

LITTLE HEATH SCHOOL

BEHAVIOUR POLICY

Purpose and Background

Outstanding student behaviour, in a positive learning environment, optimises the potential for success for all young people. High academic achievement is closely linked to good behaviour in lessons. Poor behaviour has an undoubtedly negative effect on learning. An organised, structured and orderly classroom, supported by outstanding teaching and learning is a core expectation and a fundamental right for all pupils.

This policy is based on the premise that every pupil should have the best opportunity to learn and should ultimately take responsibility for their learning.

For those students whose behaviour prevents themselves or others from learning, we must have a structured and consistent set of sanctions and procedures to deal with the poor behaviour. As such, this policy will identify the strategies and procedures that should be implemented to deal with aspects of poor behaviour that have a detrimental impact on teaching and learning. The policy also relates to the behaviour of pupils on the school premises at any time, or while representing the school on visits or other activities. Furthermore, it also relates to pupil behaviour whilst on the way to or home from school. It is a document that is also intended to clearly inform parents, carers and staff of high expectations.

Little Heath School is committed to working with students, parents/carers and the local authority to ensure outstanding behaviour for learning.

Policy Objectives

- To outline procedures used in school to manage behaviour deemed to be disruptive to learning, anti-social or dangerous to others.
- To make sure that all stakeholders are aware of procedures and expectations.
- To ensure that all students understand and are aware of appropriate behaviour in lessons and during unstructured school time.
- To offer support to all students and parents/carers where poor behaviour is a concern.

Management of Policy

School: This policy is managed by the Headteacher and the Senior Teacher responsible for Behaviour.

Governing Body: The Governing sub-committee responsible for Behaviour review this policy annually and recommend amendments as appropriate.

Approval: Through the School Community Committee to recommend to the Full Governing Body – 25 April 2017

Next review date: 2017/18

Associated Policies

- SENd Policy
- Anti-Bullying Policy
- Teaching and Learning Policy
- Health and safety Policy

Practice and Procedures

Little Heath School seeks the co-operation, involvement and support of parents, carers and all stakeholders in its efforts to encourage, recognise and reward outstanding behaviour within the school.

1. Parents, carers and students receive a home school agreement before the students start attending the school. This document explicitly outlines behavioural expectations. Therefore, by accepting a place at the school, parents, carers and students also sign up to the procedures, standards and rules of the school. 6th form students also sign a contract outlining expectations of work, attendance and behaviour.
2. Each student will work with a designated form tutor and Head of Year both of whom will reinforce and support behavioural expectations. The form tutor is the initial point of contact for any issues arising; however more serious concerns may involve the Head of Year or SLT year group link teacher.
3. The use of SIMS to record concerns and praise gives tutors the opportunity to oversee and initiate actions, immediately concerns arise. All aspects of serious concern should be written up by staff using the 'Pink System' of reporting as soon as possible, and processed initially through the department system or relevant line manager.
4. The analysis of information recorded on SIMS data will be used to support the monitoring of the behaviour of our students and the impact of the behaviour policy and reported back to the appropriate stakeholders.
5. There are explicit and unambiguous rules relating to the prohibited use of Ipods, mobile phones and other electronic devices in the classroom. Posters explaining this are displayed in classrooms and students are regularly reminded of expectations.
6. The use of a common language. "Being ready to learn", helps pupils and staff to have a clear understanding of the expected behaviour in the classroom.
7. Specific interventions/sanctions regarding poor or inappropriate student behaviour will initially be dealt with by the individual class teacher or lunchtime supervisor. If this intervention is not successful, department leaders, pastoral leaders and SLT link teachers will become involved. This level of involvement may result in withdrawal from lessons, curriculum areas, or internal/external exclusion.
8. Removal from a lesson for behaviour which "disrupts learning" will result in withdrawal from the lesson to 'Focus Plus' for that period, (or longer where more serious concerns have arisen). Contact with home will be made to inform parents/carers of the concern and department sanctions will follow.
9. There is a vibrant and dynamic School Council that works to ensure the Student Voice is heard and represented. Age appropriate respect, rights responsibilities are accorded to each year group.
10. General student rights and responsibilities are reviewed regularly through the School Council. These expectations are published, displayed in ALL classrooms and made available to parents through planners.
11. Standards of pupil behaviour and whole school practice is reviewed annually, recommendations for change suggested by the review may be implemented into future policies.

Sanctions

There are a variety of sanctions and interventions that can be deployed to help support outstanding student behaviour throughout the school community. These include:

- Informal reprimands.
- Formal reprimands – information relayed to parents/carers via telephone conversation and/or student planner.
- Withdrawal of break or lunch time (through departmental or year group detentions or internal exclusions).
- After school detentions (for which 24 hours written notice must be given or agreed by telephone conversation with parent/carers).
- Departmental report card.
- Head of Year report card.
- Community work detention to repay littering on site or damage to school property (overseen by a senior member of staff).
- Headteacher detention for incidents deemed to be of a more serious level than that which would result in break or lunchtime detention (held on a Friday afternoon or Thursday afternoon at the end of each full term).
- Fixed term internal and external exclusions will be levied where behaviour is deemed to have been violent, abusive, dangerous or persistently disruptive.
- The Headteacher and full Governing body have the authority and capacity to permanently exclude students where behaviour has persistently exceeded reasonable and acceptable limits of tolerance. The Headteacher and full Governing body also have the authority and capacity to permanently exclude students on the basis of a single incident if it is deemed to have been prejudicial to the safety and wellbeing of other students and staff.

