



## **BEHAVIOUR POLICY**

**Date of Adoption by Governing Body:** \_\_\_\_\_

**Chair of Governor's Signature:** \_\_\_\_\_

**Date to be Reviewed: September 2017**

# INTRODUCTION

## Why do we need a 'Behaviour for Learning' Policy?

All students whatever their ability, talents, learning or behaviour difficulties, need to learn how to live harmoniously within society. School is an example of such a society and aims to give students the framework for acceptable behaviour and values which will prepare them to be responsible adults.

We, the school, must provide a civilised, disciplined, safe and supportive learning environment in which every member of the school can develop to their full potential. Each student must develop a sense of personal responsibility and appropriate behaviour, based on courtesy, respect for each other, high standards and moral values. We therefore must operate a 'Behaviour for Learning' Policy to help achieve this by putting into action these simple aims:

- To promote **acceptable standards of behaviour** and expectations from all students.
- To promote a **positive ethos** and codes of behaviour
- To promote a **clear and consistent approach** to behaviour and discipline throughout school.
- To promote the values of **self-discipline** and **responsibility**
- To promote **effective reward systems**
- To promote **good attendance** and punctuality.

This guide sets out how staff, students and parents can work together to promote and foster good behaviour in the school environment as well as developing a responsible approach in such areas as Attendance and Homework. The guide also outlines our approaches to promoting Positive Behaviour and the disciplinary measures which must be taken to safeguard the school as a safe learning environment.

## Rationale

The rationale behind the Behaviour Policy is to reduce the number of incidents that escalate up, to involve the Heads of Department and Heads of Year in the behaviour of the students in their department and year groups and to give staff at all levels clear protocols when dealing with more difficult students.

The key to any Behaviour System is that we all work together consistently. Behaviour is everyone's responsibility. If we all play our part we can take control and set high expectations.

## SCHOOL AIMS

At The Joseph Rowntree School we aim:

- To provide a safe, stimulating and enjoyable, learning environment in which all feel valued and grow in confidence through success;
- To promote personal responsibility, and appropriate behaviour, based on courtesy, respect for each other, high standards and moral values;
- To provide a broad, balanced curriculum which meets all students' learning needs, enables them to realise their full potential, and achieve the best possible qualifications;

- To prepare the students for further learning and life as responsible citizens in our modern technological society;
- To foster strong partnerships with parents and the local community, based on openness, mutual understanding, and a desire to promote learning and personal development;
- To be a caring community which supports and develops our staff and students, by seeking continuously to improve the quality of education and performance.

## THE JOSEPH ROWNTREE EXPECTATIONS

We keep school rules to a minimum and they form a set of expectations. They are displayed in every teaching room/area and are summarised in this simple manner.

- ARRIVE ON TIME, FULLY EQUIPED AND READY FOR LEARNING
- ALWAYS FOLLOW INSTRUCTIONS AND GIVE YOUR BEST EFFORT
- SHOW RESPECT FOR YOURSELF, OTHERS AND THE ENVIRONMENT

### Encouraging Good Behaviour

Just like any other subject, the school must teach and promote good behaviour. Staff model good behaviour, students copy it and are praised for their actions. All staff must have high expectations of students. It is essential that students understand what is expected of them and that they know there are good consequences for behaving in certain ways and less desirable consequences for behaving unacceptably.

Everyone must work towards making The Joseph Rowntree School an orderly place to be, with a positive ethos. The one rule for all individuals within the Joseph Rowntree School is that everyone should act with courtesy and consideration towards others at all times. **“Treat others as you would wish to be treated”**.

As a minimum we expect students to:

- Arrive on time to school and lessons
- Arrive to every lesson with their school planner
- Have in school all the books/equipment necessary.
- Complete coursework and homework for the correct deadline.
- Co-operate in ensuring learning is able to take place in the classroom and teachers are able to teach.
- Show good manners
- Be responsible for their own behaviour throughout school.
- Respect other people’s property and the environment.
- Be in full school uniform

For their part, we expect teaching staff to:

- Set high expectations of all students.
- Operate the school system based on rewards and sanctions.
- Recognise achievement and use encouragement.
- Treat students with mutual respect, fairness and consistency.
- Boost students’ self-esteem wherever possible.
- Develop the student’s awareness of right and wrong.

