

# THE SYDNEY RUSSELL SCHOOL



## Whole School Behaviour Strategy

v. December 2016



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## The Academy Trust's (Partnership Learning) commitment to the Whistleblowing Policy

This Whistleblowing Policy sets out our commitment to ensuring compliance with the requirements of the Public Interest Disclosure Act 1998 as amended by the Enterprise and Regulatory Reform Act 2013. We wish to encourage and enable employees and persons providing services on our behalf or to us to raise serious concerns within the organisation rather than overlooking the issue or 'blowing the whistle' outside.

### BEHAVIOUR STRATEGY

#### The Principles:

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;
- 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 school's strategy associated procedures.

#### Roles and Responsibilities:

The Governing Body will establish in consultation with the Headteacher, staff and parents the strategy 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.

- The Headteacher will be responsible for the implementation and day-to-day management of the strategy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the strategy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the strategy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the strategy 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 strategy and procedures consistently. The Governing Body, Headteacher and staff will seek to ensure there is no differential application of the strategy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also endeavour to ensure that the concerns of students are listened to and appropriately addressed.

- Parents and carers will take 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 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 strategy.
- Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school strategy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

## **Procedures:**

The procedures arising from this strategy are developed by the Headteacher in consultation with the staff. The procedures make clear to the students how acceptable standards of behaviour can be achieved and 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:**

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 of rewards is an emphasis on praise both informal and formal to individuals and groups.

## **Purposes for Reward System:**

- There are to be no 'invisible' students. We have to find the time to praise the students in our lessons that are doing what we want them to do.
- All research shows that praise and recognition impacts more upon behaviour and learning than punishment.
- No matter how short time is we need to make contact with every student.

## House System

The School has a House System which aims to create a sense of community, a sense of belonging, a place our students wanted to be. From September 2016, Sydney Russell introduced a brand new House System, consisting of five individual houses: Dragon, Griffin, Phoenix, Pegasus and Centaur. Students are randomly allocated a house at the start of Year 7 and will remain in that house for the rest of their time at our school. Each house is led by a 'Head of House', with the help of five House Captains, one from each house for every year group. It is their responsibility to promote, advertise house events and challenges and motivate as many students and staff as possible to take part and compete. It is the mission of every house to gain as many house points as possible in hope of winning the all-important 'House Cup'. The SIMS system will allow staff to award a commendation\* which is converted House points.

Commendations can be given for some of the following reasons:

How do students gain these points?

- Excellent Conduct (Inside and Outside Classroom)
- Class Effort
- Community Service
- Sporting Participation
- Extra-Curricular Activities
- House Challenge Participation/Winners

How do students lose these points?

- Relocations
- Lateness
- Detentions (Homework/Other)
- Littering
- Poor Conduct and Misbehaviour

You feel something the minute to walk into our doors and the House System is a contributor to that.

Sanctions:

### Purposes for Sanctions:

- To respond to inappropriate behaviour.
- For students to realise their role in the learning partnership.
- To provide a secure learning environment.
- To encourage personal development in order to function as a civilised member of society.
- For students to accept responsibility for their own behaviour.
- To prevent the disruption of the learning of all students.

A range of sanctions are 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.

When poor behaviour is identified, sanctions will be implemented consistently and fairly. The school will have a range of disciplinary measures in place. These can include:

- A verbal reprimand.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day.
- Missing break time.
- Detention including during lunch-time, after school and at weekends.
- Working in a supervised environment away from their peers
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring. This may include reporting to their tutor, Head of Year, AS tutor or other members of SLT.
- In more extreme cases the school may use temporary or permanent exclusion.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline pupils in certain circumstances when a pupil’s misbehaviour occurs outside of school.

### **Targeted Intervention:**

The Governing Body will seek to ensure that all available resources to promote inclusion and remove barriers to learning are appropriately targeted to provide effective intervention.

### **Training:**

The Governing Body will seek to ensure that appropriate high quality training on behaviour management is provided to support the implementation of the strategy.

### **Interrelationship with Other School Strategies:**

In order for the behaviour strategy to be effective, it will be implemented in conjunction with other school strategies, particularly equality of opportunity, special educational needs and anti-bullying.

### **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 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 strategy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The head will keep the Governing Body informed.

