

## **REDHILL SCHOOL : BEHAVIOUR POLICY**

### **MISSION STATEMENT**

- We are committed to high standards in all that we do
- We aim to provide a stimulating and caring environment where students feel happy and secure
- We encourage everyone to make the best of themselves and to achieve success

### **AIMS**

To ensure that the school has a whole-school approach to meeting the needs of students by involving all staff in actively addressing the individual needs of the students in order to achieve their full potential.

Our aim is to encourage all students to:

- learn to develop an understanding of the ways in which their behaviour affects their own learning and the learning of other students
- share in the creation of a positive and orderly atmosphere where teaching and learning can take place without interruption and where students feel valued, happy and safe
- learn to control and take responsibility for their own behaviour
- learn to develop a responsible, supportive and caring attitude towards other people and know that their behaviour has an impact on others
- develop a respect for property and the environment in which we all work

### **OBJECTIVES**

We intend to:

- provide effective teaching and learning which supports and encourages students positive behaviour and attitudes to learning
- provide IEPs or PSPs where appropriate to address individual behaviour needs
- raise and develop staff awareness of individual behaviour needs
- provide staff with strategies to meet individual behaviour needs
- provide students with strategies and appropriate programmes to address their individual behaviour needs
- provide a safe environment for students, staff and visitors through the clarification of expectations of roles, rights and responsibilities.

## **PRINCIPLES**

Redhill aims to:

- value and promote good relationships between staff, students, parents and the community
- encourage self-discipline and personal responsibility
- assist students to develop social skills, to become responsible and well adjusted people willing and able to contribute to a caring society
- assist with educational, vocational and personal guidance and counselling to enable students to make sensible and realistic choices
- respect the views and beliefs of others
- value equality of opportunity
- encourage full attendance and punctuality
- monitor progress and reward achievement
- promote positive support and liaison with parents, carers and outside agencies

## **PRACTICE**

Code of Conduct for students:

- Everyone should behave in a manner which shows respect.
- Respect for others
- Respect for school
- Respect for self

## **PROCEDURES**

At Redhill we have certain expectations of our students. We expect our students to arrive at school and at their lessons on time. We expect them to follow their agreed timetable at all times and turn up to lessons with the appropriate equipment. We expect them to be in uniform as specified in the school prospectus. We expect them to behave in an appropriate manner and display a positive attitude towards their work.

The school has clearly identified procedures in relation to whole school behaviour management in order to ensure:

- consistency and fairness
- clarity of expectations of both staff and students
- effective communication

The following procedures are clearly linked with the SEN Code of Practice, IEPs and PSPs and other relevant policies.

## **REWARDS**

The school considers the use of rewards as a key part of the behaviour management strategies used by the school. All staff should aim to praise and encourage students at every opportunity. Rewards should be used consistently across the school and by all staff. All students should have the opportunity to be rewarded for their contributions to the school community.

A reward can take many forms:

- spoken praise
- written praise, eg comment on work, in Student Planner
- merits and credits
- comments on report
- certificates
- positive contact with home, eg phone call, letter, postcards at KS4

Merits are awarded by all staff for any aspects of school life which they feel deserve recognition. The merit award is recorded by the staff member in the student planner. It is the responsibility of the student to ensure that their form tutor records their merit achievement on the class merit record sheet. Students will work towards gaining certificates of achievement at four levels – Bronze, Silver, Gold and Platinum.

In addition to the above curriculum areas can award achievement prizes each term in relation to progress/outstanding achievement in their subject area and pastoral managers should award prizes for attendance. On a half-termly basis pastoral managers will ensure that all appropriate certificates and tangible rewards are given to students at appropriate times.

End of year Commendation Evenings take place for each year group where achievement in subject areas is celebrated.

An annual presentation evening in December awards shields and trophies for outstanding academic and whole school performance. Sports ties are awarded for a consistent high level of commitment to school sport.

## **DEALING WITH INAPPROPRIATE BEHAVIOUR**

It is the responsibility of all staff to deal with inappropriate behaviour as part of their normal day-to-day practice, both in the classroom and around the school. Further support is available through curriculum areas, the 'On-call' system, Pastoral Managers and Senior Managers.

### ***Sanctions***

Although we would wish to view all aspects of school life in a very positive way, it would be unrealistic to expect that we do not need a set of sanctions in order to register disapproval of unacceptable behaviour and as a last resort to protect the necessary authority of teachers and the stability and security of the school community.

Sanctions may include:

- rebuke
- asking students to move places
- organised seating plans
- removing a student from a lesson to discuss an incident
- a short 'cooling off' time outside the classroom with the expectation that the student rejoins the lesson
- making good damage and removing mess caused by the student
- confiscation of articles from the student

Serious disruption may require the involvement of the Head of Department or the use of the 'On Call' system when appropriate. If either of these are employed the student may be removed from the class to work in isolation or at the back of another class.

