



## Behaviour Policy Shene School

**Principles** – In order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school by:

- Promoting good behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- Ensuring fairness of treatment for all;
- Encouraging consistency of response to both positive and negative behaviour;
- Promoting early intervention;
- Providing a safe environment free from disruption, violence, bullying and any form of harassment;
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

### Roles and Responsibilities

1. The Governing Body and Head Teacher will be responsible for the policy, in consultation with staff and parents, for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.
2. The Head Teacher will be responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Head Teacher.
3. Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. The Head Teacher and all members of staff have responsibility for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.
4. The Governing Body, Head Teacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.
5. Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.
6. Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

**Procedures** - The procedures arising from this policy will be continually reviewed and developed by the Head Teacher in consultation with the staff. The procedures clearly communicate to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents. The procedures will be consistent and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

### Rewards

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praised both informal and formal to individuals and groups.

## **Sanctions**

Sanctions are needed to respond to inappropriate behaviour.

A guide to the range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

## **Interrelationship with other school policies**

In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly equal opportunity, special educational needs and anti-bullying, has been established.

## **Referral**

There should be effective internal and external support for staff in the management of behaviour. Roles, responsibilities and expectations of internal and external referral sources should be clearly outlined and communicated to members of staff. The School's procedures make clear when the appropriate points of referral within the school should be used including referral to the Subject teacher/Subject Leader/KS Manager/Form tutor, SENCO, Social Inclusion and Leadership Team.

## **Involvement of outside agencies**

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available. The School's procedures make clear when the appropriate points of referral outside the school should be used and specify the relevant contact details (including referral to counsellors, education welfare officers, educational psychologists, voluntary sector, health authority/trust, social services/child protection, police).

The school has access to appropriate specialist child and family support services including:

- Behaviour Support Service
- Pupil Referral Unit
- Education Welfare Service
- Education Psychology Service
- Health Services (including mental health)
- Social Services
- Connexions Service
- Youth Workers
- Youth Offending Team
- Drug Counselling Agencies
- Learning Mentors

## **Review**

The Head, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Head will keep the Governing Body informed.

The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The outcome of the review will be communicated to all those involved, as appropriate.

## SHENE SCHOOL RULES

Pupils are expected to obey the school rules at all times. The general school rules:

1. Pupils will behave in an orderly manner at all times.
2. Anti-social behaviour towards any member of the school community will be treated very seriously.
3. All pupils will come to school on time and in full school uniform.
4. No dangerous objects, including knives, spray cans, or illegal substances should be brought on to the school premises at any time and will lead to exclusion from school.
5. All pupils should have with them a planner, appropriate exercise and text books and equipment (pen, pencil, rubber and any specific subject equipment).

### Behaviour in classrooms

Pupils must:

- Uphold the Code of Conduct at all times, printed in the pupil diary
- Arrive on time to lessons and bring an explanatory note if late
- Keep hands, feet and objects to themselves
- Follow teachers' instructions at all times
- Sit in silence when the register is taken
- Put effort into their work
- Remain silent while the teacher is addressing the class and respect the right of others to work undisturbed
- Raise a hand if they wish to attract the attention of the teacher
- Wait in an orderly manner for dismissal by the teacher
- Respect school property
- Place litter in bins

### Behaviour outside the classroom

Pupils must:

- Uphold the Code of Conduct at all times
- Walk quietly along corridors
- Respect the school environment
- Place litter in bins

### Behaviour travelling to and from school

Pupils must:

- Uphold the Code of Conduct at all times
- Wear the correct uniform
- Refrain from dropping litter
- Respect the right of others to travel undisturbed

### Behaviour on school excursions

Pupils must:

- Uphold the Code of Conduct
- Follow teachers' instructions the first time
- Respect the right of others
- Behave as ambassadors for the school

## BEHAVIOUR EXPECTATIONS

Shene School is an environment where you learn skills for life. Here, we behave in a way which allows us, and all members of the school community to learn in a safe environment. Any behaviour which prevents learning will be treated very seriously. Bullying will not be tolerated.

### IN THE CLASSROOM

- Be on time and bring the correct equipment to lessons
- Carry out teachers' instructions first time
- Keep hands, feet and objects to yourself
- Respect the right of others to learn.

