

Behaviour Policy



This policy outlines the standards of behaviour we expect from students at Stokesley School, the systems of rewards, and procedures for action when behaviour falls below expectations.

It fulfils our statutory requirements under the following legislation:

- School Standards Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Education Act 2011
- SEN Code of Practice 2014

Scope of the Policy

This policy applies to behaviour:

- On the school premises
- On School trips
- When students are travelling to and from school
- When students are wearing school uniform, or are in any way identifiable as students of the school
- At any time and place where the behaviour poses a threat to another member of the school (for example cyber bullying taking place outside of school hours) or calls the good reputation of the school into question.

Principles of Behaviour

The Governing Body have agreed the following statement outlining the positive behaviours expected of all students:

Stokesley School is a community of people - students, teachers, learning support assistants and other staff - committed to fostering and facilitating students' learning. Any behaviour which disrupts learning must be dealt with promptly and fairly. All the strategies we use in school are intended to help the disaffected or disruptive student to improve behaviour to help her/him to learn. They are also to ensure that other students can learn effectively, undisturbed by interruptions.

We try to make every member of the school community feel valued by recognising and rewarding achievement and promoting mutual respect.

Everyone at Stokesley has a right –

- to learn and to teach in a peaceful and safe environment
- to expect that they and their belongings will be treated with respect

- to be treated with consideration, courtesy and respect

Everyone at Stokesley has a responsibility –

- to ensure they do not disturb the learning and teaching of others
- to be honest and to respect others and their belongings
- to treat everyone with consideration, courtesy and respect

In class –

- We shall always try to ensure that the work is challenging, interesting and meets the needs of individual students.
- We value consistency and therefore use a number of Standard Operating Procedures (SOPs)
- The class teacher will deal with inappropriate interruptions, excessive talk, or lack of concentration by reminding the student of expectations, checking that the student does understand the work and can do it, or suggesting differentiated work. This includes effective use of Individual Education Plans for those with Special Needs. The Step System is explained to all students and displayed in classrooms and planners. The Step System involves contacting parents.

Expectations of Behaviour

In the Classroom

Students must arrive at lessons punctually and enter the classroom in an orderly manner. They must be wearing correct school uniform and have all the equipment needed for that lesson. On entering the classroom students must organise themselves promptly, and engage immediately with the lesson once the teacher is ready to begin.

During lessons the minimum expectation is that students show respect for the teacher and others in the classroom and that they behave safely at all times.

Over and above this we expect our students to take an active part in lessons through thoughtful questioning and enquiry, support of others' learning through group work, and consistently demonstrating a positive attitude to learning.

On the School Premises

Students are expected to wear correct school uniform and to behave in a calm and sensible manner as they move around school. Respect should be shown to others at all times. Students must avoid delay when moving between lessons. They must follow any instructions from members of staff promptly and without argument.

Beyond the School Premises

Students are expected to observe the same standards of behaviour on their way to and from school as they are as they move around school.

Members of the public must be treated with courtesy and respect.

Behaviour on and around roads must be sensible and safe.

Students using school transport must remain seated at all times, wear seat belts, keep the vehicle tidy and refrain from any action that may distract the driver.

Homework must be completed fully, to the best of the student's ability, and handed in on time.

The same behaviour standards are expected on school trips. Any additional rules outlined by the trip organisers must be strictly adhered to for the duration of the trip.

** Students, teachers and parents must take into account differences in the law when visiting foreign countries.*

Online

Students must not engage in any on-line activity [including postings on social networking sites, image or video sharing, personal email, text or picture messaging, chat room conversations, or communication in any other way] that may be construed as bullying, being defamatory to staff, students, the school or members of the community.

Students must not act in any way that negatively impacts on the good name and reputation of the school.

This applies within school and from any location outside school.

We reserve the right to involve the police in cases of cyber bullying.

Students must abide by the Acceptable Use Policy when using school ICT equipment, including the VLE.

Sanctions

Where standards of behaviour fall below expectations, teachers and other staff will use appropriate and reasonable sanctions. In doing so they will refer to current Standard Operating Procedures which are used internally to ensure consistency.

These sanctions include, but are not limited to, detentions* and internal exclusion.

Detentions and internal exclusion are used to help students to understand their responsibility to have a positive attitude to learning. In most cases, these strategies will ensure that the issue is dealt with.

Where behaviour persistently falls below expectations in a subject area, the subject leader will become involved. Where this happens in several subject areas or outside the classroom the Head of House will become involved.

