



# BEHAVIOUR POLICY

**Reviewed by: DHT Pastoral / Inclusion**

**Date of Adoption by Governing Body: SCC 9<sup>th</sup> December 2020**

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

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# 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 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 Progress Leaders in the behaviour of the students in their department and house respectively, and to give staff at all levels clear protocols when dealing with more difficult student behaviours.

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.

## 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 EQUIPPED 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.

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.

- This Behaviour policy is designed to support students in achieving this expectation by providing guidance in terms of our expectations, rewards and sanctions systems.
- This 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
- This 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**

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.

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 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/carers, 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

### **Our system:**

- All staff and students will operate using our School Expectations system which incorporates the use of positive green stamps and negative red stamps in student's planners.
- 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 positive green stamps.
- Students who have demonstrated outstanding effort or better than expected improvement, can receive a subject postcard at any stage of the year from any member of staff congratulating them.

### **Rules and Expectations in The Joseph Rowntree School**

- "You eat in the Street" – no food or drink in the clusters.
- Mobile Phones/IPods/Earphones/Make-up to be kept in lockers – except outside at Break/Lunchtimes only. Mobile phones should not be used in the building at any time.
- 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 at all times.
- Bags must be A4 folder size to keep work neat.
- Staff should be 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

### **STUDENTS AT THE JOSEPH ROWNTREE SCHOOL**

#### **SHOULD**

- Be well behaved.
- Be respectful.
- Be 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.
- Wear full appropriate school uniform
- 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.

## **CRITERIA FOR THE AWARDING POSITIVE GREEN STAMPS**

### **Rewards**

On a daily basis students can collect positive green stamps in their planners. These stamps can be earned for things such as positive contribution in class, a good piece of work, giving a correct answer, improvement in behaviour/attitude or even being helpful.

Progress Leaders, Heads of Houses, Head of Department (HoD), members of the Senior Leadership Team (SLT), Deputy Headteachers and the Headteacher all have stampers which are often issued when dropping into lessons for reasons such as good behaviour and effort.

The positive green stamps lead to recognition through our system of certificates and awards.

Certificate / Award	Positive Stamps
Bronze Certificate	400
Silver Certificate	800
Gold Certificate	1200
Platinum Certificate	1500
Headteacher's Award	2000
Governor's Award	2500

Students can also receive a lesson referral, for outstanding work, contributions and effort in class. These result in half termly rewards and recognition.

Commended students will also be sent a departmental postcard which will be sent directly to their home.

### **Consequences**

In the same way that students can earn green stamps through positive behaviour, they can also be issued with red stamps as a result of negative behaviours.

### **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 e.g. Top button/tie – the teacher issues a red comment in the planner and ensure student rectifies the issue.
- If it is not an issue which can easily be rectified e.g. Wrong shoes or trousers – They make a 'Support Request' for the student on the electronic system and issue a red comment in the student's planner and add it onto the student's record on SIMS.

### **Tutor**

- Should check student's uniform on arrival into school. If students are not wearing the correct uniform they should be sent to their Progress Leader.
- A negative comment is recorded in the student's planner and recorded on SIMS.

### **Progress Leader**

- Place the student into the Inclusion room.
- Communicate the issue with home directly.
- Offer help/support in obtaining uniform were needed.
- If wearing non-uniform items repeatedly the Progress Leader should confiscate the item and it is only returned to them via their parent/carer at the end of the half term in which the item was taken.
- 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, the Tutor should record a negative comment and issue the student with equipment.
- If the student continues to have incomplete equipment on multiple occasions – contact home.
- If this still continues refer to Progress Leader.
- If a student arrives without a student planner, pass them on to their Progress Leader immediately.

### **Subject Teacher**

- Issue student with equipment.
- Negative comment in planner.
- 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.

### **Progress Leader**

- 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.
- Liaise with students/parents where a replacement planner needs to be purchased due to loss, damage or graffiti.

## **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 or filling water bottles up – if this is the case, it will be treated 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 the student's Planner and recorded on SIMS;
  - Continuous – referral to HOD/Progress Leader.

### **Progress Leader**

- Ensure repeated lateness is communicated with home, with targets and Panel meetings held where necessary.
- Make use of Headteachers detention if deemed necessary.
- Punctuality report could be used to monitor this.

