

2024

Behaviour Policy



SOUTHCHURCH
HIGH SCHOOL

Review Framework

The policy should be reviewed

	Date
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1. A Statement of Purpose

Our Behaviour Policy helps us to create; **“A school that provides a safe, nurturing environment; allowing students to fulfil their potential through an engaging and personalised curriculum that creates curious and enthusiastic learners.”**

The Board of Governors believes that 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 and learning environment in the school by:

- Promoting a positive atmosphere where good relationships, discipline, and good order lead to excellence.
- Promoting self-esteem and self-discipline.
- Promoting 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 positive relationships with parents/carers, students and governors.

2. Overall Guiding Principles for All Staff

- **Chance** - Everyone has the chance to behave as they are expected to.
- **Choice** - Everyone will be given the opportunity to make the right choice.
- **Challenge** - Everyone will be challenged to be the best version of themselves.
- **Consequence** - If you choose not to behave, there will be a consequence.

3. Roles and Responsibilities

- The Board of Governors, in consultation with the Headteacher, staff and parents/carers, will keep the policy for the promotion of good behaviour under review. It will ensure that it is communicated to students and parents/carers, is non-discriminatory and that expectations are clear.
- The Headteacher is responsible for the implementation and day-to-day management of the policy and procedures.
- Staff, including teachers. All stakeholders, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high-quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.
- The Board of Governors, Headteacher and staff will seek to 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 endeavor to ensure that the concerns of students are listened to and appropriately addressed.
- Parents/carers are 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.

- Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure, and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.
- In line with the school's ethos, students themselves are given a stake in reviewing and monitoring the Behaviour Policy of the school. Students, in partnership with staff, and Governors, help to develop the system of school rules, sanctions and rewards and refine the Code of Conduct.

4. Support System

4.1 High Expectations

Southchurch High School sets the highest expectations of behaviour to ensure each child can fulfil their potential. For this to be achieved, there is no time for disruptive behaviour, or negative attitudes to learning.

From day one, the school expects students to see themselves as partners in learning with the staff, rather than in any form of confrontational relationship.

The school believes strongly in the power of working closely with parents/carers and students and expects them to play an active role in the education of the child.

All students and their parents/carers are expected to sign a Home School Agreement, outlining the expected behaviour at our school. This is to be maintained when representing the school on events such as on school trips and when travelling between home and school.

5. Positive Attitude to Learning

In order to nurture and develop a positive attitude to learning and ensure the absence of negative behaviours all stakeholders:

- Share responsibility for their own learning.
- Insist upon the highest standards of classroom teaching, so that students feel motivated and engaged in lessons.
- Insist on 100% attendance and punctuality at school.
- Attend school with the correct equipment, ready to learn.
- Through the provision of an effective pastoral system, based on Year Groups, Heads of Years and Form Tutors and with the support of Wellbeing Mentors and external agencies, provide every student with the individual support, challenge and mentoring needed to maintain positive attitudes to learning.
- Fully involve students themselves in the life of their school, through an effective School Council so that students see their education as a joint endeavor with the staff of the school.
- Set out clear, simple expectations for classroom behaviour, which ensure that no lessons are disrupted by inappropriate behaviour, even of a very low-level nature.
- Establish close relationships with parents/carers as key partners in maintaining positive attitudes to learning.
- Have a high-status, high-profile school uniform, including a traditional blazer, and insist on all students wearing it correctly to foster a sense of community, identity and professionalism.
- Ensure that all forms of bullying are not tolerated and are effectively dealt with by using a range of the sanctions listed in this policy and the implementation of positive interventions such as peer mediation to achieve understanding and prevent re-offending.

6. Praise and Rewards

The school has set up a structured reward system focused on academic progress, and rewards students who have demonstrated a positive approach to learning.

When a student demonstrates a positive approach to learning and/or a co-operative attitude in their conduct or has excelled or made efforts in a particular activity, they are rewarded and verbally praised, giving them recognition in front of their peers.

Students may be rewarded for a number of reasons, including:

- Excellent work of a high academic standard;
- Academic progress;
- Good effort;
- Co-operation with peers or staff;
- Involvement in activities outside the school day;
- Extra-curricular activities;
- Changing the pattern of behaviour in a positive way;
- Improved attendance or punctuality;
- Excellent attendance; and
- Community spirit.

Examples of incentives and rewards to acknowledge positive behaviour, attitude, and attendance:

- Positive behaviour points on ClassCharts, a platform which enables us to record and monitor rewards, behaviour and class information, and KCSS cards;
- Group privileges to reward individual form group's successes;
- Postcards home to parents/carers;
- Headteacher awards for academic achievement;
- Displays of photographs of teams, groups and individuals representing the school in a range of activities;
- 100% attendance certificates awarded each term;
- Badges to be awarded denoting good behaviour, attendance, and achievement;
- Reward trips for top attendance and academic progress and exemplary behaviour; and
- Prizes awarded in annual award ceremonies.

