

Behaviour for Learning Policy

LEGISLATIVE FRAMEWORK

This policy reflects Government legislation and statutory guidelines as represented in the Education Act 2002 (amended 2011); The Education and Inspection Act 2006; The Education Regulations 2007; The Human Rights Act 1998; the Equality Act 2010 and the Race Relations (Amendment) Act 2000; DfE School Behaviour and Exclusion (2016); DfE Exclusion from Maintained Schools, Academies and Student Referral Units in England (2017)

PURPOSE

The purpose of this policy is:

- To encourage a purposeful and orderly teaching and learning atmosphere within the school.
- To foster positive caring attitudes towards everyone.
- To promote, among pupils, self discipline and proper regard for authority.
- To celebrate value and acknowledge achievements at all levels.
- To have a consistent approach to the management of behaviour throughout the school with parental co-operation and involvement.
- To make the boundaries of acceptable behaviour clear and to ensure safety.
- To provide a hierarchical range of responses for those who do not act in an acceptable way and to promote positive behaviour at all levels.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

VALUES & PHILOSOPHY

Our purpose at Southborough High School is **“To make the difference for all of our students”**

We believe that in order to make the difference, good behaviour in all aspects of school life is essential. This is underpinned by our values:

- Support
- Challenge
- Respect
- Responsibility
- Resilience
- Relationships

All members of the Southborough Community are expected to behave in accordance with these values.

These values underpin the **4 R's - Southborough's Golden Rules;**

1. **R**espect yourself and others
2. Nurture excellent **R**elationships
3. Take **R**esponsibility
4. Be **R**esilient

When we all behave in this way, we will achieve **Southborough's 'ACE' vision.**

Aspiration - everyone at Southborough High School should aim high in terms of academic and personal development

Commitment - to achieve our best we need to commit 100% to our work, our school and our community

Excellence - when we aim high and give 100%, the result is that we achieve our very best.

CODE OF CONDUCT

We have a code of conduct which makes clear how we should behave in our community. It has the following aims:

- to allow all students to learn in safety and security.
- to support teaching and learning in the classroom.
- to foster respect for others, for property and the environment.
- to encourage honesty, trust, fairness, tolerance and compassion.
- to encourage and develop self-discipline and self-respect.

If you follow our Code you will be helping to create a positive and supportive learning environment in which everyone can be successful and have their achievements recognised and rewarded.

If you break our Code you should be prepared to accept the consequences.

Lesson Conduct

Students have the right to learn and teachers have the right to teach. All students must respect the rights of others and follow these simple routines and rules:

- Arrive on time.
- Enter/Leave classrooms calmly and quietly.
- Take out equipment and be ready to learn.
- Bags not to remain on desk.
- Follow instructions without question.
- Allow teachers to teach without distraction.
- Allow others to learn without distraction.

School Conduct

All students and staff have the right to learn and work in a clean and tidy environment where everyone feels safe and secure.

All students should follow these rules and demonstrate courtesy and respect to others at all times.

- Keep to the left on stairs and in corridors.
- Walk, don't run.
- Coats are not to be worn in the building - place in lockers or in bags.
- Smoking is not permitted on site or on journeys to or from school.
- Chewing gum is not to be brought to school.
- Food may only be eaten in designated eating areas.
- Dangerous or offensive articles or substances must not be brought to school.
- Extremist/radicalised behaviour is prohibited anywhere within the school or our community.
- **Mobile phones are not to be seen out at any time in the school day. Although mobile phones are not banned from being brought into school they are only allowed to be used through the discretion of the teacher. Staff have the right to confiscate a mobile phone or any other device at any time if necessary.**

Out of School Conduct

All students represent Southborough High School and this includes their conduct outside of the school and therefore must follow these rules:

- To behave sensibly when travelling to and from school
- To behave sensibly when on a school educational trips
- To behave sensible when on any sports or extra-curricular trip

Southborough High School can issue any sanction that is appropriate if the behaviour is deemed unacceptable outside of the school.

PRACTICE

This section focuses upon the management of pupil behaviour. It describes roles, responsibilities and appropriate responses.

❖ Responsibilities and Partnerships

Staff

All staff are responsible for good behaviour in and around school. To this end, all teachers will use and follow the procedures stated below:

Class Charts – Behaviour Tracking System

Class Charts (CC) is Southborough High School's behaviour tracking system. All negative incidents of behaviour must be logged onto CC by staff. When setting any school sanctions it must be logged on CC.

