cards, write emails and make phone calls to parents
- Students accumulate Achievement Points which lead to bronze, silver and gold level awards

### **Use of SIMS**

- SIMS is used to record behaviour incidents
- Staff input incidents directly into SIMS. They can use the software to refer incidents to various members of staff as necessary.
- Reports are run each week to monitor achievement and behaviour points
- For serious incidents, staff select the appropriate category on SIMS. The Year Co-ordinator is alerted and will select an appropriate sanction for the incident. This will range from a detention to exclusion.

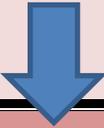
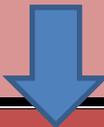
## **Visual summary of behaviour procedures**

- Please refer to the two tables on the following pages for an overview of the school's behaviour procedures, including sanctions and escalation procedures.

# Behaviour: Rewards and Sanctions

Follow the Code of Conduct...	Failure to follow the Code ...
<p><b>1. Learning Comes First</b></p> <p><b>2. Respect Ourselves and Others</b></p> <p><b>3. Follow Instructions First Time</b></p> <p><b>4. Keep our School Safe for All</b></p> <p><b>5. Aim for Excellence</b></p> <p><i>“Show KINDNESS, TOLERANCE and RESPECT to everyone.”</i></p> <p><i>“AIM FOR EXCELLENCE in all that you do.”</i></p>	<p><b><u>IN LESSONS</u></b></p> <p><b>Yellow warning</b></p> <p><b>Red sanction: behaviour point</b></p> <p><b>Lesson removal (On Call)</b></p> <hr/> <p><b><u>OUTSIDE LESSONS</u></b></p> <p><b>No warnings</b></p> <p><b>Red sanction: behaviour point</b></p> <p><b>Confiscation of banned items</b></p>
<p><b><u>ACHIEVEMENT POINTS</u></b></p> <p>Receive Achievement Points for:</p> <p>Excellent behaviour and conduct</p> <p>Excellent effort and progress</p>	<p><b><u>SERIOUS INCIDENTS</u></b></p> <p>Immediate sanction for:</p> <p>Defiance      Physical aggression</p> <p>Rudeness      Dangerous behaviour</p>
<p><b><u>REWARDS</u></b></p> <p><b>Praise Cards</b></p> <p><b>Phone Calls/Letters/Emails</b></p> <p><b>Celebration Events</b></p> <p><b>Prizes</b></p> <p><b>Trips</b></p>	<p><b><u>SANCTIONS</u></b></p> <p><b>Level 1 Detention (20 minutes)</b></p> <p>↓</p> <p><b>Level 2 Detention (40 minutes)</b></p> <p>↓</p> <p><b>Level 3 Detention (60 minutes)</b></p> <p>↓</p> <p><b>Focus room (1 day)</b></p> <p>↓</p> <p><b>Exclusion (1-5 days)</b></p>

# Behaviour: Detentions and Exclusions

Detention	Day	Time	Venue	Reasons
<b>LEVEL 1</b>	<b>Monday to Friday</b>	<b>3.10-3.30pm (20 minutes)</b>	<b>Year group room</b>	<b>3 Behaviour Points Late to school On call Serious incident</b>
				
<b>LEVEL 2</b>	<b>Monday to Friday</b>	<b>3.10 - 3.50pm (40 minutes)</b>	<b>Year group room</b>	<b>Failure to attend Level 1 Serious Incident</b>
				
<b>LEVEL 3</b>	<b>Friday</b>	<b>3.10 - 4.10pm (60 minutes)</b>	<b>Mallards Hall</b>	<b>Failure to attend Level 2 Serious Incident</b>
				
<b>FOCUS ROOM</b>	<b>Every day</b>	<b>8.45am - 3.30pm</b>	<b>Focus Room</b>	<b>Failure to attend Level 3 Serious Incident</b>
				
<b>EXCLUSION</b>	<b>Every day</b>	<b>All day</b>	<b>Home</b>	<b>Below standard in Focus Room Serious Incident</b>

Policy Prepared by: Mr J. Clifton, Deputy Headteacher, and circulated in draft form: September 2018

Recommended by the PDC on 7<sup>th</sup> November 2018 and the C & S Committee on 13<sup>th</sup> November 2018, and approved by the Full Governing Body on 4<sup>th</sup> December 2018

Date of Next Review: September 2019