



Behaviour Policy

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| Department Owner: | SLT |
| Author: | M Mynott |
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| Date of Next Review: | January 2020 |
| Date of last amendment: | January 2019 |
| Related Documents: | |

Introduction

Leasowes High School has undertaken a review of its policy and has consulted students, staff, parents, governors and other users of the school as part of the review. The review is undertaken annually and was completed in January with a draft policy to the governing body. As a school we believe it is vital to regularly review a policy. The policy includes an updated code of conduct for students, parent/school agreement, a new table of sanctions, behavior programmes and the use of Greenhill Alternative Learning Campus, an area of Leasowes. The school is a member of the Invictus Education Multi-Academy Trust

The Principles

The Governing Body believes that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary. It seeks to create an inclusive caring, learning environment in the school by,

- promoting desired behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring equality and 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 including peer on peer abuse;
- encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures;
- promoting a culture of praise and encouragement in which all students can achieve.

Roles and Responsibilities

- The Governing Body will establish, in consultation with the Headteacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of students and staff.
- The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.
- The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality
- Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy. Parents will be requested to sign the School/Parent agreement (see separate) and will be able to view their child's behaviour record through a password protected platform from the School's MIS.
- Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour. Students will be requested to sign to Code of conduct (see separate).

- Students, Parents and Carers, School staff and the governing body will work together with Behaviour Programmes, introduced to reduce fixed term exclusion (see Appendix 3)

Procedures

- The procedures arising from this policy will be developed by the Headteacher in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be monitored by the Headteacher via the Pastoral team to ensure they are 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.
- Staff will be given training on the behaviour document through the use of INSET and meetings.
- Students will be given understanding of the behaviour document through the use of the beginning of term information, form times, assemblies and admission timetables.

Rewards

- A school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others 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. Alongside this is, informing parents regularly of their child's desired behaviour.
- The school has developed 'E-Behaviour' through the school MIS. This allows adults to reward students for their work and behaviour through positive events. It also provides adults with negative events. This is reviewed weekly with form tutors, and at various times within the term by pastoral staff for intervention and behavior programmes as appropriate. (see Appendix 2 for breakdown of events and points).

- Students will receive rewards at 100 points (Bronze), 250 (Silver) and 500 (gold) and 1000 (platinum). They will receive 'stars' and also various other rewards including vouchers.

Sanctions

- Sanctions are needed to respond to undesirable behaviour.
- A range of sanctions is clearly defined in the sanctions table (see Appendix 1) and their use will be characterised by clarifying 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. This has been amended to include further scrutiny of exclusions by the governing body.
- A further sanction may be a period of time at Greenhill Alternative Learning Campus (see Appendix 4)

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 utilizing the range of external support available. This may be met with the use of the Early Help/Intervention team.
- Students needing support from external agencies are identified through the SENCO and the pastoral team.
- As part of the behaviour programmes, a student on Transform may see an external counsellor to discuss behavioural problems.

Penalty Fines

Leave of absence – Under the Education (Pupil Registration) (England) (Amendment) Regulations 2013 a Headteacher MAY NOT authorise a leave of absence in term time for a holiday. A head teacher MAY (at his or her own discretion) authorise absence for exceptional circumstances. An application for a leave of absence must be made in writing to the school.

If a parent/carer take a leave of absence which **is not authorised** by the school **the parent/carer may be issued with a fixed penalty fine** via the Education Investigation Service. A penalty fine can also be issued for:

- Unauthorised absence from school
- Being identified out of school on a truancy sweep

Exclusion – If your child is excluded from school and during the first six days of exclusion, and he or she is identified in a public place **the parent/carer may be issued with a fixed penalty fine** via the Education Investigation Service.

Details of fines can be found on the Education Investigation Service website.

Parenting orders

Parenting orders may be issued by magistrates following the conviction of parents or carers or on the application of the local authority for failing to send their child to school regularly. As part of the parenting order, the parent/carer will be required to:

- fulfill certain tasks such as taking their child to school each day
- attend parenting guidance sessions

If the parent/carer fails to do this, they will be in breach of a court order. This matter will return to court and further fines could be imposed.

Prosecution

If the parent/carer fails to meet all of the above, they may be prosecuted. This could result in each parent or carer receiving a fine of up to £2,500 and/or three months imprisonment for failing to ensure their child regularly attends school.