### **Lack of Homework**

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

- Negative comment in Planner and recorded on SIMS.
- Set new deadline if appropriate.
- Lunch/Break Detention (at the teacher's discretion).

#### **Repeated**

- Classroom teacher to follow the above procedure.
- Following any 5 missed homework's 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 Progress Leader.



### **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.

Where break or lunchtime detentions are not attended, staff must issue the relevant student with a further red comment in their planner and record the incident on SIMS. Staff can also then choose to re-issue the detention if they wish.

Departments may also choose to ask students to stay back at break and/or lunchtime to complete or redo work and/or tests as they see appropriate and necessary.

### **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 two thereafter increase the length of the afterschool detention.

Where possible detentions should be written into the student planner by form tutors/Progress Leader in advance and where possible a detention text will be sent home to parents in advance of the detention or on occasions these may be organised via a phone call home.

### **Headteachers Detention**

Progress Leader/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.

Students failing to attend a standard after school detention will also be placed into the extended Headteachers detention. Failure to attend the Headteachers detention may lead to the student being placed in the Inclusion Room for a period of time.

### **Support Request**

A support request should be used as a last resort when all other action has been exhausted within the classroom except in the case of a 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/Progress Leader. Where staff request a support request for a student, they should also record this as a red comment behaviour on the SIMS system. The outcome of the support request will be logged centrally and this information will be regularly monitored by Heads of Department and Progress Leaders who will be able to pick up and act on any emerging patterns.

### **Support Request Staff**

Pastoral House Managers will co-ordinate the support requests on a rota basis and 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, this may take place in Progress Leader/SLT offices 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. Appropriate work will be provided.

### **Examples of Triggers**

- No planner
- Incorrect uniform
- 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

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

### **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. The starting point on the time spent in Inclusion is one full day with students able to earn their exit early through good behaviour as may be appropriate.

In the Inclusion Room, 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 (Pastoral) or the Headteacher should be contacted as soon as possible if it is felt that this may need to happen.

Failure to comply with inclusion rules will lead to the following:

1. The first instance within a day: warning ONE will be given and recorded on the Inclusion Record Sheet.
2. The second instance within a day: warning TWO will be given and recorded on the Inclusion Record Sheet.
3. The third instance within a day: warning THREE will be given and recorded on the Inclusion Record Sheet. The issuing of warning THREE leads to a repeat day in Inclusion.

Repeat failure, defiance or disruption may lead to a fixed term exclusion being issued.

### **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. Students are often placed into Inclusion whilst investigations are completed.

### **Clusters**

- Students are only allowed access to their Cluster areas at break and lunchtime at the discretion of the Progress Leader and even then only under Progress Leader supervision.

### **Confiscated Items**

- Should be handed in to Reception for collection by students at the end of the day (exclusions apply – see Mobile Phones and also Banned Items).
- If a Progress Leader 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. If this is not supported and continues to be an issue then the items may be kept until the end of the school term before they are returned.
- Examples of items that will be confiscated in school:
  - Excess jewellery
  - Mobile phone
  - Earphones / i-pods

### **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 Progress Leader. This could be at the end of the day but the decision can be made by the Progress Leader 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. Should this happen then only the parent/carer will be able to collect the phone at this stage.
- Any other communications devices such as an iwatch will be treated in the same way as 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. Progress Leader 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, aerosol cans, tippex and chewing gum are also banned in school and any that are confiscated will be disposed of.

All forms of sharps/knives are banned in school. Bringing such items into school is likely to result in exclusion.

All forms of magnetic putty and zorbies are also banned in school.

## EXCLUSIONS

The Joseph Rowntree School is committed to being a fully accessible and inclusive organisation welcoming and respecting the diversity of its pupils, staff, community and visitors to the school. This policy is underpinned by the commitment of all at The Joseph Rowntree School to ensure the safety and well-being of the whole school community and to maintain an appropriate educational environment in which all can learn and achieve. We have an overall aim of reducing the need to use exclusion as a sanction through continued improvement in behaviour.

