

**Sproston
Community High
School**

Behaviour Policy

Reviewed September 2009

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Aims of the policy

The aim of this policy is to give clear guidance to parents, staff and stakeholders on the expectations of the school with respect to behaviour and the methods used to ensure the maintenance of good order.

School Philosophy

Sprowston Community High School is primarily a place of learning. Our school motto is :

The purpose of life is a life of purpose.

This underpins everything we do at the school.

Principles

We believe that :

- Managing Behaviour is integral to achieving an effective teaching and learning environment.
- It is the responsibility of every member of support and teaching staff to actively manage the behaviour of our students.
- The best person to manage behaviour in the classroom is the class teacher.
- Every member of our community has the right to work in a safe and caring environment .

The Behaviour management system is designed to complement and develop the individual skills of each member of staff with regard to student management.

It is expected and encouraged that each staff member will wish to develop and practice their own behaviour management strategies within the framework provided by the school guidelines.

Classroom routines

The school operates a programme of routines to which all colleagues are expected to adhere.

These are :

- Wherever practical all students to line up quietly outside of the classroom prior to the commencement of the lesson
- Students to stand behind their chairs until instructed to sit by the class teacher.
- All students to copy to lesson objectives into their books at the start of each lesson (as a starter activity).
- At the end of the lesson all students to stand behind chairs waiting in silence before being dismissed in a safe manner.

Managing Behaviour in the classroom.

The school operates a system of faculty referral to deal with poor behaviour in lessons.

In the first instance the class teacher has the best understanding of what has happened and will be responsible for dealing with that student in subsequent lessons. A classroom teacher may call upon a range of strategies to deal with the issue including sending home a letter or keeping the child back at the end of the lesson (where this will not inconvenience later lessons). For some issues the class teacher might consider discussing the issue with the student's Form Tutor or Head of Year.

Within lessons the teacher may choose to move a student to an alternative place or ask them to stand outside. Students will only be asked to stand outside for a maximum of ten minutes when the staff member is still able to maintain visual contact. Where a longer period is necessary or visual supervision is not possible the class teacher may refer to Faculty Referral as an alternative

Faculty Referral is the next best option as it allows the class teacher to be supported by their faculty and allows the Head of Faculty to address issues that are subject specific.

Faculty Referral is the best route for all but the most serious of incidents.

When sent to Faculty referral a student will be expected to work silently in the room to which they have been sent. A faculty detention will be given as a result of being sent to faculty.

In the most severe cases a student may be sent to the Inclusion unit. The Inclusion unit is best placed to deal with issues that span more than one lesson or which are serious or long term. A referral to the Inclusion unit means that the subject teacher has passed responsibility for that issue to the Inclusion team. Obviously this means that the classroom teacher must supply as much information as possible to make the referral productive.

The following table indicates the types of incident most appropriate for each response. It should be used as a guide only and each incident should be judged on its own merits.

Classroom Incidents			Break time Incidents
Initial Action: Teacher reprimand	Initial Action: Send to Faculty Referral	Initial Action: Send to Inclusion Unit	Initial Action: Teacher reprimand or Send to Inclusion
Consequence: Teacher Detention (10 mins)	Consequence: Faculty Detention (30mins)	Consequence: LT Detention (1 hour)	Consequence: Loss of break or lunch period.
Low level disruption – chatting etc	Repeated low level disruption over several lessons	Disrupting Faculty Referral / Refusing to work in faculty referral	Poor behaviour
Failure to complete homework	Repeated failure to complete homework		Vandalism
Bickering with classmates	Repeatedly teasing or picking on a classmate	Bullying of a student by another student	
Swearing in general conversation	Swearing about the teacher / support staff	Swearing at a teacher / support staff	<i>As Faculty Referral is not available during break and lunch time, the student should either be dealt with by the teacher concerned or sent to the Inclusion Unit; the relevant detention should continue to be used.</i>
Talking while the teacher is talking	Repeatedly talking while the teacher is talking	Disrupting Faculty Referral	
No equipment	Repeated lack of equipment		
Lateness to Lesson	Repeated lateness to lessons		
Poor or deliberately slow work	Refusal to work	Absconding from the lesson	
Not in correct uniform			
Chewing gum			
		Rudeness to staff outside of lessons	
		Defiance at Faculty Referral	
	Defiance (refusal to move seats etc)	Severe Defiance (Ignoring a repeated instruction – to stop doing something etc)	

Removing students from lessons

From time to time a class teacher may feel that it is inappropriate for a student to return to their lesson for the next occasion. If this is the case it can be arranged in advance with the Head of Faculty for them to be educated in another lesson within the faculty or by agreement with the Inclusion Team for them to accommodate the student.

