



THE STONEHENGE SCHOOL BEHAVIOUR POLICY

SCHOOL ETHOS

To maintain a school climate that is conducive to learning and teaching the school expects everyone to act with courtesy and consideration for others. Staff behaviour sets the standards for pupils and includes our positive attitude to pupils as well as how we deal with undesirable behaviour. All corrective approaches must avoid humiliation.

Our mission statement –

At Stonehenge School we believe there is no limit to any pupil's potential.

We aspire to develop a positive learning community in which effort, participation and achievement are valued.

Striving for excellence, we aim to create an outstanding school where all pupils are happy, healthy and given opportunities to exceed their expectations.

Enriched by history and culture, Stonehenge is a school for the future.

RESPONSIBILITIES

All members of the teaching staff are key personnel in promoting positive behaviour.

The school is divided into 5 year groups each with a dedicated 'Progress Leader'. These people guide and manage the Tutor teams. Together with their academic monitoring and pastoral roles these teams will deal with incidents of poor behaviour and if needed will refer matters to their Leadership Team line manager in the first instance and then the Deputy Headteacher or Headteacher. A crucial system for monitoring behaviour is the whole school PARS system.

Good behaviour and inclusion are supported by the Special Educational Needs (SENCO) Coordinator. The SENCO is also the manager of the **Skills Development Centre**. This is a facility within school designed to promote inclusion by developing in pupils (with special educational needs or disabilities) emotional and 'educational' skills. Outside agencies will be involved whenever needed. These agencies include:

- Education Welfare Service
- Police and the Youth Offending Team
- Social Services
- Medical Professionals (including School Nursing Service, CAMHS) and/or Mental Health professionals
- Educational Psychologists
- Alternative Education Providers
- Targeted agency support (Splitz/motiv8)

EQUALITY ACT 2010

Behaviour Management is an ongoing priority for all teaching staff and teaching assistants. Focused professional development ensures all staff understand their legal duties in respect of safeguarding in respect of pupils with SEND.

PROCEDURE

The school believes that prevention of poor behaviour is essential. Good teaching is a key element in prevention and a rewards system is also in place. The PACE system supports classroom discipline and it is reinforced by sanctions at all levels up to exclusion.

Tutors, Progress Leaders and Leadership Team use a range of strategies to promote good behaviour including,

- Letters home – positive and negative
- Meetings with parents
- On report monitoring sheets
- Breaktime, lunchtime and after school detentions – the latter with advance notice.
- Use of anti bullying monitoring sheets (see anti-bullying policy)
- Internal exclusions and/or isolation
- Fixed term exclusions
- Permanent exclusion, or transfer to an alternative education provider

The Leadership Team regularly patrol the school monitoring pupil behaviour.

RULES & EXPECTATIONS

The rules guiding pupil behaviour are displayed in each classroom and inside the Homework diaries. Their overriding principles are self-discipline to promote learning for all. High standards of behaviour are an automatic expectation and apply, without exception, to all pupils. There are no excuses for poor behaviour or for bad manners.

REWARDS

A full range of rewards are given including,

- Each teacher can recognise positive pupil behaviour through the ICT based pupil information system, PARS.
- A wide range of certificates are available for use.
- Positive letters are written home.
- Good work is displayed
- Positions of responsibility, including prefects and monitors
- The Newsletter communicates success to the whole school community.

CONSEQUENCES OF UNDESIRABLE CLASSROOM BEHAVIOUR

Poor behaviour in lessons is responded to in a hierarchical way – See PACE.

If strategies within the classroom are challenged,

- Teachers can give pupils a brief time outside their classroom.
- All teachers have a statutory right to put a pupil into detention.
- Heads of Department can be involved in more serious cases.
- Leadership Team can be called to remove a pupil.
- Internal exclusion (isolation) may be invoked; a pupil may be removed from lessons for a fixed period and placed under the supervision of a senior member of staff. Such pupils will complete appropriate work in isolation.

Incident Reports are logged on the PARS system and this information will be used to plan strategies for intervention and prevention.

EXCLUSION

The most serious behavioural misdemeanors will be dealt with by the Headteacher (or Deputy Headteacher in the Head's absence) through exclusion. In these circumstances work will be provided for the excluded pupil. Exclusion is a serious sanction, reported to the Governing Body and to the Education Authority. A fixed term exclusion may range from 1 to 45 days; if an exclusion is for 16 days or longer a Governors Disciplinary Committee will be convened.

There is no prescriptive list of offences for which exclusion is used because every case is treated individually. However, exclusion will *normally* result from any of the following:

- Persistently disruptive or defiant misbehaviour
- Smoking on school premises, or elsewhere in school uniform
- Serious verbal abuse towards a member of staff (including making malicious allegations against school staff)
- Serious physical assault, or spitting at another person
- Any criminal offence, including vandalism or theft

It is important to stress that incidents of this nature are relatively uncommon.

The school recognises that pupils should be supportive of the school community and therefore expect pupils to co-operate with investigations into incidents when required.

Permanent exclusion is a very serious, rarely used sanction in response to the most serious cases of indiscipline. It is usually a response to persistent, defiant misbehaviour which continues despite support measures put in place by the school. Permanent exclusion is used where the continuing presence of a pupil would be harmful or detrimental to good order, safety or to the education of the other pupils. In accordance with DfE guidance, a child may be permanently excluded for a first or 'one off' offence if it is of a very serious nature.

BULLYING

Bullying behaviour will not be tolerated and in addition to preventative work through PSHE clear strategies for dealing with incidents are outlined in the school Anti-Bullying Policy.

THE USE OF FORCE *(see school policy on Restraint)*

Physical force can be used by a member of staff in order to prevent –

- Injury to self or others
- Significant damage to property.
- A criminal offence being committed
- Any behaviour which threatens good order or discipline at school

LINKS TO OTHER POLICIES

This Behaviour Policy is to be used in relation with –

- Anti Bullying Policy
- PSHE Policy
- SEND Policy
- The Use of Restraint policy
- Teachers' statutory powers to search pupils (Schools Regulations, 2012); these powers enable teachers to search for prohibited items without the pupil's consent.

PARTNERSHIP WITH PARENTS

Parents are expected to be partners in behaviour management and eliminating undesirable behaviour. Parental cooperation is a priority.

LEADERSHIP TEAM

Members of Leadership Team will monitor pupil behaviour through such means as,

- Weekly meetings with a standing agenda item.
- Regular patrol of the school
- Records of senior staff call-out and PARS records
- Minutes of Year and Department teams
- Regular feedback on the use of the Skills Development Centre.

Practices designed to improve behaviour - eg PACE will be evaluated on an annual basis.

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Review : September 2017