

STUDENT BEHAVIOUR MANAGEMENT POLICY

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Rationale

The Student Behaviour Management Policy seeks to promote a positive and orderly learning environment within the school. It reflects the core values encompassed by our school motto “Hold fast that which is good”, supporting our stated aim that all members of our school should be:

Happy in our safe and caring environment
Open-minded and ready to learn
Literate, numerate and independent thinkers
Determined to achieve the best they can

Forward thinking and full of aspiration
Active members of the community
Self-confident and inspired to succeed
Tolerant and respectful of diversity

The Student Behaviour Management Policy recognises the importance of a positive atmosphere and seeks to promote a proactive ethos that encourages and motivates students in a way that is beneficial to all members of the community. The main principles outlined in this document encourage consistency and clear boundaries, with appropriate rewards to support and enhance good behaviour and clearly defined sanctions to discourage negative behaviour.

Purpose

The Student Behaviour Management Policy aims to enable individual students and groups to:

- be accountable for their behaviour;
- respect the feelings, needs and rights of other individuals (staff and students);
- build workable and productive relationships;
- establish positive attitudes to learning and to use these to maximise their potential.

In order to achieve this, the school will use the following strategies:

- a whole-school approach to ensure consistency;
- policy and procedures to be shared with all students, parents and staff;
- a personalised curriculum where possible that is appropriate to the needs of learners;
- a behaviour system that respects the individual needs of all students and is flexible enough to accommodate and respond to those individual needs;
- a systematic approach to logging student behaviour through SIMs

The above will be under-pinned by an appropriately adapted version of the “Assertive Discipline” system; a system that gives students the ability to regulate their own behaviour and is broadly based on students making ‘the right choices’.

Implementation

Principles of assertive discipline

“The focus of assertive discipline is on teaching students responsible behaviour. With this pro-active and preventative approach, teachers can go beyond establishing basic discipline in their classrooms and create learning environments in which students learn to choose appropriate, responsible behaviour.” (Canter Assertive Discipline Workbook).

The principles that form the foundation of the scheme have been determined as follows:

- 1 the expectations of students are reasonable, understood and justified;
- 2 the consequences for students are reasonable, understood and justified;
- 3 the application of behaviour management procedures should be consistent by individuals and broadly uniform throughout the school;
- 4 teachers should aim at positive relationships with students, that is those that encourage and improve self-esteem and that are built on an expectation of good behaviour;
- 5 teachers should aim to be assertive not passive or aggressive;
- 6 the curriculum for each student and class must be appropriate and, where possible, tailored to the needs of each student;
- 7 positive rewards must be given consistently;
- 8 negative consequences should be of increasing severity and always followed through (no exceptions);
- 9 to fully succeed the scheme requires the support of all students, all staff, and all parents.

STS school expectations

The school will make every effort to:

- ensure that every child achieves his or her full potential and feels valued as a member of our school;
- provide high quality teaching and homework designed to promote effective learning for every child;
- care for every child's safety, happiness and well being;
- enhance the opportunities that are available to each child to secure his or her future economic well being;
- encourage every child to make a positive contribution to the community and to society and to discourage every child from engaging in anti-social or offending behaviour;
- promote and make possible a healthy lifestyle for every child;
- communicate effectively with parents/guardians and encourage them to be involved with their child's education;
- ensure the uniform policy is adhered to across the school by every child.

We expect students to:

- follow the school's code of conduct, including the school's approach to online safety;
- achieve 100% attendance and be on time;
- do all of their classwork and homework as well as they can;
- bring all the equipment they need every day.
- wear the school uniform in accordance with the dress code and be tidy in appearance;
- be polite, respectful and helpful to others, both within school and beyond;
- embrace our school values.

We expect parents/guardians to:

- ensure that their child achieves 100% attendance, is on time and properly equipped;
- support their child in homework and encourage other opportunities for learning at home;
- ensure that their child wears the compulsory school uniform, details of which can be found on the STS website;
- inform the school as soon as possible of any concerns or problems that might affect their child's work or behaviour;
- support the school's code of conduct, policies and guidelines, including those concerning Child Protection and online safety;
- attend parents' evenings and other meetings/events when requested to do so;
- take an active interest and be involved in their child's life at the school.

Positive recognition ('rewards')

At Sandwich Technology School, we endeavour to reward what is good in our community so that students have a sense of purpose, worth and accomplishment. Positive reinforcement should be used to encourage all those students whose conduct is in line with the stated expectations. Rewards help to raise self-esteem and confidence and should be distributed consistently, fairly and, above all, regularly.

