

Salendine Nook High School (Academy)

Behaviour Management Policy

*(Principal - School Behaviour, Behaviour principles
Written statement - FGB or Committee)*

Date policy written:	September 2021
Produced by:	Mr D Christian /Mr C Fenton
Approved by Governing Body:	Personal Development Behaviour & Welfare 23.9.21
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Our Behaviour Management policy works alongside the Department for Education advice for Headteachers and school staff "*Behaviour and discipline in schools*" published in January 2016

1. The Principles of the behaviour management policy:

- 1.1 To develop positive attitude to learning in all students.
- 1.2 To appropriately reward students who display a positive attitude to learning.
- 1.3 To deter students from making poor choices.
- 1.4 To ensure equality and fairness of treatment for all.
- 1.5 To establish a clear between poor choices and appropriate, fair and proportionate consequences.
- 1.6 To identify patterns and trends which lead to intervention and additional support.
- 1.7 To ensure no group is disproportionately discriminated against the sanction system.
- 1.8 To provide a safe environment; free from disruption, violence, bullying and any form of harassment.
- 1.9 To develop 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.
- 1.10 To promote a culture of praise and encouragement in which all students can achieve.

2. Roles and Responsibilities:

- 2.1 It is acknowledged that the maintaining of good behaviour within the school is a shared responsibility.
- 2.2 The Governing Body will establish, in consultation with the Principal, 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.
- 2.3 The Principal will retain overall responsibility for the behaviour management policy and procedures.
- 2.4 The Assistant Principal, Craig Fenton will retain overall day-to-day responsibility for the fair and consistent application and implementation of policy and procedure.
- 2.5 Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied.
- 2.6 The Governing Body, Principal and staff, will monitor the application of this policy to ensure that no-one is treated less favourably in relation to any of the protected characteristics determined by the Equality Act 2010.
- 2.7 Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents to work in partnership to assist it in maintaining high standards of desired behaviour and they will be actively encouraged to raise with the school any issues arising from the operation of the policy. Parents are encouraged to monitor their child's behaviour via Edulink online software
- 2.8 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.

3. Expectations of the school community:

- 3.1 Our guiding principle is everyone will act with trust, positivity and respect to others at all times.

4. The Behaviour Management System:

4.1 This document sets out the framework of Salendine Nook High School's Behaviour Policy

The framework is designed to:

- 4.2 ensure that all students are praised and rewarded for working to the best of their ability, demonstrating a positive attitude to learning.
- 4.3 support staff in the classroom, ensuring that teachers can teach and students can learn in a secure environment of high aspiration.
- 4.4 ensure that students take responsibility for their actions with very clear consequences for making poor choices. These consequences are proportionate and fair but also include escalation where negative behaviours are repeated. There is also a clear correlation between the type of negative behaviour and the proportionate nature of the consequence.

The success of behaviour management relies on:

- 4.5 Consistency in its application by staff.
- 4.6 Professionalism and fairness in both the use of reward and sanction.
- 4.7 Support and clear lines of communication between home and school.

5. Basic Classroom Expectations:

- 5.1 Everybody in the classroom must be treated with trust, positivity and respect
- 5.2 Student should arrive promptly for lessons with the correct equipment
- 5.3 Seating plans will be used by the teacher to create an optimum learning environment
- 5.4 Communication must show respect between teachers and students
- 5.5 All students are expected to display a positive attitude to learning

6. Expectations Around School:

- 6.1 Everybody must be treated with trust positivity and respect.
- 6.2 Full school uniform must be worn correctly.
- 6.3 Out of lesson passes should be produced when asked for.
- 6.4 Students are not allowed out of lessons in pairs or during the first or last ten minutes of a lesson.
- 6.5 Students must have respect for the school environment and put litter in the bins.
- 6.6 Students must walk around the school quietly and sensibly respecting another person's space, keeping to the left where it is safe to do so.

7. Reward:

7.1 Merits:

7.1.1 Teacher's will each be issued with a number of merits every half term, to be distributed to students. As a guide, merits should be issued for the following:

- Excellent attainment in homework pieces, independent class work or examinations

- Excellent progress in homework pieces, independent class work or examinations
- Extremely helpful and supportive to the teachers and / or other students
- A sustained improvement in attitude towards the subject and / or staff
- Pastoral rewards for high attendance or improvement in attendance may also be considered.

7.1.2 Students can 'spend' their Merits at the Student Services at break and after school. These will be tallied and counted against the student's name, form and year group. This is recorded in SIMS. Occasionally merits can be issued when staff are not at a computer. It is the child's responsibility to ask their form tutor to record these the following morning. If merits are not recorded in SIMS then they will not appear on a student's report or in Edulink.

