

STRATTON EDUCATION TRUST

Behaviour Policy

Adopted at Stratton Upper School and currently under consultation at Gamlingay Village College



Behaviour Policy: Rationale

The Stratton Education Trust (SET) wish to create a friendly, positive and engaging atmosphere which promotes a well ordered environment for learning.

We believe that a consistent approach by staff, reasonable codes of behaviour and the use of effective sanctions and praise are essential to establishing this culture for learning. Our ethos is based around high expectations and the promotion of mutual trust and respect.

Policy Aims

The aims of the school's behaviour policy are to:

- contribute to the positive ethos of the school;
- foster a sense of responsibility within students;
- ensure that behaviour in class and around the school is such that all students can work and contribute to the school effectively;
- prepare students for the discipline expected both in the workplace and in society in general.

Student Expectations

All students are trusted to be positive members of the school community and to work to fulfil their potential in every area of school life.

In order to meet this aim, the school expects that all students at Stratton will:

- Behave in a sensible, considerate and respectful way at all times, in and around the school site, travelling to and from school and while on school trips.
- Follow instructions given by all members of staff
- Treat people and property with respect
- Participate fully in all lessons and activities
- Arrive on time to school and lessons with the right equipment
- Use the student planner and hand in homework on time
- Use social media responsibly by staying safe on line and not engaging in any form of abuse or bullying behaviour nor using social medial in any way that could bring the school into disrepute.

Allegations made against staff which after investigation are found to be malicious will be treated very seriously and are likely to incur some of the highest level of sanctions available to the Trust.

Sanctions

When students are not meeting the school's expectations, staff are encouraged to respond in a measured and fair manner, avoiding the danger of escalation. The aim should be to solve the problem in hand, whilst ensuring that the student meets the expectations of the school. In cases of low level issues, students should be given the opportunity to improve their conduct before formal sanctions are applied. In more serious cases, serious sanctions may need to be applied immediately.

Teaching Strategies: Warnings / Movement in the room / short period outside of classroom / parental contact / completion of work /detention/ positive behaviour management strategies/ restorative conversations

Whole School Lunchtime
detention (For disruption to
learning)

Recorded on
Sims

Department /
Faculty/ Year
Team Action

Isolation
Monitoring Reports
Meeting with parents
Redrafting work
Detentions
Restorative Justice

