



**LAWRENCE SHERIFF SCHOOL
RUGBY**

LAWRENCE SHERIFF SCHOOL BEHAVIOUR POLICY

Review date	October 2018
Review period	At least every 3 years
Reviewed by	Gwen Temple/SLT
Next review date	May 2021
Approving committee	Pastoral Committee/Headteacher
Policy type	Legislative
Other related policies	Mobile device policy Drug education and drug related Incidences policy Computers acceptable ICT use policy E-safety policy Alcohol policy Code of conduct – school trips Bullying policy

Introduction

Whilst we aim to foster an atmosphere in which students may reach their academic potential and also develop fully as individuals, we recognise that there will be occasions when behaviour falls below the high level we are trying to achieve. Therefore, clear guidelines for what may happen if behaviour is unacceptable are essential.

The school will not be successful if it works in isolation. We must maintain strong links with the parents of our students. The support of parents for any sanction which may be implemented for unacceptable behaviour is crucial. The Form Tutor and Pastoral Manager alongside the Head of Sixth Form for Sixth Form students, working with other staff, have a responsibility on a day-to-day basis for the overall wellbeing of each student. Each student should be able to develop secure and trusting relationships with members of staff and with each other. Changes in pastoral staff responsible for any student will be kept, where possible, to a minimum.

Role and Responsibilities of Governors and Staff

Role of Governors

The headteacher has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head teacher in adhering to the policy.

The Head teacher has the day-to-day authority to implement the school's policy on behaviour and

discipline, but the Head teacher may seek advice from the governors about particular disciplinary issues.

Role of Adults in the School (paid and voluntary)

All staff must model the types of behaviour outlined by the school policy and must ensure that the policy is followed consistently and fairly

Behaviour Policy

Students are expected to be responsible for their own behaviour. They should have respect for themselves, respect for others and also for the environment in which they work. This will be shown by high standards of behaviour, effort, punctuality, classwork, homework, organisation, attendance and uniform. Where a student's behaviour does meet with expectations, this should receive a positive comment.

How is a high standard of behaviour achieved?

Our approach is a positive one which emphasises the benefits for the whole school offered by an appropriate standard of behaviour. This approach also gives students a greater responsibility in creating and maintaining such an environment for the benefit of their own learning.

SCHOOL EXPECTATIONS

a. Respect for oneself

This is shown by a positive and active involvement in classwork and school life. Inside the classroom all those present should promote the learning process.

If this does not happen:

Lapses may be referred to the relevant Head of Department, the Form Tutor, Head of Year, Head of House and finally to a member of the Senior Leadership Team. Parents/guardians may be informed.

b. Respect for others and their culture

All members of the school community should be treated with respect. This is shown by the way that we speak to each other and by being courteous, well-mannered and by showing regard for the feelings of others.

If this does not happen:

- incidents will be treated seriously and investigated, with all directly involved being asked to provide a written statement
- attempts will be made to settle disputes in a reasonable way
- both sides in a dispute may be brought together under supervision to see whether working relationships can be restored through reconciliation.

c. Respect for the environment

Not dropping litter and refraining from writing graffiti on walls and furniture or any damage caused by discarded chewing gum will help maintain a pleasant working environment.

The school, another person and one's own property should be used responsibly. Any theft or damage should be reported to the nearest member of staff.

Display work around the school should be respected.

Bags should not be left lying around where others may trip over them. Bags and coats should be carried in a sensible way so that they do not damage paintwork or present a danger to other people.

If this does not happen:

Everyone has a less pleasant environment in which to study and work. Incidents of deliberate damage will be investigated thoroughly. Any student found wilfully damaging the environment would be expected to put right the damage which has occurred and be subject to a significant sanction.

Incidences off-site

If a behaviour incident occurs off-site but has a direct impact on the welfare or activities of students in school the school may investigate and issue sanctions if appropriate. The school reserves the right to use its professional discretion when deciding whether an off-site incident is investigated or not.