Associated documents:

Behaviour and Discipline in Schools-Guide for Headteachers and School Staff – April 2012
Education Act 2011
Education and Inspection Act 2006
School Standards & Framework Act 2006

Appendices

Appendix 1: Exclusions
Appendix 2: Praise and Reward

Appendix 1:

EXCLUSION PROCEDURES

Little Heath School Behaviour Policy

Purpose and Background

At Little Heath School we:

- expect everyone to be ready to learn and prepared to take responsibility for his/her own learning;
- value the importance of good teaching and learning for every student;
- promote self-discipline, good behaviour and respect for others;
- ensure that all students are able to learn effectively without disruption caused by another.

We place great emphasis on positive reinforcement of behaviour through encouragement, incentives and rewards. However, if individuals choose to adopt unacceptable behaviour, school staff will implement relevant disciplinary measures. These will be proportionate to the offence, and applied fairly and in a non-discriminatory way. Exclusions are part of these disciplinary measures.

Roles and responsibilities of headteacher, other staff, governors

The **headteacher** will be responsible for ensuring that this policy is implemented and for reporting to governors on its impact. He will:

- inform the pupil's parent or carer of serious indiscipline and the sanctions, the period of any exclusion, and when permanent exclusion is judged to be necessary
- carry out an investigation to identify the reasons for the exclusion
- advise the parent/carer that they may make representations about the exclusion to the governing body's discipline committee
- advise the parent/carer how representations may be made, that they are responsible to ensure their child is not found in a public place, and what alternative education will be provided
- notify both the local authority and the governing body's discipline committee of the details of the exclusion, including the reasons for it, in the case of (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one; (b) a fixed-period exclusion of more than five days or which brings the days the pupils has been excluded in one term to more than five; (c) an exclusion that would result in the pupil losing the opportunity to take a public exam.

The **governing body** will:

- establish a Pupil Discipline Committee of three or five members and ensure that they receive training to fulfil their role. The headteacher will not be a member of this committee.
- The committee will have regard to any guidance given by the Secretary of State.
- For permanent exclusions and fixed-period exclusions of more than 15 school days in any one term, the committee will meet no earlier than the sixth school day and no later than the 15th school day if requested to do so by parents/carers.
- For fixed-period exclusions of more than five school days in any one term up to and including 15 school days, the committee will meet no earlier than the sixth school day and no later than the 50th school day after receiving notice of the exclusion.
- The minimum time limit will not apply to any exclusion which would result in a pupil losing an opportunity to take a public examination. In such cases the committee will try to meet before the date of the examination, and if this is not practical the chairman of the discipline committee will review the exclusion before that date.

- If the Pupil Discipline Committee decide that a pupil should be reinstated they will give the appropriate direction to the headteacher (who is under a duty to comply with it) and inform the parent and LA of their decision.
- If they decide that a pupil should not be reinstated, they will inform the parent, the headteacher and the LA of their decision. In the case of a permanent exclusion they will notify the parent in writing of their decision and the reasons for it within one day. The letter will advise the parent of his or her right to appeal against their decision, whom they should contact to lodge an appeal, the final date for this, and that the notice of appeal should set out the grounds of appeal.

Arrangements for monitoring and evaluation

The governing body will evaluate the impact of this policy by receiving data from the headteacher analysed by year group, gender, ethnicity, FSM, SEN and looked after children on:

- fixed-term and permanent exclusions – number of and analysis of behaviour
- number of SLT call-outs
- instances of bullying and action taken
- support provided for the victims

Prior to any review of the policy, feedback will be sought from the school council, staff and parents on the effectiveness of the policy.

Relevant Education Acts:

The Education Act 2002: Section 52

The Education (Pupil Exclusions and Appeals) (Maintained Schools) (England) Regulations 2002: SI 2002.3178

The Education (Pupil Exclusions and Appeals) (Pupil Referral Units) (England) Regulations: SI 2008/532

Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, April 2012

Purpose and Background

At Little Heath School we:

- Will praise and reward all students in a fair and consistent manner.
- Will try to increase student's attitude to learning in all lessons by providing an achievable praise system.
- Will keep parents informed of the progress that their children are making and how many achievement points they receive.
- Will use the achievement point's data and other measures to praise students.

We place great emphasis on ensuring all students are praised for doing well in and around the school site. All students, parents/carers and teachers are aware of the praise and reward procedure to ensure that it is well promoted throughout the school and to encourage a positive attitude to learning from all. All achievement points awarded will be recorded in school and the data will be used to identify students that may need intervention as well as those students who need to be congratulated.

Policy

Roles and Responsibilities of headteacher, staff and governors

The **headteacher** will be responsible for ensuring that this policy is implemented and for reporting to governors on its impact. He will:

- Ensure that an annual report is produced on the level of praise within the school.
- Attend praise assemblies for all year groups and invite specific groups to celebration events.
- Monitor staffs use of the praise system and ensure it is fair and consistent.
- Ensure there is a fair and reasonable praise budget for the whole school to be used across year groups.

The **staff** will be responsible for ensuring that they use the praise and reward system of the school. They will:

- Record achievement points onto SIMS when students deserve the necessary praise for working well in their lesson.
- Ensure verbal praise is continued to be given to students.
- Try to keep students motivated by using the whole school praise system.
- To relate the praise awarded to parents/carers during parental meetings, postcards and letters.

The **governing body** will:

- Monitor the use of praise and rewards within the school.
- Attend Presentation Evenings for Year 11 and Year 13.

Arrangements for monitoring and evaluation

The governing body will evaluate the impact of this policy by receiving achievement data from the school analysed by year group, subject, gender and other groups.

Prior to any review of the policy, feedback will be sought from the school council, staff and parents on the effectiveness of the policy.