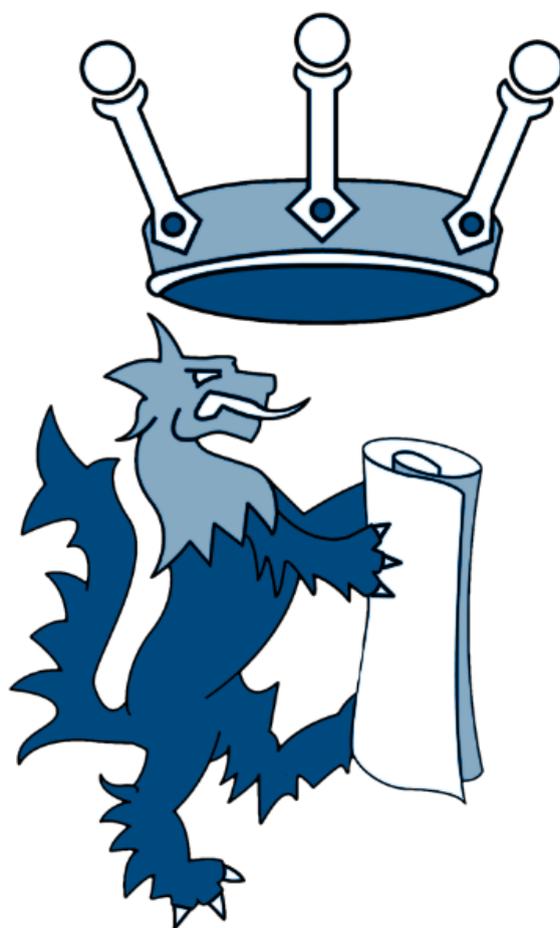


# Behaviour Policy

The Sittingbourne School



Approved by: Lynn Lawrence

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### 1. Introduction

The Sittingbourne School promotes preparation for responsible adulthood and has:

- a clear philosophy and explicit principles based on commonly-held values of personal development and progress, care for the individual, self-esteem and respect for others;
- a well organised, secure environment conducive to learning and the healthy moral and social development that only a long established school can give
- a curriculum where engagement and high personal achievement is a priority;
- a smart, traditional uniform for all students.

This policy is intended to enable students, staff and parents to have a clear understanding of all the potential rewards available to them and all issues relating to behaviour and discipline. It is hoped that this will enable the school to promote personal development, proper regard to the school's authority, high levels of engagement, while at the same time encouraging good behaviour and respect for others.

The behaviour protocol for The Sittingbourne School is written in conjunction with the Swale Academies Trust executive board. Our aim is for students to enjoy and achieve whilst at school and fostering in them a belief that knowledge is important and with that a love of learning. Through our Character Education programme, we hope to empower all our students to become independent, resilient, kind and responsible citizens who can achieve their potential and are ready for the 21st Century world.

Our school recognises that poor behaviour and engagement is detrimental to learning, and disruption to lessons can affect the life chances of other students. We are determined to uphold the principle that every child has the right to learn in every classroom. We believe that all learners need to feel safe and secure in school in order for them to reach their full potential and have established a culture of respect for each other and pride in academic achievement for all learners.

Other related school issues such as Bullying, Racist Incidents, Breakages and Damages, Exclusions, Uniform, Charging, Drug Abuse, Equal Opportunities and Use of Reasonable Force can be expanded upon on request to the Head of the School.

This policy has been written with regards to the Equality Act 2010 and public sector equality duty. The Sittingbourne School recognises that reasonable adjustments to the application of this policy will

at times have to be made where required to meet individual needs and avoid disability discrimination.

## 2. Rewards

The Sittingbourne School has high expectations of its students, all of whom should try hard to value their own achievements, both in and out of the classroom. To encourage them, a reward system operates throughout the school.

Students are rewarded by staff in a number of ways. The school's electronic system of managing behaviour also contains an achievement section which enables all staff to quickly reward students with positive points which they can also earn through excellent attendance. This can be accessed by students, staff and parents via the Edulink App. This App enables parents to celebrate their child's achievements in school at home.

At the end of each term, the total points for each community will result in the awarding of the community cup to showcase and celebrate the achievements of the community with the greatest number of achievement points. Students are also rewarded in termly achievement assemblies in where their successes are rewarded with certificates and gifts. Students with strong attendance are invited to special attendance events each term to champion their commitment to learning. Alongside this, there are numerous departmental rewards which include: positive contact home, postcards, celebrated work, certificates and achievement points.

