



# High Storrs School

## Behaviour Policy

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Minor Amendments:

# BEHAVIOUR POLICY

## INTRODUCTION

### Aims of the School

High Storrs seeks to provide a happy, caring and effective learning environment, which will enable students of all abilities, irrespective of gender, cultural background, ethnic origin or disability to realise their full potential.

### Context

This behaviour policy provides a framework within which all members of the school community can work together towards our common aims. Consequently, all members of the school community have a responsibility to understand and follow the behaviour policy.

### Values



Our values underpin everything that we do and what we expect from our students, and staff body.

### Principles

1. **We are High Storrs. We are here to learn, succeed and thrive. We are respectful, safe and responsible.** Our community lives by our Value Statement, and we use this language to articulate what we expect.
2. Our non-negotiables are understood, and apply to everyone.
3. We address serious disruption to the lesson and lack of commitment to learning through **challenge, choices and consequence.**
4. We use all information available to support students' learning and behaviour.
5. We use a range of tactics and school systems to both challenge poor behaviour and reward positive Approach to Learning and behaviour.
6. We follow school systems to challenge poor punctuality and attendance.
7. We support every child and every member of staff by ensuring these principles underpin every aspect of school life.

# **EVERY DAY BEHAVIOUR PRACTICE**

## **Non-Negotiables**

We summarise our 'non negotiables' as,

1. Do as you are asked first time.
2. Enter and exit school via the pedestrian entrances. Arrive on time.
3. Stick to the dress code.
4. Do not litter and use the appropriate bins.
5. Do not swear and do not intimidate, fight or bully others.
6. Only eat in the dining room, flexible lunch spaces or on the field.
7. Mobile phones are only to be used in phone zones or in classrooms with permission.
8. The following items are banned on site; energy drinks, chewing gum, alcohol, cigarettes, tobacco (see No Smoking Policy), vaping equipment, knives or weapons\* and illegal drugs\*

*\*Permanent exclusion from school is always considered if a student brings these things into school.*

We do ask that students follow these key rules and do as they are asked first time by any member of staff to ensure we all can enjoy a safe and happy learning environment.

Where students do not comply or are repeat offenders, their behaviour will be logged and a consequence put in place. Obviously, for breaches of non-negotiable number 8 the consequences will be much more serious (up to and including permanent exclusion).

There are also clear systems to address poor punctuality (to school and to lessons) and truancy.

## **Routines**

As part of a large community we expect that pupils will comply with the following day to day routines:

### **Around School**

1. Remove your hat when you enter the building.
2. Walk sensibly and safely on stairs and corridors.
3. Consume food and drink only in designated areas.
4. Place litter in the bins provided.
5. Mobile phones and music players are not allowed during the school day.

### **Start of lessons**

1. Arrive at lessons on time.
2. If the classroom is locked, wait quietly and sensibly.
3. Enter the classroom in an orderly manner.
4. Remove your coat and bag.
5. Sit in the seat allocated to you by your teacher – it has been chosen to enable you to learn.
6. Get out your book / folder and equipment.
7. Listen and await instructions (check to see if there is a starter task on the board/desks and make a prompt start)

### **During lessons**

1. Be polite and respectful of others.
2. Take responsibility, behave sensibly and focus upon your own learning.
3. Work towards the best HSS attitude to learning grades and to the best of your ability.
4. Ask / answer questions by putting up your hand.
5. Classrooms are not for eating and drinking.
6. Take note of homework reminders/information (and look on SMHW)
7. Only leave the classroom with permission and a note from your teacher.

### **At the end of lessons**

1. Pack away quickly and quietly.
2. Ensure your desk and chair are left tidy.
3. Wait for your teacher to dismiss you.
4. Leave the classroom in an orderly manner.

### **The 3 C's – Challenge, Choice, Consequence**

At the heart of effective behaviour management is relationships and skilful classroom management, which results in clear boundaries and good working relationships between students and staff. In classrooms, boundaries have to be clear in order for learning to happen. Students need chances to respond and change when challenged. Staff engage in continual professional development with regards to managing a safe, purposeful and calm learning environment. The 3 C's is what is expected of all staff when responding to students have not met our expectations. *These are the notes for staff detailing the 3 Cs..*

#### **Step One – CHALLENGE**

Challenge and name the behaviour that is disrupting or preventing learning (often using the 'Values Language' above). Describe the poor behaviour and explain what you want to see instead. Name the individual(s) who are not meeting you expectations, rather than telling the whole class.

#### **Step Two – CHALLENGE WITH CHOICE**

Having challenged them once, the student may continue to behave poorly and disrupt their own or others' learning. Now you need to give the student a choice to improve or face a consequence. For example, the student now needs to stop doing yyyy or xxx will happen to enable the rest of the lesson to continue.

