Stockport School

BEHAVIOUR POLICY

This policy statement is not to be read in isolation, but in conjunction with other school policies (with particular reference to SEN, bullying, equality and diversity, rewards, drugs alcohol and substance abuse and safeguarding policies) and the latest DfE advice 'Behaviour and Discipline in Schools: Advice for Headteachers and school staff' – January 2016

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN).

This policy applies to all aspects of school life: inside the classroom, out on the playground/school field, travelling to and from school, wearing school uniform (or in some other way identifiable as a pupil at the school), as well as when pupils are undertaking an educational visit off-site or school related activity. If these conditions do not apply and if misbehaviour could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school then the behaviour policy can still apply.

Behaviour Management Policy

Stockport School, the staff at Stockport School and the Governing Body seek to create an environment which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

We believe that a positive working relationship with parents and carers is fundamental to ensuring the best quality education for your children.

The School Aims

1. To create an environment, which encourages and reinforces good behaviour

2. To promote self-discipline and positive relationships

3. To ensure that the School's expectations and strategies are widely known and understood

4. To encourage the involvement of both home and School in the implementation of this policy

Setting the context of the Behaviour Policy

Stockport School staff and the Governing Body have an important responsibility to model high standards of behaviour, both in their dealings with the students and with each other as their example has an important influence on students. We believe that as adults we should aim to:

1. Create a positive climate with realistic expectations

2. Emphasise the importance of being valued as an individual within the group

3. Promote through example; honesty, tolerance and courtesy

4. Provide a supportive, inclusive, caring and effective learning environment

5. Encourage relationships based on kindness, respect and understanding of the needs of others

6. Ensure fair treatment for all regardless of age, gender, race, ability and disability

7. Value the rights and property of each individual through the promotion of honesty and respect

8. Reject bullying and dishonesty and encourage the development of co-operation, self-discipline and responsibility

9. Encourage development of self-respect and maturity, enabling growth towards becoming worthy citizens by promoting moral and social values

10. Show appreciation of the efforts and contribution of all

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The Curriculum and Learning

Stockport School believes 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 objectives, understood by the students, and differentiated to meet the needs of students of different abilities. 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 their efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teacher and student, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way the students behave. Overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the students to work in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

Rewards & Recognition

Emphasis should be on rewards and recognition to reinforce good behaviour. (See rewards policy) Rewards and recognition have a motivational role, helping students to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. Praise can be earned by the maintenance of good standards as well as particularly noteworthy achievements. Students can be rewarded in the following ways:

- Verbal praise, in a variety of contexts (e.g. on an individual basis or during class)

- Collective or individual praise in assemblies (e.g. good behaviour during an off-site School visit)

- The earning/obtaining of Vivo Points for good work and academic achievement with points accruing which enable students to choose prizes of their choice from an online brochure

- Written or verbal or telephone communication with home praising high standards of behaviour

- Non-uniform days and end of year outings, which reward high standards, including behaviour

- 'Here to Learn' awards – non-uniform days

- 'Postcards of Praise' sent home if students have worked particularly hard

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a strong need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the School community.

The use of sanctions will be characterised by two features:

1. It must be clear why the sanction is being applied.
2. It must be made clear what changes in behaviour are required to avoid future punishments.

Sanctions may include the following:

- Expressions of disapproval
- Withdrawal of privileges
- Detentions; break-time, lunch-time or after-school
- Referral to Form Tutor, Director of Progress, Pastoral Manager, Deputy Headteacher or Headteacher
- Letter or phone call to parents/carers
- Placing on a Daily/Weekly Behaviour Report System:
  Level 1: Form Tutor, **Level 2**: Pastoral Manager, **Level 3:** Director of Progress, **Level 4:** Deputy Headteacher/ Headteacher
- Intex (Internal exclusion)
- Exclusion from the School (Headteacher decision only)
- Referral to the School's Governing Body

Where antisocial, disruptive or aggressive behaviour is frequent and recurs and these sanctions have not brought about any improvement, it may be necessary to refer students to other agencies (i.e. Behaviour Support Service/ Educational Psychologist) to receive specialist help.