The decision to exclude a pupil will be taken by the Headteacher in the following circumstances:-

- (a) In response to a serious breach of the School's Behaviour Policy; and
- (b) If allowing the pupil to remain in School would seriously harm the education or welfare of the pupil or others in the School.

Exclusion is an extreme sanction and is only used by the Headteacher (or, in the absence of the Headteacher, Deputy Headteacher who is acting in that role).

Before deciding whether to exclude a pupil either permanently or for a fixed period the Headteacher will ensure appropriate investigations have been carried out, considering all the evidence available.

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's Behaviour Policy:

- Verbal abuse to staff and others
- Verbal abuse to pupils
- Physical abuse to/attack on staff
- Physical abuse to/attack on pupils
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs or other substances including supplying
- Theft
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Carrying an offensive weapon
- Bullying
- Racist behaviour / abuse
- Persistent Disruptive behaviour
- Refusal to follow staff instructions
- Arson

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

### Exclusion procedure

- Most exclusions are of a fixed term nature and are of short duration (usually between one and five days). During this period it is parental responsibility to ensure that the pupil is not in a public place during normal school hours. Failure to do this can lead to prosecution.

- The DfE regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.
- The school will inform parents as soon as possible regarding the exclusion.
- Parents will be informed of any exclusion by either the Progress Leader or a member of the SLT. A letter will be sent with details of the exclusion and the date the exclusion ends.
- Parents have a right to make representations to the Governing Body and the L.A. as directed in the letter.
- A re-instatement meeting will be held following the expiry of the fixed term exclusion and this will involve the pupil, parent, a member of the Senior Leadership Team, and other staff where appropriate.
- It is school practice to monitor behaviour and work of the pupil very closely for the period following exclusion. This may mean the use of a report, close support of staff, or a series of organised sessions in behaviour support.

### **Fixed term exclusions over 5 days**

According to Local Authority guidance school is obliged to provide full time education from the sixth day of any period of fixed term exclusion of 6 days or longer.

The school will consult with the L.A. officers for any exclusion of more than 5 days in order that the right full time education is arranged.

The school will provide education from the following agencies:-

- Danesgate Community School

The school will liaise with the outside education provider to ensure that the pupil continues with their programme of study. In most cases the school will set the work to be completed and ensure that it is completed appropriately.

### **Permanent Exclusion**

The decision to exclude a pupil permanently is a very serious one. There are two main types of situation in which permanent exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary issues following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which could include racist or homophobic bullying).

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or "one off" offence. These might include things such as:-

- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault
- Possession or use of an illegal drug
- Carrying an offensive weapon\*
- Arson

The School will consider police involvement for any of the above offences.

*\* Offensive weapons are defined in the Prevention of Crime Act 1953 as “any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him”*

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being the school.

### **Exercise of discretion**

In reaching a decision, the Headteacher or Deputy will always look at each case on its own merits.

In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School’s Behaviour Policy and the effect that the pupil remaining in the School would have on the education and welfare of other pupils and staff.

In line with its statutory duty, these same tests of appropriateness will form the basis of the deliberations of the Governors’ Pupil Discipline Committee, when it meets to consider the Headteachers decision to exclude.

### **Alternatives to Exclusion**

The School works closely with other local secondary schools to undertake managed moves where such a course of action would be of benefit both to the pupil and the two schools concerned. However, the threat of a permanent exclusion will never be used as the means to persuade parents to move their child to another school. Managed moves would follow the City of York Council Behaviour and Attendance Partnership. “In Year Access Protocol”. There is no requirement of the Headteacher to offer a Manage Move prior to a Permanent Exclusion.

### **Behaviour Outside School**

The behaviour of a pupil outside school can be considered grounds for an exclusion. This may include, but is not exclusive, to the following points.

Pupils’ behaviour outside School on school “business” for example school trips and journeys, away school sports fixtures or a work experience placement is subject to the School’s Behaviour Policy. Inappropriate behaviour in these circumstances will be dealt with as if it had taken place in School.

If pupils’ behaviour in the immediate vicinity of the School or on a journey to and from school is inappropriate and meets the School criteria for exclusion then the Headteacher may also decide to exclude. The Headteacher / Deputy Headteacher may use exclusion as a sanction in any circumstance in which pupils can be identified as JRS students.