Review

- The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and

effectiveness. The review will take place in consultation with the Headteacher, staff and parents.

- The outcome of the review and changes to policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended Behaviour Policy

Policy Date: January 2019

Review Date: January 2020

Headteacher: Matthew Mynott

Code of Conduct for students

- * Attend school every day, arrive to lessons on time, wearing the correct uniform, with the correct equipment and books, including homework and get ready to learn.
- * Treat everyone and their work with respect speaking politely and with good manners.
- * Follow instructions from members of staff, straight away, taking responsibility for your actions and accepting reward or consequence for them.
- * Have high expectations of yourself - work as hard as you can and complete work to the best of your ability.
- * Respect yourself and look after your own well being.
- * Avoid actions around the building that are unsafe or which could harm others or their property, this includes aspects of bullying and cyber bullying.
- * Take pride in your environment, looking after your classroom and putting litter in the bin.
- * Ensure that hats and scarves are not worn in the school building. Coats must be removed when sitting down to learn. Blazers must be worn at all times unless invited to remove it by your teacher.
- * Ensure excellent behaviour in the community on the way to school and on the way home. The school's reputation depends on your good conduct and incidents in the community will not be tolerated and will be severely punished.

Home – School Agreement

Parent/Carer(s) agree to:

- * Ensure daily attendance at school, avoiding unnecessary absence in term time and see that my child goes to school on time and properly equipped.
- * Inform school of absences by telephone, email or by letter on the first and subsequent morning of absence.
- * Support the school's expectations regarding high standards of behaviour and work.
- * Make every effort to attend meetings at school when requested.
- * Attend Parents Evenings whenever possible.
- * Ensure that my child wears appropriate full school uniform.
- * Support my child in their learning, through revision, reading, writing and homework.

School agrees to:

- * Provide a safe, caring and welcoming learning environment.
- * Be positive role models
- * Provide a broad and balanced curriculum with equal opportunity for all, meeting the individual needs of your child.
- * Have high expectations for every child.
- * Plan, mark work and set regular homework for your child.
- * Send home progress reports, and will provide opportunity to discuss your child's progress.
- * Promote and reward your child's efforts and achievements in all areas of their life.
- * Listen and respond to your and your child's concerns. All concerns will be responded to quickly and sensitively.
- * Share with you any concerns we have about health or well being of your child.

Appendix 1

Behaviour Consequences at Leasowes High School

It is expected that all students will follow the Code of Conduct. Failure to do this will result in a series of consequences

| STAGE | BEHAVIOUR | STUDENT RESPONSE | RESPONSIBILITY | CONSEQUENCE | POSSIBLE FURTHER OUTCOMES |
|-------|---|--|---|---|--|
| 1 | <ul style="list-style-type: none"> • Student off task • Using inappropriate language • Interrupting the learning of others • Lack of equipment including books and kit • Shouting out • Incorrect uniform including jewellery • Chewing gum • Poor behaviour in any school area | Student should apologise to the member of staff and modify the behaviour | Classroom teacher or teaching assistant | <ul style="list-style-type: none"> • Student will be reminded of the code of conduct • Moved to an alternative seat in the classroom • Point removed on e-behaviour system | <ul style="list-style-type: none"> • After school detention issued • Yellow card issued • Green report |
| 2 | <ul style="list-style-type: none"> • Repetition of stage 1 • Deliberate disruption • Answering back or arguing with staff • Swearing at another student • Failure to bring homework • Leaving lesson without permission | Student should accept the consequence and attend a detention. Student should not repeat the behaviour. | Classroom teacher | <ul style="list-style-type: none"> • 10 minute detention set for break, lunch or after school at teachers convenience • A longer detention may be set at this time as appropriate – giving the student 24 hours notice if after school. | <ul style="list-style-type: none"> • Red card issued • Green report • MODIFY behaviour programme - meeting with parents/ carers |