7.1.3 Students may also wish to save their Merits for the bigger prizes on offer. Some may also 'Save' and 'club together' for a bigger reward e.g. football / basketball.

7.2 End of year reward events:

7.2.1 At the end of every year, qualifying students will receive a range of reward opportunities.

7.3 Departmental Reward:

7.3.1 Departments may issue their own rewards – such as postcards home or other tangible rewards.

7.4 SLT Praise:

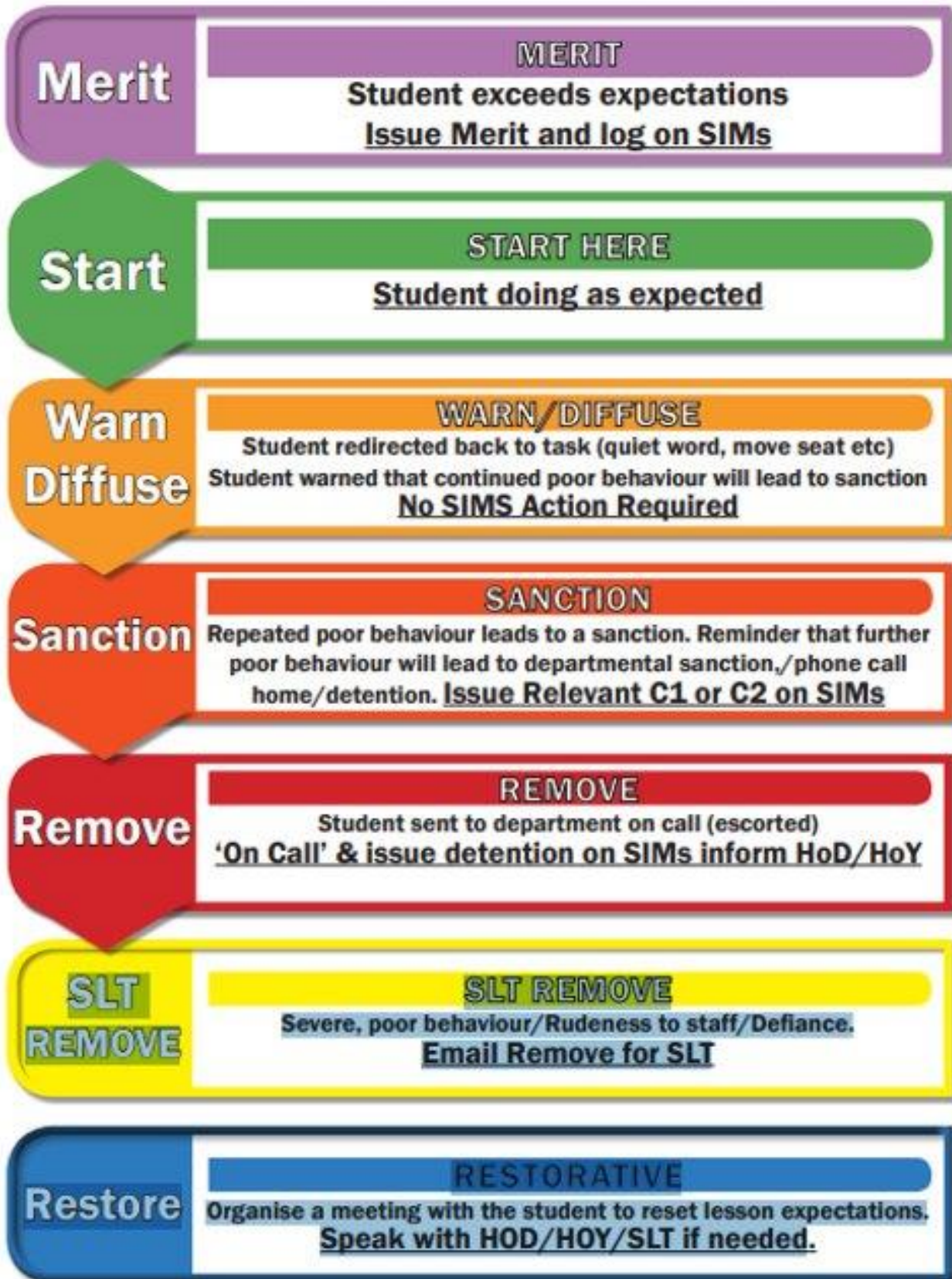
7.4.1 Each year group will have a designated day to send students for praise from Senior Leadership Team (SLT) during registration time.

7.4.2 SLT praise will take place in SLT offices to receive students who have been referred by Tutors. One or two students from each tutor group will be sent to the member of SLT every week. Ideally different students should be sent each week, with a clear reason. These students will be awarded Merits and should return to tutor to have these logged against their SIMS record.

7.5 Awards Afternoon:

7.5.1 This will take place in the summer term and is a summary recognition of within school achievement over the course of the academic year. This is distinct from presentation evening where public examination performance is celebrated.

Salendine Nook High School Classroom Behaviour Management



9. Salendine Nook High School Behaviours and Consequences

We have a fair system which values respect, courtesy and good manners.

Our students understand that poor effort, attitude and negative behaviours have consequences.

Consequences reflect the seriousness of the behaviours. This guide indicates the potential consequences for a range of negative behaviours. The school reserves the right to adjust consequences according to individual circumstances of each incident. Whilst incidents at C7 and C8 are extremely rare it is important that all students understand the consequences of these choices.

Code	Negative Behaviour	Code	Negative Behaviour
C1	Chewing gum/eating in lesson	C5	Inciting violence
C1	Failure to follow instructions	C5	Disruption in formal exam /test
C1	Uniform issues (Tutor issues)	C5	Dangerous reckless behaviour
C1	Inappropriate Language	C5	Failure to respond to Principal's Detention
C1	Disruptive behaviour	C5	Sustained bullying or bullying incident
C1	Late to school		
C1	Lack of equipment	C6	Swearing at staff
C1	Use of Mobile Phone (confiscate)	C6	Damaging reputation of Academy
C1	Lack of effort	C6	Fighting
C1	Late to lessons	C6	Aggressive to staff
C1	Lack of homework	C6	Truancing (off site)
C1	Deterioration (Behaviour /attitude)	C6	Setting off fire alarm
C1	Lack of organisation	C6	Theft
C1	Damage /misuse of equipment	C6	Failure to respond to isolation
C1	Graffiti (Books / Desk)	C6	Racism / homophobia
C1	No kit	C6	Caught smoking
C1	Off task talking		
		C7	Sexual harassment
C2	Further issue following C1	C7	Physical assault on student
		C7	Possession alcohol/drugs/pornography
C3	Serious C1 issues	C7	Serious and persistent failure to comply
C3	Misuse of ICT network/mobile phone	C7	Offensive weapon (possession)
C3	Truancing tutor time on site		
C3	Failure to respond to Dept Detention		
C3	Repeated failure to do homework	C8	Dealing drugs or alcohol
		C8	Offensive weapon with intent to use
C4	Repeatedly late for school	C8	Physical assault on staff
C4	Lesson truancy	C8	Serious physical assault
C4	Failure to respond to HoY Detention	C8	Total failure in response to school policies

Code	Consequence	Code	Consequence
C1	Warning and Teacher / Tutor Sanction	C5	Full day isolation / <u>Inter School Isolation</u>
C2	Department sanction	C6	Fixed-Term Exclusion (FTE)
C3	HoY Detention (KS3/KS4. Mon-Thurs)	C7	Interview governors (Disciplinary) + FTE
C4	Principals Detention (Friday)	C8	Permanent exclusion

9. Leadership Team Year Group Links 2021-22:

9.1 SLT Line Management:

- | | |
|-----------|--------------|
| Year 7 | Mr Christian |
| ○ Year 8 | Mrs Johnson |
| ○ Year 9 | Mrs Mason |
| ○ Year 10 | Mr Fenton |
| ○ Year 11 | Miss Hornsby |

9.2 The Senior Leadership Team link is the first point of contact for all escalated pastoral issues.

10. SLT Remove:

10.1 If the student still does not co-operate and cannot be confidently placed within the department, an SLT remove will be issued

11. SLT On-Call:

11.1 There are 2 SSM on reactive during lesson time. These will collect students and escort them to remove room whilst the issue is investigated.

11.2 The classroom teacher should always record the incident via SIMS which is sent to the SSM / HoY / HoD as soon as possible.

11.3 The SLT will decide on the most appropriate sanction (which may only extend to a cool off period and HOY detention if necessary).

12. Isolation Room:

12.1 Isolation is an alternative for fixed term exclusion.

12.2 The Isolation Room runs from 10.10am to 4.00pm, with an opportunity to work their way to a 3.30pm finish by completing all work.

12.3 There are no half day Isolation periods. Once a student is placed in Isolation, this is for the full day. The later start ensures students do not arrive to school or leave with their peers. This ensures that isolation effectively becomes a within school exclusion.

12.4 Work is provided to students and, where possible, students are given work which replicates the sort of materials being covered in lessons. The work should be broadly relevant to the age and key stage.

12.5 Mobiles / electronic media are not permitted.

12.6 Laptops may be used for work, at the discretion of the teacher.

12.7 Students remain in booths, working in silence for the full day.

12.8 There is a break and lunch is provided as normal.

12.9 Students must 'graduate' from isolation by successfully completing their day. Failure to graduate may result in a repeated day in isolation the following day.

12.10 Persistent failure to complete isolation may result in the application of a Fixed-Term Exclusion.

13 Form Tutor:

- 13.1 Form tutors are the first point of contact for all minor issues associated with pastoral welfare. The tutor should:
- Collected the register wallet, take the register by 8.45am and hand out any letters/communications.
 - Deal with any minor incidents which are unresolved from the previous day (usually reported by email).
 - Check detention lists and remind students.
 - Check basic equipment.
 - Check uniform.
- 13.1 HoY's and SSM's should visit tutor groups in their year and support individual form tutors as necessary.
- 13.2 Some tutors will undertake academic activity in tutor time associated with Year 11 English Mathematics and Science as well as Year 7 adult reading and literacy development.
- 13.3 Form tutors will also undertake a range of activities as directed by the HoY and co-ordinated by the Senior Vice Principal. This includes current affairs discussion, quizzes and silent reading.

14 SSM

- 14.1 The SSM/HOY is responsible as the first point of contact for support during the school day.
- 14.2 The SSM will:
- Receive call via radio for students causing concern in lessons or around school between lessons.
 - Seek to resolve low level incidents, including contacting home for notification of lower level issues and issues associated with low level disruption.
 - Undertake restorative sessions where there has been a breakdown in relations between staff and the students.
 - Staff the isolation room between 10.00am and 4.00pm.

15 Student Support Centre (SSC)

- 15.1 The SSC is designed to support students who are struggling within the mainstream curriculum. The SSC lead co-ordinates a series of interventions which include:
- Cool off periods for students who need respite.
 - Curriculum delivery for students struggling with individual subjects.
 - Timetable modifications as required and based upon individual need.
 - Alternative provision for KS4 students.
 - Mentoring and counselling services.
 - Access to external services such as referral to LA agencies.
 - Support with day to day behaviour management.

16 Uniform

- 16.1 Students should be in full uniform at all times whilst on school site.
- 16.2 Form tutors should monitor uniform during form time send students to Student Services where items can be borrowed (such as blazers, ties, shoes and kit).
- 16.3 Only one pair of earrings are allowed in school. No other facial/cartilage piercings are acceptable & students will be told to remove them. Nails must be of an appropriate length for health & safety in PE lessons.
- 16.4 Confiscated items of clothing and jewellery are normally returned at the end of the day but this is at the discretion of the HoY. Parents may, in some circumstances (such as repeated failure to comply), be asked to collect the items.
- 16.5 Certain items e.g. laser pens, will be confiscated and generally disposed of and not returned.

17 School Detention

- 17.1 Students will be placed in school detention by the class teacher when there is a more serious incident, or when there is persistent low-level non-compliance. Class teachers will first hold their own departmental detention. If students fail to attend or this fails to correct the poor choices, the detention will be escalated to HoY detention (Monday to Thursday), Principal's Detention (Friday), Isolation, Fixed Term Exclusion and potentially, Permanent Exclusion. At every stage, the student will be given the opportunity to correct their poor choices.
- 17.2 A student who is late three or more times in any half term will be placed in Principal's Detention which runs from 3.15 – 4.30pm every Friday. Students will be permitted to leave 15 minutes early where some appropriate work is completed.
- 17.3 Detentions will be re-arranged only in extreme circumstances and after discussion with parent/ carer and pastoral team.

18 The Head of Department (HoD)

- 18.1 Problems involving the pupil's attitude to class work or failure to do homework should always be referred to the Head of Department. The HOD is essentially the guardian of standards within the department, and any initial issues are, therefore, to be dealt with here. Departmental Meetings should always include the opportunity for a discussion of individual pupils.
- 18.2 The HoD should escalate any issues through the pastoral system, especially where there is persistent non-compliance or more serious issues.

19 Reports

- 19.1 The school uses a variety of daily reports. These are used where additional attention is needed for particular students. The pastoral team will use school report as and when required. Parents would usually be informed and the report will be issued for a specific period of time. It will also involve daily checking. Failure to respond to report may result in escalation through the school sanction.