## 3. Student Behaviour

At The Sittingbourne School, students are expected to be pleasant and responsible members of the school community who come to school in a positive, motivated frame of mind, ready and equipped to learn. There is a clear code for student behaviour contained in the partnership agreement.

## 4. Access to the school

Students have free access to most areas of the school. However, there are certain restricted areas and these are listed below. Students who go 'out of bounds' may be sanctioned.

- Students should use only their own designated toilets which are clearly signposted.
- School teaching rooms and certain blocks are not social areas and are out of bounds before school and during break and lunch times.
- No student should be in classrooms without a member of staff present.
- Car parking areas are out of bounds to students.
- No student is allowed to leave the school premises during break or lunch or before the end of the school day, with the exception of Post16 students.
- Students must enter and exit the school on foot via the Swanstree Avenue entrance and exit. The gate on the A2 is not accessible to pedestrians.

## 5. Valuables

The school cannot accept responsibility for the loss of valuables which are brought to school, or for damage to the personal property of students. Pens, watches and calculators etc. should have their owner's name and postal code scratched, engraved or marked in some permanent way on them for identification.

It is unsafe for students to bring large amounts of money to school. If, in exceptional circumstances, this is necessary, it should be carried in a purse, wallet or envelope, clearly marked with the owner's name and handed to the Pupil Support Manager for safe-keeping immediately as/when the student arrives at school. PE staff will accept watches and money for safe-keeping (both must be identifiable as mentioned above).

Expensive electronic items may not be brought to the school. Students are not allowed to buy, sell or trade any articles on the school premises or to bring into school any items they have dealt with in this way. Mobile phones may be brought to school for use on the way to and from school, but may not be used in lessons or between lessons and should be kept in bags and only accessed at break, lunch, before and after school. Staff will not accept responsibility for looking after mobile phones under any circumstances. They are brought to school entirely at the students' own risk and the school will not be liable for any loss, theft or damage, however caused. If a student is found to be using a mobile phone during a lesson it will be confiscated. It will be kept in the school safe and only returned to the parent/carer (or another adult by agreement with the Headteacher or Deputy Head).

## 6. Policy on breakages by students

The school's policy on 'Breakages, damage, defacement or loss of school property (this includes books, equipment, furniture, fittings, and the fabric of the school) where this is a result of students action, whether this is deliberate or reckless. Parents will be charged for the breakage for the replacement of the damaged, broken, defaced or lost item(s) and/or the cost of materials and labour to replace, repair, or restore as necessary. A receipt will be issued for all payments made.

## 7. Partnership Agreement

### Our expectations of our staff

We expect all our staff to:

- treat students fairly, modelling mutual respect for all members of the school community
- provide an inclusive environment where all students feel safe and understand how to stay safe
- ensure that effective teaching and learning takes place, to best meet the individual needs of all students
- plan lessons which engage and inspire all students
- provide feedback, verbal and written in line with their department marking policy
- set clear targets to assist all students in fulfilling the potential
- ensure that all learning time is used effectively
- have high expectations and support students to meet them
- ensure independent learning is relevant to their student's needs
- keep families informed of their child's progress and attendance

- respond promptly and professionally to contact from families, within 5 working days during term time
- provide a welcoming and supportive environment for all students
- model the school's ethos and values in professional practice
- deliver both the formal and informal curriculum in line with the school's expectations
- monitor students' well being, especially those within tutor groups
- pass on any concerns about student welfare to the relevant body
- read and agreed to follow the Staff IT Acceptable Usage Policy and the Laptop User Policy

## Our expectations of parents and carers

We expect parents, carers and other visitors to:

- actively support the school in promoting the behaviour and values which lie at the heart of the school ethos
- work together with staff in the best interests of our students
- treat all members of the school community with respect – setting a good example with speech and behaviour
- ensure their child has appropriate school uniform on leaving the house in the morning, including following the school uniform policy in regards to make-up and jewellery
- ensure that children arrive to school on time, every day, properly equipped to learn and in the correct uniform
- ensure that all holidays are taken during school holiday time and medical appointments are booked to minimise absence
- inform the school on the first day of any absence
- ensure that children are actively supported in undertaking independent learning and any work missed through absence
- monitor their child's attendance, achievement, engagement and completion of independent learning via the Edulink App and Google classroom and attend all parents' evenings
- inform the school promptly of any medical conditions or changes of circumstances, e.g. change of address or telephone number, which might affect their child's learning.
- avoid all contact via mobile phone with your child; and in case of an emergency, contact the school office
- book all appointments with staff in advance as TSS staff are not available for meetings without prior arrangement
- seek a peaceful solution to all issues and provide the school with the opportunity to address any grievances with our school before seeking further action
- refrain from using sending abusive messages to or about parents or teachers, posting defamatory 'statuses' about other parents, students, teachers or the school or using social media to complain or post any grievances about the school's values and methods
- have read and agreed to support the school's behaviour policy
- have read and agreed to the school's Responsible Network and Internet Use Policy

## Our expectations of our students

We expect our students to:

- be punctual to school and lessons every day, properly equipped and in the correct uniform
- attend each lesson with a positive attitude ready to be engaged in their learning
- treat others with respect and kindness and always ensure that our school is friendly and welcoming
- respect our school environment by keeping it safe, clean and tidy
- respect all school resources and buildings
- do as they asked, when they are asked

- do all their classwork and independent learning on time and to the very best of their ability
- actively engage with their learning, respond to teachers' feedback and seek out opportunities to extend their learning
- take responsibility for all their communications, both verbally and electronically
- behave in a way which shows they are proud to be a member of The Sittingbourne School, both inside and outside of school
- work alongside their teachers to reach their individual goals and aspirations
- bring any incident to the attention of the school communities before contacting parents
- have read and agreed to follow the school's behaviour policy
- use social media responsibly and not harm others or bring the school into disrepute
- have read and agreed to the school's Responsible Network and Internet Use Policy

## 8. Sanctions

### **Reprimand**

Teachers may give a quiet, succinct reminder of agreed standards, or a clear explanation, leaving the student with an understanding of the standards expected.

### **Behaviour/ Engagement Call**

If a student presents a serious or persistent disruption to learning, a Behaviour Call may be made. Students will be collected by a senior member of staff and taken to a central isolation room. They will receive an automatic lunch time detention the following day.

When a Behaviour Call is made, a restorative meeting needs to take place between the teacher and the student before the next lesson and contact home made to the parent. If the relationship between teacher and student is not seen to improve, it might be considered appropriate for the support of parents to be sought in a parental meeting.

When a Behaviour Call has been made, students will also be issued with a report which will require five good lessons to follow the lesson which they were withdrawn from. Failure to achieve that will result in being placed into the Pupil Support Provision.

If a student is not engaged with their learning and does not respond to clear instructions from staff to modify their application in class, an engagement call will be made. Students will be collected by a senior member of staff and taken to a central isolation room. They will receive a break time detention the following school day and an engagement report which will require five good lessons to follow the lesson which they were withdrawn from. Continued poor engagement will result in further intervention and support via the student's community. Failure to improve will result in being placed into the Pupil Support Provision.

### **Detention**

Detentions run during unstructured time during the school day. These detentions are recorded electronically using SIMS and communities and teaching staff will inform students where and when to report. A detention gives a student a timely reminder about inadequate behaviour, punctuality or lack of engagement.

After school detentions will be set for either repeated failure of detentions or more serious infringements to the order of the school. Any parent of a student being kept for after school detention will be called by a member of staff to inform them of the date and length of the

detention. The date of after school detentions can be altered through discussion with community staff but the expectation will always be that if a student is set an after school detention they will complete it.

We expect all students to attend their detentions and will sanction students who do not. This could lead to the student being placed in Pupil Support provision until the detention is cleared.

Referral to Subject Leader/ Curriculum Leader

Recurring engagement problems in the classroom which are not resolved may be referred to the subject leader, or key stage leader in larger departments, and may be referred to a senior leader with quality assurance responsibility for that subject area.

Reprimand and re-instruction, support for learning, department detentions, subject reports and parental meetings are techniques available for subject leaders to resolve engagement issues in lessons. Subject or key stage leader will contact parents by email or telephone to alert them to problems with engagement.

### **Withdrawal within Pupil Support Provision**

A panel of senior staff meet each day to review the behaviour and engagement incidents raised on SIMS and decide which students need to be isolated in the Pupil Support Provision for the following day. If a serious incident has occurred or numerous smaller incidents within the same day, the decision may be taken to place the student in the Pupil Support Provision for a more structured approach to the next day's/days' learning until reintegration back into the main school is viable.