All staff follow the formal Behaviour Management procedure when dealing with misbehaviour around the School and in lessons.

Searching Students:

There may be occasions where it is deemed necessary for staff to search students.

Power to search students without consent. Staff may conduct a search for the following prohibited items-

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Communication with Parent(s)/Carer(s)

Stockport School gives high priority to clear communication and to a positive partnership with parents and carers, since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a student is giving cause for concern it is important that all those working with that student in the School are aware of those concerns, and of the steps, which are being taken in response. The key staff in this process are the Form Tutor who has the initial responsibility for the student's welfare along with the Key Stage Director of Progress and Pastoral Manager.

Links with the Community

Stockport School aims to instil a sense of citizenship, community, and belonging within all of its students, and as such gives a high priority to the way that its students conduct themselves within the local neighbourhood. The aim is that students behave in a way that will make people glad that Stockport School is part of their community.

Stockport School

Code of Conduct
(As agreed by students, staff, & governors)

As staff, students and representatives of our school, in and around Stockport School and the wider community, we agree to:

- ✓ Treat everyone as you would like to be treated

- ✓ Respect people of all races and their beliefs

- ✓ Be caring, courteous and considerate

- ✓ Respect school property at all times

- ✓ Respect other people's possessions

- ✓ Always do your best to be punctual

- ✓ Always be sensible around the school

- ✓ Always be polite and helpful

- ✓ Be honest

Stockport School Rules
(Agreed by students, staff, & governors)

- Bullying is not tolerated within Stockport School. Any instances of bullying will be dealt with severely.

- Disciplinary action will be taken against students who engage in serious verbal abuse of any member of the School community.

- Disciplinary action will be taken against students who engage in fighting, or other aggressive, threatening, or intimidating behaviour within the School.

- Disciplinary action will be taken against students who continually disrupt the learning of others.

- Regulation uniform is obligatory for Years 7 to 11. Please refer to the Uniform Policy for details.

- No make-up, nail varnish, acrylic nails, extreme hair colours or styles may be worn by students in Years 7 to 11.

- No facial/other piercings (other than ears) permitted. No 'spacer' ear-rings permitted: only one small stud in each ear lobe.

- Outdoor clothing must be removed in the building. Students should not come to school in hooded tops/non-school style jumpers as these are unacceptable uniform items and will be confiscated to be collected by a parent/carer or other responsible adult.

- Basic equipment including pens, pencils, ruler, eraser, calculator, and coloured pencils are needed for every lesson and should be brought in a suitable bag capable of carrying A4 size paper.

- Homework is an essential part of succeeding at Stockport School and should be handed in on time.

- Mobile telephones are to be fully switched off from 8.40am until the end of each school day to include break and lunch times. They must not be used for communication of any type or for photography on the school premises including the dining room and school grounds and should not be seen in School

  (with the exception of GCSE Computer Studies, GCSE Photography and possibly GCSE MFL at the teachers discretion).

- Any phones in use during the school day will be confiscated and a parent or carer will be required to collect it from the main school office. Parents(s)/Carer(s) who need to contact their child urgently are to contact the School Office on 0161 483 3622.

- All property should be respected, and damage and graffiti is not allowed in any circumstances.

- All textbooks, library books, and other Stockport School resources must be returned immediately upon request.

- Chewing gum must not be brought into Stockport School, or used in or around the school premises.

- Energy/high caffeine drinks are not permitted and must not be brought into school. Once confiscated, they w 6 not be returned.

- Aerosols (deodorants/hairspray etc) are not permitted and must not be brought into school. Once confiscated, they will not be returned.

- <u>Leave of absence except in illness or emergency</u>: Students may not be absent without permission from the Headteacher. A student who has been absent must bring a note stating the dates and cause of absence. If leave of absence is desired for some special reason, permission must be asked from the Headteacher/Attendance Manager in advance.