It is not appropriate to wait till the next lesson and then send the student directly to the Unit without prior arrangement.

Good News / Bad News slips

It is essential that the Inclusion unit receive a completed Bad news slip as soon as possible when sending a child. The Inclusion Team need as much information as possible to be able to deal with the young person they have been sent

Good News

They are to be filled out and the **top blue** copy given to the pupil. The **remaining** copies are to be placed in the relevant box under the Inclusion Unit white board in the staff room, for the Inclusion team to distribute to the relevant members of staff.

Green - 2nd copy - Form Tutor

Yellow - 3rd copy - HOF

Pink - 4th copy - Inclusion Team / HOY

Bad News

They are to be filled out and sent either with the pupil or another pupil from the class to the Inclusion Unit. The copies will then be distributed by the Inclusion team to the relevant staff.

Blue - Top copy - Inclusion Team / HOY

Green - 2nd copy - HOF

Yellow - 3rd copy - Form Tutor

Pink - 4th copy - Lorraine Taplin (Main Office)

Information

This option is on the slips for the staff to pass on any information about groups / individual pupil issues to the relevant persons involved.

The **responsibility** for passing on the information slips **lies** with the staff filling it out.

The pads of slips are kept in the Inclusion Unit

Please do not let the pupils fill out their own slips.

You will need to have a small piece of cardboard to place under the pink copy as you complete the slips.

Detentions

There are three main types of detention used in the school.

Teacher led detention.

An individual teacher may use a short detention to deal with a disciplinary issue within their lesson. This may be a 10 minute detention at break or a longer detention at lunch time. Students may only be held back for a maximum of 10 minutes at the end of the day unless prior notice is given to parents/guardians/carers. Students who travel to school on the school bus service may be kept back for a maximum of five minutes to allow them to still catch their bus.

Faculty Detention

These are set and managed by the faculty or department and may operate at lunchtime or after school. These may be thirty minutes or an hour. If they are after school adequate notice must be given to parents/ carers (a minimum of 24 hours).

Leadership Team detention

This is operated once a week and takes place for 30 minutes after school.

Students who have been sent to the inclusion unit or who have failed to attend other detentions will receive a Leadership Detention.

Detention Escalation

The following system is used when students fail to attend detention

Level 1- Class teacher sets detention, issued in class and recorded in planner or slip given. 15 minutes at break or lunch.
Failure to attend results in.....

Level 2- Faculty run lunch time detention, ran once a week on a set day. Recorded on system, admin team send reminders period 1 or 2 in the morning. Detention for 15-30 minutes
Failure to attend results in....

Level 3- Faculty after school detention. Recorded on system, admin team send reminders period 1 or 2 in the morning. Detention for 30 minutes. Parents informed
Failure to attend results in

Level 4- Leadership detention after school for 30 minutes Parents informed
Failure to attend results in

Level 5/ 6- Internal exclusion in house/ inclusion. (SLT directed)

Afterschool detentions

Although some parents may find it difficult to collect students from after school detentions, we believe that unless exceptional circumstances prevail, it is important that students are not able to "demote" their detention. Therefore the school will not normally permit detentions to be moved from after school to lunchtime.

Exclusions

Exclusion is one of the most severe sanctions available to the school in cases of poor conduct. The school uses three types of exclusion.

School Centred Fixed Term Exclusions (SCFT)

This is where a student is required to work under supervised conditions in the School Family Training Centre. Students on SCFT will begin their day at 8.30 and finish at 2.00pm. Students will not be allowed to mix with their peers during break and lunch.

Fixed Term Exclusion (FTE)

This is where a student is required to stay at home for a period of days. FTE is governed by guidance from the Department of Schools and Families and the school follows that guidance. In every case families must be informed by letter within 24 hours of the granting of an exclusion.

Permanent Exclusion

Although rarely used, Permanent exclusion remains the school's ultimate sanction. A student who is permanently excluded is not permitted to return to the school. PEX is governed by guidance from the Department of Schools and Families and the school follows that guidance. In every case families must be informed by letter within 24 hours of the granting of an exclusion.