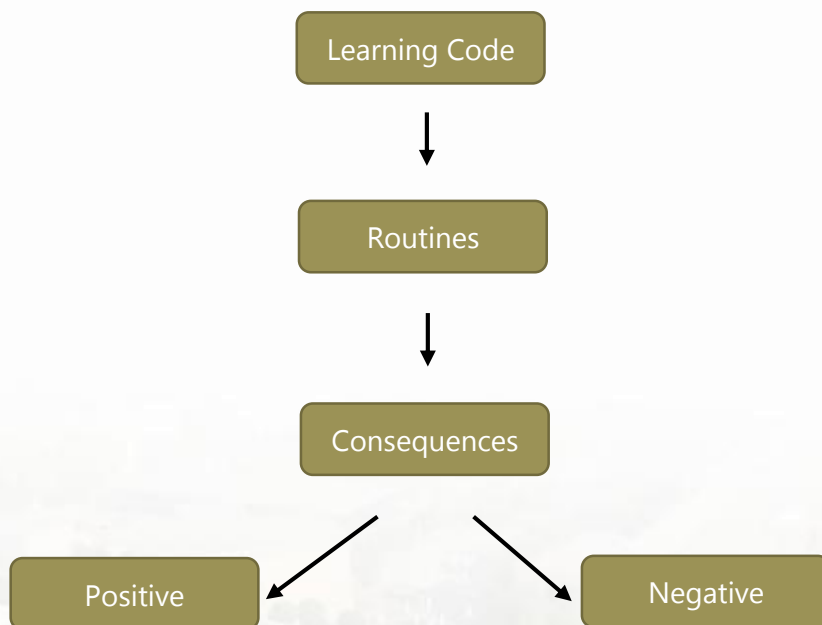
The Governing Body will regularly review this strategy and associated procedures, to ensure its continuing appropriateness and effectiveness.

## POSTITIVE BEHAVIOUR MANAGEMENT FRAMEWORK

### Rationale:

Consistency of delivery and expectations are a key element of ensuring that students are given clear guidelines of what is required, both academically and behaviourally. The behaviour management process at the Sydney Russell School is aimed at creating a positive and pleasant environment in which students can learn and teachers facilitate learning.

### Classroom Behaviour Plan





The management of behaviour has to encourage students to accept responsibility for their own behaviour and learning. At all stages of the process the students have to have choices and accept the consequences of these choices.

## **Guidelines for Positive Behaviour Management – Sanctions**

(See Relocations Pathway)

Students who break the learning code are given clear warnings:

- 1st warning
- 2nd warning
- Relocation

A student arriving five minutes or more after the start of a lesson without permission from a member of staff may be late relocated without warnings.

Warnings should be clear and allow time for student to take up.

e.g. “Kim, that’s your first warning. You were talking whilst I was speaking. That breaks our learning code”.

This warning system is for low level high frequency behaviour. Serious incidents are dealt with separately by requesting the student(s) to be removed.

Low level, high frequency behaviour includes, but is not limited to:

- Talking
- Being noisy
- Not working
- Being off-task
- Disturbing other students
- Interrupting etc.

Staff can relocate a student by completing the relocation pro-forma on their computer desktop and then sending the student directly to the relocation venue, the Canteen, where the Inclusion Coordinator will be expecting them.

If a student refuses to leave, there is a field on the relocation request form where you can notify relevant staff. Complete this, send the request and a Redcoat will come to the room and assist in removing the student.

The Inclusion Coordinator in the Canteen will monitor the students’ arrival time, set the detention, supervise them for the remainder of the period and chase up non-attenders. The Inclusion Coordinator will also be able to process those students without diaries and report back to Pastoral Leaders.

In some situations a Redcoat may need to place a relocated student in another area and not the canteen. Please be supportive if this is the case.

Relocations are recorded on SIMS in order to monitor students.

## Detention Procedures

Detentions are held after school in the canteen or with an individual staff member.

Relocation detentions are run centrally after school and staff supervise on a rota basis.

Late detentions are held on the same day.

Each after school detention will be led by a Pastoral Leader.

The prompt arrival of staff at detention is crucial if they are to be well run.

If you cannot attend the detention as scheduled you should make arrangements to swap with someone else and inform the relevant Head of Year for that detention night.

The duty rota distributes supervision over the term and amounts to each member of staff supporting the relocation detentions about once every 5-6 weeks.

Detentions begin promptly at 3:00pm. Duty staff are expected to supervise the first 30 minutes. The Inclusion Coordinator will supervise students beyond the first 30 minutes.

All students in relocation detention are expected to complete a relocation pro-forma and copy the Learning Code in silence. Non-compliance will result in the relocation detention in a further sanction. The Inclusion Coordinator will provide the necessary sheets and complete an attendance register/the signing of diaries.

Information on students who fail to attend or disrupt relocation detentions will be passed to the Head of Year for follow up.

The atmosphere we encourage in the relocation detentions is one of silence. Staff should maintain this and not enter into discussions with students.

Detentions can also be set by staff with departments or year teams for reasons such as:

- Failure to do homework
- Lateness
- Anti-social behaviour

Detentions longer than 30 minutes and up to a maximum of one hour must be recorded in the students' diary. Teachers are advised to give parents 24 hours' notice. As a general rule the school does not recommend whole class detentions.

