

# Behaviour Policy

## Document Control

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## **Stockland Green School Behaviour policy**

1. Principles, aims and expectations
  2. Managing poor behaviour
  3. Taking account of individual students needs
  4. Rewards and awards
  5. Stockland Green School behaviour intervention framework
  6. Support in preventing poor behaviour
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- Appendix A – Behaviour guidelines for all students
  - Appendix B – School rules
  - Appendix C – Behaviour support flow chart
  - Appendix D - Home school agreement
  - Appendix E – Individual roles regarding behaviour

## Principles and Aims

- To share and employ effective practices and strategies which promote positive behaviour
- To ensure rules, routines and sanctions are applied consistently and calmly across the school
- To effectively manage students' behaviour to prevent disruption to the teaching and learning of other students, providing an environment where students are safe and are actively taught good behaviour.
- To tackle low level disruption in a consistent and calm manner
- Fundamentally it is the professional responsibility of all teachers to manage the behaviour of students

## Expectations

At Stockland Green School our behaviour policy is based on the principle of RESPECT. Students are expected to demonstrate respect for themselves and their learning. They should show respect for other students and their right to learn, along with adults, the school environment and the wider community.

It is understood that the majority of students will choose to spend their time operating within the praise and rewards framework. It is also expected that, of the students whose behaviour is deemed unsatisfactory, only a small minority will require intervention beyond the class teacher and head of faculty level. Students are expected to behave courteously at all times. At Stockland Green we want our students to demonstrate respect and consideration to students and staff at all times.

*At Stockland Green, students are expected to follow the school rules and school code of conduct (see appendix A) and this includes **attendance and punctuality** to school.*

We expect students to aspire to outstanding behaviour. This is defined in the following way by Ofsted:

**Grade descriptors for personal development, behaviour and welfare** (taken from the School Inspection Handbook, updated 23 August 2016)

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

### Outstanding (1)

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.

- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

#### **Good (2)**

- Pupils are confident and self-assured. They take pride in their work, their school and their appearance.
- Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.
- Pupils show respect for others' ideas and views.
- In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.
- Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.
- Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.
- Pupils conduct themselves well throughout the day, including at lunchtimes.
- The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.
- Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.
- Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.
- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.
- The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.
- Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.

#### **Requires improvement (3)**

- Pupils' personal development and welfare are not yet good and/or behaviour in the school is not yet good.
- Pupils are safe and they feel safe.

#### **Inadequate (4)**

##### **Personal development, behaviour and welfare are likely to be inadequate if any one of the following applies.**

- Pupils' lack of engagement, persistent low-level and/or high-level wilful, disruption, contribute to reduced learning and/or disorderly classrooms.
- A significant minority of pupils show a lack of respect for each other or staff and a lack of self-discipline. Pupils ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school.
- Pupils show negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.
- Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement.
- A significant minority of pupils do not understand how and why to live healthy, positive lives both physically and emotionally.
- Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.

- Pupils have little confidence in the school's ability to tackle bullying successfully.
- Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.

### **Expectations and Behaviour outside of school**

If students behave well when outside school (e.g. on a school visit) they should be rewarded in the same way as they would be in school. The school has a statutory power to regulate the behaviour of students when off school premises and not supervised by school staff. This regulation includes behaviour on activities arranged by the school such as work experience, educational visits and sporting events. It also includes behaviour on the way to and from school and behaviour when wearing school uniform in a public place.

It is the school's responsibility to act in a reasonable manner taking into account the following factors:-

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- The extent to which the behaviour in question would affect the orderly running of the school and/or pose a threat to another student or a member of staff

### **Positive Behaviour**

Positive behaviour should be recognised at all times. Positive recognition should be given to students who have been ambassadors for the school and themselves e.g. achievements in a sporting event, school trips, educational visits or competitions. All staff have a responsibility to implement, monitor and evaluate the use of praise and must ensure that there is equality of opportunity for students to achieve rewards regardless of age, ethnicity, gender, special educational needs and disability. At Stockland Green good behaviour is positively reinforced through frequent use of encouraging language which we believe fosters positive relationships with students. To celebrate success and good behaviour our school hosts special events such as praise assemblies, awards evenings, praise breakfasts, whole group and individual rewards for consistent good behaviour. We also hold our 'Aspire' students reward afternoons for participation, good behaviour, punctuality and attendance.

### **How we discourage and manage poor behaviour through sanctions and support**

School staff have the statutory power to impose sanctions and are responsible for managing the behaviour in their own classroom. Whatever sanctions we use, these will be applied consistently and fairly. Sanctions demonstrate to other students what action will be taken as a result of unacceptable behaviour. Consideration should also be given to the nature of the behaviour. In extreme cases help may be summoned from 'classroom support'. Teachers should also use the support mechanisms within their faculty area. This will include time out rooms, faculty report, being referred to Head of Faculty in addition to making contact with parents. It is important that Form Tutors and House Leaders are kept informed of poor and unacceptable behaviour within subject areas.

### **Some examples of how to deal with incidents**

- Make clear you are dealing with the behaviour rather than stigmatising the student
- Avoid using severe sanctions for minor infringements.
- Avoid whole group sanctions
- Use sanctions that help students to learn from their mistakes and show how they can improve their behaviour
- Use sanctions in a calm, controlled manner.
- Sanctions should only be mentioned if there is an intention or the facility to carry them out
- Avoid sanctions becoming cumulative and automatic. Sanctions should take account of individual circumstances and needs.
- Use sanctions that are a logical consequence of the student's inappropriate behaviour.

- Where possible sanctions should demonstrate to the students that they are the result of the choices they make. In this way students will begin to see the connection between their behaviour and its impact on themselves and others and so increasingly take responsibility for their own behaviour.

It is important that all staff are aware that poor behaviour may be masking unidentified learning difficulties or other Special Educational Needs and should act accordingly

All adults in the school are required to take account of students' individual needs and circumstances when applying the school's behaviour policy. Such students are primarily those with SEN or disabilities but other students at risk of disaffection or exclusion may also need to have their needs and circumstances taken into account – e.g. students from minority ethnic and faith groups; students learning English as an additional language, looked after children, sick children, troubled children, young carers, children from families under stress, pregnant girls and teenage mothers, travellers, asylum seekers and refugees.

It is important that all adults in the school are sensitive to individual needs as inappropriate school responses may contravene legislative requirements and could result in the school's actions being challenged.

### **Taking account of race, religion and culture**

We avoid discriminating against particular racial groups by monitoring policies and practices. It is the responsibility of staff to ensure that they are well informed about cultural differences and that these are taken into account when applying school rules. Staff should ensure that they are fully aware of equal opportunities legislation as it relates to behaviour policies. It is the responsibility of staff to challenge any form of discrimination.

### **Taking account of SEN, disability and the circumstances of other vulnerable students**

The school makes reasonable adjustments in the application of the behaviour policy to disabled students. Special provisions are made for students with behaviour related learning difficulties through the work of the Inclusion Faculty, local authority advisory services and other mechanisms. The school regularly monitors the impact of its behaviour policy on vulnerable students as well as identifying students who are at risk. Staff are informed of any measures taken to support students on a need to know basis and a key person is identified to co-ordinate the school's response. It is the responsibility of staff to ensure that they follow the school's referral procedures.

Staff are also reminded that while there is an overlap between those students with Special Educational Needs and a disability, there are students who have disabilities but no Special Educational Needs.

In practice it is important that staff avoid the blanket application of this behaviour policy without taking into account an individual student's needs.

e.g.