1. CONDUCT

We expect students to behave at all times with courtesy and consideration to others for example:

- A. Show respect to others- no name calling, swearing or bullying.
- B. Enter and leave the classroom appropriately, under the supervision of a teacher.
- C. Come to lessons equipped and prepared to work.
- D. Arrive on time to registration and lessons.
- E. Follow instructions from staff quickly and politely.
- F. Be in correct uniform and smart throughout the day.
- G. Treat the environment with respect, disposing of litter appropriately.
- H. Food and drink is only to be consumed in designated areas.
- I. Do not tamper with, or damage to, school or other pupils' property.

Please refer to the mobile phone policy for use of electronic devices.

The following may be useful for teachers when setting clear expectations for students to follow:

- Students should line up outside the classroom
- The lesson will not start until you are silent
- Students must not talk without permission
- Students who are off task will be dealt with firmly
- The room must be left clean and tidy.
- Students stand in silence at the end of the lesson and wait to be dismissed

2. ATTITUDE TO LEARNING

Homework

Students should always write homework in their planner and include the deadline by which the work has to

be handed in. Parents/guardians should sign the planner each week to show that they have seen it. Sixth Form students are permitted to use diaries to record their homework, which parents do not need to sign. Parents/guardians are encouraged to contact the school if it appears that homework is not being set.

All homework must be completed by the due deadline. Students are encouraged to plan out their homework and coursework. They will feel under enormous pressure in Years 10-13 if they are trying to catch up on coursework that should have been done earlier. The school does provide advice on study skills to help in this respect.

Homework should be dated and well presented. If it is finished within the recommended time, reading and extra revision can be completed.

If homework is not completed:

- parents/guardians may use the Student Planner to write an explanation if there is a good reason why a child was unable to complete their homework. For Sixth Form students' parents/guardians may contact staff directly
- the teacher should be told before the lesson
- the teacher should record that homework was not handed in by logging it as a strike in SIMS
- for years 7-11, the teacher may record non-completion of work in the Student Planner so that parents/guardians may see it
- the teacher may keep the student in detention at break or lunchtime to complete the work

If there are serious lapses in a student's record for completing homework, the matter will be referred to the relevant Head of Department, and then to the Head of Year, Form Tutor, or the Pastoral Manager.

Effort

Students should make every effort to complete work to the best of their ability.

If a student does not work to the best of their ability:

- examination grades may suffer
- teachers will do their best to encourage students to do better
- students will be asked to re-do work that is of a poor standard
- students may be put on a daily report
- students may be given a mentor to work with
- students may be given a detention during which they can re-do the work correctly.

If students continue to work badly the matter will be referred to the relevant Head of Department, Head of Year, Head of House, Form Tutor, or Pastoral Manager. Parents/guardians will be informed and possibly invited in to discuss the students' progress.

Lesson preparation and organisation

It helps to plan ahead and to ensure that homework is done. Timetables should be checked at night to see which lessons take place the following day. The necessary equipment and books should be put in the student's bag for the next morning.

Students should be ready and prepared to work from the moment they enter the classroom or teaching area.

3. ATTENDANCE AND PUNCTUALITY

The school is required by law to keep a record of student attendance. In an emergency, such as a fire, it is essential that we have an accurate record of who is in school. Good attendance and punctuality are essential for good learning. They are also essential skills for later life. Refer to the school attendance policy for a detailed explanation of processes and procedures pertaining to attendance.

On return to school, it is the student's responsibility to seek advice on completing any work missed. If a student is late to class, he/she must catch up on work missed. The subject teacher may give a break or lunchtime detention in order to ensure that this is done.

Serious lapses in punctuality may lead pastoral staff to decide that a lunchtime or after-school detention is warranted. Parents/guardians will, in most cases, be given twenty-four hours' notice of any after-school detention. However, in some circumstances a student may be kept in on the same day and the school will endeavour to inform parents if this is the case.

We strongly discourage parents from taking their children out of school for holidays or family outings during the school term. In most cases, unless there are extenuating circumstances, these will count as an unauthorized absence.