## PRINCIPLES

We will encourage and promote good behaviour by expecting it.

- The Behaviour policy is designed to support students in achieving this expectation by providing guidance in terms of our expectations, rewards and sanctions systems.
- The Behaviour policy emphasises the Rewards for students in recognition of hard work, improved effort, good and improved attendance, attitude to learning and achievements in lessons, behaviour and attitude around school and also out of school.
- We believe the Behaviour policy supports effective teaching and learning which takes place in a climate of:
  - Mutual respect
  - Fairness and equality
  - Openness and clarity
  - Consistency
  - Flexibility to meet individual needs
  - Inclusion
- The Behaviour policy endorses the 5 key outcomes of “Every Child Matters”:
  - Being Healthy
  - Staying safe
  - Enjoying and achieving
  - Making a positive contribution
  - Achieving economic and social well-being.

## PROMOTING POSITIVE STUDENT BEHAVIOUR

*“You have to change things in order to effect change”  
“Persistency and consistency”*

We aim to equip students for a purposeful life in the community through the acquisition of basic skills and the qualities of self discipline, tolerance and compassion.

The main ways in which we seek to maintain high standards of behaviour and discipline in every aspect of our work, both consciously and unconsciously are fundamental to our structures and systems underpinning promoting positive behaviour.

We aim to be fair and positive, whilst at the same time making it clear where the boundaries of acceptable behaviour lie and what the consequences will be if these boundaries are crossed. In this way we hope to establish a safe and disciplined environment where we can focus on our core purpose: successful teaching and learning to raise levels of student achievement and attainment, maximising students’ success in every aspect of school life.

## PARTNERSHIPS

We believe that the strong partnership of parents, students and school staff is vital to the education of each young person. The ‘Home-School Agreement’ promotes this partnership working with parents and students, to ensure a high quality education enabling students to make the best of their ability, in a disciplined learning environment with clearly set out guidance for behaviour in school

## **The Positive Behaviour initiative is founded on three basic concepts**

1. All people enjoy being effectively rewarded for their efforts;
2. Most people need clear guidelines in terms of what constitutes acceptable behaviour;
3. Clear and effective communication between teachers, parents and students is essential in a successful school.

## **Why does The Joseph Rowntree School need Positive Behaviour?**

1. To promote an effective learning environment in which individual students of all abilities can flourish.
2. To celebrate the success and achievement of students at all levels.
3. To reduce the levels of confrontation between students and between students and teachers.

## **Our system:**

- All staff and students will operate using our School Expectations system which incorporates the use of the SMART mark system as part of our rewards and sanctions.
- The Student Planner is designed with a focus for communication between home and school in mind. It needs to be with students in school and out on the desk at the start of each lesson.
- There is a School Expectations diagram displayed in every classroom outlining what we expect from students. This is also included in the student planner.
- All rewards are given to students initially in the form of 50 'SMART marks' per week based on good attendance and supplemented through awards for good Attitude to Learning grades and through the collection of positive stamps in the student planner. The accumulation of SMART marks will then lead to the award of certificates and a further incentive to behave well and work hard is the opportunity to exchange SMART marks for goods in the School SMART Shop. Students must earn 1250 SMART Marks and must also have Head of Year approval to attend the end of year trip/activity.
- Students who have demonstrated outstanding effort or ability, can receive a subject postcard at any stage of the year from any member of staff congratulating them. These postcards also enter the student into a regular prize draw within their particular year group. Through the accumulation of postcards students will also gain access to the Headteachers rewards trips/activities.
- A clear disciplinary system operates so that all students become aware of the consequences of behaviour which is deemed unacceptable. This is also linked into the SMART mark system as students lose marks through poor behaviour.

# RULES

All organisations in society operate clear rules to establish what is and is not acceptable, this is also the case with school. It is important that all members of The Joseph Rowntree School subscribe to and abide by our clearly defined systems. These have been designed to be clear, simple and easy to understand. They have also been written in a way which tells students what they **MUST** do at all times and they do not appear as a list of what they should not do.