| | | | | | |
|---|--|--|---|---|--|
| | | | | <ul style="list-style-type: none"> Yellow card issued on e-behaviour system – point removed | |
| 3 | <ul style="list-style-type: none"> Persistent repetition of stage 2 Failure to attend class teacher detention Serious or dangerous behaviour in or out of the classroom Bullying | Students should attend the detention set by the Head of Curriculum Area or Student Achievement Manager | Teacher informs Head of Curriculum Area and Student Achievement Manager | <ul style="list-style-type: none"> A longer detention up to one hour will be set by the Head of Curriculum Area MODIFY or CHANGE behaviour programme Red card issued | <p>Call out for SLT and student removed from the classroom</p> <ul style="list-style-type: none"> Isolation – single day Yellow Report A 1 hour Senior detention on a Friday after school |
| 4 | <ul style="list-style-type: none"> Failure to attend Senior detention Persistent bullying Serious behaviour within the community | Student followed up by Senior Leadership Team and Pastoral Team | Senior Leadership team and Pastoral team | <ul style="list-style-type: none"> Repeat detention of one hour will be set Appropriate behaviour programme Isolation – single day or longer period as appropriate | <ul style="list-style-type: none"> A repeat 1 hour Senior detention on a Friday after school Isolation CHANGE or TRANSFORM behaviour programme Exclusion |
| 5 | <ul style="list-style-type: none"> Major incident and danger to others including illegal drugs and offensive weapons. Danger to others | Student accept responsibility | Senior Leadership team and Pastoral team | <ul style="list-style-type: none"> Isolation – single day or longer period as appropriate TRANSFORM behaviour programme to include governor meeting Fixed Term Exclusion | <ul style="list-style-type: none"> Permanent Exclusion Referral to Greenhill Centre or KS3 Pru |

Appendix 2

