

POLICY DOCUMENT

Stratford-upon-Avon School is a company limited by guarantee, registered in England and Wales under number 7690776, whose registered office is Stratford-upon-Avon School, Alcester Road, Stratford-upon-Avon, Warwickshire CV37 9DH

Policy Title	BEHAVIOUR POLICY
Policy Reference	SUAS.P.1506.BEH001

DISCLOSABLE UNDER FREEDOM OF INFORMATION ACT 2000	Yes / No	Yes
TO BE PUBLISHED ON WEBSITE	Yes / No	Yes

POLICY OWNERSHIP	
Governor Committee:	Quality of Education
Department responsible:	Quality of Education Committee
Post-holder: <i>(Title and Name)</i>	Karen Berwick (Deputy Head)
LINKED PROCEDURES REF:	
Responsible Person - Procedures	

POLICY IMPLEMENTATION DATE:	November 2023
PLANNED REVIEW INTERVAL:	2 Years
PLANNED NEXT REVIEW DATE:	November 2025

Stratford-upon-Avon School welcomes comments and suggestions from the public and staff about the contents and implementation of this policy. Please write to the Compliance Manager at the school address or email your comment to policy@stratfordschool.co.uk.

i. POLICY OUTLINE

- To ensure that all students display high standards of behaviour to enable them to feel safe, enjoy school and achieve their full potential.
- To develop an inclusive approach to behaviour where the needs of individuals are catered for and equality of opportunity is enhanced.
- To offer clarity and consistency of expectation to staff and students so all members of the school community are clear about their role and contribution.

ii. PURPOSE

The purpose of this policy is to specify what behaviours and attributes we expect of students and outline what actions will be taken to achieve and maintain these. This policy is based on Behaviour in Schools Advice for Headteachers and School Staff Sept 2022.

The authority to discipline students whose behaviour does not meet expectation applies to all paid staff with responsibility for students.

iii. IMPLICATIONS OF POLICY

Compliance with the requirements laid out in this policy will ensure that the school runs in a safe and orderly manner and that all staff understand their role in this.

iv. EQUALITY ANALYSIS

Every policy will be subject to an Equality Analysis (EA) completed by the policy writer, which should be circulated to all those being consulted, with the draft policy.

v. CONSULTATION

Consultation will be with all staff holding significant financial responsibilities, prior to presentation for approval by the Governing Body (Pastoral Committee).

vi. PROCEDURE

Procedure is the method by which the strategic intent of the policy is realised and is thus an 'instruction manual' on how the policy outcome is to be achieved.

The procedure which supports this policy is an independent document, for internal use by Academy staff. The procedure reference is shown on the Policy Identification Page.

The development or amendment of the procedure is at a tactical / operational level. There is therefore no necessity for active referral to the Governing Body **unless** the policy intent has been altered.

If there is significant change to the procedure element of the policy, there may be a requirement to engage in the consultation process and refer to the Governing Body.

vii. RELATED POLICIES AND PROCEDURES

- Management of Drugs & Substance Abuse Policy
- Attendance Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Learning Support Policy

viii. DOCUMENT HISTORY

The policy will be subject to regular review once ratified by the Governing Body.

The history of the policy will be recorded using the chart following:

Date	Author /Reviewer	Amendment(s)	Approval/adoption date
July 2015	K Berwick	Updated	07 July 2015
October 2016	K Berwick	Added appendix 1 and 2	December 2016
December 2018	K Berwick	Updated	December 2018
November 2020	K Berwick	Updated	November 2020
October 2023	K Berwick	Updated	November 2023

Principles Upon Which Our Practice is Based

1. More time should be spent on preventing poor behaviour than dealing with it. All staff have a role to play in creating a safe, welcoming culture with positive relationships. In these conditions, poor behaviour is less likely to occur.
2. Trauma informed responses are ideal, and we will continue to work towards developing this practice.
3. All members of the school community are entitled to a safe, secure environment that promotes engagement in learning.
4. Positive behaviour should be routinely acknowledged rewarded and celebrated. It is through reinforcing positive attitudes that students feel valued and learn to value others.
5. Behaviour that contravenes the agreed student expectations should as far as possible be dealt with at source and immediately. The aim of any sanction issued must be to prevent a repeat of the behaviour. (not merely to punish)
6. Lessons should be planned using strategies that promote the engagement and success of all students. When this happens, poor behaviour is less likely to occur.
7. Parents should be routinely and regularly informed about their child's behaviour in an accessible format.
8. Restorative practices are embraced as a means of empowering staff to be successful practitioners. Restorative practices acknowledge the intrinsic worth of the individual and their potential to contribute to the school community.
9. Whilst aiming for consistency the school acknowledges that there is a legal duty under the Equalities Act 2010 in respect of safeguarding and in respect of students with SEN. We seek to treat all students fairly; this will not necessarily mean we treat all students in the same way. Students with SEN should be supported to meet school expectations.

