



Achievement for all

Behaviour Policy

Adopted/Reviewed: May 2020
Date of Next Review: February 2022

Signed:
(Headteacher)

Date:

Signed:
(Chair of Governors)

Date:

BEHAVIOUR POLICY

Effective teaching and learning can only take place in a well-ordered environment. Promoting positive behaviour requires the commitment of all members of our school community, students, parents, governors and staff; it requires a consistency of practice across the school to ensure that students know the standard of behaviour that is expected of them.

Our Behaviour Policy invites all members of the school community to actively participate in enabling all young people to strive to reach their full potential. The Policy assists Sherburn High School in offering all students an education of the highest quality as an essential preparation for life and to enable each student to develop their talents to the full, both as an individual, and as a member of the wider community.

If all members of the school community are to develop and achieve their best then they must be free to learn and teach in an environment that is caring and respectful, open and welcoming, culturally affirming and equitable.

School Aims: 'Achievement for All' by:

- Providing challenging and enjoyable learning experiences
- Having high expectations of everyone
- Developing confident, ambitious and determined learners who take pride in everything they do
- Ensuring that everyone feels safe, secure and happy to be at school
- Promoting the acquisition of life skills and a growth mindset
- Valuing and celebrating each individual's progress and effort
- Supporting, guiding and inspiring each individual to maximise their potential
- Expecting personal responsibility and respect for others
- Encouraging positive relationships between all partners in the school community

General Principles:

The emphasis is on good order and respect for the individual thus enabling high quality teaching and learning for all members of our community. It is our belief that if our approach to behaviour management is consistent and applied to all it will make a significant difference to our ability to teach well and our students' ability to learn effectively. We recognise that the vast majority of students want to behave well and want to learn. With positive behaviour management we can help them to achieve to the best of their ability.

Aims:

1. To maximise the effect of the school to positively influence behaviour
2. To raise levels of self-esteem so that students feel good about themselves and achieve their full potential
3. To clearly identify what is meant by good and bad behaviour
4. To ensure that the application of rewards and sanctions is consistent and systematic
5. To give school staff and students a sense of direction
6. To ensure students' attitudes are consistently positive to learning as is their behaviour in a range of different teaching groups and towards a range of staff including administration, support, cover, new and inexperienced staff
7. To support students to make an exceptional contribution to a safe, positive learning environment where they make every effort to ensure others learn and thrive
8. To produce students with high levels of engagement, courtesy, collaboration and cooperation with excellent, enthusiastic attitudes to learning, enabling lessons to proceed without interruption. Students who are highly adept at managing their own behaviour

The Curriculum and Learning:

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear learning objectives and success criteria, understood by the students. Marking and record keeping can be used both as a supportive activity, providing feedback to the students on their progress and achievements, and as a signal that the student's efforts are valued and that progress matters. (See the Assessment and Homework policy for further details).

Responsibilities

Good behaviour does not happen by accident. It is the responsibility of those concerned with the school – parents/carers, staff, governors and students - to ensure good behaviour.

Students' responsibilities have an essential part to play in relation to this policy. Students are to show respect for and co-operate with all members of the school community, who work among them and have charge over them.

Staff responsibilities are to:

- Model leadership
- Seek to raise the self-esteem of all students and develop their full potential
- Work in close co-operation with parents/carers in matters of behaviour management and to encourage students to take responsibility for their own behaviour
- Recognise and celebrate students' achievements
- Create and maintain an ordered and calm atmosphere in which all members of the school community can feel comfortable and secure
- Promote and educate students about British Values and challenge any homophobic, racist behaviour
- Educate students about the PREVENT agenda and challenge any extremist comments or behaviour and report this using the School's procedure.

Students' Responsibilities are to:

- Abide by the Home School Agreement
- Work to the best of their ability and allow others to do the same
- Treat others with respect
- Obey the instructions of School staff
- Take care of property and the School environment
- Co-operate with other students and adults
- Complete work, homework and any coursework to the best of their ability
- Wear uniform correctly at all times during the school day
- Arrive and depart correctly dressed
- Attend school and arrive on time
- Be respectful to staff and other students and use appropriate language
- Be tolerant of other cultures and beliefs
- Represent the school in a positive way and follow school expectations in the local and wider community, including on school buses and educational trips and visits

Parents and Carers have responsibilities as role models for our young people and they have an essential part to play in relation to the Behaviour policy. The policy cannot be seen in isolation from the parents' task as being primarily and principally responsible for their child's education.