- Parent(s)/carer(s) should contact the School <u>before 08.50am</u> on the first morning of absence in order to reduce unexplained absence and unnecessary concern. Students must bring a note of explanation to their Form Tutor/Attendance Manager, giving dates and reasons for their period of absence upon the day of their return, written, signed and dated by their parent(s)/carer(s).

- No student in Year 7 to Year 11 (with the exception of Year 11 Prefects and House Captains) may leave the premises for any reason during normal School hours without the permission of the Pastoral Manager or Director of Progress or Senior Leadership Team.

- All personal property brought into the School (including watches, pens and purses) should be marked with the name of the owner in full.

- Articles of value, or large sums of money should not be brought into the School. If it is ever necessary to do so, the Form Teacher must be informed, and money must be left with the Finance Office.

- Avoid bringing in any expensive property (e.g. mobile phones, MP3 players), which is not essential for learning in to School. No personal possessions must be left in classrooms at any time, the School is unable to take responsibility for any personal possessions and belongings.

- Students are allowed to eat packed lunches/cold food outside when the weather is good enough, but must <u>NEVER</u>, under any circumstances, take out trays, crockery or cutlery. If these items are required for the meal, then it <u>MUST</u> be eaten inside the Dining Room. All rubbish material must be placed in a bin.

- Money may not be raised or collected without the permission of the School Business Manager.

- Students should use the toilet at break and lunchtime. A teacher will allow a student to go to the toilet during lesson only if there are special circumstances.

- Certain subjects e.g. ICT, Technology, Science, Performing Arts (Drama and Dance) and P.E. have special rules which must be obeyed for the safety of all students.

- Disciplinary action will be taken against students who smoke on the School premises, or are found in possession of cigarettes or any illegal substances on the School premises, or who smoke or use any illegal substances in any public place while wearing any item of School uniform. (See drugs alcohol and substance abuse policy)

- Disciplinary action will be taken against students who bring alcoholic drink into the School, or who consume alcohol while on School premises, or who do so in a public place whilst wearing any item of School uniform. (See drugs alcohol and substance abuse policy)

- The Headteacher may decide to include other reasonable rules which enforce good order within the School learning environment.

Behaviour Management Policy

The Behaviour Management Process

Behaviour Referral Routes – The R1, R2 and R3 system

Stockport School uses a Referral 1 (R1), Referral 2 (R2) and a Referral 3 (R3) system to keep track of behaviour incidents. Behaviour Referrals can be issued inside or outside the classroom and details of all incidents are stored on student records on the school computer system. The R2 and R3 Behaviour Referrals are a detailed written report of the incident which become part of the student's school record on SIMS. Each behaviour referral is awarded a number of Behaviour Points which go towards a students' total in the school Debit/Credit system and will affect their Vivo/Positive Behaviour Points.

Behaviour Referral	Originator	Action	Referred to:
R1 – **1 behaviour point** Issued after verbal warning to student	Class Teacher Form Tutor	• Usually issued, actioned and input on SIMS in the classroom by the Class Teacher/Form Tutor	Usually no further action
R2 – **2 behaviour points** More serious behaviour, issued after verbal warning to student	Class Teacher Form Tutor Pastoral Manager Director of Progress	• Usually actioned in the classroom by the Class Teacher/Form Tutor or Director of Subject • An R2 paper referral form which is a detailed written report of the incident and is completed in **all** cases by the originator	• Class Teacher/Form Tutor or Director of Subject or escalated to Director of Progress/Pastoral Manager to action appropriately
R3 – **3 behaviour points** Serious incidents, dangerous behaviour dealt with as a matter of urgency	Class Teacher Form Tutor Pastoral Manager Director of Progress Senior Leadership Team	• Usually passed straight to the Director of Progress or Pastoral Manager and the Senior Leadership Team may be involved • Incident is usually dealt with immediately • An R3 paper referral form which is a detailed written report is completed in **all** cases by the originator	• Director of Progress/Pastoral Manager or Senior Leadership Team/Headteacher will action appropriately
The Director of Alternative Provision, Directors of Intervention and Behaviour Manager may be involved at any stages following referral by Senior Leadership Team or Director of Progress			