To support reintegration, they will also be issued with a report which will require five good lessons to follow their return to the main school. Failure to achieve that will result in being placed back into the Pupil Support Provision.

### **The Use of Reasonable Force**

A trained member of the school's staff may use reasonable force in order to prevent a student from doing, or continuing to do, any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property (including their own)
- Engaging in behaviour prejudicial to maintaining good order and discipline at the School.

Although the use of reasonable force is sanctioned by section 550A of the 1996 Education Act which came into effect on 1 September 1998, the staff of The Sittingbourne School will normally use other methods to resolve situations.

### **Community Service**

At The Sittingbourne School, our students value their school community. Therefore, where applicable, if a student has been engaged in behaviour which is not respectful of the school community, we may tailor sanctions to reflect this to allow these students to see the wider impact of their behaviour on the whole school community and develop their own sense of pride in their school community.

### **PSP Exclusions and Twilight**

If students continue to disrupt the good order of the school, they will be placed in the Pupil Support Provision until a meeting with their parents or carers has occurred with the Community Principal/Vice Principal or a Deputy Headteacher as an internal PSP Exclusion.

If the student continues to disrupt the good order of the school, the Headteacher or Deputy may decide to enforce Twilight Education. This will mean that the student's education will be from 2:15pm until 4.15pm. They will be taught by senior staff in a classroom within the school. Twilight will sometimes be for one or two weeks and if successful the student will have a re-integration meeting and then complete a day in the Pupil Support Provision. This sanction is a last resort and is a means of ensuring the student cannot disturb other students' learning and the good order of the school. The length of time may be extended at the Headteacher's discretion.

### **Screen, Search and Confiscate**

The school retains the right to search any student who we suspect of having contraband items on their person. If a student refuses to be searched they will be isolated until their parent or carer arrives to conduct the search with a senior member of staff. If a student continues to refuse to be searched the school may contact the police. Students' school internet accounts will be regularly screened to ensure they are not viewing harmful content whilst at school.

### **Power to discipline offsite**

The school will sanction any student bringing the school into disrepute through their physical or cyber actions in the wider community. The school is in regular contact with local service providers and will sanction when informed of incidents of poor behaviour committed by students in the local community.

### **RADAR**

Students who persistently fail to meet school expectations or commit a gross breach of the school rules, and are therefore at risk of permanent exclusion, may be referred to RADAR, Swale Academies Trust's reintegration provision. We will attempt to rehabilitate students at RADAR to be reintegrated within the academy trust.

At the Sittingbourne School, we continue to monitor, and take into account, the guidance of the DfE, particularly regarding Social Inclusion. When working with students with Special Educational Needs we observe the SEN Code of Practice. For example, we may make referrals to outside agencies when appropriate, and plan accordingly for the education of the student.

The Sittingbourne School's legal duties, in relation to the Equality Act 2010 in respect of safeguarding students with Special Educational Needs and all vulnerable students, will be considered when making decisions linked to discipline and behaviour.

## 9. Exclusions

Students whose behaviour is a major, ongoing problem, or who are responsible for a single, outrageous act, may be excluded from school. Only the Headteacher, can exclude a student.

An exclusion may be for a fixed period but in some cases this may lead to a permanent exclusion from school. A fixed period exclusion may be for up to 45 days in a school year.

When the Headteacher excludes a student for a fixed period, they will inform the parent of the length of the exclusion and the reason for it. When a student is excluded for a fixed period, arrangements will be made for the student to receive work to do at home. Students will re-integrate through Twilight Learning and or Pupil Support provision. On return to mainstream learning, the student will normally be 'on report' and monitored carefully.

When a student is excluded for between 15 days in any term the Headteacher will inform the Trust Pupil Discipline Committee and a meeting of the Committee will be arranged to consider the exclusion, if the parent requests such a meeting. For an exclusion of more than 15 days in any term, or a permanent exclusion a meeting will be held as a matter of course. If the result of an exclusion would be that the student may miss a public examination (although at The Sittingbourne School we would endeavour to avoid this), a meeting of the Committee will be arranged. If a student exhibits extreme behaviour then the Headteacher has the right to pursue a Permanent Exclusion.