There are a limited number of occasions when the school may choose to use Permanent exclusion as the result of a single incident. The following list provides guidance but should not be considered exhaustive

- Dealing drugs on the school site
- Physical assault on a member of staff
- Severe physical assault on another student
- Theft from school premises

Exclusion Processes

School Centred Fixed Term Exclusions (SCFT)

An SCFT can be requested by Head of Year or a member of the Inclusion Team, however they **must be approved by a member of the LT**

Standing authorisation is given for those SCFT's that result from non attendance at LT detention.

The following process should be followed :

1. Person requesting SCFT to complete referral form
2. Referral form to be signed by member of the LT
3. Form passed to SCFT Team for letter to be despatched and House place booked.
4. SCFT Team to contact home and explain reason.
5. SCFT Team to record SCFT in SIMS Conduct log.
6. SCFT Team to arrange meeting with parents.
7. Information to be shared with HoY/Tutor via email
8. SCFT Team to mark register accordingly

(in the case of SCFT's resulting from non attendance at LT Detention – direct contact between school office and the SCFT team makes stage 1& 2 unnecessary.)

Fixed Term Exclusion (FTE)

A FTE can be requested by HoY or a member of the Inclusion team
A Fixed Term exclusion can only be authorised by Head teacher. Fixed Term exclusions should not exceed three days in normal circumstances.

The following process should be applied

1. Person requesting FTE to gain approval from Head or Deputy
2. Information to be passed to Office for letters to be despatched.
3. Office to Check number of days exclusion that term – query if over 5
4. Person requesting FTE to contact home and explain reason.
5. Office to ensure Exclusion information to be recorded in SIMS
6. Office to ensure Exclusion information to be despatched to Authority
7. Office to ensure Yellow form to be put up in Staffroom
8. Office to arrange re-integration meeting.
9. Information to be shared with HoY/Tutor via email

10.Information passed to SIMS office for Register to be marked correctly.

Combination Exclusions.

Where an exclusion contains a period of external FTE as well as a period of SCFT then **BOTH** the above procedures must be followed. Both letters should be despatched together. Obviously only one phone call home is required.

Both the FTE and the SCFT should be recorded in the appropriate areas of SIMS (FTE under exclusions, SCFT under the conduct log.)

Students sent home during the school day

Students collected by parents during the school day should be marked in the register as follows

Collected prior to 13.30 – the morning mark remains as present, the afternoon mark is either B or E depending on the arrangement with the parent/carer.

If the mark is to be E then the exclusion process outlined above for FTE must be followed.

Collected after 13.30 – Marked present for both sessions. However, please ensure that HOY is aware of situation in case of fire or evacuation.

If a parent carer agrees to a child being sent home without them collecting; the following must be **explicitly stated to the parent or carer by the member of staff arranging for the child to return home:**

- The child becomes the responsibility of the parent as soon as they leave the school site and the school cannot be held responsible for anything that happens to them on the journey home.
- It is the responsibility of the parent to inform the school if the child does not arrive home within a reasonable period of time.

School Behaviour Stages

The school operates a stage system for students whose poor behaviour is persistent.

- Stage 1 5 x Bad News slips/debits in 1 week or an example of extreme defiance e.g. refusal to do community service or attend FRP .
Parent/Guardian/Carer contacted by letter including copy of Behaviour Agreement –
- Stage 2 Internal Inclusion in the Inclusion Unit up to 3 days in consultation with Inclusion Co-ordinators and Heads of Year. For Re-integration, students placed on report to Inclusion Co-ordinators in Year office.
- Stage 3 Up to 5 days School Centred Fixed Term Exclusion
Parent /Guardian/Carer meeting with Inclusion co-ordinators and Heads of Year
Behaviour Support Plan activated in consultation with Head of Year
Placed on report to Inclusion Co-ordinators – Head of Year informed
Reviewed every 2 weeks
- Stage 4 Up to 5 days Fixed Term Exclusion
Pastoral Support Plan - Special Needs Co-ordinator involvement as necessary
Re-integration meeting with Parent/Guardian/Carer by Inclusion Co-ordinators with Head of Year/Deputy Headteachers/Headteacher involved to activate Pastoral Support Plan – (6 week maximum)
Reviewed every 2 weeks
- Stage 5 Up to 14 days Fixed Term Exclusion
Re-integration meeting with Parent/Guardian/Carer by Deputy Headteacher, Head of Year and Inclusion Co-ordinator (to discuss support strategies put in place)
Alternative strategies explored
- Stage 6 Fixed Term Exclusion in excess of 14 days – meeting with Governors Disciplinary Panel
Re-integration meeting with Head Teacher and Parent/Guardian/Carer/Head of Year/ Key Stage 3 and 4 co-ordinators.
- Stage 7 Permanent Exclusion by Head Teacher

Stage 8 Governors Disciplinary panel meet with
Parent/Guardian/Carer/Student and Local Authority Schools
Representative.