- 1) An automatic exclusion for swearing at a teacher might put the school at risk of litigation if the policy fails to make a reasonable adjustment for a disabled student whose disability relates to communication difficulties and anger management.
- 2) A student with dyslexia is given a detention for not completing an independent learning task when the task was quickly written on the board at the end of the lesson without giving enough time to copy it. The school could be accused of treating this student less favourably.

### **Reasons why some students may behave inappropriately**

There are a number of reasons why students with SEN or disabilities and other vulnerable students may behave inappropriately.

Students may not have the skills or competencies necessary to understand or follow the school rule. These may be cognitive, physical, social or emotional.

Some common examples are:-

- They may have a hearing or speech impairment which means they do not understand an instruction.
- Cultural differences may mean that they respond to adults in a way that the adults are not used to.
- Students, because of learning or communication needs, may not understand a school rule.
- Students with attention difficulties may be unable to comply with certain rules e.g. keeping still for long periods.
- Some students may not have been taught the skills they need to control their emotions or to behave appropriately in different situations. They may not have the skills to manage anxiety, or resolve conflict or work appropriately in a group e.g. students who cannot differentiate between language used in the playground and in the classroom.
- There may be some students who have not acquired these skills but would have been able to use them if they were taught how to, however there are some students who, because of the specific nature of their Special Need may be unable to master these skills e.g. students on the autistic spectrum.
- Some students will choose to misbehave to gain attention either from adults or from their peers. Others may choose to misbehave because of a lack of commitment to education.
- Some students know how to behave and have the skills but are unable to use them because they are experiencing stress or trauma which makes them unable to make rational choices e.g. a child who is being bullied, or has been bereaved or is experiencing family upheaval.
- Staff should also be aware of the needs of our gifted and talented students and understand that they should set them challenging work at an appropriate level to meet their needs.

***Each of the above reasons for inappropriate behaviour has implications for implementing the behaviour policy in a way that ensures we meet individual needs.***

## **Rewards and awards**

The system allows for all students regardless of ability, gender or age to be given the opportunity to operate within the rewards framework. Central to the rewards philosophy is the expectation that all teachers will praise students, including contacting parents, as a matter of routine. Such spontaneous day to day praise is a key factor in motivating students and establishing a positive climate for learning at Stockland Green School.

### **House Points**

The first formal stage of the reward process is the House Point reward system. All staff can award House Points for:

- behaviour that has enabled all students to learn to their full potential.
- appropriate levels of commitment, effort, attainment or achievement.

Staff are asked to use their judgement when awarding House Points. However, the aim is that House Points are awarded to the majority rather than the minority (if behaviour reflects this balance). House Points should be logged on G4S and count as a positive behaviour event for the student. They will also be totalled up and count towards whole school House competitions.

### **Feel Good Friday Phone Calls**

Commended students will receive a phone call home when a member of staff identifies a sustained improvement in behaviour or levels of commitment, effort or attainment. A 'Feel Good Friday' phone call is worth 5 House Points. It is expected that all staff will make a feel good Friday phone call each week.

### **Student of the week**

Form tutors should award 'student of the week' award for students who have displayed outstanding behaviour, effort or commitment. This could be in the areas of citizenship and community service. Nominated students will be awarded a certificate and where possible highlighted in assembly. A student of the week certificate is worth 5 House Points.

### **End of term celebration assembly**

All students and parents are invited to attend the end of term celebration assembly, in the last week of term. The students will be awarded the following:

- Attendance awards
- Subject awards for progress and attainment

- House Leader and Form Tutor student of the term awards (worth 10 House Points each)
- There will also be other prizes and awards for performance in other areas of school life.

**‘Aspire’ student awards**

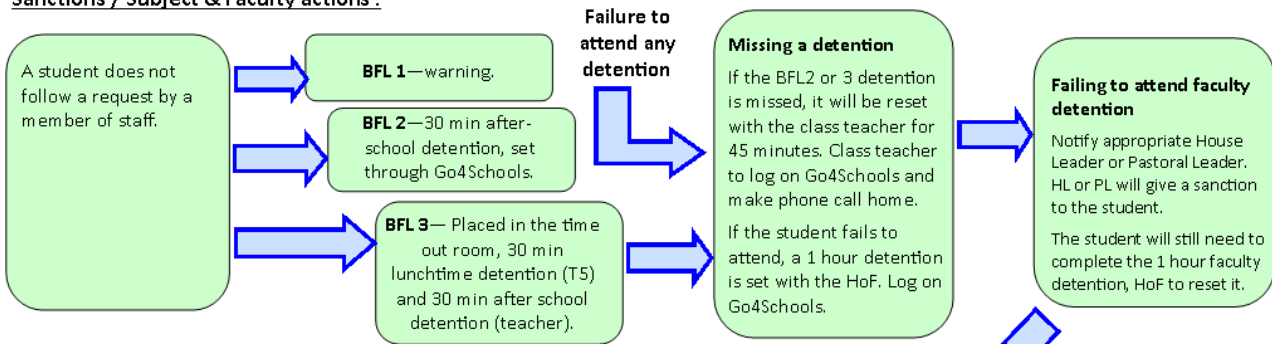
At the end of each half term there is a reward afternoon for students who have completed two House challenges during the half term, maintained 100% attendance and punctuality to school and have received no negative referrals. For those who maintain this standard for the whole of the academic year there is a further reward given. In September 2015, this was a day visit to Drayton Manor Park.

**The Stockland Green School Behaviour Intervention Frameworks**

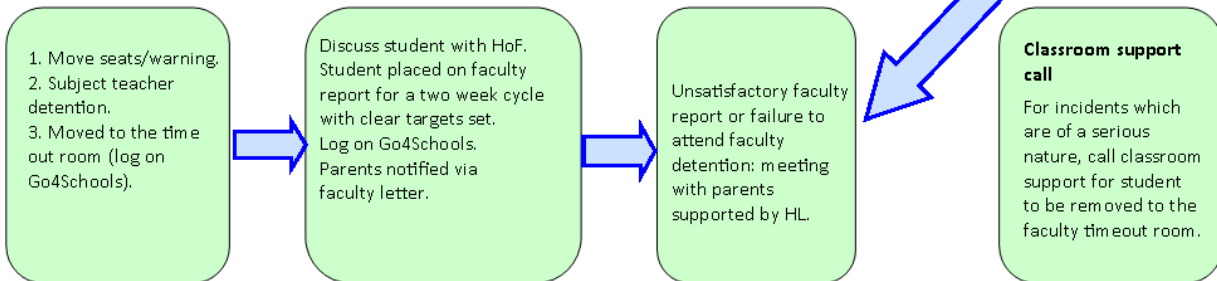


# Faculty Behaviour Policy

**Sanctions / Subject & Faculty actions :**



**Sanctions for persistent poor behaviour :**

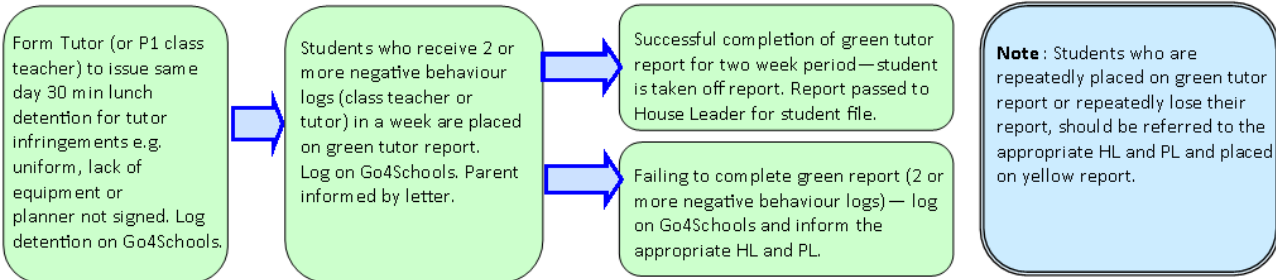




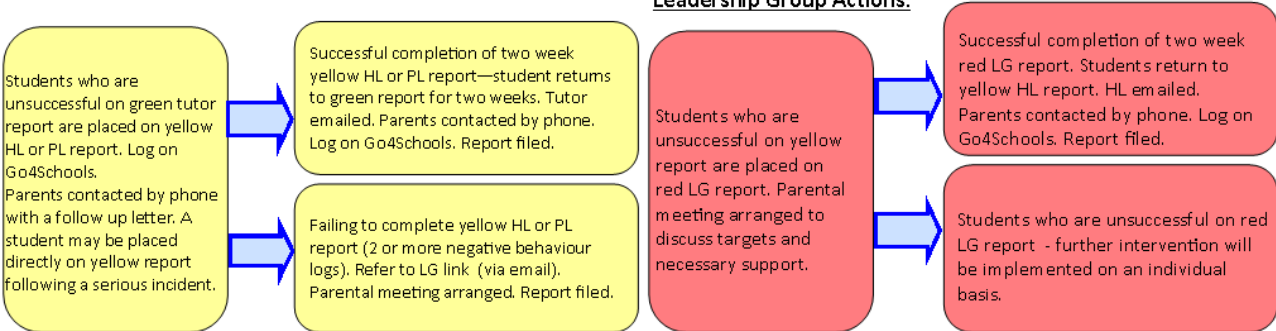


# Pastoral Team Behaviour Policy

## Form Tutor Actions:



## House Leader Actions:



## Leadership Group Actions:

### Prior to Deployment of Sanctions - Deploy a range of techniques and strategies to deal with behaviour

Before giving students a BfL 1 warning a teacher can effectively deploy a range of proactive interventions that indicate the need to be focused. For example:

- visual reminders, e.g. finger on lips, shaking of head
- approaching the student and standing next to them
- setting time limits for tasks
- moving student to another seat
- balancing reminders for some with praise for others to reinforce expectations

### Behaviour for Learning - Level 1

#### Verbal Reprimand

Students move into BfL 1 as a result of continuing the behaviour which led to the initial rule reminder

A student who continues to behave unacceptably despite being given a rule reminder will move on to BfL1 and receive a **Warning 1**. Again it is vital that the words '**Warning 1**' are used so that the student is clear.

E.g. "Michael I am going to ask you again to stop talking so that you can focus on your work. This is your Warning 1".

Staff should continue to use de-escalation strategies in order to prevent further action from needing to be taken.

### Behaviour for Learning - Level 2

### **Students move into BfL 2 as a result of continuing with the behaviour which led to the student receiving a BfL 1**

A student who continues to behave unacceptably despite receiving a reminder of the rules and a BfL 1 (Warning 1) will be placed on BfL 2. This will result in a 30 minute afterschool detention being issued by the class teacher, with this being logged into G4S as a negative behaviour event. The student should be informed that they have a "Warning 2" and when they are expected to attend the detention. Staff should ensure that students record this detention in their planner. The logging of the incident on G4S will alert the Office staff to inform parents and add the student to the detention list for collection at the end of the school day.

E.g. "James, you have already been warned, so now you will now have a detention with me. This will be logged; you are now on warning 2".

Staff should continue to take action to prevent further escalation.

### **Behaviour for Learning – Level 3**

#### **Students move to BfL 3 as a result of the continuation of the behaviour which led to BfL1 and 2**

A student who has not responded to the class teacher behaviour management strategies through a rule reminder, BfL 1, BfL 2 should be removed from the classroom in order to allow learning and teaching in the lesson. At BfL 3 classroom support will be called. The student will be removed from the classroom and placed into a faculty time out room. The student will be placed in the following lunchtime detention. The member of staff should log the incident and set a 30 minute afterschool detention to reinforce the message that their behaviour is not acceptable.

A serious incident may require the class teacher to move straight to BfL 3 resulting in a student being removed from the lesson.

### **Pastoral Behaviour for Learning Policy**

The Form Tutor plays a central role in the ensuring the wellbeing of the student. The Form Tutor is also responsible for checking the effective use of student planners and is first port of call for home-school liaison. The Tutor also has the ability to use the BfL warning system as previously described. In addition the Tutor may issue reports to monitor student behaviour.

To further monitor ongoing behavioural issues students can be placed on Form Tutor report/subject report for a two week period whereby their behaviour can be monitored using set targets to help them to focus and monitor progress in all lessons. These reports will be logged on G4S which generates a letter home from the Office to inform parents.

Each afternoon during P6 the student will report to their Form Tutor during SMSC to monitor performance against the targets set. This report will also be brought home for parents to check progress and sign the report. If the student meets the targets set they will continue in lessons following normal rewards and sanctions. However, if the report is not completed to a satisfactory standard the reports will escalate.

#### **Green Report (Form Tutor)**

Tutors issue green reports to monitor students that receive two or more negative behaviour logs in a week. This will be logged on G4S as a neutral event and the parents will be informed by letter. If successful, the student comes off report. If the report is failed the student is placed House Leader report.

#### **Yellow Report (House Leader)**

Unsatisfactory completion of a Form Tutor (green) report results in a student being placed on a House Leader report. This will be logged on G4S as a negative event and parents will be informed by letter. If the student passes the report, then they are placed back on Form Tutor report. If unsuccessful then the student is placed onto Leadership Group report.

## **Red Report (Leadership Group)**

Unsatisfactory completion of a House Leader report (yellow) results in a student being placed on Leadership Group report. A parent meeting will be arranged. This will be logged as a negative event with additional support put in place.

## **Detentions**

### **Issuing of Detentions**

In the event that a detention is issued, it should be logged as a negative event on G4S. The G4S log will add the student to the detention list. The Office will ensure that parents are notified. Pastoral Leaders will provide additional support at the end of the day to gather students for detention when available. Staff setting detentions should arrive at the Hall as soon as possible to collect the students they have set detentions for. For a detention to be on the same day, notice has to be given to the office by 2.00 at the very latest. Detentions logged after 2.00 will be added to the following days list. For information an e-mail is sent out to all staff at 2.30 with a list of students who are expected to be in detention.

Detentions should be used to address the issue which has arisen. The time could be used to complete work or independent learning tasks, if unfinished. Alternatively, the time could be used for revision or review of work. If a detention has been set for poor behaviour, time should be used to discuss the reasons for this behaviour and the setting of targets to ensure good behaviour in future.

## **Detentions**

All staff can issue a detention to students. Stockland Green School makes it very clear to students and parents that they use detention (including detention outside of school hours) as a sanction. While parental consent is not required for detentions it is our policy to notify parents by text or phone call that students will be detained after school. If the detention is at lunchtime, staff should allow reasonable time for the student to eat, drink and use the toilet.

### **Detentions outside school hours**

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the student at risk
- Whether the student has known caring responsibilities which mean that the detention is unreasonable.
- Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

As with any disciplinary penalty a member of staff must act reasonably given all the circumstances when imposing a detention. It is our policy to make parental contact in the event of an after school detention being set to avoid issues relating to child safety.

### **Failure to Attend Detentions**

Staff will clearly inform students when they are issued with a detention. Staff should find an appropriate time to explain to the student the reasons behind the issuing of a detention and work with them to prevent future misbehaviour. If students do not attend detentions then the sanction should escalate.

#### **Stage 1**

If the BfL 3 detention is missed, a 45 minute detention will be reset with the Class Teacher

#### **Stage 2**

If the 45 minute detention is missed, a 1 hour detention will be set with the Head of Faculty

#### **Stage 3**

Missing a faculty detention results in a sanction from the House Leader and the 1 hour detention will be reset by the Head of Faculty

#### **Stage 4**

Persistently disruptive behaviour will result in a further sanction from a member of Leadership Group.

#### **Leaving Detention Early or Refusal**

If a student refuses to attend or insists on leaving a detention early, restraint should not be used but the consequences of these actions should be made clear to the student. A further and higher level of sanction will be used e.g. referral to Head of Faculty, or House Leader.

#### **Detentions and Punctuality**

Students who are late to school (i.e. after 8.50) will be marked late on the register and be issued with a lunchtime detention.

Those who arrive persistently late should be challenged and sanctioned accordingly. This may take the form of:

- Afterschool detention
- Letter home
- Parental meeting
- Punctuality report

#### **Classroom Support Duty**

Staff on classroom support duty should make sure that they visit 'hot spot' classrooms and those with cover teachers to check on the learning of students. Staff should enter classrooms and ensure that students are focused and engaged with the classroom activities. They should record any issues that they are called for on radio, the outcomes and inform the students that they have a detention.

Staff on teaching and learning should make sure that they:

- 1) Collect the clipboard and radio from reception at the start of the duty
- 2) Visit classrooms to ensure that students are focused on their learning
- 3) Record any BfL 3s or other incidents that occur
- 4) Inform students of the T5 lunchtime detention that results from being placed on BfL 3
- 5) Move BfL 3 students to faculty timeout, not BSR
- 6) Take a sandwich lunch order for the student if lunch is required (record "declined" if this is the case)
- 7) Record which faculties they have visited
- 8) Proactively ensure outstanding whole school discipline
- 9) Return the clipboard to reception and ensure that any logged BfL 3s are passed to the general office for inclusion on the T5 lunchtime detention list

Classroom support calls should be placed in an instance where there is severe disruption to learning. This may be due to student defiance or refusal, or due to an exceptional disruption to classroom order.

#### **Behaviour Support Room (BSR)**

Referral to the BSR will take place when a serious incident has taken place and/or all previous sanctions have been applied and there has been failure to improve, but the act does not warrant exclusion.

A decision to put a student in the BSR will be taken by House Leaders, Pastoral Leaders, or Leadership Group. Students will be isolated from the school community for the duration including break and lunch time. The collection of food and drink will be arranged by the member of staff on duty in the BSR.

#### **Fixed Term Exclusion**

If a student continues to break the rules after other intervention has been put in place a fixed term exclusion can be issued by the Headteacher. Fixed term exclusions can also be issued for one off serious incidents but again only by the Headteacher. On return to school the student and parents must meet with the Pastoral Leader and if necessary the LG Link. To summarise:

- Only the Headteacher can exclude students from school
- Exclusions should be sequential wherever possible. Previous incidents and length of exclusions should be taken into account when making a decision on the period of exclusion
- Parents should be informed about the decision regarding the exclusion as soon as possible after the investigation has finished, by telephone and then formally by letter, in the post.
- A meeting with parents and the student should be held before they return to school from the exclusion

### **Leadership Group Panel**

If a student has multiple fixed term exclusions in one academic year, a persistently poor behaviour log, or numerous cases of particularly poor behaviour, they can be recommended for Leadership Group Panel. The House Leaders presents the student's behaviour record to members of the LG (the group could include another House Leader or Head of Faculty) in the presence of the student and parent(s)/carer(s). This will include types of behaviour, specific serious incidents and the layers of support that have been used so far. The parents and student have an opportunity to share any information they wish the panel to hear. The panel can ask questions of all parties.

Rationale is twofold:

- The panel will be able to see if any interventions have been missed and ensure that the student gets further support to try and improve their behaviour.
- Students and parents point of contact is often only the House Leader and LG link. The panel allows parents to hear a message from LG members beyond the students own house.

### **Governor Panel**

If there is no improvement in behaviour a student's file may be presented to a panel representing the school's Governing Body. Processes mirror those of the Leadership Group Panel, but students must recognise the increased level of seriousness in a Governor Review.

### **Governors Discipline Panel**

Students who persistently break the school contract or who commit a significantly serious misdemeanour can expect to find themselves at the final stage. The Headteacher may recommend Permanent Exclusion to the Governors Discipline Panel who will hear a review of the individual case and make a final decision.

### **Confiscation**

There are two sets of legal provisions which enable school staff to confiscate items from students:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
2. Power to search without consent for prohibited items including:
  - knives and weapons
  - alcohol
  - illegal drugs
  - stolen items
  - tobacco and cigarette papers

- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for

Weapons and knives, illegal drugs and extreme or child pornography must always be handed over to the police; otherwise it is for the teacher to decide if and when to return a confiscated item. When confiscating an item staff should avoid any physical contact. If a student refuses to hand over an item, staff should avoid confrontation but be very clear about the consequences of failing to follow instructions. Wherever possible confiscated items should be labelled and put away securely. They should be returned to the student **following a given time period**.

In confiscating illegal or dangerous items staff should be aware that when challenging a student over the possible possession of an illegal and/or dangerous item it is good practice to seek the support of another colleague.

**Mobile phones** must not be used in the building. They cause a distraction from learning, allow for the photographing or filming of other students and are not safe to be used while moving around the building on stairs and in narrow corridors. They may be used outside before and after school and during break and lunchtime. If they are seen in school they will be confiscated by a member of staff. The phone will then be signed in at Reception, where it will be locked away for the remainder of the school day. The mobile phone will be returned to the student by the House Leader or Pastoral Leader at the end of the school day. This will usually happen at the Student Office on the ground floor. In the case of repeat instances parents will be asked to collect mobile phones from Reception.

### **Where can staff go to get help and support in promoting good behaviour inside the classroom?**

Fundamentally it is the professional responsibility of all teachers to manage the behaviour of students. Wherever possible, staff should try to deal with low level behaviour on their own. However, support is available from a number of sources. Staff should consider the reasons why students might misbehave as detailed earlier. Consideration should also be given to the nature of the behaviour. In extreme cases help may be summoned from "Classroom Support". **It is important that Tutors are kept informed of poor and unacceptable behaviour within subject areas.** Where behaviour becomes more serious a Head of Faculty, should use the behaviour for learning guidance to escalate sanctions to House Leader, Pastoral Leader, and/or Leadership Group. A planned, managed response to assist a student in modifying their behaviour should be put in place.

### **Where can staff go to get help and support in promoting good behaviour outside the classroom?**

The same routes of referral apply to situations outside the classroom. There are occasions where we have to manage unacceptable behaviour outside the classroom and they might be whilst on duty, lunchtime, break time or in between lessons. Again consideration should be given to the nature of the behaviour. Wherever possible, staff should try to deal with low level behaviour on their own. **This should be reported to the appropriate Tutor and an appropriate consequence administered.** Where the incident is more serious staff should refer to the House Leader or Pastoral Leader for support. In extreme cases help can be summoned via Reception who will alert the appropriate person.

## **Appendix A**

### **Behaviour guidelines for all students to be implemented by all staff**

#### (a) In the classroom

- Arrive on time and enter the room quietly.
- Take off coats, and do not chew or eat in class.
- Listen, and follow instructions carefully, raising your hand to speak.
- Work to your highest ability, and do not distract others.
- Respect other people and property during the lesson.
- Bring basic equipment to lessons including a school bag.

#### (b) Behaviour guidelines between lessons (movement around the school) out-of-classroom guidelines (on stairs and corridors).

- Always walk, do not run, and keep as much as possible to the left hand side, especially on the stairs and when entering and exiting SLZs.
- Be sensible, do not push others on stairs or in other areas.
- Go directly to each lesson, do not stop to talk.
- Do not shout or make unnecessary noise.
- Be polite, hold doors open if necessary for others to pass.
- Do not eat on corridors or stairs.
- Put all litter in bins.

#### (c) In General

- Wear your school uniform with pride and ensure you look smart at all times.
- Respect the school's equal opportunities policy, whatever people's race, colour, gender, ability or beliefs.
- Be polite to each other to all adults and visitors.
- Avoid shouting and offensive remarks.
- Try to co-operate with everyone for a happy community.
- Do not chew or bring chewing gum into school.
- Do not bring any dangerous, illegal or valuable items into school. Mobile phones are discouraged and must not be seen in the school building.
- Do not smoke on the school site or on the way to and from school.

#### (d) Lunch and break times behaviour

- Do not run to lunch/break time queues, be sensible.
- Wait quietly in the queues, until told to move.
- All hot food should be eaten in the cafe, not taken outside.
- Clear your own food, drinks and tray sensibly.
- Students to remain on school premises/grounds during breaks (unless special permission to leave has been given from the Leadership Team).
- Students follow the posted year group arrangements and wait quietly before they go into the cafe for lunch, following staff instructions.

#### (e) Guidelines for students out-of-lessons

Students should not normally be allowed to leave the classroom during a lesson, except in emergencies. Should it be necessary for them to do so then staff should sign the student's planner to show that permission has been given. Any member of staff seeing a student around school during a lesson should ask to see their planner. If there is no authorisation the student should be returned to their lesson.

#### (f) Guidelines for students leaving school before the normal finishing time

Students needing to leave school premises during the school day should only leave with the proper authorisation and official pass scheme permit. Permission to leave school necessitates students gaining approval of the relevant House Leader, Pastoral Leader, or Leadership Link. This permission will require written or telephone approval from a

parent/relevant adult and/or permission of medically qualified staff. The pass scheme details are available in the school office.



## **Appendix B**

### **SCHOOL RULES**

Stockland Green School's aim is to promote a disciplined, safe and happy community which cares for the needs of each individual.

#### **Main guidelines**

Stockland Green aims to put the needs of its students first. Staff are asked to treat children in a caring, polite, reasonable and fair manner. Students are expected to maintain a high standard of behaviour that will bring credit to them and the school at all times, including on the way to and from school, school visits and trips and work experience.

Stockland Green has a reputation for friendliness. All students are expected to maintain politeness to each other and to all adults, including staff, neighbours of and visitors to the school. Stockland Green wishes its students to develop personal, social and moral values and respect for different beliefs and ways of life.

There are certain types of behaviour that Stockland Green Governors consider to be unacceptable behaviour: truancy, lateness, disobedience, lesson disruption, rudeness, theft, damage to people or property, failure to work, racism, sexism, homophobic abuse, bringing dangerous objects or illegal substances into school, inappropriate use of a mobile phone, including cyber bullying, name-calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment.

Students who obey our rules can expect to be praised and rewarded. Students who disobey will receive an appropriate sanction.

#### **Detailed guidelines**

1. All students are expected to maintain a high standard of behaviour at all times including on the way to and from school. They are expected to be polite and co-operative with other students, staff and visitors. We do not consider eating or chewing gum in lessons to be polite; chewing gum is not allowed in school. Excessive make up or jewellery is not allowed.
2. Students are expected to work hard, and to the best of their ability, without disrupting others. Students are expected to bring the essential equipment listed in the school planner. Appropriate kit should be brought for PE.
3. Students are expected to complete independent learning tasks and coursework by the set deadline.
4. Students are expected to move about the school building in a quiet, safe and orderly manner, arriving promptly to lessons at change of lessons and lunchtime. Students should follow the 'keep left' rule and the one-way system where it is in operation.
5. Out of bounds areas  
Students are not allowed in some areas under any circumstance, e.g. the service yard, and others unless under staff supervision, e.g. garden area, Science balcony. Staff will decide on access to the fields, which may depend on weather.
6. School Uniform  
School uniform must be worn in accordance with school policy. We hope children will be proud of their school and proud to wear its uniform. A note from parents/carers, to be counter-signed by Tutor or House Leader, must be carried by students temporarily not in school uniform. Children are requested not to wear outside coats in lessons or registration unless, due to cold weather, permission is given by staff. Hooded tops are not allowed. Hats must not be worn in the building.
7. Clothing and Equipment  
Parents/carers are asked to mark student's personal equipment with their name and put nametags on clothes. Students should not bring valuable articles to school, as we are not insured for the loss of or damage to valuable items. Students are forbidden to bring any articles likely to cause harm, injury or damage (e.g. knives, laser pens

matches, aerosol cans, or illegal substances). Mobile telephones are discouraged in school and must not be seen in the school building. They are entirely the responsibility of the student if lost or stolen. Children who lose property should report this to the school reception.

8. Lunchtime

Children are expected to take advantage of fresh air. Students are required to be pleasant and polite to all staff and always to do what they ask. There is a rota for lunch, so all get a turn at going first. Children should go to lunch at the correct time and queue in a quiet and orderly manner.

Students are required to stay on the school site at lunchtime and may not leave unless parents/carers write to school asking that children may go home, or to the home of an adult, at lunchtime. On no account may students have permission to go unsupervised to shops at lunchtime.

9. Attendance

Punctual attendance at school is of course required by law. PARENTS/CARERS ARE REQUIRED TO TELEPHONE SCHOOL AND SEND A LETTER TO THE STUDENT'S TUTOR EXPLAINING THE REASON FOR ABSENCE EACH TIME A STUDENT IS ABSENT. Letters from parents/carers are required for permission to be excused any part of school routine, for example, collective worship.

**Parents/carers should write to the student's tutor** should their son/daughter need to go to a dentist or doctor in school time. The school expects that family holidays will be held within school holiday times. We are unable to authorise absence for family holidays during term time.

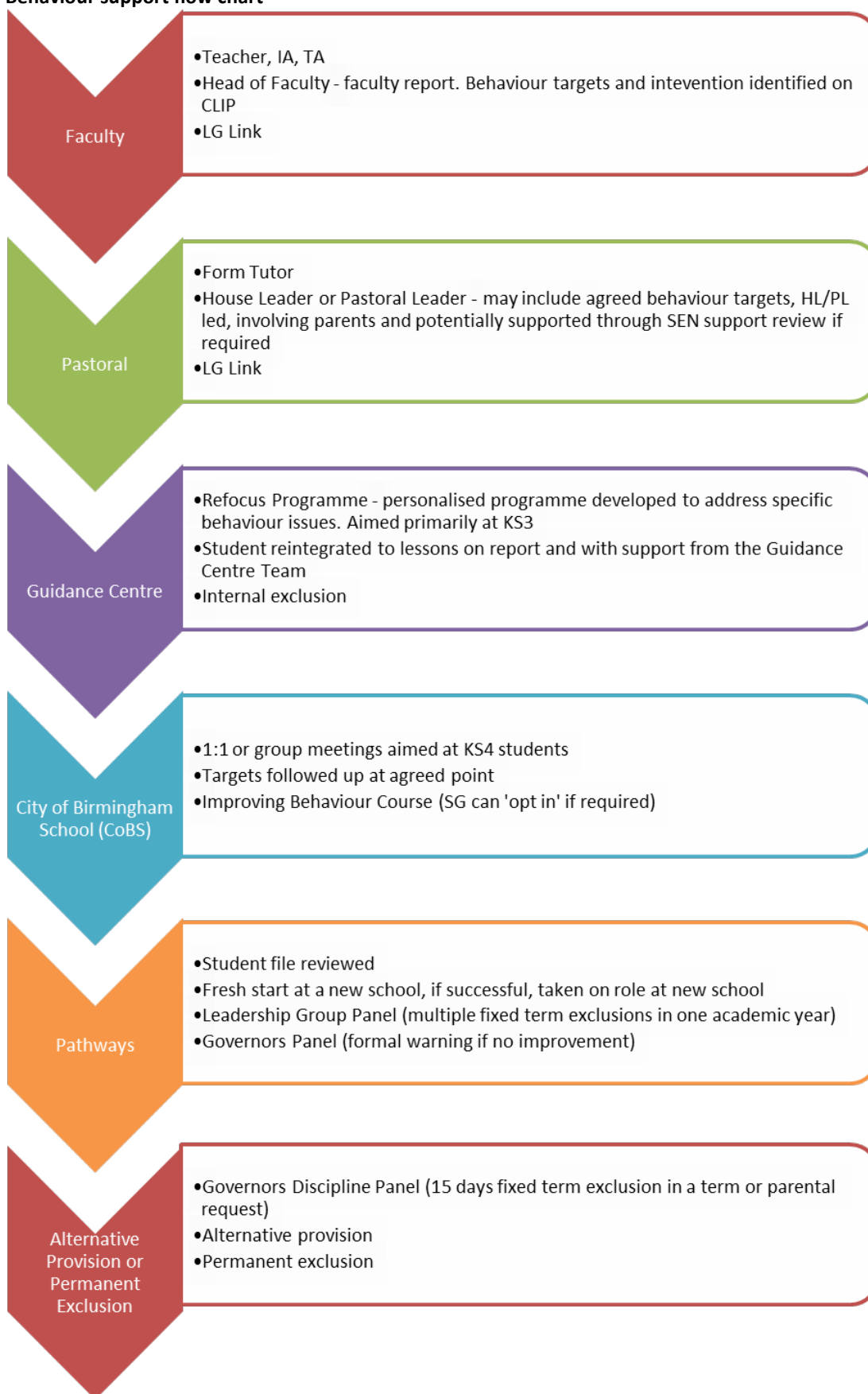
10. Leaving school site

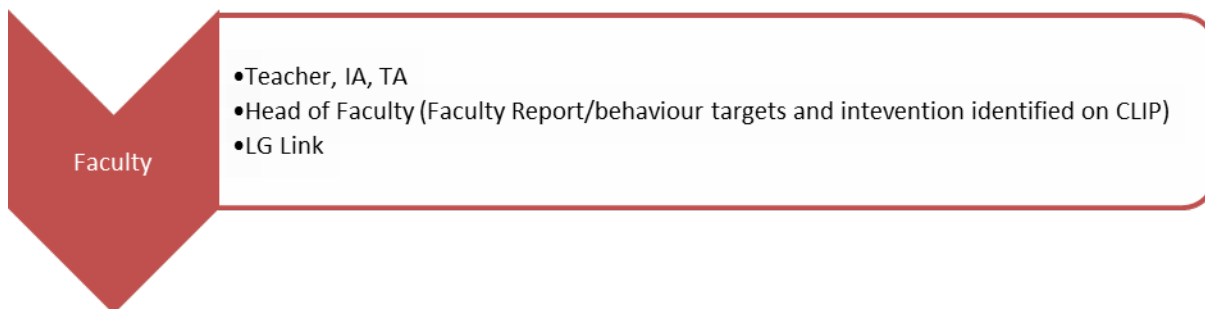
All students with permission to leave the school site during school hours should sign out in the main school Reception. All students coming to school outside normal arrival times should sign in at Reception. Students may not leave the school site without permission from their House Leader, Pastoral Leader, or member of the Senior Leadership Group. The Office will telephone the designated emergency contact to agree permission for the student to go home. After school children must leave the school site by 3.30, unless they are under the supervision of a teacher or other member of staff, or studying in the library under the supervision of a member of staff.

11. Before School

Students who arrive at school before 8.30 can access a free breakfast from 8.00 in the café where staff are on duty. At 8.50 students must report to P1 lessons.

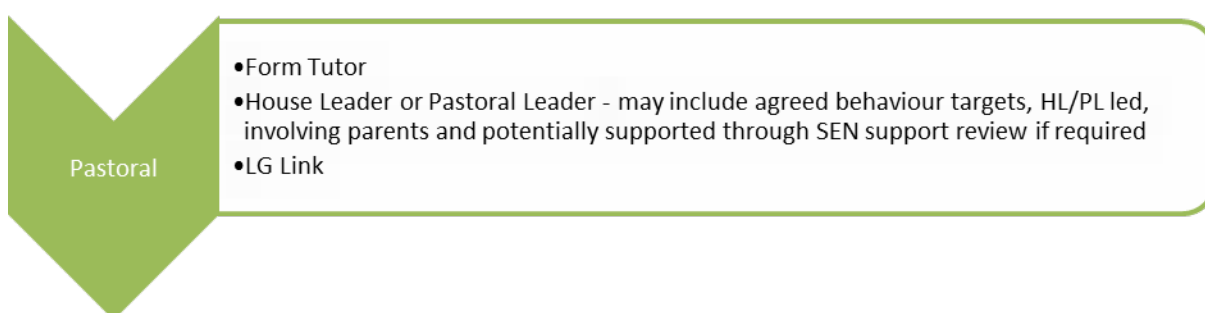
**Appendix C**  
**Behaviour support flow chart**





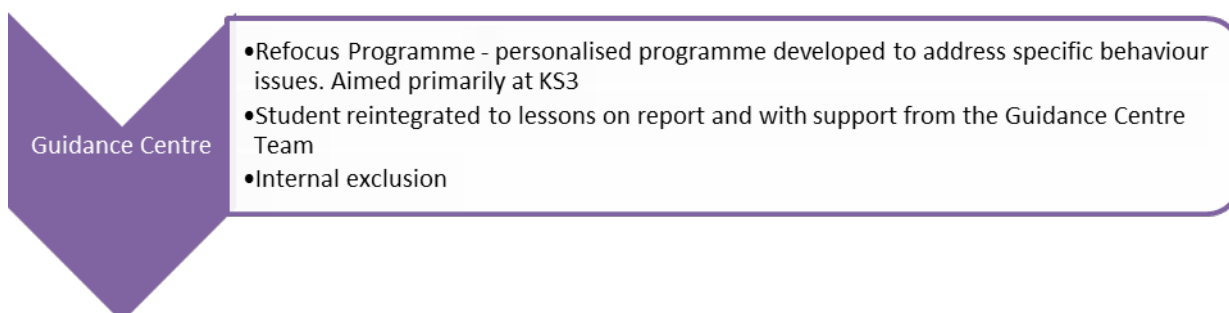
- Teacher, IA, TA
- Head of Faculty (Faculty Report/behaviour targets and intervention identified on CLIP)
- LG Link

- Classroom teacher (and IA/TA if present) uses de-escalation strategies and BfL system as described in the Faculty Behaviour Policy flowchart (see page 7)
- Head of Faculty and Leadership Group link support as necessary.



- Form Tutor
- House Leader or Pastoral Leader - may include agreed behaviour targets, HL/PL led, involving parents and potentially supported through SEN support review if required
- LG Link

- Form Tutor uses BfL system as described in the Pastoral Behaviour Policy flowchart (see page 8).
- House Leader, Pastoral Leader and Leadership Group link support as necessary.



- Refocus Programme - personalised programme developed to address specific behaviour issues. Aimed primarily at KS3
- Student reintegrated to lessons on report and with support from the Guidance Centre Team
- Internal exclusion

At Stockland Green School we have students who require more support than can be provided in their main school lessons and Tutor Time programme.

The Guidance Centre:

- Provides a proactive referral process triggered by behaviour data and is aimed primarily at KS3 students
- Aims to keep students in school while they explore the behaviour that is getting in the way of their learning and the learning of others
- Offers short term programmes tailored to the needs of the individual student
- Programmes will be supported by a longer term package of mentoring, to enable the successful reintegration of students into main school
- Has a high staff-student ratio to allow for personalised programmes to be delivered along with a mentoring package to provide additional support
- Will liaise with, and work alongside, outside agencies as required

- Students may additionally be supported by The City of Birmingham School (COBS formally BSS) based in the vicinity of the GC and monitored under the same umbrella

### Operating Procedures

- Processes are focused and proactive, this is not a drop in service
- Programme dates are calendared and shared with pastoral teams at the start of the academic year
- A maximum of 6 students can be referred at any one time
- A single sided referral form is completed by the House Leader to trigger the process

For a full explanation of the Refocus Programme see the Guidance Centre Handbook.

City of Birmingham School (CoBS)

- 1:1 or group meetings aimed at KS4 students
- Targets followed up at agreed point
- Improving Behaviour Course (SG can 'opt in' if required)

- CoBS provide mentoring support one afternoon per week.
- House Leader or Pastoral Leader refers students and provides background information.
- Students agree behaviour targets with CoBS Mentor, who will follow these up at an agreed date.
- Targets, meeting notes and follow up shared with House Leader or Pastoral Leader.
- If there is a need identified for further support, there is the option for students to complete a three week Improving Behaviour Course with the CoBS.

Pathways

- Student file reviewed
- Fresh start at a new school, if successful, taken on role at new school
- Leadership Group Panel (multiple fixed term exclusions in one academic year)
- Governors Panel (formal warning if no improvement)

- There may be rare cases when a student is failing to behave appropriately and previous interventions have not brought about behaviour that allows the learning of themselves and others to take place.
- At this point a student's file will be reviewed and a range of pathways are available:
  - **Managed Move** – a student may be referred to the North Area Network for consideration of a managed move to another local school for a fresh start.
  - **Leadership Group Panel** – a student has multiple fixed term exclusions in one academic year, a persistently poor behaviour log or numerous cases of particularly poor behaviour.
  - The House Leader presents the student's behaviour record to other members of the LG (the group could include another House Leader or Head of Faculty) in the presence of the student and parent(s)/carer(s).
  - This will include types of behaviour, specific serious incidents and the layers of support that have been used so far.

- The parents and student have an opportunity to share any information they wish the panel to hear.
- The panel can ask questions of all parties.
- The panel will then make recommendations, as well as delivering a strong message.
- Rationale is twofold:
  - The panel will be able to see if any interventions have been missed and ensure that the student gets further support to try and improve their behaviour.
  - Students and parents point of contact is often only the House Leader or Pastoral Leader and LG link. The panel allows parents to hear a message from LG members not attached to the year group or student.
- **Governor Panel** – if there is no improvement in behaviour a student’s file will be presented to a panel representing the school’s Governing Body.
- Processes mirror those of the Leadership Group Panel, but students must recognise the increased level of seriousness in a Governor Review.

Alternative  
Provision or  
Permanent  
Exclusion

- Governors Discipline Panel (15 days fixed term exclusion in a term or parental request)
- Alternative provision
- Permanent exclusion

- Students who persistently break the school rules or who commit a significantly serious misdemeanour can expect to find themselves at the final stage.
- The Headteacher may recommend Permanent Exclusion to the Governors Discipline Panel who will hear a review of the individual case and make a final decision.

## Appendix D

### HOME SCHOOL AGREEMENT

#### PRINCIPLES

The home-school agreement sets out the school's responsibilities towards the students, the responsibility of the parents, and what the school expects of the students. This agreement encapsulates our belief that parents are a child's first and most important educators. It is designed to help achieve the highest possible standards of achievement through close communication and effective partnership with parents.

At Stockland Green School, the Home-School Agreement is issued to all parents at the start of Year 7 or prior to in-school admission for signature. Additionally, the content of the home school agreement is copied into the students' planner.

#### ROLES AND RESPONSIBILITIES

The **Headteacher** will ensure that the home-school agreement and other significant communications with parents and students are reviewed regularly. Methods of consultation will include:

- parent forums and informal discussion at events throughout the school year
- surveys;
- student voice feedback;
- telephone contacts;
- staff feedback;
- Parent Governors.

In addition, feedback will be sought from **parents** on the effectiveness of:

- home/school communication;
- reports of students' achievements.

The Admin Team will take all reasonable steps to make sure that parents sign the Agreement.

**Parents** will:

- sign the Agreement at the start of their child's school life at Stockland Green School;
- ensure that their children comply with the responsibilities set out therein.

The **Governing Body** will be involved in the consultation process, for example by attending meetings with the Associate Headteachers.

#### Arrangements for monitoring and evaluation

The appropriate Governing Body committees will receive summary reports of consultations and surveys. Where appropriate, action points will be carried forward to the School Development Plan.

#### The school will do all that is reasonable to:

1. Ensure the safety of every student.
2. Ensure that the needs of all students are met regardless of race, ability and gender.
3. Encourage all students to fulfil their potential and report progress to parents in accordance with statutory guidelines.
4. Ensure that all members of the school community treat each other with respect.
5. Provide high standards of teaching, learning and professionalism.
6. Provide the necessary guidance and preparation for the transitional phases in a student's educational and personal development.
7. Inform parents of the complaints procedure and deal with parental concerns as quickly as possible bearing in mind the constraints of staff timetables.
8. Make school policies available to parents on request and facilitate access to the Governing Body when required.
9. Promote the communication process by the use of the student organiser.
10. Provide a supportive but disciplined environment for students.
11. Provide extended and extra-curricular opportunities to enrich students' knowledge, learning, experience and personal development.
12. Provide the necessary personal, social and health education to allow students to develop and to make informed choices.
13. Let parents know as soon as possible of any concerns or problems relating to a student's work or behaviour.
14. Co-operate with parents, outside agencies and the police as or when necessary.

**Parents/Carers will try to:**

1. Ensure their child attends school regularly, on time and with the correct uniform, essential equipment and ready to learn.
2. Not plan to take family holidays in term time which affects the continuity of their child's education.
3. Inform the school as soon as possible by telephone of their child's absence and the reason and whenever necessary follow this up with a written note of explanation on return.
4. Exercise responsibility for their child outside school hours, ensuring that he/she travels to and from school in a safe manner.
5. Support the school's policies.
6. Provide encouragement to their child to continue the patterns of work and behaviour established in school.
7. Inform the school of any information which might affect their child's work or behaviour.
8. Encourage their child to have pride in the school and to care for both the school environment and the community.
9. Keep in regular contact with school and attend parents' evenings and discussions about their child's progress when required.
10. Aid effective communication by returning reply slips promptly and signing the student organiser where appropriate.
11. Explain relevant policies to my child and ensure that the significance of such documents such as the home-school agreement and Student Code of Conduct is understood.
12. Encourage my child to behave in a safe and appropriate manner at all times in school and in the local community.

**Students will:**

1. Attend school regularly and on time, in the correct uniform.
2. Arrive at lessons on time with essential equipment and ready to learn.
3. Show respect to all members of the school community and co-operate with those in authority.
4. Have respect for the work, property and privacy of others.
5. Complete classwork, coursework and independent study to the best of my ability and use my student organiser to help me with this.
6. Discuss any problems with my form tutor or appropriate member of staff.
7. Take responsibility for my personal belongings and for any letters given to me to pass on to my parents/carers.
8. Not bring into school any dangerous, illegal or valuable items.
9. Take pride in the school and protect the environment by not dropping litter or damaging school property.
10. Behave in a sensible manner during break, lunchtimes and within the local community.
11. Follow the School Code of Conduct at all times and act in a way which will bring credit to myself, my family and my school.



## **Appendix E**

### **INDIVIDUAL ROLES REGARDING BEHAVIOUR**

To establish a positive behaviour ethos within our school everyone must be responsible for the promotion of good behaviour.

#### **STUDENTS**

1. Must display positive behaviour at all times both in and out of school
2. Need to understand and follow the Behaviour Policy in a positive manner
3. Must realise that their positive behaviour will ensure that they are praised in line with the Behaviour Policy. Poor behaviour will result in sanctions.
4. Must realise that positive behaviour will improve the learning ethos of the school and will enable all students to learn and teachers to teach.
5. Model good behaviour at all times to other students and staff
6. Have a responsibility to ensure that incidents of disruption, discrimination, prejudice, violence, bullying and any form of harassment are reported.

#### **FORM TUTOR**

1. Set the basic rules of behaviour and uniform, which will impact on learning and teaching
2. Challenge and sanction behaviour that does not meet school expectations in tutor time and also around school.
3. Praise and reward behaviour that does meet expectations.
4. Celebrate success.
5. Create a positive team ethos within the form, in order for self-regulation and discipline to occur, independently of staff.
6. Actively teach expectations re behaviour
7. Liaise with parents/carers in all matters regarding students in the form group
8. Monitor the positive and negative aspects of each student
9. Link with House Leader and subject teachers regarding behaviour. This should be a two-way flow.
10. Work collaboratively with subject staff to develop strategies for improving and sustaining high standards of student achievement
11. To have regard for specific targeted groups to enable them to meet national targets.

#### **SUBJECT TEACHER/INTERVENTION ASSISTANT/TEACHING ASSISTANT**

1. Set the basic rules of behaviour and uniform, which will impact on learning and teaching.
2. Challenge and sanction behaviour that does not meet School expectations in class and also around School.
3. Praise and reward behaviour that meets expectations.
4. Celebrate success.
5. Support independent learning in order for self-regulation and discipline to occur independently of staff.
6. Actively teach expectations re behaviour.
7. Deal with low-level disruption using own ideas and guidelines /advice given.
8. Build positive relationships with all students in the classroom.
9. Adopt appropriate procedures to greet and dismiss.
10. To be responsible for area outside classroom.
11. Link with Form Tutor, and House Leader regarding behaviour. This should be a two-way flow
12. Celebrate success.
13. To have regard for specific targeted groups to enable them to meet national targets

#### **HEADS OF FACULTY**

1. Ensure all members of the Faculty have a range of strategies in order to deal with low-level disruption and offer support to staff.
2. Deal with students who are not meeting school expectations during faculty lesson time.

3. Negotiate with the classroom teacher to support individual student(s) during lessons in order to improve the quality of learning/teaching for all students.
4. Liaise with House Leaders, Pastoral Leaders and parents/carers to aid in resolving continued problems within lessons
5. Ensure subject teachers follow School Behaviour Policy.
6. Set clear expectations re Faculty expectations on low-level disruption and offer support to staff.
7. Celebrate success.

#### **HOUSE LEADERS AND PASTORAL LEADERS**

1. Link with Form Tutors, Assistant Headteacher and Head of Faculty regarding behavioural issues, both positive and negative and provide targeted support for students.
2. Link with parents/carers and outside agencies to raise achievement and support good behaviour.
3. Share good practice with other House Leaders and Pastoral Leaders.
4. Monitor both positive and negative aspects of students within the school group.
5. Monitor progress of the year group by observing students in tutor time and in lessons.
6. Create a positive dialogue with teaching staff and observe examples of good behavioural practise with individual groups.
7. Share good practice viewed in lessons.
8. Establish high expectations of discipline.
9. Celebrate success.

#### **SENCO**

1. Work with students, subject staff and parents/carers to ensure that high expectations of behaviour and achievements are set for students with SEN.
2. Develop effective liaison with external agencies to provide support for SEN students.
3. Identify and disseminate the most effective teaching strategies for SEN students to ensure achievement is raised and positive behaviour is paramount.
4. Develop IEPs with relevant students in order to raise achievement and improve behaviour.
5. Link with Heads of faculty, House Leaders, Pastoral Leaders and Guidance Centre staff to ensure appropriate provision
6. Celebrate success.

#### **HOUSE TEAMS/LEADERSHIP GROUP LINKS**

1. Give clear and strong support to Behaviour Policy.
2. Praise students for positive behaviour – seek information from Heads of Faculty and House Leaders.
3. Support Heads of Faculty and House Leaders to support the minority of continually challenging students.
4. Support staff in raising the standards of learning/teaching.
5. Link with outside agencies and SENCO/ Guidance Centre to access additional support to celebrate success.
6. Celebrate success.

#### **HEADTEACHER**

1. Support all staff by ensuring Behaviour Policy is followed.
2. Publicly praise good behaviour through different mediums.
3. Set high expectations to staff and students.
4. Celebrate success.

#### **EXTERNAL AGENCIES**

1. Work closely with the students, school and parents/carers to develop strategies to raise achievement and improve behaviour.

2. Work collaboratively to ensure relevant information gathered is shared to ensure achievement and behaviour is improved.
3. Celebrate success.

#### **SUPPORT STAFF**

1. Support in instilling the basic rules of behaviour and uniform, which will impact on learning and teaching.
2. Challenge and sanction behaviour that does not meet School expectations in class and also around School.
3. Praise any behaviour that does meet expectations.
4. Celebrate success.
5. Support independent learning in order for self-regulation and discipline to occur independently of staff.
6. Actively teach expectations re behaviour.
7. Deal with low-level disruption using School Behaviour for Learning Policy.
8. Build positive relationships with all students in the classroom.
9. Support classroom teacher/tutor in promoting positive behaviour.
10. Provide feedback to SENCO re SEN students.
11. Follow Faculty policy with regard to behaviour.

#### **GOVERNING BODY**

1. Will work closely with and support the Headteacher to ensure that students are encouraged to display positive behaviour at all times.
2. Will attend relevant events which reward the majority of students for their positive behaviour.
3. Celebrate success.

<p><b>Approved:</b> <b>Date for Review:</b></p>
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