Behaviour Referral Routes – The R1, R2 and R3 system (cont)

All behaviour incidents are recorded. R1 incidents which usually occur in the classroom are input directly onto the computer system by the Class Teacher or other staff member. R2/R3 incident types which are usually more serious are written up on a R2/R3 referral Form and are dealt with whether it be by the Class Teacher or other staff member for an R1, or the writing up of an R2/R3 Referral Form for more serious incident types which are then input onto SIMS computer system by admin staff in the main office.

Tracking Behaviour Referrals for KS3

Where there is further concern about behaviour and a child has accumulated numbers of behaviour referrals, further action needs to be put in place to ensure that their behaviour is being monitored and that it does not become worse and will hopefully improve.

Numbers of behaviour referrals will be tracked by the Pastoral Managers and Directors of Progress weekly, per term for each particular year group and the following thresholds are usually set:

5 Behaviour points

- School Detention (1 hour) with a letter home and text/email to parent with details of the behaviour points

10 Behaviour points

- School Detention (1 hour) with a letter home and text/email to parent with details of the behaviour points

- Form Tutor Report

20 Behaviour points

- A day in Internal Exclusion (Intex)

- School Detention (1 hour) with a letter home and text/email to parent with details of the behaviour points

- Parent Interview with Pastoral Manager and Director of Progress

- Director of Progress/Pastoral Manager Report

30 Behaviour Points

- 2 days in Internal Exclusion (Intex) and a letter/call home and possibility of meeting with parents

- School Detention (1 hour) with a letter home and text/email to parent with details of the behaviour points

- Deputy Headteacher/ Headteacher Report

- Behaviour Contract considered. PSP and IBP considered. Behaviour Support Services considered

- Close monitoring of student behaviour

Behaviour Management Policy

Addressing and Actioning Poor Behaviour for Learning

On Report:

LEVEL 1: Form Tutor Report (Green)
LEVEL 2: Pastoral Manager Report (Yellow)
LEVEL 3: Director of Progress (Orange)
LEVEL 4: Senior Leader Report (Red)

Positive Report: Form Tutor/Pastoral Manager/Director of Progress (Blue)
Positive Report cards are not a sanction and are issued at the discretion of the Pastoral Manager to encourage students and recognise their positive attributes.

Attendance/Punctuality Report: Attendance Manager/Pastoral Manager/Director of Progress (White)
Attendance/Punctuality Report cards are to monitor where truancy or lateness is an issue.

A student will be placed on Report (this can be for Positive, Monitoring or Attendance/Punctuality) by way of different Report cards. This will enable staff, Tutors, Pastoral Managers, Directors of Progress and Senior Leaders to check and monitor behaviour and progress for individual lessons. These Report cards must be checked by the relevant staff - Tutor, Pastoral, Director of Progress or Senior Leader – daily.

- Students who achieve a '4' once or more in a day will have an automatic lunchtime detention the following day (use the OfficeStaff email address to inform the main office and the student will be put on the lunchtime detention list)
- Two or more '3's' in a day will result in a 10 minute detention at the end of the day with their Form Tutor/Pastoral Manager
- Students who achieve consistently poor daily levels will be placed in lunchtime detention (use the OfficeStaff email address to inform the main office and the student will be put on the lunchtime detention list)
- Students are to stay on report for a minimum of two weeks. This may extend to three weeks if improvements are not made
- Failure to improve after three weeks will result in progression to Pastoral or Director of Progress Report
- The Report system will be re-set each full term with the exception of those students whose report cycle crosses the end of term

'On Call':

The 'On call' system is used for disruption where a student has to be removed from the classroom because he/she is preventing the class from learning or the teacher from teaching. Examples of this may be: refusal to move seat when asked, constant disruption, confrontation, assault on another student, abusive language to students or staff and other R2/R3 type behaviours (see earlier). Students who have been removed from lessons are usually sent to work in isolation/away from their class for the remainder of that particular lesson. This could be with the Director of Subject, Pastoral Manager, Director of Progress or in Intex.