Registration

Purpose of Registration

- To set the right tone for group at start of each session
- To keep careful check on attendance and complete registration
- To ensure that group maintains school dress and basic equipment
- To pass on relevant information
- To get to know individuals and watch over welfare and general attitudes
- To help group to grow together as a community within the Year and School

School Uniform

The school uniform is :

Boys' Uniform:

Top coats: Dark colours and waterproof (no sweatshirts, no hoodies, no denim).

Fleece: School Fleece.

Polo shirt: School shirt (no t-shirts underneath which are visible and different colours).

Trousers: Plain black, tailored. No cords patterns, denims or fashion trousers. Trousers should not drag on the floor.

Socks: Any colour.

Shoes: Plain black. Must be suitable for school. Black trainers, coloured trainers, canvas shoes, flip-flops and boots are not allowed.

Belts: Black only (no excessive buckles).
No caps in school.

Girls' Uniform:

As above, but with the additions:

Trousers: Plain black tailored. No cords, patterns, denims or denim like trousers. No fashion, hipsters, cropped trousers or tailored shorts

Skirt: Knee length only.

Tights: Black

Shoes: High heels are considered dangerous on the grounds of health and safety and so are not allowed.

Confiscating Items of non school uniform

A high standard of personal appearance is expected of all students and anyone arriving to school in non-uniform will be expected to remove the garments. Such items will be confiscated and returned at the end of the term. Alternatively parents can collect them at the end of every school day but parents need to be aware that if their child continues to wear the garments this will be seen as defiance and so further action will be taken.

Jewellery is generally inappropriate for school and can be a hazard. Therefore, it should be limited to a watch and one pair of **stud** earrings to be worn in the lobe of each ear. No other body piercing is permitted and covering of such with plasters is not permitted.

Hairstyles should not be extreme; this includes unnatural colours and patterns shaved into the hair.

Discreet make-up maybe worn, but again students who continue to take advantage of this privilege and continue to wear inappropriate make up will be seen as an act of defiance, and so further action will be taken. Coloured nail varnish is not allowed.

The school reserves the right to send home any student who does not comply with the school uniform code.

MP3 Players

The use of MP3 players within lessons is at the discretion of the faculty head. Each faculty should decide their policy on whether MP3 players should be allowed and ensure this is clearly communicated to students.

The use of music players outside of lessons is forbidden and such items will be confiscated.

MP3 players which are integrated into mobile phones are considered to be mobile phones and will be dealt with accordingly.

Mobile Phones

Mobiles phones are only allowed within the school site if a student has returned a permission slip acknowledging the risk of theft and loss.

Mobile phones must be switched off at all times whilst on the school site (including school fields etc)

Mobile phones must be kept in a pocket or school bag at all times (including break and lunch times)

Any mobile phone seen by a member of staff will be immediately confiscated and returned only to a parent of the child. No warnings will be given.

Lunchtimes

Students are generally not permitted to leave the school site at breaktimes or lunchtimes. In exceptional circumstances a lunch pass can be provided for students with a genuine requirement to return home. Lunch passes are only provided upon application by a parent or guardian / carer.

Certain areas of the school are out of bounds during the lunch hour :

- The upper floors of the William Shakespeare Building
- The upper floors of the Christopher Marlow building
- The entire Aphra Benn Building

The school operates a school canteen as well as two separate food stalls.

The school employs midday supervisors to oversee student behaviour at lunchtimes, in addition to staff who are on duty.

Litter

We believe strongly that all students bear a responsibility to keep the physical environment clean and free from litter.

Any student may be asked to pick up litter regardless of whether they are responsible for its creation.

Students who fail to follow an instruction to pick up litter will be treated as defiant and face the appropriate punishment.

Assemblies

Behaviour in assemblies is important to reinforce good conduct throughout the school. Students should arrive promptly at assembly and enter the hall in an orderly fashion. Coats and bags should be carried into the assembly area.

Staff should position themselves equally around the assembly hall to ensure students are well supervised.