The term 'rewards' is used here in its widest sense and rewards can be given in many different ways. Many rewards are given (and received) almost sub-consciously and can include any positive reinforcement whether by verbal or non-verbal means; such rewards should be given (and received) almost continuously as a way of reinforcing 'correct' behaviour. Staff can use the SIMs system to record a positive lesson for a student. This information will be fed directly to the form tutor and the college team so they are able to reinforce the positives. More tangible rewards would start with positive comments and stickers written in books. The school runs a system of 'raffle tickets' which can be recorded in a student's log book and lead to an opportunity to win vouchers during assemblies. Students may also receive subject commendations at any time and each round of school reports is followed by 'school commendations'. College teams have termly celebration assemblies which reward effort, attainment, progress and attendance. Parents are regularly contacted by staff. Regular awards and certificates are also used to celebrate good and improving attendance. 'Reward Trips' can be held and have included visits to ice-skating, bowling, the pantomime, and a theme park.

Consequences ('sanctions')

At the lowest level negative behaviour will be dealt with informally by the class teacher in terms of re-emphasising expectations or re-engaging students in the set task. If this approach is unsuccessful more formal strategies will be used including writing a student's name visually in the class (usually on the whiteboard) and perhaps moving a student within the room; however, should negative behaviour persist then a tick will be added next to the student's name and a final warning given then resulting in removing a student from the room. Through the use of the patrol team, students have an opportunity to re-engage with the lesson where appropriate.

If intervention is not effective at classroom level then a student will be escorted to the reflection room and asked to fill in a reflective sheet so they can focus on the antecedents of their poor behaviour. Aware that the best way to modify behaviour is to examine it, the sheet is then discussed with the student, focusing on ways to repair the damage done. Parents will be contacted at this point and an opportunity identified so that the class teacher and student can discuss ways forward and reinforce expectations in the classroom. This "catch up" session may be one where the student is expected to see the teacher prior to the start of the next lesson or, if mediation is required, the Head of subject will be notified to assist this process in the first instance. Should this not be successful then the College will be notified to intervene. Students may request an adult within the school to mediate a catch up if they prefer. Students who miss a lesson, are given a detention so that there is a tangible sanction which is immediate and has impact.

Academic Middle Leaders, Heads of College and Inclusion Team colleagues monitor the engagement room log daily and mete a specific consequence as required; so reiterating the importance of learning in the school. The consequences of a student choosing not to follow the school Code of Conduct or the class teacher's expectations are incremental, as follows:

- conflict resolution with the subject teacher, at break or lunchtime;
- contacting parents;
- withdrawing students internally in Reflection room;
- lunch detention;
- persistent or 'severe clause' students will be placed in ALP (alternative learning place) where their behaviour is closely scrutinised whilst completing their academic studies;
- alternative school day (3.00 pm to 6.00 pm);
- fixed-term exclusion;
- MORE Centre referral (where appropriate);
- permanent exclusion.

In the case of break, lunch and after school detentions, failure to attend will result in an escalation to the next step. Strategies then include Wednesday afternoon detention and extended learning.

In addition to a range of 'sanctions', behaviour is managed by a range of supporting strategies which include: placing students on tracking sheets with agreed targets, moving students' teaching groups, changing students' timetables, and issuing students with individual Behaviour Action Plans (BAPs). Students are offered group or individual behaviour modification sessions which may look at anger management or strategies for personal effectiveness. In more serious cases students may be withdrawn from regular lessons for a period of time and join study groups within the MORE Centre. The school has created an internal provision, focused on Motivation and Re-engagement (MORE Centre). The Headteacher considers referrals to the MORE Centre that are made by the pastoral team. If a student is still not engaging with these higher level strategies they may be directed towards an alternative curriculum placement which would be off-site

and with an external provider, either for a fixed duration or permanently. Students may also be offered the possibility of a 'managed move' which takes the form of an extended six-week trial at a different local school with a view to a permanent change of school if successful.

Scope of the Student Behaviour Management Policy

Students should follow the school's Code of Conduct and be governed by the Student Behaviour Management Policy at the following times:

- when attending school;
- when attending College or work-experience placements;
- on the journey to and from school;
- when taking part in extra-curricular clubs and activities;
- when taking part in residential activities off-site;
- when wearing school uniform in a public place.

Exclusion of students

As required by law, the Governing Body of Sandwich Technology School has regard to the DfE publication "Exclusion from maintained schools, academies and pupil referral units in England" when making decisions on exclusions and administering the exclusions procedure. This statutory guidance can be accessed via the following web link:

<https://www.gov.uk/government/publications/school-exclusion>

Effective policies, procedures and training are employed to minimise the number of students who are at risk of either permanent or fixed period exclusions.

The Chair of Governors is informed of all exclusions as they occur and, three times a year, the Full Governing Body receives exclusion figures from the Headteacher.

Where the guidance requires the Governing Body to review certain exclusions, this task is delegated to a Discipline Committee of at least three Governors. The Discipline Committee is supported by the Company Secretary.

Links to other policies/documents

Anti-bullying policy
Attendance and absence policy
Child protection policy
Confiscation of items guidelines
E-safety policy
Educational visits guidelines
Equality policy
Examination procedure
Exclusion policy
Home-school agreement
Homework policy
Positive handling guidance
Special educational needs and disability policy
Statement of procedures for allegations of abuse against staff