A lunch-time detention is issued to the student as an action to them being 'On Called'. The 'On Call' is logged and input onto the SIMS computer system by the office as a record of the student causing disruption to the learning of others by being removed from the lesson.

A SIMS computer system report is run fortnightly for the numbers of students who have been 'On Called' and letters are sent home to parents/carers to inform them that their child has been removed from lesson(s) due to disruption. The system is monitored by the Behaviour Manager, Pastoral Manager, Directors of Progress, Directors of Subject and the Senior Leadership Team and students who are persistently removed from lessons due to disruption will be dealt with additionally.

Behaviour Management Policy

Addressing and Actioning Poor Behaviour for Learning

Detentions:

Lunchtime and after school detentions can be issued as and when appropriate and may be department-based, pastoral-based or whole school.

Lunchtime Detentions:

These will be issued automatically for:
- Whenever a student is sent out of a lesson for disruption and 'On Call' is used.
- Where behaviour is deemed inappropriate by Pastoral Manager, Behaviour Manager or Senior Leadership Team.
- Parents are not necessarily informed when their child has been issued with a lunchtime detention.
- They are 15 minutes in duration or 25 minutes for students who have not attended on the first request.
- Students still have time to get some lunch after the detention or can eat during the period of sanction.

Department After School Detentions - from 3.20pm to 3.50pm (or 30 mins after school):

Each subject department administer their own detentions. Parents and students will be given at least 24 hours' notice in the form of a phone call or letter home which is made or issued by the department.

Whole School Detentions - from 3.25 to 4.25pm (1 hour) on Wednesdays or 3.00 to 4.00pm (1 hour) on Fridays

Pastoral Leaders, Directors of Progress, the Behaviour Manager or members of the SLT will authorise school detentions and they will be collated and issued by the main school office.

School Detentions will be issued automatically for:
2 Late marks in one week (from the morning or afternoon registration), truanting, excess behaviour referrals, non-attendance at Department Detentions or other inappropriate behaviour.

Protocol for After School and Whole School Detentions:

School Detentions are sanctioned by the appropriate Staff Member/Pastoral Leader/Behaviour Manager and the letter is then sent home via the student or by post from the main school office to parents/carers and a text message/email is also sent with at least 24 hours' notice.

- Copies of the letter are given to students so they are aware of the detentions and to take home to parents/carers to make them aware also
- A text message is sent out to parents/carers to inform them of the detention with at least 24 hours' notice
- A reminder is sent out to the student on the day of the detention.

Any student who fails to attend their detention on Wednesday will be automatically issued with a detention on the Friday of the same week. If the detention is missed again, further action may be taken which could result in the student being placed in Intex.

Intex (Internal Exclusion):

This is a facility introduced to minimise exclusions where students will work in isolation for the period determined. Students will complete work set during the course of the day which is slightly outside normal school hours - 9am start and upto a 4.30pm finish. Students may earn time back for good behaviour and completion of all work set.

A period in Intex will be issued automatically for: Smoking, Truanting, Bullying.

Behaviour Management Policy

Key Areas

Stockport School is aware that there are several key areas that must underpin the School Behaviour Management Policy and will always seek to create an environment which encourages and reinforces good behaviour both during and as an outcome of the educational process.

1) **A Whole School Policy on Anti-Bullying**

Stockport School has an Anti-bullying Policy, which is regularly reviewed. This provides guidance and advice for students, parent(s)/carer(s), staff and governors. The strategies adopted attempt to create an ethos in the School, which does not tolerate the oppression of one person by another, in other words bullying. The review process centres around the views and opinions of the student body.

