



ST IVO SCHOOL

## Behaviour Policy

Approved: March 2018, Governors Staff and Student Committee

Next review due: March 2020

### **Principles informing the policy**

We want all students at St Ivo School to fulfil their potential and we believe that outstanding behaviour is the best foundation for achieving this. Student behaviour should be outstanding both in lessons and outside. All staff and students are familiar with the three key words “ready, respectful, safe” which are at the core of our expectations.

We value learning and achievement too highly to want to spend significant time dealing with poor behaviour; so it is our aim to seek to reduce instances of poor behaviour. Any incidents of poor behaviour that do occur should be dealt with fairly, swiftly and consistently.

The monitoring of the school’s behaviour strategy rests with the Staff and Student committee of the Board of Governors. On an operational basis, oversight lies with the Assistant Headteacher with responsibility for behaviour. Heads and Assistant Heads of Year have a key role in monitoring the behaviour of their year group and ensuring that appropriate strategies are put in place when reoccurring issues are identified. Heads of Department have responsibility for oversight of behaviour in their department, including staff adherence to the behaviour policy and procedure and identifying where further support or training may be required.

### **The scope of the policy**

The school has a behaviour procedure document which gives detailed guidance to staff as to appropriate praise and sanctions for different scenarios. The behaviour procedure also covers sanctions for inappropriate use of mobile phones; these are allowed on school site but during lesson time they must be switched off and out of sight, unless they have permission from the teacher in order to aid learning. In addition, students should not take photos or videos on school site without permission from staff.

All staff (including teachers, cover staff and Teaching Assistants) and students (including Sixth Form) are kept up to date with the school’s behaviour procedures and are required to work towards outstanding behaviour at all times.

As stated previously students should not disrupt the learning of others. The following are examples of poor behaviour in the classroom that could lead to disruption:

- Continuous poor attitude to learning;
- off task despite promptings;

- phone, or any other electronic device or headphones on display (unless needed for a learning activity and authorised in advance by the teacher);
- littering;
- chewing gum;
- eating in class (unless sanctioned by the teacher);
- late to the lesson for no good reason.

In between lessons students should not:

- Run in the school building;
- there should be no shouting;
- Pushing or any other behaviour that causes, or could cause, a risk to the health and safety of others.

During break time, lunchtime and also travelling to and from school the following will not be tolerated:

- Being unpleasant to others which could include name calling;
- racism;
- sexism,
- homophobic language,
- getting others to be unpleasant to someone else (including using technology to make life unpleasant),
- taking or moving someone's property,
- Problems that are brought into school from cyber bullying or other bullying out of school.

As with the above the school will also deal with very seriously any of the following:

- Defiance;
- swearing at a member of staff;
- fighting or other aggressive behaviour or serious unpleasantness to another student or students;
- theft;
- serious damage to school property or another student's property;
- serious misuse of technology, for example, viewing and/or sharing pornographic images.

Students should not bring onto the school site or take on a school trip any of the prohibited items, as stated in the DfE guidance, include:

- Knives or weapons,
- illegal drugs, alcohol, etc as defined in the school's Drugs Policy
- stolen items,
- tobacco and cigarette papers, e-cigarettes or vaping equipment,
- fireworks,
- pornographic images,

- any other 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 the property of, any person (including the student).

\* This list is not exhaustive and may apply to other articles.

If a student is known or suspected to have prohibited item(s) on their person or in their possession the school has the right to search the student. All searches will be conducted in accordance with the Department for Education “searching, screening and confiscation” guidance, and be carried out in the presence of two staff with at least one Senior Leader or Head/Assistant Head of Year.

### **Where the policy applies**

The policy is to be adhered to during school hours but also:

- Journeys to and from school,
- on school trips,
- whilst in school uniform,
- and out of school if actions are likely to damage the reputation of the school.

### **How we encourage good behaviour**

Praise is at the forefront of the strategies used in school to recognise the large majority of students who do behave in an outstanding manner. Praise takes a variety of forms. Verbal praise is common place in classroom practice and is encouraged to all classroom staff, positive relationships are the cornerstone for a successful learning environment. House points are awarded by all staff for a variety of reasons, not just due to academic performance. Various awards are then made as part of the House and year systems, including praise assemblies, postcards home, vouchers, and mascot trophies and pin badges.

### **How poor behaviour is dealt with**

Where behaviour falls below our high standards, staff and subject areas should use their own sanctions, for example, verbal reprimands and short detentions for minor issues of inappropriate behaviour. For more serious transgressions, staff should refer to the behaviour procedure which gives sanctions for a variety of misdemeanours. This approach aims to give staff some flexibility as professionals, whilst ensuring consistency across the school. All staff have a responsibility to report incidents of behaviour both positive and negative using Go 4 Schools.

In the majority of cases where behaviour falls below the expectations of the school the process would start with class teachers and move through to Heads of Department and detentions or negative points. This would then normally escalate to Head of Year and then to SLT. During the process of escalation parents/carers would be involved to attempt to resolve the situation.

The school has a Reflection Room which is used to isolate students who are significantly disrupting the learning environment for others. This could be interrupting the teacher by continuing to call out, despite being told not to; significantly disrupting the learning of another student or students by

continuing to talk to them about things not related to the lesson or at an inappropriate time (e.g. when the teacher is talking to the whole class); or stops the teacher from teaching or prevents others from learning in another way. Prior to using the Reflection Room staff should in most circumstances issue a formal warning, this is to attempt to diffuse the situation before the removal of student. The period of time spent in the Reflection Room is determined on an individual basis following the lesson exit procedure. The Reflection Room is also used for school detentions after school each day, which parents/carers will be informed if their child is required to attend.

The school may also withdraw the chance for a student to take part in organised extra-curricular activities (including educational visits and outdoor learning) if behaviour of the student falls below expectations in school or on previous educational visits and outdoor learning activities.

The school also has an internal exclusion unit, which students can be referred to by pastoral and senior staff for an extended period of time. External exclusion is only used in the most serious of cases, for example violent behaviour. External exclusions are always authorised by the Headteacher or one of the Deputy Heads.

Where a student's behaviour continues to be poor, with repeated visits to the Reflection Room and/or internal exclusion unit, Heads of Year together with SLT will explore different options. Parents/Carers will be contacted and a meeting will take place. A Pastoral Support Plan can take place with targeted behaviours and regular meetings with student and parent/carer. If none of the above strategies are successful, then Alternative Provision at a different provider or a managed move to another school may take place.

The relationship with parent/carers is crucial to student behaviour and school will often contact home for both positive and negative reasons. Go4Schools gives parent/carers up to date information, including the ability to see merits and demerits as soon as these are logged by staff.