6.1 Warning system

Staff will use the **ARC** system to address poor behaviour. Students who disrupt their own learning, or the learning of others are notified twice that their behaviour does not meet the school's expectations and given the opportunity to correct their behaviour before being removed from a lesson:

A Student is **asked** to refrain from low level disruption.

R Student is **reminded** to refrain from low level disruption.

C Consequence: student is on called and will leave the lesson.

Warnings should be clear and allow time for the student to correct eg "Mary, that is your first warning. You were talking whilst I was speaking."

The warning system is for low-level high-frequency behaviour which includes, but is not limited to:

- Talking over a teacher or after a countdown;
- Talking off-topic;
- Rudeness;

- Refusing to work;
- Disturbing other students; and
- Interrupting.

Students may be educated in our Curriculum Plus provision to aid their reintegration back into school following a period of absence, or in place of an external suspension for poor behaviour. A contract with parents/carers will be signed and students will be expected to adhere to the rules of the Curriculum Plus provision room. It is intended that this space offers a nurturing environment whilst ensuring that learning and progress can continue.

7. Sanctions

Purposes for sanctions:

- For students to realise their role in the learning partnership;
- To deter students from continuing to display negative behaviours;
- To provide a secure learning environment;
- To encourage personal development to function as a civilised member of society; and
- For students to accept responsibility for their own behaviour.

7.1 Relocation procedure

We believe that all students have the right to learn in an environment free from distractions and disruption. In order to provide this, we expect students to be fully compliant when an instruction is given and staff will not tolerate disruption in lessons.

After receiving two warnings in a lesson, further disruption will result in a student being relocated and directed to leave the classroom.

More serious behaviours will result in a student being sent immediately to the Inclusion Room. Examples include but are not limited to:

- Fighting;
- Abusive or offensive language;
- Dangerous or violent behaviour; and
- Highly disruptive behaviour.

When relocating, staff will send the student to the Inclusion Room and log the relocation on the ClassCharts platform, automatically issuing a detention. A member of staff in the Inclusion Room will then be notified and expect their arrival.

The student will spend the remainder of the lesson in the relocation room. If a student is relocated twice in a day, the second relocation will be upscaled to a one-day internal exclusion and they remain in the Inclusion Room until 4.00 pm.

The recording of relocations on ClassCharts allows them to be monitored by staff and also shared with parents/carers via the ClassCharts app.

ClassCharts is used at Southchurch High School to record all student events, both positive and negative. Should a student perform well, a positive point will be awarded. Should a student perform below expectations, a negative point will be allocated. Staff are also able to record incidents on the platform, and a number of our incident statements are recorded here.

7.2 Detention Procedures

If a student is relocated between periods 1 and 4, a detention will take place after school on the same day for 30 minutes. If a student is relocated during period 5, the detention will take place on the next school day. If a student is late to school or lessons, they will receive a breaktime detention. They will still be able to purchase food if they wish.

Detentions can be set by staff for:

- Being late to school;
- Being late to lesson;
- Not completing homework;
- Not having the correct equipment or uniform;
- Non-compliance during transitions;
- Mobile phone use/disruption in school;
- Inappropriate behaviour around the school; and
- Inappropriate behaviour outside school.

Following the issuing of DfE guidance 'Behaviour and discipline in schools' (January 2016), neither parental consent nor prior notice are required for detentions, but by using the ClassCharts platform parents/carers are able to receive up-to-date notifications on student detentions. We will also send a text to parents/carers informing them that their child has a detention.

The DfE guidance also states that schools are not required to inform parents/carers why a detention has been issued. Should parents/carers want to discuss a detention, they can do so by calling the main reception and requesting to speak with their child's Head of Year. Parents/carers who turn up to school without an appointment may not be seen.

Parents/carers who do not have access to a smartphone or internet connection should notify the school reception who will endeavour to notify them of future detentions by telephone, but this may not be possible in every instance.

Information on students who fail to attend a detention will be passed to their Head of Year, who will telephone home to inform parents/carers of the missed detention at the first available opportunity. The detention will be upscaled and the student will sit a longer detention. If the student persists in their failure to attend detentions, they will be placed in the Inclusion Room until 4.00pm.

8. Banned Items

The following items are banned from the school premises between 8.30 am and 3.05 pm, and on school visits:

- Mobile phones, we are a 'no phones' school;
- MP3 players or headphones that are visible;
- Hooded sweatshirts;
- Jewellery (except watches and a small pair of stud earrings); and
- Chewing gum.

Listed below are items which under no circumstances should be brought onto the school premises.