Recorded on SIMS
Referred to form
tutor & HoY
Parents Informed

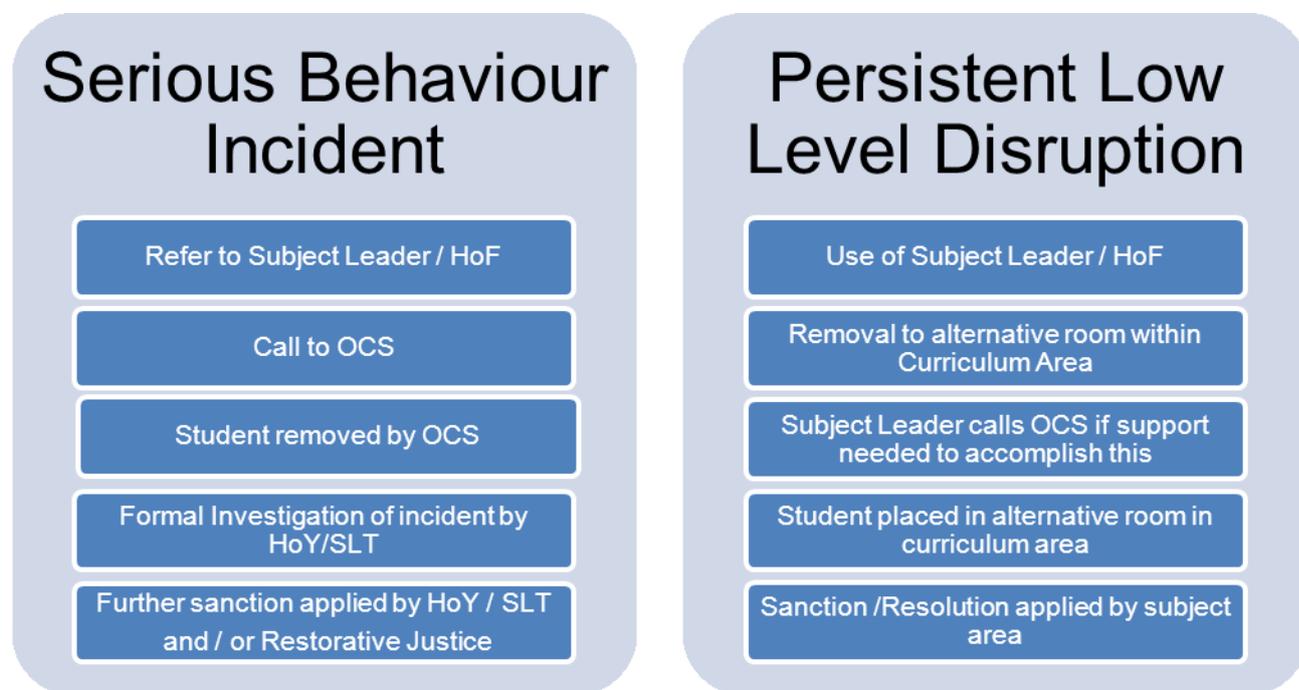
SLT Action

OCS Call
Formal Investigation
Consultation with HoY
Possible Exclusion
(Internal or external)
Restorative Justice

Recorded on SIMS
OCS / Investigations
logged
Actions communicated
to staff
Meeting with parents

On Call Support

On Call Support (OCS) is our emergency intervention used when an incident cannot be dealt with within the normal department based behaviour management regime.



Principles

- OCS is the “last resort” in dealing with behaviour in the classroom – it is the response of the school to incidents which are either likely to lead to exclusion or have failed to be resolved using subject and curriculum leadership.
- OCS call outs should prompt action / resolution
- OCS call outs should be handled consistently
- There should never be any benefit (perceived or otherwise) in escalation of incidents to OCS
- The classroom teacher is fully empowered to promote positive learning behaviours using a range of strategies
- All practice must be aimed at supporting students to be positive, active participants in lessons.

Calling OCS – Dial 200

In cases of persistent low level disruption

Where possible, the decision to call OCS should only be made by the relevant HoF/HoD once a range of approaches have been tried.

Where the HoF/HoD is unavailable, the decision to call OCS should be made following discussion between at least two colleagues, and (again) after a range of approaches have been attempted.

At all times staff should act to diffuse difficult situations.

Praise and Recognition

The aim of our approach to praise and recognition is to ensure that our positive learning habits are explicit, recognised and promoted. The use of effective praise and recognition should build student self - esteem and confidence. Careful judgement needs to be exercised in deciding if recognition should be public or private.

Recognising Achievement

Success in academic work is obviously highly important for **all** of our students across the ability range. We will continue to identify, recognise and praise the achievement and endeavour of students who:

- acquire certain basic skills;
- achieve at a level above that indicated by their prior attainment;
- achieve at a very high level compared to national benchmarks.

Particular attention should be given to students of middle ability who are historically at risk of being overlooked.

In addition, there are a great variety of other areas of achievement, which demonstrate a range of skills, qualities and attitudes (including the Stratton Learning Habits) which should be recognised, encouraged and praised as important accomplishments.

Praise

There is evidence indicating that although teachers think they praise students as a natural part of their teaching they do not praise enough. Research also indicates a clear link between the use of praise and improvements in student behaviour, work, self-esteem and school ethos.

The school promotes the use of praise and recognition as the most important factor in:

- Developing a culture of achievement
- Cultivating an ethos of success
- Developing self-esteem
- Managing and guiding student behaviour, motivation and performance

Our aim is to create a school learning culture which is supported by praise and recognition (both public and private). The criteria for using praise and recognition are broadly based around our **Learning Habits**:

- **learning outside the classroom** (to include charitable and community work, contribution to extra-curricular activity and school life)
- **maximising learning** (to include all aspects of school work, maintaining or improving high standards of behaviour, achievement and progress)
- **working well with others** (to include supporting other students and staff both in lessons and as part of the wider school community)