Under the policy, parents/carers are expected to co-operate with Sherburn High School and work with teachers and other members of staff to help their child develop to their full potential

Parents/carers' responsibilities are to:

- Treat staff with respect
- Pre-book all meetings with members of staff
- To fully support the school's sanction system and policies
- Share concerns about their child's education, welfare and behaviour with the school
- Attend Parents' Evenings and support school functions
- Inform the school of any absence on the first day of absence and every day thereafter (to provide medical evidence if their child's attendance falls below 96%)
- Ensure their child arrives at school on time, in full school uniform and with their correct equipment
- Ensure their child represents the school in a positive way and follows school expectations on their journey to and from school whether this is by foot or by bus

Rewards

Students should always be commended for good behaviour. We want to help students make right choices. At Sherburn High School we believe that students learn by praise, reward and celebration of achievement. The list below illustrates the various rewards that are given out in school.

- Verbal and non-verbal praise by staff
- Positive letters home/Postcards
- Achievement points and events
- Attendance rewards- for students with high or improved attendance
- Public recognition of achievement: in assemblies, Head's Blog, Celebration Evenings, press releases and on our Twitter pages
- Group achievement recognition: Form competitions and Inter-House trophies based on attendance, sporting and other competitions
- Friday 5's - subject staff nominate students to receive Friday 5s awarded by the Headteacher
- Prom- students reaching the end of Year 11 whose effort has met our expectations will be invited to attend the school prom

Verbal Praise We all like to know when we are doing well, and we hope that members of staff will tell the students when their work or behaviour is good.

Achievement points and events Staff can record positive comments and points on the Bromcom school information system – we celebrate these comments and points in assemblies and on an individual basis with students.

Friday 5 students are nominated by their teachers to be praised and rewarded by the Headteacher. Students bring their work to the Headteacher on Friday P5. Students then receive acknowledgement on their tracking reports to notify parents.

Good news slips - House Leaders issue Good News Slips for any good behaviour, attendance or progress which students take home.

Reward and Celebration Assemblies - these are held regularly to celebrate students' progress, behaviour and attendance.

The Head's Blog – The Headteacher will celebrate students, individuals or groups through the Head's Blog.

Celebration Evenings - these are held at the end of the year- students, parents and carers are invited into school to celebrate their child's success.

Attendance

Praise and recognition is given to students who achieve 100% attendance in a half term or significantly improved attendance, in a whole term and a full year.

OUR RELENTLESS ROUTINES

To help us achieve our aims we have agreed a set of rules for around the school, these rules form part of our Behaviour Policy and students are expected to follow them always. Our Relentless Routines are:

1. We enter classrooms and stand behind our chairs
2. We place our equipment, including our planners and pencil case on the desk
3. We leave classrooms by standing behind our chairs and waiting to be dismissed
4. We walk on the left hand side of corridors and don't congregate on corridors or stairwells
5. We don't wear coats when we are inside the building
6. When a member of staff begins to count down, using "3,2,1" we become silent and listen for instructions

Mobile phones are not permitted to be used in school, electronic devices should be turned off and kept in student bags and or lockers. These should not be visible on the school premises (please see Mobile Phone Policy).

Consequences:

Any student breaking our rules will be issued a corresponding consequence – the rules and consequences are articulated below.

The following consequence sequence of poor behaviour and sanctions will be displayed in every classroom. The school recognises its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs (SEND).