School Journal

Journals should be used for:

- Recording homework set and when it should be handed in
- Student, parent and teacher comments (praise and concern)
- Important events

Give high priority to work with journals. Parents value these as a means of communication between home and school

Signing indicates to parents that you have seen messages from them and monitored the student's individual study for the week. You can also communicate messages to parents in the allotted space in the Journal

Playing Field Boundaries

Our Playing Field is shared with two other schools, where the students are much younger. It is important that we give them space to play and do not interfere with their enjoyment.

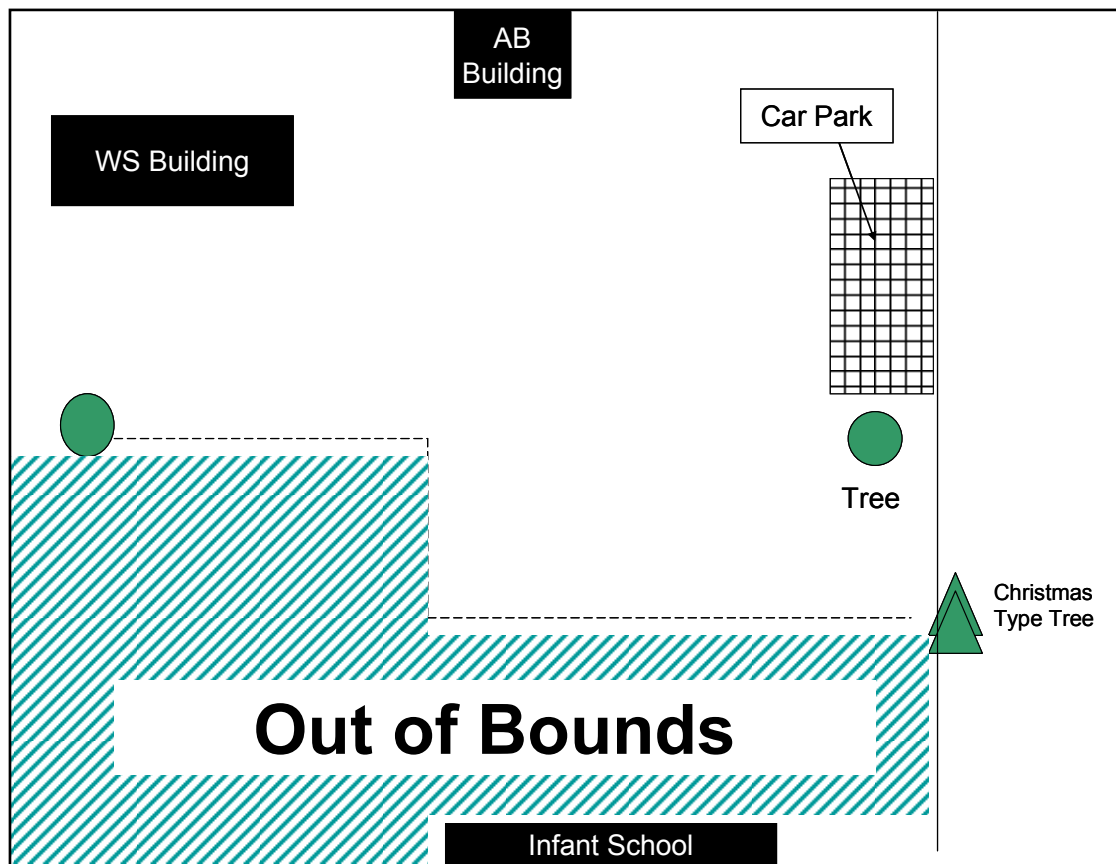
On the Junior School side of the field students must not go any further towards the junior school than the tree indicated on the plan.

On the Infant school side students must not go any further towards the infant school than the old Christmas tree on the far side of the field.

The map below shows where students can go and still be in bounds.

North Drive

The roadway to the north of the school site is out of bounds to all students during the lunch break. Students are permitted to access the learning zone at this time.



Key Role Descriptions

Role of the Form Tutor

Rationale

The Key role of the form tutor is to build relationships with the young people in their care. This over-riding responsibility can be exercised in a number of ways but most significantly in taking time to get to know each student in the group as an individual.

The strength of the pastoral guidance structures and procedures which operate at SCHS is built on the principle that the Tutor is the central focus through which all information is passed. This ensures a physically safe and emotionally secure environment for all students.

The Tutor's special responsibility is to help their students achieve success, enable growth, encourage and develop self esteem as they move towards adulthood. To this end Tutors have significant key tasks to perform.