## Rules and Expectations in The Joseph Rowntree School

- “You eat in the Street” – no food or drink in the clusters.
- Mobile Phones/IPods/Make-up to be kept in lockers –except outside at Break/Lunchtimes only.
- Earphones to be kept in lockers. Not worn around school.
- Outdoor coats, jackets, hoodies, scarves, outdoor footwear (boots, trainers, non-school shoes) to be removed and placed in lockers on entering the building, prior to registration.
- Correct Uniform and shoes to be worn in the building.
- Bags must be A4 folder size to keep work neat.
- Where students are allowed into their clusters, only the respective Year Groups should be in each Clusters at break/lunchtimes (unless attending a club/seeing member of staff).
- Staff at their doors at the start and end of lessons.

## AROUND SCHOOL BEHAVIOUR

In our school we appreciate that you...

1. Always work hard
2. Always stick to the left
3. Keep your voices low
4. Do not push
5. Stay calm

## SIMS BEHAVIOUR

All negative behaviours which are deemed to be beyond normal classroom management will be recorded on our computer behaviour tracking programme.

Using SIMS:

- Gives us the **FACTS** about behaviour in our school so we can evaluate and deliver learning more effectively.
- Enables us to share examples of good practice in dealing with behaviour.
- Encourages a consistent approach when dealing with and responding to behaviour issues.
- Saves time and supports early intervention by identifying those at risk of disaffection.

## **A SMART STUDENT AT THE JOSEPH ROWNTREE SCHOOL WILL (BE)**

- Well behaved.
- Respectful.
- Responsible.
- Listen to the teacher
- Raise your hand when wishing to speak.
- Walk in the school.
- Allow others to learn and the teacher to teach.
- Follow instructions the first time.

### **BE ORGANISED**

- Always have your books, planner and equipment.
- Be punctual to lessons at all times.
- Plan your day carefully.
- Wear appropriate footwear and clothing.
- Be responsible during breaks.

### **WORK HARD**

- Follow the directions and work laid out by the teacher.
- Work to the best of your ability for the whole of your lesson.
- Co-operate with all within your classroom.
- Leave the classroom as you would expect to find it.

Be pleased with your contribution to the lesson

## **CRITERIA FOR THE AWARDING AND REMOVAL OF SMART MARKS**

### **Rewards**

All students receive 10 Smart marks per day automatically for being in school and on time. In addition to this students receive additional Smart marks linked in to their attitude to learning scores which are collected from teaching staff at regular intervals. On a daily basis students can add to their totals through the collection of green departmental stamps in their planners which are transferred across by tutors on the Smart marks system. These stamps can be earned for things such as positive contribution in class, a good piece of work, a correct answer, improvement in behaviour/attitude or even being helpful. HOY, members of the SLT, Deputy Headteachers and the Headteacher all have stampers worth up to 10 Smart marks which are often issued when dropping into lessons for reasons such as good behaviour and effort.

## Consequences

In the same way that students can earn Smart marks through positive behaviour, they can also lose them through negative behaviour.

- After-School Detention -10 per detention
- Headteachers Detention - 25 per detention
- Extraction - 20 per lesson
- Inclusion - 25 per day / part of a day
- Exclusion - 100 for each day
- Absence - 5 for each session
- Lateness (registration) - 1 per session
- Red Negative Comment in Planner - 1 per comment

**Further Smart Marks can be removed by SLT/HoY at their discretion**

## UNIFORM

It is the student's responsibility to wear the correct uniform but it is all staff's responsibility to monitor student's uniform in lessons and around school.

### **Subject Teacher**

- If it is an issue that can be rectified eg. Top button/tie – Issue a red comment in the planner and ensure student rectifies the issue.
- If it is not an issue which can easily be rectified eg. Wrong shoes or trousers - Make a 'Support Request' for the student on the electronic system.and issue a red comment in planner

### **Tutor**

- Should check student's uniform on arrival into school. If students are not wearing the correct uniform they should be sent to their HOY
- Negative comment in planner

### **Head of Year**

- Place the student into the Inclusion room
- Communicate the issue with home directly
- Offer help/support in the purchase of the uniform were needed
- If wearing non-uniform items repeatedly – confiscate item
- Place students into the Headteacher detention if they continue to not be in correct uniform and communicate this again with parents.