The school reward system is based on a scheme where students can earn points through good and outstanding behaviour, excellent attendance, good and outstanding classwork and homework and being an active and positive member of the school community. The students not following the school's code of conduct will lose points. These are detailed in this table.

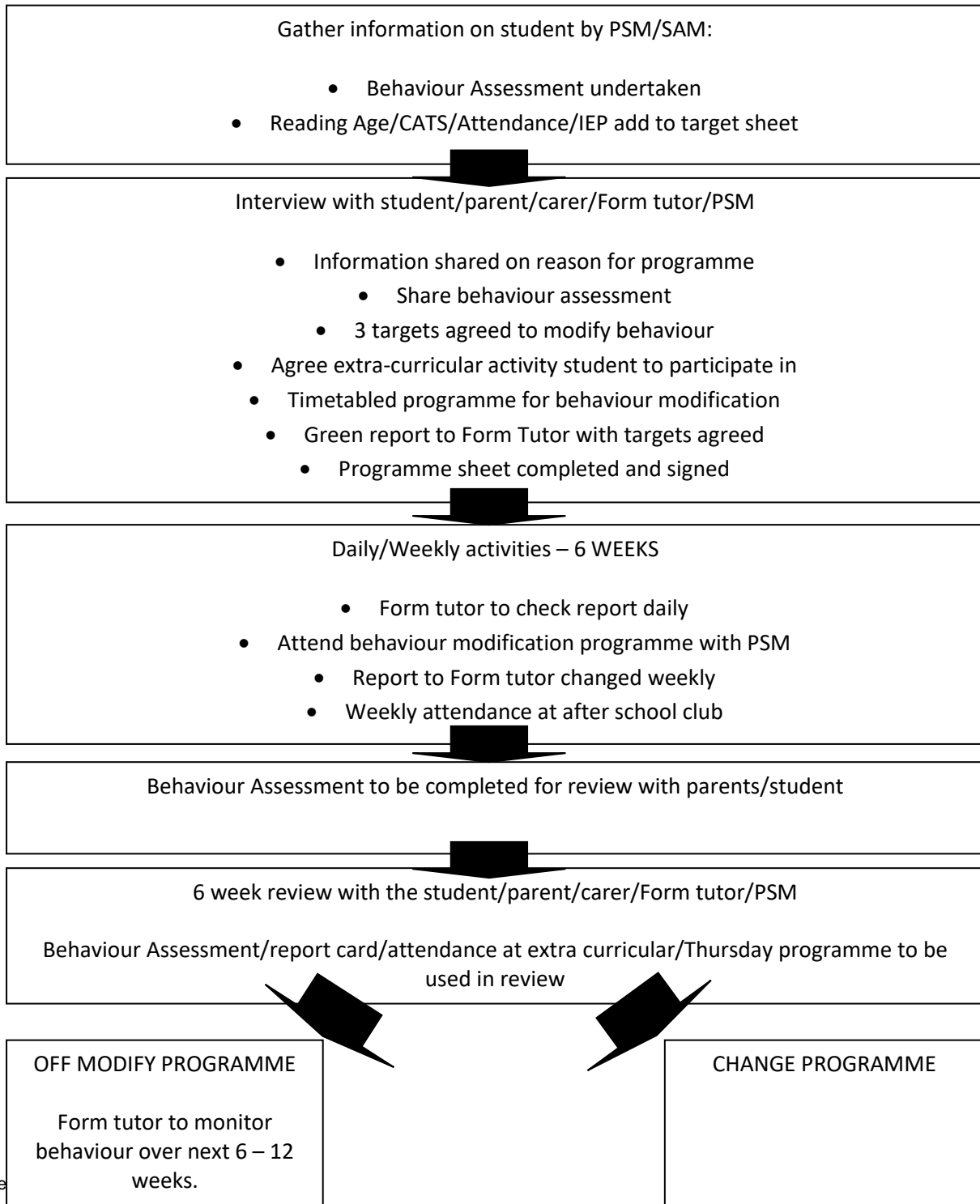
| POSITIVE EVENTS | | NEGATIVE EVENTS | |
|------------------------|---|------------------------|---|
| 1 | Positive attitude or contribution to class Helping another student or adult in the class Completing a reading book Politeness shown Merit awarded for work Good effort or work in class Attending a club or activity in school Citizen of the week in Form time 100% attendance in a week 96% attendance in a term | -1 | Uniform not acceptable Talking when teacher talking Shouting out Stopping others from working Refusing to attempt work set Making inappropriate noises Using inappropriate language No equipment including PE kit Chewing gum/eating in class/drinking energy or fizzy drinks Late to lesson Late to school Detention issued |
| 2 | Support at school event Independent learning Outstanding effort or work including homework 97% attendance in term | -2 | No homework completed Loud off task talking to others Swearing in class Throwing objects across classroom Failure to attend class teacher detention |
| 3 | 98% attendance in term No lates in a term Exceeding target grade | -3 | Threatening or abusing other student Talking to the teacher in a defiant manner Walking away from the teacher Leaving the class without permission Arguing/Answering back with teacher Failure to attend Head of Curriculum detention Offensive comments including Racial or homophobic |
| 4 | 99% attendance in term | -4 | Failure to attend Senior detention Swearing at a teacher |
| 5 | Positive comments from the public Certificates or Awards from in or out of school | -5 | Fighting Bullying behaviour Unacceptable behaviour in the community |