2) **The Pastoral System of Pastoral Managers and Form Tutors**

This plays an extremely important role in dealing with issues such as bullying, liaising with subject faculties when students face behavioural problems, which effect work and motivation. Especially important however, are the positive links made with parent(s)/carer(s) who are contacted and consulted as soon as possible.

3) **Support Staff**

Admin Staff, Teaching Assistants, Inclusion and Intervention Officers, Technicians, Kitchen Staff and Site Staff all regularly meet students and need to deal with a wide variety of student behaviour. It is vital that all adults working in Stockport School support each other and share the same values about student behaviour. Liaison and consultation between teaching and support staff can only help create an orderly, supportive atmosphere for all students.

4) **Social Inclusion**

Social Inclusion, the primary aim of which is to support students whose circumstances make them vulnerable to underachievement. Monitoring of identifiable groups of students who may need extra support in terms of behaviour and achievement is also important in avoiding disaffection, low motivation and the poor behaviour that may result. Stockport School has a number of strategies and projects in place to support such students.

5) **Special Educational Needs**

The SENCO (Special Educational Needs Co-ordinator) and her team play a pivotal role in co-ordinating and targeting support for students whose learning needs if left unmet could lead to frustration, embarrassment and poor behaviour. Stockport School values the SENCO's advice and guidance available to all teaching colleagues so that the curriculum is accessible to every student. The co-ordinators of Special Educational Needs and the Pastoral Team liaise on a regular basis. (Please see the School's Inclusion/SEN policy for full details).

6) **Primary Liaison**

The successful transfer of students from primary to secondary education provides Year 7 students with a secure and rewarding start at Stockport School. The Director of Progress for KS2/KS3 and the Year 7 Pastoral Manager share overall responsibility for managing effective transition processes within the School. All staffing areas of the School however, take part in the extensive induction programme available to our new students (the current year 6) and their parent(s)/carer(s) each year.

7) Equal Opportunities

Effective policy in this area has a significant impact on behaviour and attitudes within the School. Poor behaviour can result from a sense of real or perceived injustice. (See the equality and diversity policy for full details).

8) Other Aspects of School Organisation Influencing Behaviour

- Effective Duty Teams.
- Availability of Senior and Middle Management during the School day.
- School Councils form an essential forum for student opinions on how the School can be improved.
- Provision at break and lunchtimes for bad weather.
- The promotion and development of extra-curricular and extensive enrichment activities.

9) The School's Relationship with External Agencies

It is our School policy to foster, maintain and improve links with external support agencies. The School's linked Educational Welfare Officer liaises with the Directors of Progress, Pastoral Managers, Attendance Manager and the SLT on a regular basis, dealing with home problems, many of which can lead to truancy or prolonged absence.

The other external support agencies such as Social Services, School Psychological Service, the Behaviour Support Service, Signpost for Stockport Young Carers and the Primary Trust Nurse meet with the Pastoral staff on a regular basis to discuss deep-seated or more serious problems, which affect individual students. The increasing use of Pastoral Support Plans and Intervention Plans for children with behavioural difficulties means that external agencies are often involved in the setting up and monitoring of such plans. Looked after Children within the School have regular Statutory Social Services Reviews, which involve the Pastoral staff with responsibility for Looked After Children. In addition to these meetings, these external support services are called in at short notice by the Pastoral Managers, Directors of Progress, SENCO and SLT as and when serious problems arise.

The Community Police Officer and Primary Trust Nurse visit the School regularly and help to deliver part of the PSHCE curriculum. The School also works closely with the Youth Service and the Stockport Careers Partnership (Services for Young People) in order to motivate and focus students. The School is also working hard to develop and maintain stronger links with local community organisations, which aim to support students who find secondary education difficult.

10) Review

This policy and procedure will be reviewed when there are changes in the law, or in accordance with the schedule drawn up by the Headteacher and agreed by the Governing Body and Local Authority.

Review Date : Nov 2019

Notes