Praise and Recognition

Classroom Practice Subject Teacher / Form Tutor Department / Year Team Policy	Progress Checks (Year Team / Dave Ingram / AHT: Simon Anderson)	Year Team Awards (All Staff nominate - Year Teams Issue)
<ul style="list-style-type: none">• Praise• Departments to design own practice• Owned and recorded by teacher / tutor• Every day usage• Informal• Flexible• Can be subjective or objective• Reflective of best practice• E.g. praise postcards, verbal praise, calls home, stamps, stickers	<ul style="list-style-type: none">• Formal Recognition• Objective• Automatic• Generated by progress check data• Threshold set by Year Team / AHT/ DI• Based around Progress, Learning Habits and Attendance• Certificate / Letter• Recorded on SIMS	<ul style="list-style-type: none">• Subjective• Staff nominate - strattonstars@stratton.beds.sch.uk• Year Teams issue privately or publically• For notable achievements / actions• May be sport / performance related• May be to do with extra curricular / charity work• Different awards - different year teams• Year Team Budget

An SLT or Year Team Letter of Congratulation may also be used to recognise exceptional student contributions or achievements. Letter will be retained on the school file.

Behaviour Policy: Guidance for Staff

Creating a Positive Environment

The aim for each teacher should be to build up a working relationship with students to enable constructive learning to take place. This should be founded on mutual trust and respect.

(a) Classroom Organisation

Teaching staff should consider the way the classroom is organised and its general appearance including:

- the layout of the furniture
- seating plans
- well-organised beginnings and ends of lessons
- the way teachers and students move about the room
- the provision of attractive displays of students' work
- the speedy reporting of graffiti and broken furniture

(b) Relationships

Students respond better to teachers who:

- are approachable, fair and considerate (treat students as individuals)
- avoid embarrassment in front of peers
- have a sense of humour
- offer and provide constructive help
- provide a sense of belonging
- seek opportunities to work with students during extra-curricular activities and out of lesson time
- make learning tasks engaging
- help solve any problems which may arise (including use of restorative practice)

(c) Lesson Planning

Lessons should be carefully planned to:

- have order, purpose and structure
- ensure sufficient and suitable resources are available
- enable flexibility
- prepare students properly for examinations
- show relevance of the work to the students
- use a variety of appropriate teaching methods
- ensure equipment, books etc. are to hand to allow for individual needs

(d) Lesson Procedures

Teaching staff should follow procedures such as:

- prompt arrival and start of lessons
- setting of standards of behaviour e.g. when teacher speaks, students listen
- setting routines for homework and assessment in line with school policies
- clarity of desired behaviours in group and paired work
- having high expectations of students
- encouraging students to do well and recognise achievement
- opportunities for reflection and identification of next steps in learning

(e) Leading by Example

Staff should set the tone by their own behaviour. This includes:

- high standards of speech, manner and dress
- no smoking/chewing in front of students
- avoiding open criticism of colleagues and the school
- showing respect to others
- being positive
- promoting a love of learning

(f) Intervention

Should interventionist discipline be required it is essential that misdemeanours are dealt with properly and in a fair way. Staff are recommended to use the following procedures:

- try to avoid losing your temper or making idle threats
- wherever possible avoid exchanges developing into open confrontation
- avoid being over familiar with students
- do not punish whole groups for the misbehaviour of a few individuals
- if excuses are made that cannot be checked give students the benefit of the doubt
- most misbehaviour should be dealt with immediately, although there is a case sometimes for tactically ignoring some misbehaviour
- use punishments sparingly, avoid over-punishing for minor offences
- use departmental isolation, OCS system and criteria of sanctions laid down by the school
- keep relevant staff aware of discipline problems
- do not swear and avoid physical intervention

Appendix 1 – Guidance on specific issues

Behaviour Policy Guidance: Internal Truancy

If a student is missing from your lesson (but has been marked as present earlier in the day), please alert the front office via telephone or email. Attempts will then be made to locate the student both within school and at home if we are concerned that the student is not on site.

Internal Truancy and OCS

- Students missing from lessons are reported to OCS. If OCS is able to locate the student, they will be returned to their classroom. An email will be sent to the teacher and the subject leader.
- If OCS is unable to locate the student, an email will be sent to the teacher, the subject leader and the relevant year team advising them of the outcome.
- In either event, OCS will advise who needs to take responsibility for following up the incident.