## Equipment

### **Tutor**

- Should check student's equipment on arrival into school. If students do not have the correct equipment – on first occasion, write comment in planner
- If the student continues to have incomplete equipment – contact home
- If this still continues refer to HOY
- If a student arrives without a student planner, pass them on to their HOY immediately

### **Subject Teacher**

- Issue student with equipment
- Negative comment in planner if they haven't had a negative equipment comment that day
- If this is repeated – inform Tutor
- If a student arrives without a student planner make a 'Support Request' and the student will be removed and placed into Inclusion.

### **Head of Year**

- Place the student into the Inclusion room
- Ensure that the issue is communicated with home as soon as possible
- Place students into the Headteacher detention if they continue to forget their planner and communicate this again with parents
- Liase with students/parents where a replacement planner needs to be purchased

## **Lateness**

### **Subject Teacher and Tutor**

- If student arrives late – acknowledge they are late, but welcome the student and settle them into class/work quickly.
- Students should not be late because they are putting things into their locker – if this is the case, treat it the same as being late for any other reason.
- Discuss with student why they are late and take action as is necessary
  - Break/Lunch Detention to make up the time
  - Negative comment in Planner
  - Continuous – referral to HOD/HOY

### **Head of Year**

- Ensure repeated lateness is communicated with home, with targets and Panel meetings held where necessary.

## **Lack of Homework**

### **Missed homework/coursework deadline**

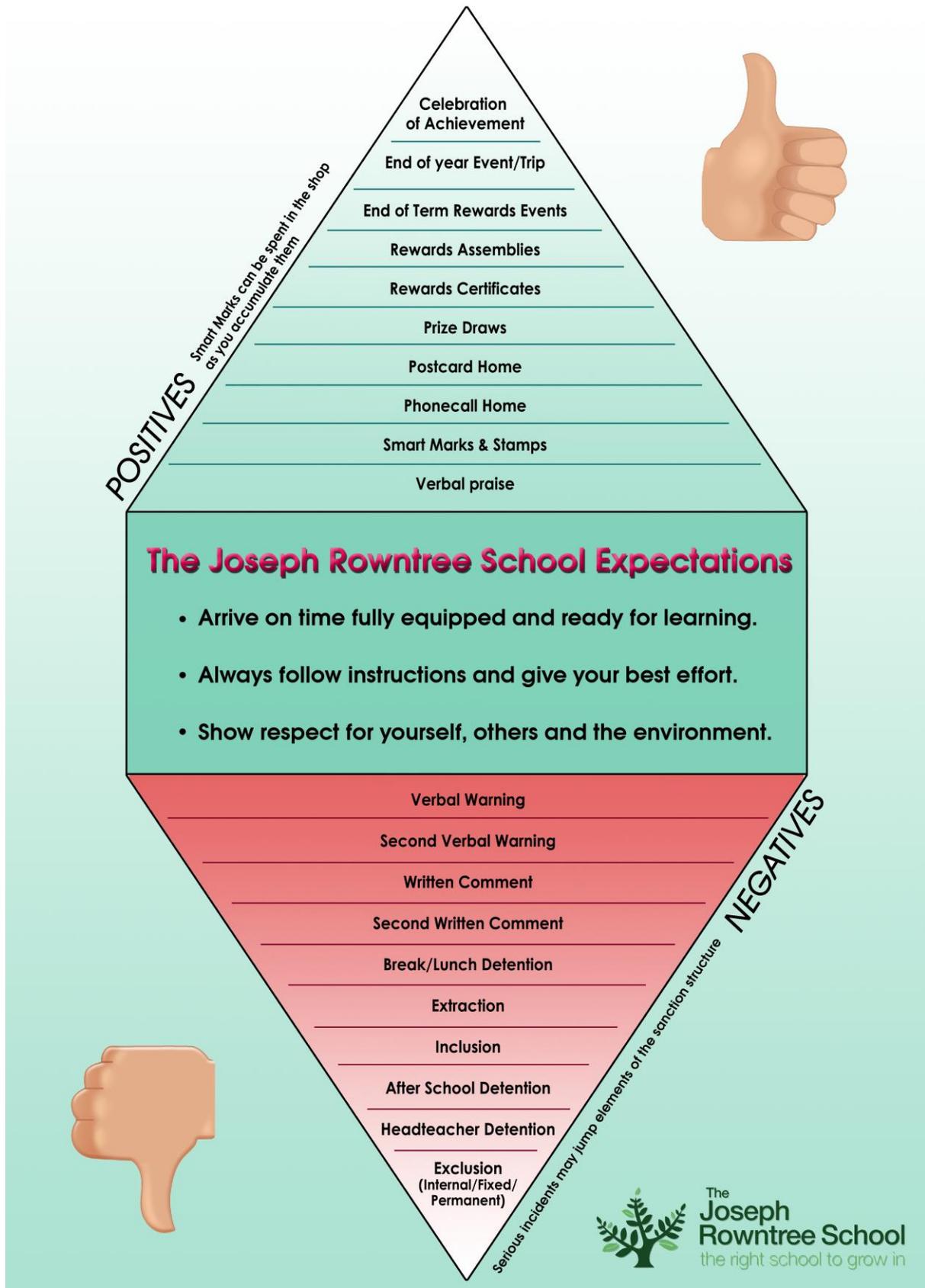
- Negative comment in Planner
- Log issue on SIMS
- Set new deadline if appropriate
- Lunch/Break Detention (at the teachers discretion)