Scope

The school may exercise the right to reward or discipline students:

- throughout the school day including before and after school hours,
- when the student is present on school property out of hours,
- when the student is taking part in any school organised or school related activity,
- travelling to or from school; and
- when in school uniform/or in some other way is identifiable as a student at the school.

The school is also likely to apply sanctions to any student whose behaviour:

- could have repercussions for the orderly running of the school,
- poses a threat to another student or member of the public; or
- could adversely affect the reputation of the school.

The authority to discipline students whose behaviour falls short of expectation applies to all paid staff with responsibility for students.

Rewards Principles

Praise and recognition are key tools in motivating students to exhibit positive behaviour and take responsibility for their learning and make good progress.

Students should receive acknowledgement for what they do by routine including:

- good attendance,
- working hard in lessons,
- acting as a good role model to others
- being ready and prepared for school (including correct uniform),
- handing in homework; and
- complying with behaviour expectations.

Students should receive acknowledgement for behaviour that:

- promotes their learning,
- promotes the learning of others,
- contributes positively to the school,
- demonstrates leadership qualities; and
- is kind and considerate to others.

Reward / recognition may include:

- verbal praise / postcard home
- small value token gestures such as sweets or chocolate,
- positive Bromcom entry,
- public validation in assembly or tutor time,
- access to certain privileges e.g. MUGA / Astro / representing the school / access to certain trips or privileges,
- awarding of positive behaviour badges and / or certificates; or
- awarding of subject commendations.

Sanctions Principles

- The minimum intervention should be used to bring out the desired change in behaviour.
- Sanctions should wherever possible be applied at source, the aim being to rectify the behaviour and reduce the likelihood of re-occurrence
- Sanctions applied fairly and consistently are necessary to ensure a safe and orderly environment
- When looking at sanctions we should always consider whether behaviour gives cause to suspect that a child may be at risk of significant harm or unmet SEN.
- Behaviour is a form of communication. We should always consider what the behaviour is telling us and seek to identify / address underlying issues.
- Students with SEN, including those with challenging behaviour, should be supported to meet the expectations; standards should not be lowered.

Sanctions may be applied when students:

- fail to adhere to school expectations,
- bring into school any item listed on the Prohibited Items 1 & 2 lists in *Appendix 1*,
- fail to follow a reasonable request,
- bully or are unkind to others,
- disrupt the education of others,
- fail to comply with a behaviour sanction; or
- exhibit behaviour that is offensive or dangerous including (but not limited to) being racist / sexist / overtly sexual / homophobic or aggressive.

Sanctions may include;

- a verbal reprimand,
- a phone call home,
- negative(s) in the planner,
- negative behaviour point(s) on Bromcom,
- detention at lunchtime (level 2 sanction),
- detention after school (level 3 sanction),
- removal from the lesson to work in another classroom,
- retained for 10 minutes at the end of the school day by the form tutor,
- putting the student on report,
- making an apology written/verbal,
- removal from a school trip or visit,
- carrying out a community service,
- isolation from peers (usually in the Behaviour Support Room) level 4 sanction
- suspension from school level 5 sanction; and
- permanent exclusion, in the most serious of circumstances

N.B. This list is not exhaustive.

Allegations Against Staff

The school has a very clear policy on the management of allegations against staff. Where this has been followed and the outcome is found to be that the students' allegations were 'malicious' (this is not the same as false) the Headteacher will consider applying appropriate sanctions, this may include suspension or permanent exclusion.

Rules and Responsibilities

Classroom teachers including Associate Teachers should:

- use the 1-5 effort recording system on Bromcom every lesson,
- ensure that the lessons are well planned and address the needs of all (including learning-based seating plans, use of task management boards and appropriate scaffolding),
- use appropriate behaviour management techniques to address off task behaviour,
- adhere to the lesson expectations giving students clear warnings and direction to change the behaviour. Use of the On Call system if the behaviour does not change,
- follow through the rewards and consequences fairly and consistently,
- contact parents / carers where level 3 behaviour has been issued (after school detention),
- seek further advice from the Curriculum Leader / Progress Leader / Curriculum Leader should behaviour problems persist,
- engage in CPD activities to further enhance their skills and student progress; and
- discuss poor behaviour with the student with the aim of understanding why this is occurring.