Prep

Failure to complete homework will result in a homework detention which is now known as prep on the very same day. Prep will be for 45 minutes. Prep takes place in the Computer Science department where computer access to the internet and printing is available. All prep sessions are fully supervised by teaching staff.

Zehrs

Failing to meet the School's Code of Conduct or follow our 4Rs will result in a Zehr (formerly detentions) after school in the Zehr centre. Staff are expected to carry out a Zehr session focusing on a restorative approach ensuring they discuss

- The reason for the Zehr being issued
- Why that is not the expectation of the teacher and indeed the school
- What they could have done in that situation differently
- Ways to deal with the situation differently if it occurs again
- Using this RJ discussion to build on positive relationships between the teacher and student moving forward

Zehr Centre

B1 is now called our Zehr Centre. After school each day tutors must escort their tutees to the Zehr centre.

- If a member of staff has placed a student/s into a Zehr then it is the school's expectation that they must attend the Zehr centre after school to carry out a restorative conversation with this student.
- When the teacher that issued the Zehr arrives and has had a positive Zehr discussion with the student/s and are satisfied with the outcome then they may dismiss the student/s whenever they wish to do so (this may only be a 5/10 minute conversation).
- If the teacher is unable to attend then the Zehr centre lead for that day may dismiss that student/s at 15:45.
- The Zehr centre after school will be run by middle managers and overseen by SLT.

Staff Zehr Duty

A staff Zehr duty is emailed to all staff at the beginning of each term. Each day will have 3 members of staff on duty plus a member of the SLT.

If a member of staff is absent or unable to attend a Zehr duty then it is their responsibility to change or find appropriate cover from another member of staff.

A middle manager is underlined on the staff rota. They are responsible for the running of the Zehr centre for their particular duty. SLT will be available on their duty day for support if needed.

Tutor Responsibility with Zehrs

All tutors are to check their Class Chart report during pm period time at the end of the day. Tutors are to escort any tutees to the Zehr Centre or the Computer Science department for prep.

Screening & Searching students

We do have the right to search a student for offensive weapons, where there is a reasonable suspicion that the weapon is being concealed - Reasonable force may be used if necessary. Staff can search a student without consent for illegal drugs, weapons, alcohol and stolen items; where there is a reasonable suspicion that such items are concealed. In such cases the school is likely to call the police. We do have the right to confiscate.

Restraint

We have a legal power to restrain a student, using reasonable force if they are committing an offence, causing personal injury to themselves or others, damaging property or doing something that obstructs the discipline of the school.

Parents

No Notice Zehrs

Any student who receives a Zehr or prep within school for either inadequate work, failure to fully commit to their learning or poor behaviour in any one school day will be kept behind for 45 minutes (or 1h 15 minutes on Fridays) on the very same day.

Failure to engage with this process will result in one or more of the following:

- Referral to a next day after school Zehr.
- Saturday Headteacher detention.
- Study Room/Internal exclusion.
- Meeting with Mr Smith, Headteacher.
- Any other sanction deemed appropriate.

Governors

School Governors have a responsibility to ensure good behaviour of all students by:

- Being updated on the school's behaviour profile.
- Being involved if pupils are referred to a behaviour contract.
- Reviewing the actions of the Headteachers sanctions.