These points will be awarded through the Schools Information system (Aspire). Students will receive their running total through their form tutor on a weekly basis. Students who earn negative points very quickly will follow through the school behaviour system including behaviour programmes, isolation or exclusion. Students who earn positive points will earn letters of commendation, certificates and rewards at 100points (Bronze), 250 points (Silver) and 500 points (Gold)

APPENDIX 3 MODIFY PROGRAMME

Trigger point/Identification:

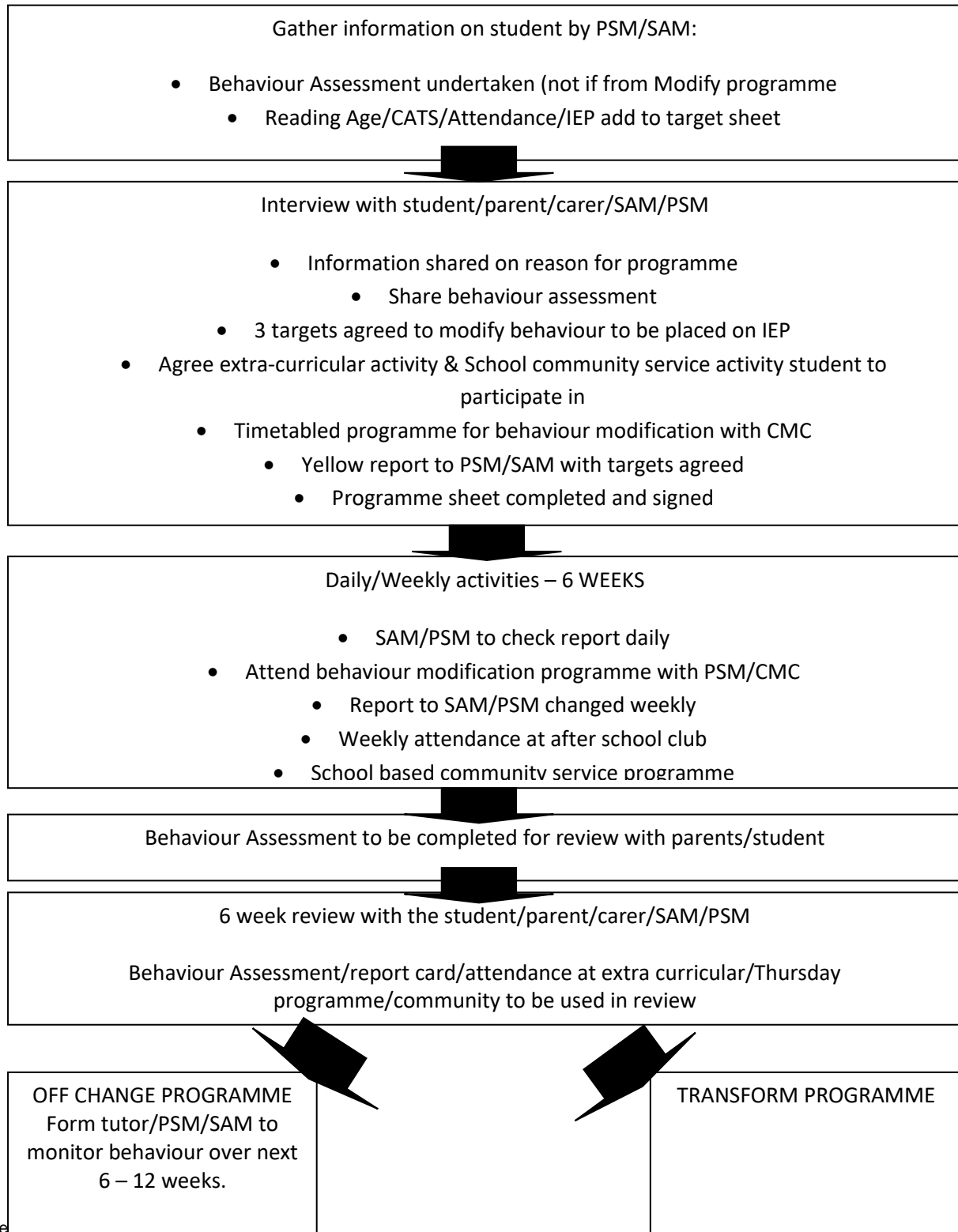
- Form Tutor – cause 4 concern on pastoral agenda
- Curriculum Head through use of Academic/Behavioural forms
- Isolation 1 or 2 – dependent on previous knowledge
- Regular detentions
- Exclusion – dependent on previous knowledge



CHANGE PROGRAMME

Trigger point/Identification:

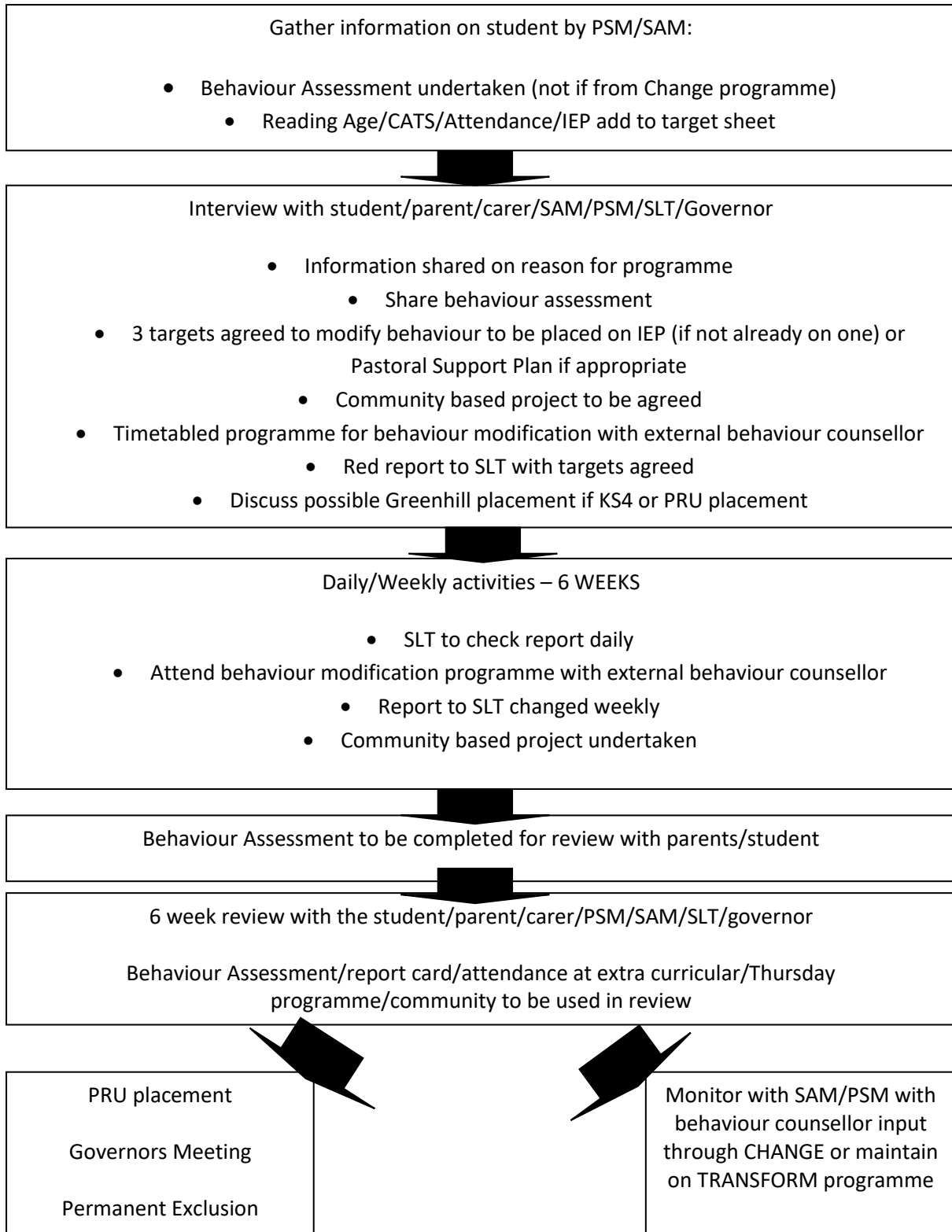
- Modify Programme after review has not been successful
- 2 exclusions
- 1 or 2 isolations dependent on previous knowledge
- 1 Serious incident resulting in exclusion



TRANSFORM PROGRAMME

Trigger point/Identification:

- Modify Programme after review has not been successful
- 'Last chance'
- 3 or more exclusions





Behaviour policy

The Headteacher of Leasowes High School can direct students to its Alternative Learning Campus on a part time, full time or 'blended' basis when a student struggles to meet the demands and expectations of the mainstream school.

Students who are placed at Greenhill Alternative Learning Campus are supported to modify negative behaviour traits using a variety of methods. Those who are integrated into the provision enter into a behaviour contract supported by a professional, parent/carer and the Director of Alternative Learning.

The contract sets out the expectation of student conduct, whilst highlighting the additional support that will be offered to ensure academic success. The contract makes clear that all students are subject to a probationary period of 6 weeks. If students repeatedly disregard the code of conduct a permanent exclusion or manged move to an alternative provider may follow.

As part of the contract, consent is gained in advanced to detain students for up to one hour each day as a sanction for poor behaviour or not meeting lesson objectives. Other sanctions may include:

- A period in the reflection room.
- Restorative conferencing.
- Community service.
- Fines.
- Volunteering.

In order to foster engagement from those whose behaviour or choices are causing serious concern the following interventions may be employed:

- 1-2-1 tuition off site.
- Modified timetable.
- Vocational placement.
- Extended work experience.

Wherever possible, fixed term exclusion will be avoided, however extreme displays of behaviour, as well as incidents involving weapons, controlled substances and assault may result in an exclusion. When this happens parents and carers will be informed in writing, given the chance to appeal and work will be provided that is appropriate to the student's needs.

Permanent exclusion is a last resort where other interventions and sanctions have been used and not been successful. In this case, Greenhill aligns itself with the process and policy set out by Leasowes High School.