C2 detentions	C3 detention	Back to Basics
Issued by classroom teacher, TA or staff member	Issued by classroom teacher, TA or staff member	Issued by staff in school
Student is issued a lunchtime detention in the lecture theatre 12:15-12:35. Students must come straight from lesson 3 and arrive promptly for this	<p>Student is removed from the classroom to work in another classroom due to disruptive behaviour.</p> <p>When a student goes to the receiving room they are expected to get on with their work they have brought with them. They will be issued with a C3 After School Detention text which is sent home to notify parents.</p> <p>If the student disrupts in the receiving room a C4 will be issued and students will be isolated or issued with an internal exclusion.</p> <p>If students refuse to move from the classroom a C4 will be issued and students will be isolated or issued with an internal exclusion.</p>	<p>Students have all been issued with a B2B card.</p> <p>All students are expected to</p> <ul style="list-style-type: none"> • Arrive to school and lessons on time • Dress in the correct school uniform and wear it correctly. • Bring the correct equipment to school <p>If students do not do the above, they will receive a tick and signature on their card.</p> <p>3 ticks and signatures= lunchtime detention (Failure to attend will result in an after-school detention)</p> <p>4 ticks and signatures= after school detention (Failure to attend will result in an isolation day until 4pm)</p> <p>5 ticks and signatures= isolation day until 4pm.</p>
<p>Failure to attend will result in an after-school detention 3-4pm</p> <p>Parents will be notified by text.</p> <p>Failure to attend an after-school detention will result in an isolation day until 4pm.</p>	<p>Failure to attend the C3 after school detention will result in an isolation day until 4pm.</p> <p>Parents will be notified by text</p>	<p>Parents will be notified by text/call.</p>
<p>Poor behaviour in an after-school detention will result in an isolation day until 4pm. Parents will be notified by text/call.</p> <p>Where students are repeatedly receiving sanctions, parents will be invited into school for a meeting to discuss next steps.</p>		

Sanctions

Detention: If a student reaches consequences 3 (C3) in the classroom or is issued an automatic detention because of a more serious classroom misdemeanour they will be issued with a detention text.

The student must then make their way to the internal exclusion room (C3 detentions) promptly for 3.00 pm.

Detentions are held Monday - Friday 3.00 to 4.00 pm.

Detentions are also held on Saturday mornings for exceptional circumstances from 10.00am to 12pm. Exceptional circumstances could include an unacceptable number of detentions received in each week or over a half termly period. Parents/carers will be contacted directly if this sanction is to be implemented.

If a student misbehaves during their detention they will be sent home. An automatic isolation will follow.

Educational Trips and Visits and Reward Trips

If a student has 5 or more C3 sanctions they will be removed from trips for the remainder of the academic year.

Punctuality to School:

Promptness to school is an important discipline for life. The school bell rings at 8.35 am. The expectation is that students are present in their Tutor groups by 8.40 am. If a student arrives late to school without an acceptable reason, he or she will receive a tick on their Back to Basics card. Students are registered in every lesson electronically; therefore, persistent lateness to lessons will be sanctioned with a sanction.

Students' use of bad language

Student-teacher relationships are of fundamental importance both inside and outside the classroom. Students are expected to be polite at all times. Swearing will not be tolerated whether it is directly to a member of staff (teaching or non-teaching), another student or indirectly when a teacher hears such language

If such an incident should occur, an isolation period may result after which re admittance back into the normal teaching environment would only occur after reassurances from both the student and the parents/carers.

Re-occurrence of such an incident would incur an exclusion period.

Students should not leave site without permission –

It is our duty of care to keep students safe during school hours. Students in Years 7-11 are not permitted to leave the school site from 8.30am -3pm.

If students need to go off site for any reason they must gain permission from a member of the Achievement Team or Senior Leadership Team and sign out at reception.

If a child is unwell they must report to our First Aid and/or Achievement Team and a member of staff will contact the parent/carer.

If a student leaves site without permission the following procedure will be followed:

- Search for student on site
- Parents/carers will be contacted (if we cannot get in touch with parents/carers the next contact on our school records will be contacted. At this point it really is important that the contact details we hold are correct)
- If we are unable to speak with parents/carers or the contacts provided on our school records, we will call the Police and log that child as missing. This may mean the Police may contact parents/carers at a later date
- A sanction may be issued if this is repeat behaviour by the child

Smoking

Smoking is not allowed on site or on the journey to and from school. Any students not following these rules will be issued a sanction and parents and carers contacted.