Form Tutors should:

- deliver form time activities that further enhance and support a positive school ethos. This includes a focus on equalities,
- monitor the application of rewards and sanctions for their tutor group on a weekly basis,
- praise individual students for their positive contribution,
- discuss concerns with individuals,
- contact parents / carers where there are concerns and consequences are being issued repeatedly,
- monitor the progress of students who are “on report”,
- engage in CPD activities to further enhance their skills and student progress,
- seek further advice from College Leader should behavioural problems persist; and
- On a daily basis, keep students who have had a ‘5’ in a lesson that day for 10 minutes.

Support staff should:

- challenge inappropriate actions, behaviour and language in a firm and professional manner,
- report any urgent incident to the Duty Manager using the On Call system,
- record positive ‘kindness’ points or minor rule infringements in the planner; and
- Report any higher-level incidents to the College Leader / Progress Leader.

Curriculum Leaders should:

- monitor the quality of teaching and learning in the department ensuring the needs of all are met,
- ensure that rewards and sanctions are issued fairly and consistently within their department,
- monitor the behaviour data on a weekly basis,
- contact parents where a level 4 sanction is issued (or support the classroom teacher to do this),
- liaise with Progress Leaders when behaviour persists despite departmental intervention,
- take every opportunity to celebrate good effort and behaviour across the department,
- lead the department in sharing good practice; and
- ensure the lesson expectations are adhered to within their department; this includes the recording of an effort grade every lesson.

College Leaders should:

- lead the response to Level 4/5 incidents outside of lessons,
- regularly make expectations clear to students via:
 - assembly,
 - tutor time activities; and/or
 - regular communication with parents.
- monitor the behaviour data on a weekly basis, identifying patterns and trends taking action to promote positive behaviour,
- liaise with Progress Leaders to develop a consistent approach to behaviour,
- liaise with the Inclusion team to support individuals and provide improvement strategies to staff,

- monitor the work of form tutors to ensure that individuals are receiving positive re-enforcement and guidance,
- promote a culture of high expectations of behaviour and respect within the college and across the school,
- allocate additional resources to students requiring extra support,
- lead the college in sharing good practice,
- ensure rewards and sanctions are administered fairly and consistently; and
- take every opportunity to celebrate good behaviour and hard work via:
 - assembly,
 - congratulating individuals,
 - notice boards and plasma screens,
 - parent contact; and
 - awarding behaviour points.

Progress Leaders should:

- monitor the behaviour of students in their year group with an emphasis on the learning behaviour that is demonstrated in the classroom,
- where there are patterns or trends, liaise with the Curriculum Leader to establish solutions,
- regularly make expectations clear to students via assembly and contact with individuals/home
- refer concerns to Inclusion, seeking to identify solutions that remove barriers to learning,
- ensure rewards and sanctions are issued consistently and fairly across the year group; and
- celebrate good learning behaviour and hard work via;
 - assembly,
 - congratulating individuals,
 - notice boards and plasma screens,
 - parental contact; and
 - awarding behaviour points.

SLT should:

- monitor the behaviour data on a regular basis (monthly) to ensure rewards and sanctions are administered fairly and consistently,
- support and challenge College Leaders / Progress Leaders / Curriculum Leaders in their analysis and response to this data,
- take every opportunity to celebrate good behaviour and hard work via:
 - assembly,
 - congratulating individuals, contacting home,
 - awarding behaviour points
- work with College / Progress Leaders to resolve C4/C5 incidents
- monitor use of lesson expectations and the application of rewards and sanctions within classrooms.
- Ensure the appropriate training and support is available to equip staff with the skills necessarily to deal effectively with pupil behaviour.

Students are responsible for:

- their own actions,
- the impact their words/actions have on others,
- working in a way that maximises their own progress and the progress of others; and
- using the student planner as appropriate.

Parent / Carer(s) should:

- ensure students attend school in full uniform with the correct equipment,
- ensure items on the prohibited lists (Appendix 1) are not brought into school,
- check and sign the planner,
- email the form tutor to discuss concerns,
- encourage their child to behave in a way which upholds the code of conduct,
- ensure their child complies with any sanctions issued,
- reinforce school praise for positive behaviour; and
- support and encourage out of hours learning, including the completion of homework.