### **Repeated**

- Classroom teacher to follow the above procedure
- Following any 5 missed homeworks in a half term, a student will be placed into a weeks' worth of 'Homework Support' which will run until 4pm.

### **No improvement**

- Repeated visits to 'homework support'
- Refer to HoY



## **Lunch/Break Detention**

Departments and Clusters can rota these detentions within the cluster if preferred, although work should always be subject specific. During lunch detentions, staff must ensure that an appropriate amount of time is left available for students to obtain food/drink from the canteen.

## **After School Detentions**

These detentions are issued through our whole school Red Comment system with students receiving one after school detention for obtaining four red comments in a week. Multiples of four thereafter will incur subsequent detentions being issued.

Where possible detentions should be written into the student planner by form tutors/HOY in advance however all detentions will be communicated home via our text message system giving at least twenty four hours' notice.

## **Head of Year Detention**

HOY/SLT will set Headteachers detentions as and when required for non-subject issues e.g persistent Lateness, Disruption during Breaks/Lunchtimes. Students placed into the Inclusion room for behavioural reasons will also be issued a Headteachers detention.

## **Support Request**

A support request should be used as a last resort when all other action has been exhausted except in the case of missing planner or incorrect uniform. In these two instances a request should be made straight away if it is not an issue that can easily be rectified. All other support requests are for serious behaviour incidents. If a student is disrupting a lesson and has been given the opportunity to correct their behaviour using the behaviour policy then they should be extracted within the department and this should be logged onto SIMS. If the student refuses to go to the extraction room, a support request can be called to escort the student to the Extraction room.

A support request does not automatically result in the Inclusion Room being used. The responding member of staff may decide that the student does not need to spend the rest of the day in the Inclusion Room, particularly if they are able to resolve the situation. This does not stop the member of teaching staff issuing a lunch/break detention, contacting home or referring any incident/student on to the HOD/HOY. Students who are removed from lessons as a result of a support request will be logged centrally and this information will be regularly monitored by Heads of Department and Heads of Year who will be able to pick up and act on any emerging patterns.

## **Procedure**

Staff should make a support request using the electronic system wherever possible, however where this is not available, a phone call to the admin office is acceptable.

## **Support Request Staff**

The Pastoral Managers will co-ordinate the support requests. In their absence, the SLT will be copied to cover for them.

Staff who are on the rota for support request should:-

- Be available at all times
- Carry a walkie-talkie
- Be a visible presence in classrooms where there may be an issue
- Not make appointments during their 'support request' lessons wherever possible. Another member of the team should be approached to complete the 'support request' duty where this proves to be unavoidable.

## REMOVAL FROM NORMAL LESSONS

Students may be removed from normal lessons. Depending on the circumstances and which students are involved, this may take place in HOY/SLT offices, the support centre or in the Inclusion Room.