4. UNIFORM AND APPEARANCE

All students are expected to wear correct school uniform, (referred to as dress code in the Sixth form) as it plays an important part in establishing a community spirit and also encourages students to take a personal pride in their own appearance. They are expected to wear it on the way to and on the way from school each day. The school expects that the appearance of all students will reflect credit on the individual, the family and the school itself. Inappropriate appearance will not be permitted e.g. body piercing, shaved heads, body tattoos, dyed or colour-rinsed hair.

For Year 7-11 hair should be no longer than collar length or it should be tied back or, where hair is worn long for religious reasons, kept tidy and covered with a turban or similar head covering. Patterns etched into extremely short hair are not permitted. Only with the co-operation of parents can a high standard of personal appearance be maintained.

Pupils should wear a smart, plain coloured outdoor coat; denim jackets or hoodies are not allowed. If a student wishes to wear something warm then they must wear the school jumper under their blazer. We cannot accept responsibility for leather coats, jackets or other expensive fashion items.

For Year 12-13 please consult the 6th form dress code.

If this does not happen:

- a note of explanation from parents/guardians must be supplied

- the correct uniform must be obtained. There are ways in which the school can offer advice or help in cases of serious financial difficulty
- excessive jewellery will be confiscated. Parents/guardians will be able to collect this from the school office.

As a general rule students who flout the rules regarding uniform will be kept in at break and lunchtime until a concern about appearance has been resolved. Parents/guardians will be contacted if this is the case. Persistent offenders will be given an automatic after school detention. A fixed term exclusion may be applied to serial offender

REWARDS AND SANCTIONS

Rewards

Praise and appreciation should be expressed to give encouragement and positive reinforcement. Our present rewards system includes:

- verbal praise, either personal or public
- merits
- letters home for good progress shown in interim reports
- letters from the Governing Body to acknowledge excellent work
- positive comments in Student Planners, exercise books, and students' work
- praise postcards
- transfer to higher sets in some subjects
- recognition in awards ceremonies
- prefect status

Details of rewards can be found on Insight – this is a live system and is updated as rewards are entered.

Our system of rewards is always under review. Parents will be informed of any changes to the current system via The Weekly Word.

Sanctions

As a general guide the strike system is used for low level disruption within the classroom for years 7-11 and the detentions system is used for work related or more significant behaviour related incidences.

Strike System

Failure to follow our expectations for Years 7-11:

- **FIRST FAILURE:** receives a “strike”
- **SECOND FAILURE:** receives a second “strike”
- **THIRD FAILURE:** receives a third “strike” – internal suspension for rest of session/lesson with HOD / Head of Year (Student to then report to Pastoral Office to be issued with report card)

Arguing with a member of staff or another serious offence will always lead to an instant removal from lessons – sent to Head of Department/Head of Year/ Head of House to assess level of tariff.

Role of the Tutor

Tutors should have their SIMS home page set up with strikes and merits for their tutor group, and should discuss any strikes issued with their tutees. This will help to identify and rectify any issues before they become more serious.

Five or More Strikes in a Week

5 or more work related strikes will be followed up by the Head of Year. A discussion will take place and appropriate sanctions and/or support will be put in place.

5 or more behaviour related strikes will be followed up by the Head of House. Again, a discussion will take place and appropriate sanctions and/or support will be put in place.

Failure to follow our expectations for Years 12-13

TARIFF

- a meeting with a member of the Sixth Form team

For serious matters a student will be referred immediately to the Head of Sixth Form. A Head of Year sanction may be given.

Detention System

Departmental Action

The teacher will put in place an appropriate sanction that they will oversee if work has not been completed. Subject leaders may become involved in the process as necessary. If an after-school detention is deemed appropriate by the subject leader, parents will be given 24 hours' notice.

Details will be logged in SIMs and will therefore be accessible to parents via Insight.

The aim of departmental action is to support the student, ensuring that work is completed to an acceptable standard within a reasonable timescale.