Key Tasks

1. Monitor the ongoing wellbeing of all members of the tutor group and form relationships with individuals.
2. Carry out the required functions as directed by the Headteacher or his delegate:
 - a) Mark registers
 - b) Monitor lateness and report this information to HoY and then take action as appropriate
 - c) Pass on information received from parents for storage in a secure place
 - d) Communicate staff briefing information to students
3. Monitor performance throughout the students time at school and activate early intervention strategies to secure and or maintain success by:
 - a) Weekly journal checks
 - b) Taking appropriate action when given information from curriculum teams
 - c) Referring students in need of intervention and working with colleagues to ensure intervention is timely and appropriate.

- d) Receiving and taking into account information from Special Needs co-ordinator
- e) Responding to all success information, and actively praising students.
- f) Being an active part of an information loop between Tutor, HoY, Parent , to ensure all parties are kept informed
- g) Monitoring equipment and uniform to help ensure all students are in correct dress and have the appropriate equipment for school.

Distributing Letters and Newsletters

Form tutors are responsible for distributing newsletters and other material.

The following guidance for tutors applies :

When you have material to distribute, ensure that the group is seated.

Name and retain copies for absentees when appropriate.

Make time, where possible, to talk to the group about the contents of letters etc. Their responsibility in transmitting messages to parents will probably increase if they understand the letters are important

Role of the Midday Supervisor

Midday Supervisors are employed for the supervision of student areas during morning break and lunch. Break 11.15 to 11.30 and lunch from 12.30 to 1.25.

Areas of supervision, Main Hall, New Catering Hall, WS Atrium, School Gate and Foyer.

Main Duties :

- Maintenance of good order
- Supervision of the queues for the catering facilities.
- Supervision of the gate making sure students do not leave the premises without permission.
- Regulation of eating areas
- Wiping all tables towards the end of lunch with the cleaning solution and cloths provided.
- Ensuring Students put litter into bins

Additional Tasks

- During the first half of lunch one or two members of staff to supervise the lunch cart and queues in WS atrium. A rota will be displayed in the staff cupboard with who is covering which area on which day.
- All tables to be left out until at least 1.15pm to encourage students to sit and chat
- All the doors to be pegged back to improve access during break and lunch time
- Any poor behaviour to be reported using the school system.
- Prohibit students sitting on the stage during break and lunch time.
- Ensure no students are allowed to leave the gate without a note in a journal, valid lunch pass, note from a parent or staff member.
- Ensure student numbers are staggered when passing through to the counter so students can be properly supervised.

This cover is carried out in conjunction and with the support of teaching staff at the school.

Role of the Inclusion Co-Ordinator

Purpose and Scope

Under the direction of the Key Stage co-ordinators, to assist with the care of pupils, and to support their learning and development. To support the work of the Heads of Year in the day to day management of students attitudes and behaviour. A relevant qualification or suitable experience is desirable but not essential.

Principal Responsibilities

1. Under the direction of the key stage co-ordinators attend the learning and behavioural needs of pupils
2. Contact parents in relation to attendance and on other occasions as specified by the key stage co-ordinators
3. Assist class teachers with checking attendance of pupils
4. Undertake visits to middle schools in preparation for transition
5. Attend parents evenings and other appropriate parent events.
6. Supervise lunchtime detentions
7. Supervise specific students in exam conditions
8. Undertake Truancy sweeps and perform home visits.
9. Liaise with parents of specific students and attend meetings with outside agencies.
10. Prepare and monitor Pastoral support plans, IES's and lunchtime contracts.
11. Provide reports for SST and other meetings
12. Liaise with the Learning Zone and attend Learning Zone meetings.
13. Collect and supervise any work completed in the Inclusion Unit and return to staff.
14. under the direction of the key stage co-ordinators assist with observations of specified pupils in preparation for Behaviour support and pastoral support plans. In conjunction with class teachers carry out observations of identified pupils.
15. To record pupil incidents in readiness for appropriate members of staff to collate "round robins"
16. To develop appropriate resources for internally excluded pupils
17. To collect work from subject teachers for sending to excluded pupils
18. To undertake the monitoring of reports
19. To work as part of the inclusion team to manage and maintain the Inclusion unit

20. To meet with parents to discuss behavioural or attendance issues.

Reference to other policies

This policy should be read in conjunction with :

- Anti-Bullying Policy
- Child Protection Policy
- Confidentiality Policy
- Touch Policy
- Positive Handling policy
- Drugs Policy

Review

This policy will be reviewed on an annual basis.
Last reviewed September 2009.