SANCTIONS

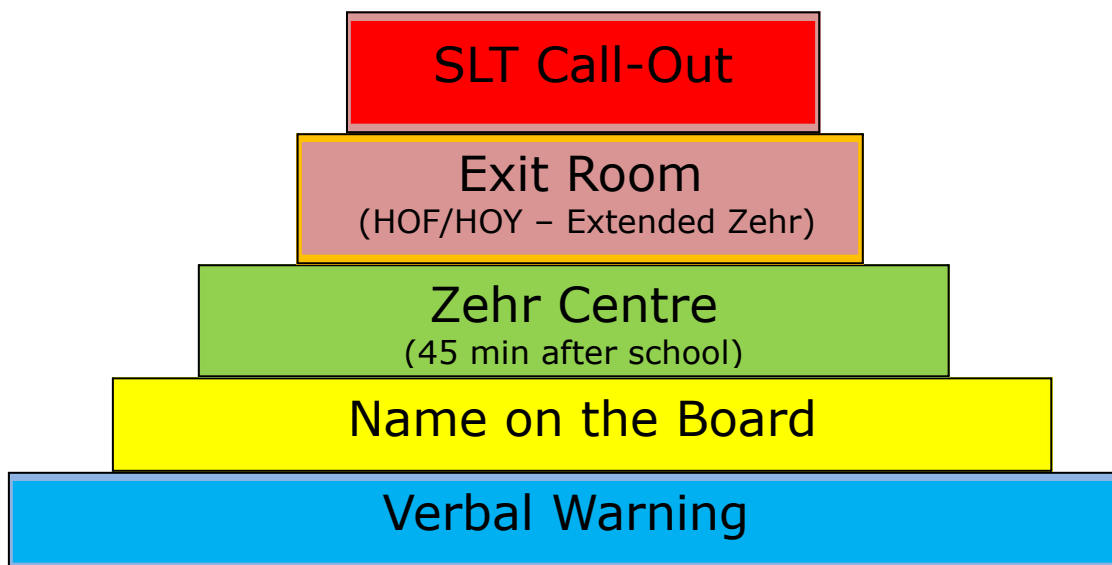
The vast majority of our students behave well and want to learn. However, at times it is necessary to impose a sanction on a student who has not followed the classroom code of conduct, disobeyed the 4R's or who has behaved in an anti-social manner in or around the school. Most incidents of misbehaviour, which prevent learning from taking place, should be dealt with at a class teacher or form tutor level. All students are representative of our school and our community. Sanctions can still be imposed for misbehaviour outside of school hours.

KS3/4 SANCTIONS – Points system

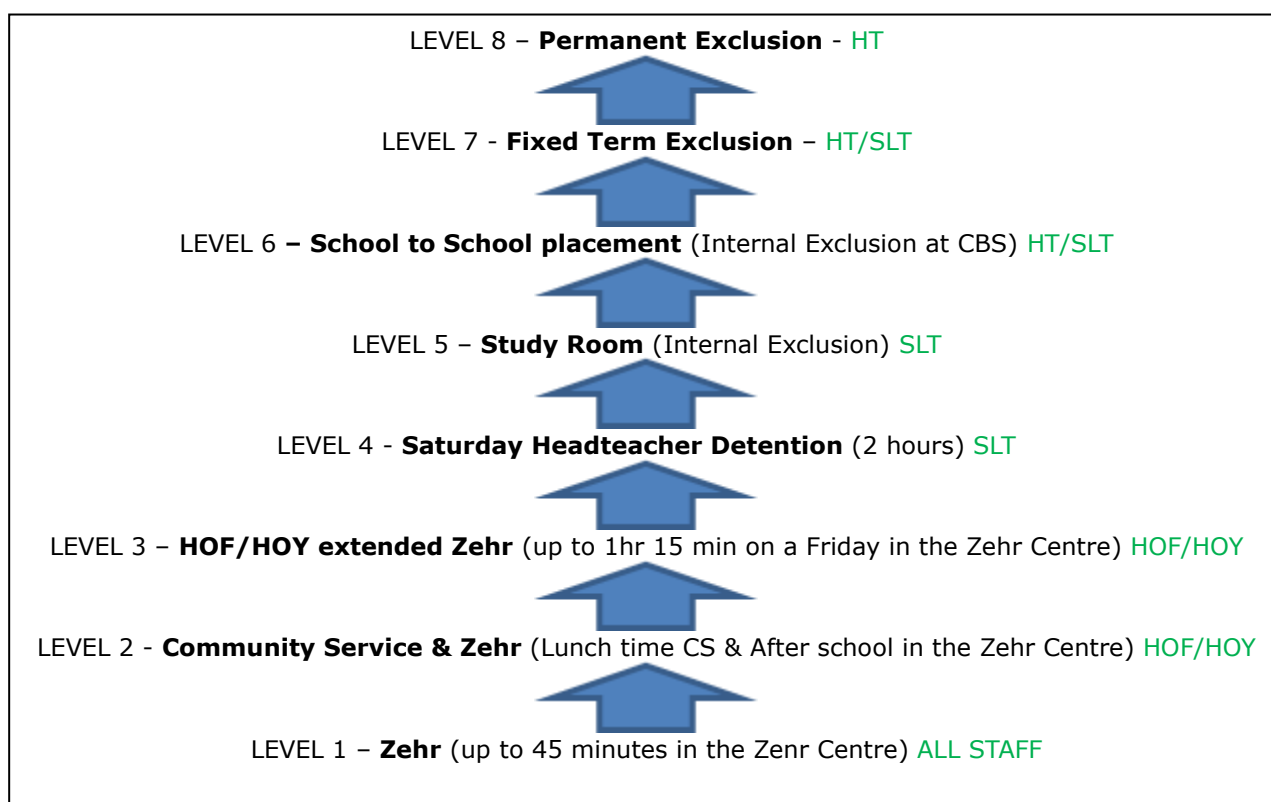
Positive and Negative points will be used this year. Subject teachers and support staff can award positive points.