If a student fails to engage with the sanctions, the Subject Leader should meet with the Head of Year to decide upon an appropriate course of action. If in the professional judgement of the Head of Year there is evidence of a wider pattern of refusing to complete work, further sanctions will be put in place. If the student still fails to respond to these sanctions, the Head of Year will meet with the Assistant Headteacher who line manages the pastoral system and agree further steps, up to and including the use of a Saturday SLT detention.

Head of Year/House Detention

These will take place after school and will be supervised by Heads of Year and Heads of House on a rotation basis (1 hour in duration 3.35-4.35pm).

The purpose of HOH/HOY detentions is to deal with behavioural issues.

Details will be logged in SIMs. Letters will be sent out via the school office (copied to tutors and Sixth Form office as appropriate).

SLT Detention

These will take place on a Friday evening after school. They will be supervised by a member of SLT.

Headteacher Detention

These will take place on a Saturday or at the end of term when the rest of the school closes early. They will be supervised by the Headteacher.

Both of the above will be given for serious behavioural issues or for actions that demonstrate a direct challenge to the systems and structures of the school. The decision on whether to place a student in this detention rests with the Headteacher who will use his or her professional judgement.

Letters will be sent home by the school office to notify parents (copied to tutors and Sixth Form office as appropriate).

Depending on the offence, a meeting with parents may be required to outline the serious nature of the issue and to warn that further problems may result in a fixed term exclusion.

Other possible sanctions include withdrawal from school events e.g. productions, sports or trips, or a community based activity such as litter picking. Where the seriousness of the incident warrants it the head teacher may issue a fixed term or permanent exclusion.

Fixed Term and Permanent exclusions

Only the Head teacher has the power to exclude a pupil from school. This will be carried out in accordance to the Exclusion Guidance (DfE September 2017). The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. DfE guidance states in Section 16 states a decision to exclude a pupil permanently should only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy; **and** where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

REFUSAL TO ACCEPT SANCTIONS

Parental agreement is no longer required before a detention is served. If a parent refuses to accept the sanctions outlined in the behaviour policy they will be asked to discuss their concerns with relevant members of the pastoral and leadership team. If the parent still refuses to accept the sanction the Head teacher will progress the issue onto the next stage of the disciplinary structure, up to and including fixed term exclusion if necessary.

Examples:

The following is a non-exhaustive list to illustrate the range of sanctions that may be put in place. Each incident will be dealt with on an individual level taking into account the specific circumstances.

ASSAULTING ANOTHER STUDENT: Up to 5 days fixed term exclusion (Up to 3 weeks without representing school if appropriate)

ARGUING WITH A MEMBER OF STAFF: up to two days fixed term exclusion (2 weeks without representing school if appropriate)

INSOLENCE TO A MEMBER OF STAFF: up to four days fixed term exclusion (4 weeks without representing school if appropriate)

BRINGING SCHOOL INTO DISREPUTE: up to 3 days fixed term exclusion (3 weeks without representing school if appropriate)

SMOKING (including e-cigarettes): up to 2 days internal suspension (1 week without representing school if appropriate)

CAUGHT OFF SITE: after school detention, plus parental letter (1 week without representing school if appropriate)

DAMAGE TO PROPERTY: will result in the student having to compensate for the damage to be repaired plus an appropriate punishment.

DRUGS AND ALCOHOL: there is a zero tolerance policy to the use of drugs and alcohol and this may result in permanent exclusion

Members of the Senior Leadership Team reserve the right to use their professional discretion in deciding what is an appropriate response to a disciplinary issue.

These are guidelines only - all procedures are in line with the Department for Education statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England' (June 2012).

Physical Force

The school reserves the power to use reasonable force in exceptional circumstances whereby a student is a physical threat to themselves or others, this is in accordance with 'Use of Reasonable Force' - advice for headteachers, staff and governing bodies (DfE July 2013). Refer to the school policy 'The Use of Physical Force by Staff to Control or Restrain Pupils'.

Low Arousal Room

Where a pupil has severe sensory sensitivity the school reserves the right to use a Low Arousal Room. Use of a low arousal room should be in accordance with the 'WCC Guidance on the use of Low Arousal Rooms' 2015.

In these instances the Low Arousal Area may be used as a means of

- a) lowering the pupil's stress/anxiety levels caused by sensory input and
- b) increasing successful access to the curriculum.

See Appendix 1 for use of the low arousal room.

Quiet Room

The use of a pastoral quiet room provides an opportunity for a pupil to calm during the school day. Use of a Quiet Room should be in accordance with the 'WCC Guidance on the use of Quiet Rooms' 2015.

Where applicable a Quiet Room (a sensory-controlled calming area) will be used not for exclusion or punishment but to help children to calm down and to begin to use self-regulation skills.

See Appendix 1 for use of the Quiet room.

Appendix 1: Low arousal and Quiet rooms

Low arousal room

1. Identifying and agreeing use of a Low Arousal Area for an individual pupil

The use of a Low Arousal Area should be discussed with and agreed by an Educational Psychologist or Specialist Teacher. These discussions should also include decisions on frequency of use. All discussions should be shared with parents/carers and their agreement should be recorded. Children and young people should be consulted in accordance with their age and level of understanding.

Use of a Low Arousal Area should be specified in the pupil's individual learning plan, facilitating regular review of its use.

2. Low Arousal Area layout and design

A Low Arousal Area is a teaching and learning area and should be set up to achieve optimum results for any pupils who access it. A table and chairs should be available. Soft furnishing may also be considered if the area is to be used for less structured teaching. A Low Arousal Area should be an environment in which sensory clutter is reduced as much as possible. This could be in the form of visual or auditory stimulus. The décor should be simple and unfussy.

Pupils should always have a choice about whether or not to access a Low Arousal Area. The Low Arousal Area can be a room but should be easy for a pupil to leave at any time. There should be no physical or other restrictions preventing the pupil from leaving the area.

Use of a Low Arousal Room should never be a physical intervention, the outcome of a physical intervention or a sanction.

The use of locks or double handles which effectively prevent the pupil from leaving a room as part of a sanction are, in any case, illegal.

Pupils must never be unsupervised while using a room designated as a Low Arousal Area. Staff may decide that allowing the pupil to be alone in the room for up to 5 minutes is appropriate in some circumstances but must be able to see inside the room at all times. Schools may consider taking the door off completely to ensure that it remains an open area.

Quiet Room

In the majority of cases the use of a Quiet Room should form part of a pupil's individual behaviour plan and should be agreed by the school leadership and parents/carers and their agreement recorded. Children and young people should be consulted in accordance with their age and level of understanding.

In optimum circumstances the pupil will choose to access a Quiet Room, sometimes with a prompt from staff. In exceptional circumstances when the pupil is unable to make this informed choice, staff may be required to accompany the pupil to a Quiet Room using agreed positive handling strategies.

A Quiet Room should only be used after in-class strategies have failed to calm the pupil. A decision to use physical intervention to support the pupil in accessing a Quiet Room should be based upon a dynamic risk assessment. The use of force is likely to be legally defensible when it is required to prevent:

- self-harming
- injury to other children, service-users, staff or teachers

- damage to property
- an offence being committed and
- in school settings, any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.

In these instances a Quiet Room can be used as a means of

- (a) helping the pupil to manage their own emotional state;
- (b) reducing the danger to staff/pupils and or removing the disruptive behaviour from the body of the school;
- (c) reducing the need for prolonged use of physical intervention.

At no time should pupils be unsupervised in a Quiet Room. It may be appropriate to allow the child to calm on their own but staff must be able to see the child via a door or window.

At no time should pupils be locked in a Quiet Room.

If a pupil tries to leave the Quiet Room before they are calm, staff should use low and slow responses to direct the pupil to stay. In extreme cases when the pupil is very angry and unable to process requests, staff may need to implement a dynamic risk assessment (refer to WCC's 'Guidance on the Use of Force and Physical Intervention' and the school's policy on Physical Restraint).

This response must be recorded after the event in line with school policy. If this becomes a regular requirement it must be included in the pupil's individual behaviour plan.