- Weapons: objects or substances that could be used with the intention of harming another person;
- Alcohol and/or drugs;
- Fireworks;
- Cigarettes and/or smoking materials including e-cigarettes and vapes;
- Stink bombs and water bombs; and
- Lighters and matches.

Bringing these items onto the school premises during school hours will result in immediate confiscation and may lead to a sanction depending on the nature of the item.

9. Serious incidents

Serious incidents should be dealt with as quickly as possible. Any incident involving damage to school property, reckless or deliberate, physical aggression or serious verbal abuse (eg swearing, sexist, misogynistic or racist abuse) to a member of staff must be reported to a member of SLT immediately, in addition to taking whatever immediate action seems appropriate. Serious incidents may be escalated to the police, depending on the nature of the incident eg hate crimes. All serious incidents will be logged and recorded.

Racist incidents are assessed on an individual basis and if deemed to be of major concern, are reported to the LA, as well as being addressed at school.

Persistent or serious infractions of the School's Behaviour Policy may result in students/parents/carers being requested to appear before the Governors Behaviour Panel. All members of staff witnessing a serious incident should make a written report as quickly as possible and send it to the person dealing with the incident or, if that is not known, to a member of SLT.

No teacher may send a student home for disciplinary reasons without the permission of the Headteacher or a Deputy Headteacher in the Headteacher's absence.

Corporal punishment is prohibited.

10. Alternatives to Suspension

The school recognises that suspension from school is a serious matter, particularly in an area where many students have already experienced significant disadvantages in their lives. We avoid suspending students where possible and try to achieve the correct balance between the needs of the student and the needs of the school community.

The following alternatives to suspension are used by the school:

- **Internal Suspension:** This takes place in school in Curriculum Plus or Inclusion Room. Students work in that venue all day until 4.00 pm and are supervised by a member of support staff. Only SLT and Heads of Year can set a one-day Internal Suspension.
- **Fixed Term Internal Suspension in the Curriculum Plus:** This takes place in school in the Curriculum Plus provision room, where specialist support is given individually or in small groups and students are provided with additional interventions to support their behaviour and learning needs. It is also a place where students with needs may be re-integrated into the school. Only SLT can set a fixed term Internal Suspension in Curriculum Plus. It is intended that this space offers a nurturing environment whilst ensuring that learning and progress can continue.
- **Off-site Respite:** Students who are at serious risk of suspension and for whom the full range of interventions may not have been effective, will spend a period of time, typically between one and four weeks on respite. This is an off-site provision. Students return from this provision to a supported approach to mainstream lessons.
- **A Direction, previously known as a Managed Move:** Southchurch High School participates in the managed transfer process in Southend which involves students transferring to another Southend school for two terms either as an alternative to permanent exclusion or where there has been a serious breakdown in the relationship between a student and the school. The school also receives

students under this scheme and has successfully integrated a number of students on this basis.

- **Alternative Provision:** When a student is at serious risk of permanent exclusion or consistently failing to engage with the school, alternative provision is considered. This may be in the form of an alternative education provider or a Mental Health Support Project. This may be a flexible part-time provision or a full-time one depending on the needs of the student. Where possible, this will be done with the support of parents/carers, but under the DfE Alternative Provision Guidance 2013, the school may send a student without parental agreement, where it is in the best interests of the student.

11. Suspensions and Permanent Exclusions (for further details see Exclusions Policy)

Sparing use will be made of short fixed-term suspensions for serious breaches of school discipline such as participating in a fight or refusal to accept authority. Fixed term suspensions of up to 5 days will take place at the student's home, with work provided by the school.

Southchurch High School works closely with several schools within the Local Authority. Should the need arise for a fixed-term exclusion over 5 days, students will be directed to attend one of them.

The school expects not to use permanent exclusion, except in the unlikely event of an unexpected, exceptional, and one-off serious incident or repeated refusal to accept the authority of the school.

There are two categories of exclusion:

- **Fixed-term Suspension:** Only the Headteacher can issue a Fixed Term Suspension. Ratification of these suspensions must be made by the Governing Board if in excess of 15 days per student per term.
- **Permanent Exclusion:** This is when the Headteacher has decided that a student may not return to the school. This decision is only taken in response to 'serious breaches of the school's Behaviour Policy' and if allowing the student to remain in school would seriously harm the education or welfare of the student or of other students, staff, or members of the wider community.
- Following the permanent exclusion hearing, the parents/carers have 15 days in which to appeal against the decision. Until this time period elapses the student remains the responsibility of the school.
- When a decision to instigate a fixed term suspension against a student has been made, parents/carers are notified as quickly as possible. This may initially be made by telephone followed by a letter. If the student is being looked after by the Local Authority, the Social Services Department will also be informed.
- The suspension notification should state the reason for the suspension, its duration, and the date of the post suspension meeting. It must also inform parents/carers of their right to appeal on the grounds of discrimination.