1. All positive and negative points are recorded on CC.
2. Positive and Negative points can be awarded and student behaviour performance will be based on a net value.
3. Teachers, students and parents/carers will be able to see their net points on their CC accounts daily.
4. Negative points will be based on the following:
 - Zehr Centre (-2 points)
 - Community service (-3 points)
 - Extended Zehr (-4 points)
 - Saturday HT detention (-5 points)
 - Study Room (-8 points)
 - S2S placement (-10 points)
 - Fixed Term Exclusion (-15 points)

Classroom Procedure



School Procedure



School Sanctions

This policy and all steps and procedures are compliant with the Department for Education statutory guidance on Behaviour and discipline in school (2016) and Exclusions from maintained schools, academies, pupil referral units in England (2017).

With reference to the Exclusions from maintained schools, academies, pupil referral units in England (2017). Two key areas to highlight:

Section 3.4 states – The behaviour of a pupil outside of school can be considered grounds for exclusion.

This includes fixed term or permanent exclusions.

Section 3.8 states – When establishing the facts in relation to an exclusion decision the headteacher must apply the civil standard of proof; i.e 'on the balance of probabilities' it is more likely than not that a fact is true, rather than a criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than it did not happen.

Therefore pupils can have a fixed term exclusion or be permanently excluded for behaviour outside school, this may include behaviour on school trips, on the way to and from school and behaviour which may bring the school into disrepute. Cyber-bullying which takes place out of school may also lead to an exclusion.

Under the Equality Act 2010 (the Equality Act), Southborough High School does not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids.

The headteacher and governing board must comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice Therefore the headteacher will try, as far as possible, to avoid permanently excluding any pupil with an EHC plan or a Looked After Child.

When there is a concern about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This will involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, Southborough High School will consider requesting an early annual review or interim/emergency review.

Setting sanctions (guidelines)

LEVEL 1 – Zehr (Restorative Justice)

Who	When	Where	Reasons for a Zehr
Any member of staff can place a student in a Zehr. It is then the expectation that this teacher goes to the Zehr centre after school to carry out a restorative conversation.	Zehr can last up to 45 minutes to 16:00. If a teacher goes to the Zehr centre to carry out a Zehr and are happy with the restorative conversation then they can dismiss this student/s from the Zehr centre before 16:00. If the teacher does not attend then the student will be dismissed at 15:45.	Zehr Centre (B1)	<ul style="list-style-type: none"> - Low level disruptive behaviour - No equipment (1st time – optional) - No homework (1st time – optional)

LEVEL 2 – Community Service & Zehr

Who	When	Where	Reasons for a CS detention
All extended Zehrs need to be authorised by their HOF or HOY.	Whole of lunchtime as community service followed by a Zehr after school on the same day.	School playground at lunchtime and school hall after school.	<ul style="list-style-type: none"> - Littering - Graffiti - Vandalism - Inappropriate behaviour in the local community

LEVEL 3 – HOF/HOY Extended Zehr

Who	When	Where	Reasons for a an extended Zehr
All extended Zehrs need to be authorised by their HOF or HOY.	After school on Fridays.	Zehr Centre (B1)	<ul style="list-style-type: none"> - Failing to attend a Zehr discussion - Unsatisfactory response by the student from the restorative approach during the subject detention - For being sent to an exit room (as per classroom procedures) - No equipment (x2 failure to submit) - No homework (x2 failure to submit)