In serious cases, or if behaviour does not improve following intervention, the Head of House and the tutor will set out an intervention programme, in consultation with Senior Leaders. This planned programme will identify support for the student to help manage his/her behaviour for learning. Different strategies are used, depending on the needs of the individual student and parents will be invited to discuss the intervention programme. If necessary a Support Programme, Behaviour for Learning Plan will be set up (if one is not in place) and external agencies, such as the Education

Psychologist, The Bungalow, Sunbeck (Hambleton and Richmondshire Pupil Referral Service), Compass and Prevent will be involved.

In some cases, and whenever dangerous and/or violent behaviour is involved, the Headteacher will consider exclusion, fixed-term or permanent, taking account of the L.A guidelines. **

**There is no legal requirement for school to inform parents in advance if a detention is given outside of school hours, though we will always attempt to do so.*

*** Guidelines for schools and pupil referral units, Exclusion of pupils Sept. 2017*

Special Educational Needs

The SEN Code of Practice, 2014, removed the classification of 'Behaviour, Emotional and Social Difficulties' and replaces it with 'Social, Emotional and Mental Health Difficulties' (SEMH). This places the emphasis on the underlying needs rather than their expression through behaviours.

We recognise that the behaviour of children and young people can have various and often complex causes which require identification and appropriate support. For some students, difficulty managing behaviour will be a significant barrier to accessing the curriculum and will restrict progress. This in itself does not necessarily constitute a learning difficulty, and as a first step the school's behaviour support systems will be utilised. These systems address and provide support for social and interpersonal factors, motivation, emotional issues, and cultural expectations.

For some students a medically diagnosed condition or severe emotional difficulties may cause or contribute to poor behaviour, which in turn may have a negative impact on access to learning. In these cases, students may be included on the SEND register categorised as Social, Emotional and Mental Health Difficulties.

A decision to include a student under this category will be made by the SENCo after consultation with the Associate Principal, Behaviour and Wellbeing. In making this decision they will consider:

- evidence that a medical condition, or severe emotional reactions, leads to the student having greater difficulty than their peers in regulating their behaviour.
- the student's response to support and sanctions in the Behaviour Stage System.
- reports of extreme behaviour.
- reports of behaviour that has been particularly difficult for staff to control using the behaviour systems.
- any dangerous or self-harming behaviour that may result from lack of executive function (self-control).

Where there is doubt, advice will be sought from appropriate medical professionals or the Educational Psychology Service.

The following table gives guidance on when a student may be included on the SEND register for behaviour issues.

	No behaviour concerns	Behaviour stage 3	Behaviour stage 4/5 BFL Plan	Behaviour stage 6
No prior need identified. Behaviour records show persistent behaviour issues affecting learning	Do not list	Do not list	Investigate possible issues via CAMHS/EP etc. as appropriate.	Investigate possible issues via CAMHS/EP etc. as appropriate.
Known medical need potential cause of behaviour (e.g ADHD, EP or CAMHS report)	Medical List	Medical List	List as SEN Support SEMH as primary need Review 1 month after Stage 3 ends.	List as SEN Support SEMH as primary need Review 1 month after Stage 4 ends.
Student on SEN register for another primary need	Do not list	List SEMH as secondary need if persistent. Investigate quality of wave 1 provision for primary need	List SEMH as secondary need if persistent. Investigate quality of wave 1 provision for primary need	List SEMH as secondary need if persistent. Investigate possible issues via CAMHS/EP etc. as appropriate.
Student transfers from another school with SEMH on inclusion passport	List as W1 SEMH as primary need Review after 3 months	List as W1 SEMH as primary need Review after 3 months	List as SEN Support SEMH as primary need Review after 3 months	List as SEN Support SEMH as primary need Investigate possible issues via CAMHS/EP etc. as appropriate.
TYS involvement	Do not list	List as SEN Support SEMH as primary need for period of involvement	List as SEN Support SEMH as primary need for period of involvement	List as SEN Support SEMH as primary need Investigate possible issues via CAMHS/EP etc. as appropriate.
PRS involvement	N/A	N/A	N/A	List as SEN Support SEMH as primary need for period of involvement + 1 month

When a student is listed as SEMH and behaviour is at stage 4 to 6, a 'Personalised Behaviour Support Plan' - led and overseen by the SENCo - will supersede the BfL stages. This plan may include additional and different provision and funding. An 'Inclusion Passport' must be started at this stage.

The SENCo or senior representative will attend TAC meetings or social services meetings for a child listed as SEMH.

We also recognise that students with learning difficulties, often experience stress and frustration in school, which can make it more difficult for them to manage their behaviour. When dealing with a student's poor behaviour we consider to what extent this might be a mitigating factor, their ability to access the curriculum and whether additional learning support is required in order to secure improvements in their behaviour.

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Policy author: Chris Simpson

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