Absence from lessons with no legitimate reason (Internal Truancy)

A. If a student misses (or is very late without appropriate reason) a single lesson during the school day – the responsibility for follow up and sanction will rest with the teacher/department.

Follow up to include:

- A sanction – usually time to complete the missed work
- Contact with parents
- Internal monitoring to ensure attendance at future lessons
- Recording of the details of the lessons missed

B. If a student misses a number of lessons during the same school day – the responsibility for follow up and sanction will rest with the appropriate Year Team (and may include consultation with SLT)

Follow up to include:

- A sanction – usually time to complete the work missed
- Contact with parents
- HoY attendance report
- Recording the details of lessons missed

C. If a student is persistently missing a number of lessons over a period longer than a school week – the responsibility for follow up and sanction will rest with the appropriate Year Team in conjunction with a member of SLT.

Follow up to include:

- A sanction – usually time in the Remove
- A formal meeting with parents
- HoY / SLT attendance report
- Recording the details of lessons missed
- A clear path of consequences for future truancy
- Communication with teaching staff to avoid triggers for internal truancy (e.g. avoid strategy of “sending out” persistent truants.)

Behaviour Policy Guidance Dealing with Mobile Phones / Ipods / Electronic Equipment

Students are not permitted to use mobile phones or other electronic equipment during lessons. They are also not permitted to listen to music or have headphones in their ears during lessons.

It is good practice for teachers to remind students of this expectation at the start of each lesson, asking them to ensure that phones are turned off and away from where they are likely to cause a distraction.

In the event that a student is using a mobile phone or other device:

- **Warning:** The student will be informed that they must put the phone away immediately. They will be warned that if they use the phone again, it will be confiscated for the rest of the lesson.
- **Confiscation:** If the phone is used again during the lesson, the student will be asked to hand over their phone to the teacher for the remainder of the lesson. The phone will be returned once the bell rings for the end of the lesson.
- **OCS Action:** If the student fails to comply with the action above OCS will be called. This may result in the phone being confiscated for a longer period of time and an additional sanction for defiance.

Schools have the authority to search students and to confiscate items which they should not be using. However, staff will not engage in any physical attempts to take items from students. If a student refuses to comply with staff instructions, this will be treated as defiance and will be dealt with accordingly.

In cases of persistent phone use over a period of time, teaching staff, subject and pastoral leaders will contact home to discuss a way forward with the student and their parents.

Behaviour Policy Guidance: Smoking and Tobacco in School (including electronic cigarettes and vaping equipment)

Smoking on the school site is prohibited by law for all members of the school community. Furthermore, students are not allowed to bring tobacco or smoking related equipment (including e-cigarettes and refills etc.) onto the school site.

Students are also not allowed to smoke (or use e-cigarettes) in the vicinity of the school at any time of day, including on their way to and from school.

If a student is caught smoking (including vaping), the matter should be reported to the relevant Head of Year and SLT. At least one of the following sanctions will apply:

- Detention
- Lunchtimes / Breaks in the Remove
- A letter to parents
- Removal of Lunch Pass (Year 11 only)
- Internal / External Exclusion (For repeated incidents)

If a student is suspected of smoking, **vaping** or of being in an “out of bounds” area, they will be asked to leave that area immediately. Names will also be forwarded to the Year Team for information, who may then decide to inform parents or action further.

Behaviour Policy Guidance: Confiscation and bag searches

Schools have the power to search students and to confiscate items which they should not have with them in school. If a student is suspected of having tobacco (or any other banned substance in school) Year Teams in conjunction with members of SLT and the Safeguarding Team may conduct bag searches.

All members of staff may forward information to Pastoral Staff regarding suspicions of banned items in school. However, under normal circumstances searches will only be carried out by SLT, HoYs and the Safeguarding Team.

Glossary

AHT

Assistant Headteacher

HOD

Head of Department

HOF

Head of Faculty

HOY

Head of Year

OCS

On Call Support

SIMS

School Information Management System

SLT

Senior Leadership team

Approval Process

Date of approval:

30th September 2013

Governors committee & date when policy first considered:

Staff & Students
16th Sept 2013

1st Review date:

1st September 2014
Readopted 1st Sept 2015
Review Summer 2017