LEVEL 4 – Saturday Headteacher Detention

Who	When	Where	Reasons for a Saturday HT detention
Teacher to liaise with SLT to seek authorisation for a Saturday Headteacher Detention.	Saturday mornings	School.	<ul style="list-style-type: none"> - Failing to attend a Zehr, Community Service and a HOF/HOY Zehr. - Verbal aggression towards students/staff - Persistent disruptive behaviour - Smoking (including e-cigarettes) - Walking across the road and not at the traffic lights

LEVEL 5 – Study Room/Internal Exclusion

Who	When	Where	Reasons for a WRM
Teacher to liaise with HOF/HOY and then SLT to seek authorisation for a WRM.	All day followed by an extended school detention	Zehr and Study Centre	<ul style="list-style-type: none"> - Failing to attend a Saturday HT detention - Physical aggression towards students/staff - Bullying - Racist - Theft - Sexual misconduct - Persistent disruptive behaviour

LEVEL 6 – School to School placements

Who	When	Where	Reasons for a S2S
SLT to fully investigate and liaise with HT and present a SIF with recommendations before the HT makes his decision.	All day. Can be between 1 to 5 days.	Coombe Boys School	<ul style="list-style-type: none"> - For any reason of the above that is deemed at a serious level - Any serious incident of physical assault towards another student or adult, verbal abuse towards another student or adult, racism, bullying, theft, damage, sexual misconduct or persistent disruptive behaviour. - Where a student's actions can bring the school name and reputation in to serious disrepute.

LEVEL 7 – Fixed Term Exclusion

Who	Reasons for a FTE
SLT to fully investigate and liaise with HT and present a SIF with recommendations before the HT makes his decision.	<ul style="list-style-type: none"> - For any reason of the above that is deemed at a serious level - Any serious incident of physical assault towards another student or adult, verbal abuse towards another student or adult, racism, bullying, theft, damage, sexual misconduct or persistent disruptive behaviour. - Where a student's actions can bring the school name and reputation in to serious disrepute.

LEVEL 8 –Permanent Exclusion

Who	Reasons for a PEX
SLT to fully investigate and liaise with HT and present a SIF with recommendations before the HT makes his decision.	<ul style="list-style-type: none"> - For any reason of the above that is deemed to be at a serious level and the placement of the student at Southborough High School will jeopardise the well-being and safety of this individual, other students and/or staff. - This can include any serious incident of physical assault towards another student or adult, verbal abuse towards another student or adult, racist, bullying, theft, damage, sexual misconduct or persistent disruptive behaviour. - Threatening behaviour towards a member of staff - Where persistent disruptive behaviour will jeopardise the learning and progress of other students within the school. - Where a student's actions can bring the school name and reputation in to serious disrepute. - Carrying or use of, an offensive weapon - Any other serious incident which, in the view of the Head, warrants a permanent exclusion <p>In addition to the above, in every instance where a permanent exclusion is being considered the headteacher must also be able to satisfy the following criteria:</p> <ol style="list-style-type: none"> 1) that the behaviour is a serious breach of the school's behaviour policy; 2) that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others; and 3) it is being imposed as a last resort (i.e. there is no other reasonable alternative)

Southborough High School will ensure that every decision made on a school sanction for our student's behaviour is compliant to being:

- lawful
- rational
- reasonable
- fair
- proportionate

Failing to follow the behaviour procedures

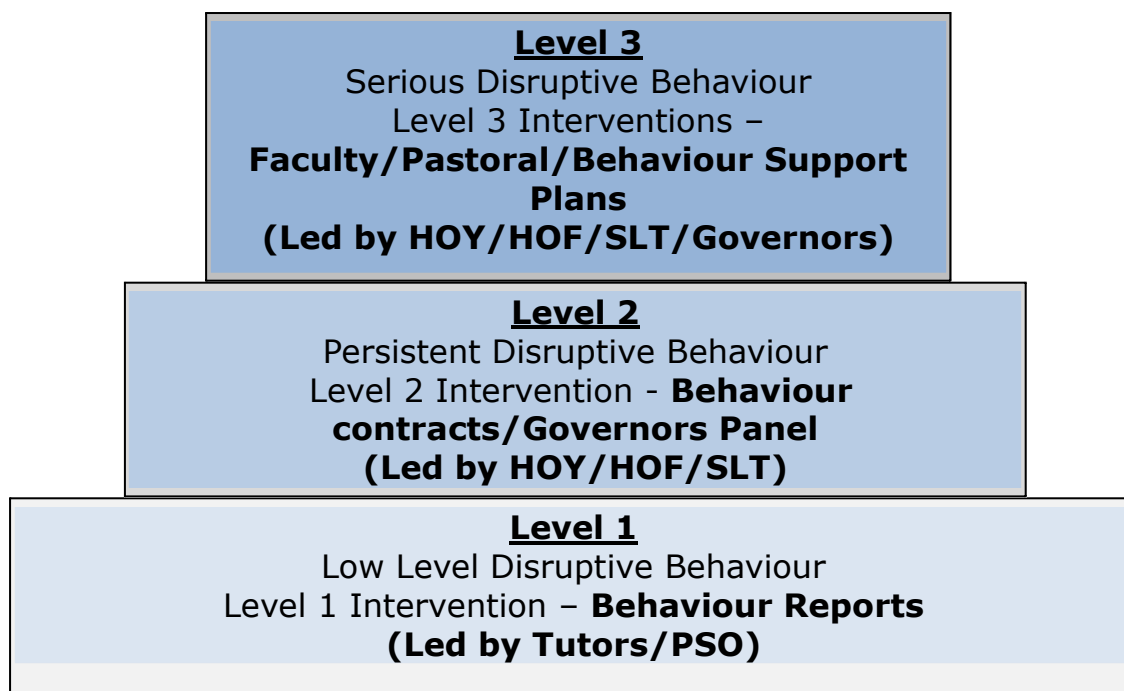
In failing to follow these school procedures, each time the sanction will be escalated and moved up a level. For example – any student that fails at level 4 and does not attend a Saturday Headteacher detention then that will be escalated to a level 5 which will be a study room.

Failing to attend a Zehr, then an extended Zehr followed by a community service will receive a Saturday HT detention.

If an accumulation of 3 or more detention are built up in a row then that student will automatic receive a Saturday Headteacher detention. This will continue for every multiple of 3 detentions until the SLT feel a different and more effective sanctions needs to be implemented.

Southborough High School Behaviour Management

Although incidents of serious disruptive behaviour are uncommon within Southborough High School, a behaviour management system (as seen below) is fully incorporated into the monitoring of low level disruptive behaviour. This behaviour management intervention is to identify and eliminate any low level disruptions to learning within the classroom.



Faculty Support Plans (FSP) – HOF

If a student has shown to be consistently unable to follow the schools CoC and 4Rs within one particular faculty then they will be placed on a FSP. This will include students who are receiving a number of RJ discussions and Zehrs from the same teacher/faculty and with no improvement in their behaviour or commitment to learning. The FSP can be led by any member of staff but must be fully supported by the Head of Faculty. A FSP includes setting targets and facilitating interventions to support improved behaviour. All FSP are reviewed regularly over the course of a term with parental meetings.

Pastoral Support Plans (PSP) – HOY

If a student has shown to be consistently unable to follow the schools CoC and 4Rs across a number of different subjects then they will be placed on a PSP which will be led by the Head of Year. The format and procedures for a PSP will be the same as a FSP but for students that are having behavioural issues in more than one subject.

Behaviour Support Plan (BSP) – SLT

Again, a BSP follows the same format and procedures as a FSP and PSP but is led by a member of the SLT. A BSP will only be facilitated if serious behaviour issues have arisen or a student has failed to make progress when being on a FSP or a PSP.

Governors Behaviour Panel

When behaviour concerns are persistent then a referral could be made to the Governors Behaviour Panel. This will involve regular meeting with a governors panel (consisting of at least the chair of governors) and a member of SLT.

REWARDS

The powers of affirmation and reward have a greater impact than sanctions on improving a student's attitude towards learning. All learners are encouraged to value and take pride in their work and to respect and value the achievements of others. Every member of staff is expected to use praise more frequently than to impose sanctions. With our students we want to '**catch them being good**' and promote it.

KS3/4 REWARDS – Points system

Positive and Negative points will be used this year rather than merits. The focus is to reward and praise students linked towards Southborough High Schools 'ACE' vision. Subject teachers and support staff can award positive points.