#### **Step Three – CHALLENGE WITH CONSEQUENCE**

If you have said that you will *move them/speak to them outside/contact home/put them on subject report* etc, and they continue to misbehave the consequence for their poor behave will now be put in place. If they are difficult or argumentative then use On Call for support or their removal.

**If a child has been challenged and does not respond positively to the challenge or the choice, staff always record this behaviour incident on SIMS** (they might also record that a student has to be repeatedly challenged and given choices over a series of lessons). Where class teachers require additional support, Subject Leaders, House staff and/or a member of Senior Leadership Team become involved either to resolve the incident or to ensure good behaviour in the next lesson.

### **On Call**

Where a student is significantly disrupting the learning of others and strategies have been used to try to improve that child's behaviour (as above), On Call should be used. It can also be used to respond to a serious breach of the behaviour expectations in a classroom (e.g. a child swears at the teacher/is violent or aggressive), or to safeguard a child.

On Call can be used to help 'refocus' a child. A teacher might use On Call to request that a member of senior staff has a conversation with the child to reintegrate them back into lessons. If the teacher request that the poorly behaved student is removed from the lesson then this is more serious and will be logged. The student will sit a detention with the Senior Leadership Team as a punishment, and the member of staff who requested the On Call will attend to repair the relationship in order that the next lesson is positive.

## **Rewards and Commendations**

Commendations are rewarded for,

- Work or effort over and above that expected or asked for and that shows progress up the attitude to learning levels.
- Extra contributions to school, house or form

Commendations are noted on trackers and students who achieve the highest numbers of commendations receive a reward (e.g. voucher) at the annual July Celebration of Success.

Other HSS rewards and celebrations include,

- Nominating a student for a HT commendation
- Subject approaches for reward and celebration (e.g. student of the week, weekly positive phone call etc )
- Positive letters and commendations following trackers that show highest A2L OR most improved A2L
- Every year all staff are asked to nominate students for the Celebration of Success in the summer term

## **Mobile Phones and Devices and Earphones**

Mobile phones and devices are not allowed during the school day except in the Phone Zones at break time and lunchtime. There are occasions when they may be used in lessons with the permission of the teacher. In this case, the teacher will make it clear. If a student is seen with a mobile phone in the school grounds (outside the phone zones), the phone will be confiscated and it will be handed over to the House Office. On the occasions the phone is confiscated it will either be returned at the end of the school day or parents will be asked to come in to collect the phone. The school does not accept responsibility for phones which are lost or stolen.

Earphones are not allowed to be used or seen in any part of the school site apart from by Sixth Formers in the private study spaces and Common Room. Staff will confiscate headphones as per the system above.

## **SERIOUS BREACHES OF THE BEHAVIOUR POLICY**

As a school we have very high expectations regarding behaviour and most incidents can be satisfactorily dealt with within school. Nevertheless, the following types of behaviour are designated as **serious** and may lead to more serious consequences such as seclusion, fixed term or even permanent exclusion.

- Behaviour that disrupts the learning and progress of others
- Dangerous behaviour
- Vandalism
- Racism
- Foul and abusive language
- Refusal to follow instructions
- Substance misuse
- Assault or fighting
- Threatening behaviour and / or intimidation
- Physical aggression to a member of staff or another student
- Bringing knives or other offensive weapons onto the premises
- Bringing incendiary devices onto the premises including matches, lighters, fireworks etc
- Incidents involving incendiary devices
- Possession or use of illegal or dangerous substance onto the school premises, including drugs, alcohol or solvents
- Theft
- Rudeness and insolence.
- Bullying (including homophobic, cyber or related to disability) and sexist bullying (name-calling, abuse, inappropriate language or touching, harassment and body-shaming)
- Interfering with fire alarms, fire equipment
- Behaviour out of school that affects the reputation of the school

Other responses may include meetings with parents and governors, and locally agreed procedures such a Step Out (time at another school with the parents' agreement) and/or a Managed Move where a student goes to another school for a fresh start with a view to them going on roll at the receiving school. Again, this requires the support of all stakeholders.

## **PARENTS/CARERS**

Parents/carers play a big part in ensuring that their children are responsible for their own behaviour in school. We provide a **home-school agreement** to all new starters and parents each year to make clear our expectations. Building school life into a natural routine – ensuring that your child is at school on time, appropriately dressed, rested, and equipped – will encourage your child to adhere to school rules and procedures.

We ask parents/carers to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents/carers be prepared to attend meetings at the school with staff to discuss their child's behaviour and to adhere to any parenting contracts put in place.

In the case of exclusions, parents/carers are expected to provide appropriate supervision for their child during the first 5 days of exclusion, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, to attend a reintegration interview at the school with their child.

## **RELATED POLICIES and DOCUMENTS**

- Behaviour Written Principles
- Exclusion of Students Policy
- Detention In School Policy
- No Smoking Policy
- High Storrs Dress Code
- Home School Agreement
- Drugs Policy