### OUTSIDE CLASSROOM

- Uphold the Behaviour Policy
- Walk quietly along the corridors
- Place all litter in the bins
- Respect the right of others to enjoy an undisturbed break/lunchtime.

### TRAVELLING TO AND FROM SCHOOL

- Uphold the Behaviour Policy at all times.
- Wear the correct school uniform
- Place all litter in the bins provided
- Respect the right of others, especially the general public, to travel undisturbed

### WHEN THINGS ARE GOING WELL

When the pupil follows these rules you can expect:

- Verbal praise from class teacher
- Merit on your work or written comment in diary
- Credit awarded by members of staff
- Seen by Head of Faculty, Head of Year or member of the Senior Leadership Group. Letters of praise may be sent home.

### DETENTION

Same day detention – 15 minutes; no prior warning

Following detentions need to have 24 hours prior warning written in diary and/or letter sent home.

Subject Leaders, KS Managers/Leaders - 1/2 hour to 45mins

Head Teacher's Detention – 1hour

## BEHAVIOUR REPORTING SHEET

This is a multi-purpose form to be used for;

- a) recording both positive and negative behaviour
- b) for recording and following up all incidents
- c) to assist in the behaviour tracking of all pupils

All completed Behaviour Reports must be passed to the KS Managers for input on our electronic behaviour tracking system, SLEUTH.

## BEHAVIOUR REPORT FORM

<b>Student(s)</b>					<b>Form</b>		<b>Staff Referring</b>						
					<b>Form</b>			<b>Date</b>		<b>Time</b>			
<b>Period</b>	Before School	Reg am	1	2	Break 1	3	4	Lunch	5	6	After School		
<b>Location</b>	Classroom	Toilets	Corridor	Dining Area	Playground	LRC	PE	Off Site					
<b>Subject</b>					<b>LSA</b>	Yes	No	<b>Covering</b>	Yes	No	<b>SEN</b>	Yes	No
<b>Seating</b>	Rows	Groups	Horseshoe	Other	<b>Interaction</b>		Individual	Group	Other				
<b>Teaching Activity</b>	Auditory	Visual	Lecture	Practical	Text-based	Kinaesthetic	Other						

### Behaviour(s) Causing Concern

Ready to Learn	Learning	Social/Emotional/Unacceptable	Positive
Late for Lesson	Inattentive/ Distracted	Bullying	Good Effort
Mobile Phone	Out of Seat	Fail to Follow Sanctions	Good Work
No Books	Insufficient Work	Fighting	Achievement
No Diary	Shouting Out	Graffiti	Good Behaviour
No Equipment	Stopping Others Working	Danger to Others	Responsibility
No School Bag	Talking Out of Turn	Low Attendance	Other
Truants Lesson	Throwing Equipment	Racist/Sexist	
Appearance/Uniform	Walking Out Of Lesson	Refusal to Comply	
Other	No Homework	Rudeness to Peers	

### Comments

### Immediate Action Taken

Discussed and Resolved	Note in Diary	Subject Report	Called Patrol
Moved Within Class	Sent to Shadow Structure	Parents Contacted	Statement Taken
2 minutes Outside Room	Returned to Class	Referred to Tutor	Referred to SLG
Given Time Out	Long Detention	Tutor Report	Break/Lunch Report
15 Minute Detention	Referred to Subject Leader	Referred to KS Manager	SLEUTH

### Further Action Taken

Letter to Parent	Report KS Manager	Internal Exclusion	Referral Room
Interview With Parent	Head Teacher Detention	SLG Report	Permanent Exclusion
Report	SEN/Social Inclusion Involvement	Fixed Term Exclusion	

### Signed Off

<b>Class Teacher</b>		<b>KS Manager</b>	
<b>Form Tutor</b>		<b>KS Leader</b>	

**Written by Pupils for Pupils**

- ✓ If you behave well you will be taught well.  
(Good behaviour = Good lessons).
- ✓ We will make sure you know that regular constructive feedback will be given to pupils.  
(On how to achieve your full potential)
- ✓ Pupils will have to give regular feedback on lessons so that they will be worthwhile and interesting.
- ✓ Show respect and care for others as well as their work and property.  
(To get respect give it first).
- ✓ Every pupil will have a tutor who will get to know them and who will also offer help and support when needed.
- ✓ PUPILS AND STAFF should always dress smart and be proud to be at Shene!!