1. Students are actively encouraged not to smoke, cigarettes, or different variants of e-cigarettes. This forms part of various curricular programmes of study but is also part of the PSHCE curriculum
2. The effects on health are discussed as early as Year 7 in the tutorial programme and also in Science courses.
3. Students are made aware of the legislation prohibiting smoking in public places and that they should not smoke on or near the school premises or on the school buses. Any student found smoking is punished by the appropriate Achievement Team and a letter is sent home explaining to parents and students that if they fail to comply with school rules and disobey them by smoking again, working in internal exclusion for one day will automatically follow

4. Any confiscated cigarettes, matches, lighters etc. will be disposed of/given to the police (see below for details re confiscated items).
5. Students that are suspected of smoking will be searched; this could include students being asked to empty their pockets, bags, lockers. Students that refuse will receive a sanction. If the school suspects a student is in possession of an illegal substance the police may be called.

The Behaviour Consequences:

The School does its best to support all students and ensure that they are happy and feel positive about their work and their school. However, with a small minority of students, sometimes the normal school behaviour strategies do not lead to the necessary changes. Consequently, we will exclude a student, initially internally, to ensure that the majority can continue to learn and benefit from Sherburn High School (Further details in the School's Exclusion Policy)

The Internal Exclusion Room: The Internal Exclusion Room is fully equipped with textbooks for all subjects across the Key Stages. Staff will be informed of which students are internally excluded in the Internal Exclusion Room and subsequently will ensure that appropriate class work is set.

Students will not be permitted to partake of break or lunchtime with their peers. Students will be dismissed from the Internal Exclusion Room at 4pm.

Additional Provision: This may include

Provision within the STAR Multi-Academy Trust

This provision, within the MAT is at a separate site such as Tadcaster Grammar School. Referrals are made for students with challenging behaviours which have resulted in a serious violation of our expectations of students to be safe, respectful or responsible. It may also include students that have not successfully completed Sherburn's isolation or internal exclusion sanctions. This provision offers students to work in a different environment with the aim of returning to mainstream provision at Sherburn High School. This provision may be used as an alternative to a fixed term exclusion or as 6th day provision. Parents/Carers will be notified if their child is referred to this provision. Parents/Carers will need to arrange transport to and from this facility, alternatively there is access to a Minibus. Parents/Carers will also need to ensure their child is in full school uniform and has a packed lunch.

Pupil Referral Unit

This provision is accessed due to a student's behaviours being at risk of external exclusions and permanent exclusion. This facility is located off site and transport arrangements would be discussed. How long this provision is accessed is dependent on individual students.

Department for Education: Exclusion from maintained schools, academies and pupil referral units (PRUs) in England. Schools have the power to send a student to another education provider at a different location to improve their behaviour without parents having to agree.

A school can also transfer a student to another school- a process called a "managed move"- if they have the agreement of everyone involved, including the parents and the admission authority of the new school.

Fixed Term External Exclusion:

This policy is based on statutory guidance from the Department for Education: Exclusion from maintained schools, academies and pupil referral units (PRUs) in England.

Any behaviour that is deemed, in the judgement of the Headteacher, to undermine the authority of a member of staff or adversely affect the health and safety of a member of the community, may result in fixed term exclusion. A permanent exclusion will be taken as a last resort. This would normally be for 1 to 5 days but in very exceptional circumstances could be up to 45 days in any one school year. Parents/carers will be expected to bring the student back to school to be formally readmitted. Students cannot be readmitted to school without a parent/carer. A period in the Internal Exclusion room may follow a fixed term external exclusion. **(Please refer to the school's Exclusion Policy for more detail)**

The Sherburn High School Behaviour Policy takes note of the guidance provided in the DfE Guide "Behaviour and Discipline in Schools" particularly the following ten key aspects of school practice:

1. A consistent approach to behaviour management
2. Strong school leadership
3. Classroom management
4. Rewards and sanctions
5. Behaviour strategies and the teaching of good behaviour
6. Staff development and support
7. Student support systems
8. Liaison with parents and other agencies
9. Managing student transition
10. Organisation and facilities

Also, that disciplinary action will be taken against students who are found to have made malicious accusations against school staff.