Where students are in inclusion for the day, this will **include** breaks and lunchtimes and students will have a tightly organised set of boundaries to adhere to. Work will be provided by HOY/SLT or collected from Departments

### Possible Triggers

- No planner
- Incorrect uniform
- Students fighting
- Investigation of serious incidents
- Abuse to staff – rude, offensive language
- Truancy from or within school
- Smoking
- Failing to satisfactorily complete after school detentions
- Identified need based on Behaviour Monitoring
- Serious poor behaviour from a lesson.

Any student misbehaving when removed or requiring a 'support request' could face exclusion.

## BEHAVIOUR SUPPORT

Behaviour support operates on many different levels. Students may be referred by Heads of Year through to the support team. The student may be in the support area for a single subject over a period of weeks, or several days, with intervention work being the aim in order to modify behaviour patterns. Students may have time blocked in the support area. Work must be provided to the Support area via the Head of Department.

## INCLUSION ROOM

When a student has to be removed from a lesson following a support request, the member of staff may decide that the student has to spend some time working in the Inclusion Room. This room is staffed by HOY and SLT. Students must work in silence and follow all staff

instructions. Failure to follow instructions and/or causing disruption in the Inclusion Room can lead to exclusion. The Deputy Headteacher (Standards) should be connected as soon as possible if it is felt that this may need to happen.

## **SERIOUS INCIDENT**

Serious incidents will be dealt with as quickly as possible. There is however a need to carry out a thorough investigation for any serious incident that may lead to exclusion and this sometimes causes delays.

- Support Request
- Write Statement asap/SIMS
- Refer to SLT/HOD/HOY

### **Tutor Rooms**

- Staff should monitor rooms and social areas of the Cluster or areas that they are in, as they are moving around the school. We are all responsible for Behaviour within the school and the greater the staff presence and consistency, the better the Behaviour will be.
- Prefects may be used by HOY within Tutor Rooms and Clusters; allowing them to take some responsibility for the tidiness and behaviour of the Year Group.
- Students will be given clear guidelines on Behaviour in Tutor Rooms.

### **Confiscated Items**

- Should be handed in to Reception for collection by students at the end of the day (exclusions apply – see mobile phones bullet point and also Banned Items).
- If HOY identifies students that are having items repeatedly confiscated – parents will be brought in and will be asked to support the school in not allowing their child to bring the items into school in future.
- Examples of items that will be confiscated in school:
  - Excess jewellery
  - Mobile phone
  - Earphones / ipods

### **Mobile phones**

- Mobile phones are only permitted to be used on a break/lunch outside of the building.
- At all other times phones should be turned off and kept in a students' locker.
- Where a student chooses not to have a locker then they should not bring a phone into school.
- The first time a phone is confiscated a student can collect the phone from reception at the end of the day.
- The second time a mobile phone is confiscated in school, the student may collect it from their HOY. This could be at the end of the day but the decision can be made by the HOY to keep it until the end of the week where they deem it necessary.
- A similar approach will be taken following a third confiscation however at this point parents will be invited in and the student will be banned from bringing a phone into school.
- Any other communications devices such as an iwatch will be treated in the same way as with a mobile phone.

## BANNED ITEMS

Banned items in school include any smoking related items, such as tobacco, lighters, cigarettes and E-cigarettes. Where these items are found in school, they should be immediately confiscated. HOY should be informed who should contact parents. All confiscated smoking related items will be disposed of at the earliest opportunity. Such items will not be returned.

Any other drug related items brought into school must be confiscated and the Headteacher/Deputy informed immediately. It is likely that Exclusion and police involvement will follow.

All forms of Energy drinks and any aerosol cans are also banned in school and any that are confiscated will be disposed of.

## “ON REPORT”

A student being “on-report” will operate and be used at all levels for analysis and intervention work.

However, “**triggers**” for the Monitoring Report may include:-

- Poor time keeping
- truancy
- poor behaviour
- lack of effort
- general monitoring
- parental request
- student request
- homework
- return to class after removal from normal lessons
- return to class after exclusion
- 

The reports are colour coded:-

Blue	-	Attendance and Punctuality Report
Green	-	Form Tutor Monitoring Report
Yellow	-	HOY Monitoring Report
Orange	-	Post Exclusion Report
Red	-	Senior Management Monitoring Report

Reports will state on them the reason for the Monitoring Report and also who the student is accountable to and when.