### ***Reports***

The school has a sequenced reporting system made up of Tutor reports, Head of Year reports and SLT reports. All reports follow the same format and require the student 'on report' to discuss their report with the relevant member of staff at the end of each day and to share their report and the progress they are making with their parents. When placed on report the targets for improvement and the expected review date are identified and recorded on the report to ensure the student is aware of the expectations set and the date in which they are expected to have made satisfactory progress.

In addition to the pastoral reports the school also operates subject area reports. These reports are different to the pastoral reports as they only refer to targets within a specific subject area and track progress over the subject lessons. These reports are completed by the subject teacher each lesson and monitored weekly by the curriculum manager. The student and parents are also invited to comment on the progress being made. It is the responsibility of the curriculum manager to inform tutors when a student is placed on this report.

Students 'on report' will be identified for the pastoral managers and their progress discussed on a regular basis. In all cases the care of the report is the responsibility of the student.

### ***Reporting an Incident***

It is important that internal reports are kept of incidents which take place in the classroom concerning individual students so that Tutors, Heads of Department, Heads of Year and SLT can be kept aware of problems. As this data is kept centrally it is possible to see a full history of student progress. This data can also be used to shape future practice.

In the case of an incident taking place inside or out of the classroom an Incident Referral Form should be completed by the relevant member of staff and copies given to the Tutor and Head of Year.

### ***Detentions***

Detentions may be set before or after school, at lunchtimes, on teacher INSET days and at weekends. For any period lasting longer than 10 minutes, written notice (via student planner) should be given at least 24 hours in advance.

A 'School Detention' exists to provide an additional sanction when students fail to respond to Departmental/Year sanctions, eg failure to report to a set detention despite written warnings in the planner. These take place on a Wednesday and Thursday after school and are supervised by SLT. Parents/carers of the student are informed by letter.

### ***Time Out Room***

A student can be placed in the Time Out Room if it is judged appropriate to place a student in isolation from his/her peers for a fixed period of time. The room is normally staffed by Senior/Middle managers. Student referrals are made by Heads of Year and Heads of Department to the Assistant Head (Student Support).

Students are expected to work in silence and produce five pieces of work during the day which are passed on to Heads of Year. Students also spend break and lunchtime in the Time Out Room.

### ***Exclusions***

The school endeavours to provide a range of provision in order to support the different learning needs of students and in order to ensure that where possible students are included within the school community. It may be necessary to exclude students who, despite high levels of support, encouragement and a range of provision, seriously violate the school rules, or where the continued presence of the student is a serious threat to the safety and or learning of others. Permanent exclusions will only be carried out when all other strategies have failed or the incident is of a particularly serious nature. In all cases of exclusion, either fixed period or permanent, the school will work in line with DCFS guidelines. The exclusion will be at the discretion of the Headteacher or another member of the Senior Leadership Team in his absence. A re-admission meeting will be arranged for the student and his/her parents following any exclusion. This will be led by a senior member of staff, and will plan a way forward to help the student avoid similar behaviour in the future.

### ***Substance abuse/dangerous weapons***

All substances or dangerous weapons eg alcohol, solvents, drugs, weapons etc will be confiscated immediately and not returned to students. Relevant action will be taken in respect of the student which will be dependent on the nature of the substance/dangerous weapon and the action taken by the student.

### ***Staff Authority***

All classroom staff have the authority to operate all the school sanctions detailed above with the exceptions of 'time-out' and exclusions. All other adults working in the school are part of our behaviour management systems and deserve equal respect from the students. Consequently all staff can make referrals for school sanctions through their line manager or relevant classroom staff.

### **LEVEL OF SANCTION**

One off, minor incidents of disruption in lessons or inappropriate behaviour will normally attract sanctions such as a verbal rebuke, isolation for a short period or detention. More serious incidents of disruption or misbehaviour may well result in 'time-out' or an exclusion. Unless there are very exceptional circumstances, any student verbally abusing, intimidating or assaulting a member of staff will be excluded. If a student repeats inappropriate behaviour or persistently disrupts others' learning the seriousness of the sanction will, under normal circumstances, increase.

### **EDUCATION AND INSPECTIONS ACT 2006**

The Education and Inspections Act 2006 introduced new statutory powers for schools regarding behaviour and discipline. The new powers give any member of staff in lawful control of children the right to regulate students' conduct and impose sanctions. These powers can extend to students outside school when on school events, when travelling to and from school or when the students' behaviour seriously undermines the authority or reputation of the school.

School staff now have the legal right to confiscate articles from students, to search students for offensive weapons, to use reasonable forces of restraint, and can issue detentions. Further details of this new Act can be found on the DCFS website at [www.dfes.gov.uk](http://www.dfes.gov.uk).

### **POLICE INVOLVEMENT**

If the school has knowledge that an incident of a criminal nature has taken place either in school or at a school event, we will under normal circumstances contact the police at the earliest opportunity.

### **COMPLAINTS PROCEDURE**

Redhill School's complaints procedures are detailed in our current prospectus. Copies can be obtained from the school office.