1. Positive points should be seen as 'exclusive' and linked towards our 'ACE' vision. Whereby approximately **three positive points can be issues to three separate individuals per lesson**. This will hopefully encourage us to use different forms of reward and praise and not 'flood' the points system as had been done previously.
2. All positive and negative points are recorded on CC
3. Positive and Negative points can be awarded and student rewards will be based on a net value.
4. Teachers, students and parents/carers will be able to see their net points on their CC accounts.
5. Positive points will be based on our ACE vision:
 - a. Aspirational point +1 point
 - b. Commitment point +2 points
 - c. Excellence point +3 points

Rewards are essential to our policy. They will:

- Provide encouragement for learners
- Reinforce good and positive behaviour
- Highlight and celebrate learners achievement

KS3/4 REWARDS – Points system

Positive and Negative points will be used this year rather than merits. The focus is to reward and praise students linked towards Southborough High Schools 'ACE' vision. Subject teachers and support staff can award positive points.

Number of Merits	Award
Once reached 20 net points	'Aspiration' Award
Once reached 40 net points	'Commitment' Award
Once reached 60 net points	'Excellence' Award
Once reached 100 net points	Headteacher Award

Staff can ensure this will be done by:

1. Weekly discussions in team briefings.
2. Student of the week.
3. Positive points of the week.
4. Weekly awards and announcements in Year assemblies.
5. Weekly communication with all staff to identify these students and to then promote.
6. Weekly announcements in the Griffin newsletter.
7. Weekly announcements in staff briefing.

Merit Shop

Students can cash points in at the merit shop (located in the library) each half term for different prizes such as pens, pencil cases, footballs, cricket bats etc.

Here are some suggestions for subject teachers and support staff (please note this is not an exhaustive list and you should, in departments, come up with your own success criteria)

Aspiration	Commitment	Excellence
<ul style="list-style-type: none"> • Working towards a given target • Attempting work at a higher N/C level • Taking on different role within the classroom • Working towards a given target (e.g. attendance/punctuality) • Being organized/equipped • To be involved more in school community 	<ul style="list-style-type: none"> • Completing work to a high standard over a half term • Not given up when faced with challenge • Offering answers across a series of lessons • Attaining well across a series of subjects • Successful movement on effort ladder • Helping other in the Year Team 	<ul style="list-style-type: none"> • High standard of work relative to ability • Exceeding target level • Independent learning approach (in own time) • High standard of work relative to ability (e.g. PSHE days) • High attainment on effort ladder, relative to ability • Positive role model

Year Teams Rewards

Student of the week

Each week a student of the week is announced in Year assemblies, staff briefings and the Griffin newsletter

Positive Points of the week

Each week a student with the most positive points of the week is announced in Year assemblies, staff briefings and the Griffin newsletter

'ACE' Awards

The award is given **at the end of each full term** after consultation within individual year teams for the winners.

1. HOY's will acknowledge three separate winners for 'Aspiration', 'Commitment' and 'Excellence' with reason for the nomination.
2. These will then be announced at in the end of term assembly where winner will receive certificate and prize (Bentall's voucher).
3. Winners will be acknowledged within the school newsletter and website.

Whole School Rewards

Student of the term

The award is given **at the end of each half term**. The nature of this reward is to celebrate and acknowledge individual achievement through the different Years and Subjects.

1. To be awarded each half term by HOFs, HOYs, PSOs and individual tutors for students in KS3, 4 and 5.
2. Individual winners must have a reason for their nomination.
3. Winners will be acknowledged via 'Roll of honour' board with their photo alongside either pastoral or departmental award.
4. Tutees are to be encouraged to acknowledge their own peers for student of the term which will be overseen by the tutor. These acknowledgements are then passed to the HOYs.
5. All winners will receive a letter home via the Headteacher with the roll of honour being sent home via email and accessible on the website.

Southborough reward students through our three main rewards system:

- 1. Positive Points (KS3/4) - daily basis.**
- 2. Student of the Term - every half term.**
- 3. 'ACE' Awards - every term.**

Other School Rewards

Form Captain/Vice Captain	Effort ladder certificates/Golden time
End of year trips	Letter/email home
Merit trips	Prize giving Evening

Policy Review:

This policy will be reviewed by governors on an annual basis.

This policy was last reviewed and agreed by governors as below –
September 2017

This policy is due for review – September 2019