Discipline in schools – teachers' powers

Key Points

- Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006)
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants
- Teachers can discipline students at any time the student is in school or elsewhere under the charge of a teacher, including on school visits
- Teachers can also discipline students for misbehaviour outside school
- Teachers have a specific legal power to impose detention outside school hours
- Teachers can confiscate students' property.

Subject to the School's Behaviour Policy, the teacher may discipline a student for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school or
- 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
- travelling to or from school on foot or by school bus/public transport

Parental consent is not required for detentions.

Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation- DfE (2012). Advice for head teachers, staff and governing bodies'.

In addition to the practice identified in the DfE guidance, Sherburn High School also bans the following items and as a result are able to search students for them:

- Any item brought into School with the intention of the item being sold or passed on to other students which, in the Head Teacher's opinion will cause disruption to the school or be detrimental to school practice.

Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.
- Staff should hand the confiscated item to the relevant member of support staff (Achievement Team, reception etc.) as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
- Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to the attention of a senior member of staff immediately.
- Items confiscated by school can be collected by parent/carers except where school has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters.
- The School's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
- The Headteacher will use their discretion to confiscate, retain and/or destroy any item found as a result.
- Electronic equipment, jewellery and other expensive items will be confiscated and held by the School for a period of one year. If, at the end of the year, the item has not been reclaimed then the School reserves the right to destroy the item.
- Where alcohol has been confiscated School will retain or dispose of it. This means that School can dispose of alcohol as they think appropriate (or return it to a parent/carer but this should not include returning it to the student).
- Where School finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Headteacher thinks there is a good reason to do so.
- Where the School finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Headteacher thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that the School can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the student.
- Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst the School carries out its own investigation.
- Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- Where a member of staff finds an item which is banned under the School rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

- Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst the School carries out its own investigation.

Use of reasonable force

Please refer to the DfE guidance 'Use of reasonable force. Advice for headteachers, staff and governing bodies'.

All members of School staff have a legal power to use reasonable force. This power applies to any member of staff at the School. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers, cover staff or parents/carers accompanying students on a School organised visit.

The following policies form part of the behaviour policy but are policies in their own right and should be read with the behaviour policy:

- Attendance
- Penalty Notice Protocol (Attendance)
- Anti-Bullying, Screening Searching and Confiscation
- Child Protection (PREVENT agenda within this policy)

The following also form part of the Behaviour and Exclusion Policy

- Students' use of bad language
- Smoking in School (students)
- Home/School agreement
- Contact with Parents
- Substance use and Misuse

APPENDIX A

Home/School Agreement

During the time students are with us at Sherburn High we believe that it is very important that a spirit of trust and co-operation is built up between teachers, parents/carers and young people. This agreement sets out some of the specific ways in which we can all play our part to achieve this positive atmosphere expressing the willingness of all concerned to work together for the benefit of all young people in the school.

The school will

- provide a caring, supportive environment in which each individual is valued
- provide a full and balanced curriculum which, as far as is possible, educates each student to the best of his/her ability
- provide records and information about each child's educational progress as well as the child's development in other areas of school life
- arrange regular meetings with each child's teachers and be available at other times when concerns or questions arise, keeping parents informed about problem areas
- refer vulnerable students to external agencies with parental/student consent. Agencies can offer advice and information to young people without the consent of a parent/carer but will always aim to involve parents/carers where possible.

Parents/carers will

- ensure that their child attends school regularly and punctually, avoiding holidays during term time and providing school with a note to cover any absence (above 96% attendance required if not medical evidence will need to be provided)
- support and work with the school and encourage a positive attitude to education
- support the discipline procedures of the school
- support the school ethos of homework, discussing it with their child when signing the student planner each week

- ensure that their child meets school requirements regarding uniform and general appearance and has appropriate equipment for each day
- let the school know of any concerns about their child's education, attend meetings at school to discuss progress and to learn about the work of the school. Inform school of any factors which may affect their child's performance in school
- ensure that their child attends any after school detentions that are issued and can get home safely
- support School Policies, e.g. Behaviour Policy
- be respectful to staff
- always have pre-booked meetings if parents want to meet with a member of staff.

Signed Parent/Carer

Signed Student

Date