Parental consent is not required for detentions regardless of whether suitable travel arrangements can be made with the pupil. It does not matter if making these arrangements is inconvenient for the parent.

Students who fail to attend a subject detention are referred in this first instance to the Head of Department. Heads of Departments are required to reset the detention. If a student fails to attend a rescheduled detention, Heads of Departments are to refer the student to their Head of Year, who will then decide an appropriate sanction.

There are academic panels which decide on the support and sanction given to students being regularly relocated. Sanctions and strategies available to panel may include:

- Requesting a meeting with parents
- Placing the student on report
- Issuing an inclusion
- Departmental isolation
- Referral to Learning Support Centre
- Referral to outside agencies
- Removal of privileges e.g. participation in school visits
- Request for involvement or further involvement of SENCO
- Frequent reporting throughout the day to named member of staff
- A change of teaching group/form group
- Joining the Academic Support group

## Serious Incidents

Serious incidents should be dealt with as quickly as possible. Any incident involving physical aggression or serious verbal abuse (e.g. swearing, sexist or racist abuse) to a member of staff must be reported via an incident form to a Pastoral Leader/Senior Leadership Team immediately.

Persistent or serious infractions of the School Behaviour Strategy may result in students/parents/carers being requested to appear before the Governing Body's Disciplinary Committee.

All members of staff witnessing a serious incident should make a written report using the school proforma as quickly as possible and send it to the person dealing with the incident or, if that is not known, to the Pastoral Leader/SLT.

## Racist incidents

We expect students to show respect and consideration for others. Racist language and abuse towards other students and staff will not be tolerated.

All racist incidents will be treated as a serious incident and the Procedure for Dealing with Serious Incidents will be followed.

## EXCLUSION STRATEGY

There are four categories of exclusion:

- One day Internal Isolation/Inclusion. This takes place in school in a designated venue. Students work in that venue all day and are generally supervised by a Member of Staff. Only SLT, HoYs, and AS Tutors can set a one day Internal Exclusion/Inclusion.
- Fixed term Internal Exclusion. This can be between 2-4 days and takes place in the Canteen/LSC where specialist support is given to the student to resolve the situation and prevent a reoccurrence. Only SLT can set a fixed term Internal Exclusion.
- Fixed term Exclusion. These are monitored by DCSF and are for 5 days or more. Only the Head Teacher or a Deputy Head acting for the Head Teacher can set a fixed term Exclusion. Ratification of these exclusions has to been done by the Governing Body's Disciplinary Committee. The LA will make arrangements to ensure the continuity of education for students on fixed term exclusions.
- Permanent Exclusion. This is when the Head Teacher has made a decision that a student may not return to school. This decision is only taken in response to 'serious breaches of school's behaviour strategy' and if allowing the student to remain in school would seriously harm the education or welfare of the student or of other students, staff or members of the wider community. Following the permanent exclusion hearing the parents have 15 days in which to appeal against the decision. Until this time period elapses the student remains the responsibility of the school.

When a decision to exclude has been made, parents are notified as quickly as possible. This may initially be by telephone call, followed by a letter. If the student is being looked after by the Local Authority, the Social Service department should be informed. Parents are legally required to ensure that their child is not present in a public place during school hours and they may be given a fixed penalty notice or prosecuted if they fail to do so.

The exclusion notification should state the reason for the exclusion, its duration and the date of the post exclusion meeting. It must also inform parents/carers of their right to make representation to the Governing Body.

The school works with outside agencies to assess the needs of pupils who display continuous disruptive behaviour.

## ASSAULTS ON STAFF AND OTHER SERIOUS INCIDENTS

1. All assaults on staff will be treated as a serious incident

However, the term 'assault' can be used to cover a very wide range of actions, ranging from pushing past someone, to using a weapon to cause serious injury. It would be wrong, therefore, and against the principles of natural justice, to have a blanket standard response which laid down the same action whatever the nature of the incident or the circumstances which led up to it.

2. All incidents will be dealt with individually, taking into account such factors as:

- the circumstances leading up to the incident;
- the nature of the incident.

3. If an incident is:

- Serious and/or sustained
- Pre-meditated
- Involving drugs or a weapon
- Following a warning

There is likely to be a strong case for the recommendation of permanent exclusion to the Governing Body.

4. All other cases (excluding the most minor forms of inappropriate physical contact) can result in:

- A lengthy fixed-term exclusion.
- The student appearing before the disciplinary panel of the Governing Body, at which their future in the school would be considered.
- If allowed to return to school, a formal Governors' warning that any repetition would result in permanent exclusion.
- Appropriate follow up, monitoring and intervention from the Inclusion Team.