How will behaviour expectations be taught?

- Recognising and celebrating “good” behaviour.
- Applying sanctions consistency and fairly.
- Communicating our expectations which will be the basis of:
 - Assembly
 - SPHERE
 - Tutor time
- **In the first half of term**
- All adults in the school modelling the behaviour we expect to see.
- Using restorative principles as appropriate to restore and repair relationships following a sanction.
- Communicating regularly with parents to help support students in improving their behaviour. This may be via the on-report system / phone calls / Bromcom behaviour entries / targets set on a readmittance programme / Parents’ Evenings / written communication home.
- Allocating additional resources for a time limited period to support a student in changing a behaviour pattern.

Training

Appropriate training will be provided to staff in the following ways:

- Induction programme
- Staff Learning Days
- Tutor team meetings
- Departmental meetings
- Sharing good practice briefings
- Signposting helpful reading/research/blogs
- Support staff meetings.

Monitoring evaluating and reviewing

- Teachers will receive feedback on behaviour and safety as part of any lesson observations or drop-ins.
- All staff training will be subject to evaluation.
- Lesson expectations and adherence to behaviour/ rewards policy will be monitored via Curriculum Leaders / College Leaders/Progress Leaders and their Line Managers.
- Behaviour data including suspensions will be analysed and reported to governors on a termly basis or half termly if requested.
- Effectiveness of the policy will be judged by examining:
 - Behaviour data
 - Performance data
 - Staff feedback
 - Student voice
 - Parental survey

Related Documents

- Confiscating items *Appendix 1*
- Searching students and their possessions *Appendix 1*
- Searching, screening and confiscation: advice for schools *Appendix 1*
- Use of reasonable force in schools *Appendix 2*
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement *Appendix 2*

Searching students and their possessions

The Headteacher and staff they authorise have a statutory power to search a student or their possessions where the school have reasonable grounds to suspect the student may have a prohibited item. This is necessary for the safety of the whole school community.

Prohibited Items 1

- Knives / weapons
- Illegal drugs
- Alcohol
- Stolen items
- Any article that a member of staff reasonably suspects has been, or is likely to be used:
 - To commit an offence, or
 - To cause personal injury to, or damage to property; of any person (including the student)
- An article specified in regulations:
 - Tobacco, cigarettes and cigarette papers
 - Fireworks
 - Pornographic images

The above items will be confiscated, and the police may be contacted. These items will not be returned to students or parents, they will be passed to police or disposed of by staff.

Prohibited Items 2

- Vapes (at time of policy publishing vapes are on list 2 but if legislation moves it to list one, we will follow newly published legislation).
- Aerosol cans (including deodorants)
- Energy drinks / canned drinks / fizzy drinks
- Chewing gum

The above items will be confiscated and disposed of by staff.

The school does not accept responsibility for student possessions including confiscated items. Expensive/sentimental items that would cause distress if lost or stolen should be kept at home. Mobile phones may be brought into school at the owners' risk. They may be used inside in only the dining areas at break, lunchtime, before and after school. They may also be used outside during these times.

Every attempt will be made to ensure another member of staff is present during a search. It is recommended that as far as possible a female member of staff should search a female student and a male member of staff, a male student, however this will not always be possible. Where this is not possible, the search will only take place with a second member of staff present.

Where an intimate search is required (for example where it is believed a student may have illegal drugs / a weapon hidden under their clothing) or it is reasonable to believe there is potential danger or risk to staff or students the police will be called.

The school follows the current DfE Searching, Screening and Confiscation Advice for Schools for best practice. Current update at the time of this policy is July 2022, however, the school will use the most up to date advice available when conducting searches.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

Use of Force to Control or Restrain a Student

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- causing disorder,
- hurting themselves or others (for example, breaking up a fight),
- damaging property,
- committing an offence; or
- hiding an item listed in Prohibited Items 1, *Appendix 1*.

Incidents of reasonable force must:

- always be used as a last resort,
- be applied using the minimum amount of force and for the minimum amount of time possible,
- be used in a way that maintains the safety and dignity of all concerned,
- never be used as a form of punishment; and
- be recorded and reported to parents/carers and also on MyConcern.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

The school follows the current DfE advice regarding Use of Reasonable Force in schools:

https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Suspension and Permanent Exclusion

In addition to the school's Behaviour Policy, the school follow the current guidance set out by the DfE when suspending or permanently excluding students:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf