**Rutlish School**



BEHAVIOUR FOR LEARNING POLICY

 This Policy was approved by the Full Governing Body – April 2019

**ETHOS STATEMENT**

*Modeste Strenue Sancte*

*(Be Modest, Be Thorough and Pursue Righteousness)*

Rutlish School is committed to providing the highest quality education and opportunities for all our students irrespective of religion, race, culture or class or sexual orientation.

We have high and challenging expectations of all of our students and place raising achievement at the heart of our educational aspirations.

We aim to create an environment where students and staff behave responsibly and contribute fully as they develop a clear sense of belonging to the school community.

We are committed to educating the whole person and helping all of our students to understand the importance of responsibility, compassion, fairness and honesty in all that they do.

Teaching students the skills of self-discipline, co-operation, teamwork, respect and tolerance are essential as without these skills our academic objectives cannot be reached.

We seek to provide an environment for learning which is safe and secure, including preventing all forms of bullying, and recognise that education is very much a partnership between student, school and family.

We expect students to respect the local community and to act as positive ambassadors in order to build and maintain positive relationships with our neighbours.

Good behaviour is supported, praised and rewarded and promoted through the active development of our students’ social, emotional and behavioural skills.

Sanctions are applied consistently, proportionately and reasonably, taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.

Behaviour management is the responsibility of the whole school community.

By the time our students leave school, we expect that they will demonstrate mature social behaviour and self-awareness and be considerate and polite to others. We expect our students to be seen, both in school and in the community, as responsible young people aware of both their rights and their responsibilities.

As a school we will endeavour to:

* Foster mutual respect within a multicultural school and wider community.
* Create a safe, caring and supportive environment for teaching and learning.
* Reward good effort, behaviour and achievement.

Please refer to the School Equal Opportunities Policy for more information.

We expect all students to follow the School Code of Conduct (see appendix 1) and embrace the Rutlish School Motto.

REWARDS

Our reward system is an integral part of positive student management, promoting good behaviour, good work and citizenship from all students.

**Vivo** is the way for students to be rewarded as they progress through the school: the system allows teachers to award students electronic achievement points called “Vivos” which are redeemable on a wide selection of rewards from a customisable catalogue.

Achievement/Vivo points are awarded to students for academic attainment and sustained effort and enthusiasm. They are also awarded for any contributions made within the school and the wider community.

An achievement entry is completed electronically on SIMS by the referring member of staff. Vivo Miles then automatically pulls the achievement data from SIMS.

**Tutor Group and House of the Term Award:**

The achievement/Vivo points accumulated by a tutor group will be used as a means to determine which tutor group achieves the tutor group and House of the term award. The Head of Year and/or House Leader will present this at the end of term Celebration of Achievement assembly.

**Contribution to the Community:**

Politeness, awareness of others and community values and spirit are all values that are nurtured at Rutlish.

Students are awarded respect points and the students with the most Respect points in each year group will be awarded extra achievement/Vivo points and be given a medal to take home at the end of the term.

**The Resilient Rutlishian Awards:**

The Resilient Rutlishian Awards is a termly program to recognise and promote initiatives and characteristics which strengthen our community and develop individual resilience and character traits. They are:

* **W**ork Ethic
* **R**esilient
* **U**nderstanding
* **T**eamwork
* **L**eading
* **I**nclusive
* **S**elf-disciplined
* **H**ardworking

Students are nominated through year team meetings and prizes presented at the end of term Celebration of Achievement Assembly.

Student names are publicly celebrated on the School website at end of each term.

**Student Leadership Award**

Our student leadership award offers a formal way to champion and celebrate the leadership skills our students develop in and out of school (see appendix 2).

 **Attendance and Punctuality:**

* Achievement / Vivo points will be awarded to every student who has 100% attendance and/or 100% punctuality each week.
* 100% attendance and 100|%punctuality certificates and prizes will be awarded to students at the end of term Celebration of Achievement assembly.
* A prize will be awarded to the tutor group with the best attendance record and the best punctuality record at the end of each term.
* At the end of the year 100% punctuality *and* 100% attendance will earn recognition from the Co-Headteachers and names will be entered for additional opportunity to win a prize.
* Monitoring and consideration will be given to students who have significant medical condition/injuries.

**Celebration of Achievement Assemblies:**

The style and delivery of the end of term Celebration of Achievement assembly is determined by the year team but can take the form of:

* An awards ceremony with certificates and rewards issued for success.
* An additional TLR holder invited to provide input (e.g., House Co-ordinator, Literacy, Numeracy, Careers Leader, G&T)
* A series of tutor group presentations by individuals or groups.
* Performances by tutees.

Guest speakers can also be invited and Heads of Year are encouraged to involve members of the Head Boy Team if they are available.

**The Jack Petchey Achievement Awards:**

The Jack Petchey Achievement Award Scheme enables schools to recognise effort, endeavour and achievement of young people. Each month (except July, August and December) an award will be given to one student. These awards are not about being the best but to recognise those students who have developed and/or contributed to Rutlish in an outstanding way.

 A student may only receive ONE award during their time at school.

The winner receives a framed certificate, a Jack Petchey Young Achiever badge and £250 to be spent on a school or community project of their choice.

All Achievement Award winners are expected to attend the annual Borough Ceremony to receive their medallions. This award ceremony is usually held each October at the Polka Theatre.

Winners are chosen by our Jack Petchey student panel, who will only be aware of the reasons for the nominations and not the names of those nominated.

# Prize Giving

We also celebrate the success of our students at Prize Giving during the autumn term. The evening is attended by students and their families to recognise not only academic progress and achievement, but also achievements and progress in a number of areas of school life, including sporting, artistic and dramatic contribution, leadership roles and community service.

**DEALING WITH DISRUPTION TO LEARNING**

Where a student's behaviour falls below school standards, the school may impose sanctions. Usually this will be in a staged process and teachers will usually use strategies before invoking this process but in the event of serious breaches e.g. violence, dangerous behaviour, stages may be bypassed and in the most serious cases the School might immediately consider permanent exclusion.

The Department for Education has published guidance on how schools should deal with poor behaviour. Schools are no longer required to give parent/carers notice of detention.

## Stage 1

Student is given a verbal warning. The teacher says that their behaviour is unsatisfactory or inappropriate and points out why. The teacher emphasises that the student should make a sensible choice and return to task.

***Stage 2***

Student is given a second verbal warning.

***Stage 3***

If the misbehaviour continues a behaviour log should be entered on SIMS.

***Stage 4***

Student is removed to another classroom within their department.

## Stage 5

Students can be removed from the classroom and collected by a senior member of staff if the behaviour is of a serious nature and if the previous stages have been followed.

Reasons could include:

* Continuous disobedience
* Continuous disruption
* Dangerous or hazardous behaviour \*
* Violence \*
* Any form of verbal abuse (swearing, racist/sexist remarks, other inappropriate comments) \*

NB: the last three marked with \* are reasons to be sent immediately for removal by a senior member of staff without the earlier stages.

The teacher sends a reliable student to the Innes or Manor House reception to request the ‘on call’ member of staff or if possible, the teacher telephones for assistance. Students should not be put outside the classroom into the corridor.

**‘Call Out’ procedures:**

* The student is taken to Time Out for a limited period by an SLT member.
* The Time Out Co-ordinator will record the student’s name, the name of the member of staff who referred the student, the subject, the reason for referral and the member of staff on call.
* A behaviour log will be completed on Sims by the referring member of staff.
* An analysis of the students referred to the Time Out room is completed at the end of every term.

**Behaviour Logs:**

* All members of staff can complete these for unacceptable behaviour e.g. disruption, inadequate work, rudeness. Each incident recorded corresponds to a number of behaviour points.
* The issue/concern is recorded on Sims (behaviour log).
* A behaviour log should be completed on the day on which the incident took place.
* Any student who is given a behaviour point will attend a 45 minute No Notice Detention: see below.
* The points accumulate across the year and sanctions/interventions are put in place when the accumulated total reaches certain thresholds: see below.
* The Time Out Co-ordinator will monitor the number of behaviour points.
* The Time Out Co-ordinator will produce weekly behaviour reports and notify the relevant members of staff.
* The Time Out Co-ordinator will notify parents of pre-threshold and threshold points.

As a school we are committed to analysing our behaviour data to support us to identify pattern and trends. Students will be closely monitored.

*Pastoral teams will apply the following action/intervention for behaviour points accumulated across the school:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **POINT THRESHOLD** | **Who** | **Action 1** | **Action 2** | **Action 3** |
| **5 POINTS**  | Tutor | Examine behaviour log | Tutor report for at least 1 week | Phone call home  |
| **10 POINTS**  | Head of Year/ Deputy Head of Year | Examine behaviour log | HoY report for at least 1 week | Phone call home |
| **10 POINTS – Key Students** | Tutor, HoY, Inclusion & SEN | Solutions meeting (TYSP) | Distribute recommendations |  |
| **15 POINTS – KS3** | KS3 Learning Mentor | Examine behaviour log | 1:1 student session  | Phone call home |
| **15 POINTS – KS4** | SLT Line Manager | Examine behaviour log | Book look / SLT report | Phone call home  |
| **20 POINTS**  | SLT  | 3 hr Saturday detention | Phone call home / text (Time Out co-ordinator) |   |
| **20 POINTS – Key Students**  | Tutor & HoY, Inclusion & SEN | Parent/carer meeting | Examine Behaviour Log | Book Look |
| **25 POINTS**  | HoY or SLT Line Manager | One day FTE | Reintegration Meeting  | Reflection sheet  |

(A number of Fixed Term Exclusions will trigger further measures/intervention e.g. behaviour programme, Pastoral Support Programme, Team around the Child, Virtual Behaviour Service Referral, CBT, Final Warning)

*Department teams will apply the following action/intervention for behaviour points accumulated within subject areas:*

|  |  |  |  |
| --- | --- | --- | --- |
| **POINT THRESHOLD** |  **Who** | **Action 1** |  **Action 2** |
| **3 POINTS** |  Class Teacher  | Phone call home  |  |
| **5 POINTS**  |  TLR Holder within Department  | Examine behaviour log |  Discussion with student |
| **7 POINTS**  |  TLR Holder within Department | Department report  |  Phone call home  |
| **10 POINTS**  |  Class Teacher & TLR Holder within Department | Parent/carer meeting |  Book look  |
| **13 POINTS**  |  Head of Department  | Withdrawal from lesson to another member of the department |  Phone call home |
| **SUITABLE TIME** |  Head of Department  | Reintegration meeting with student, Teacher & TLR Holder / HoD |  |
| **15 POINTS**  |  Head of Department / SLT Line Manager  | Referral to SLT Line Manager  |  SLT action  |

 *RR6 teams will apply the following action/intervention for behaviour points accumulated:*

|  |  |
| --- | --- |
| **Points**  | **Action/intervention**  |
| **3 POINTS VARIETY SUBJECTS**  | Tutor phone call home 1:1 conversation with student  |
| **3 POINTS SAME SUBJECT**  | Subject teacher phone call home 1:1 conversation with student  |
| **5 POINTS VARIETY SUBJECTS**  | Head of Year meeting with parent/carer & student  |
| **5 POINTS SAME SUBJECT**  | Head of Year & subject teacher meeting with parent/carer & student  |
| **10 POINTS**  | Joint Head of Sixth Form meeting with parent/carer & student & Saturday detention  |
| **15 POINTS**  | 1 day Fixed Term Exclusion. Reintegration meeting.  |

An excel spread sheet will be sent to all staff informing them of the number of behaviour points at the end of every week.

Parents/carers may be called in earlier at the teacher’s discretion. All action, meetings and/or telephone conversations will be recorded on the student’s behaviour log.

Incidents at breaktime and lunchtime should be dealt with by the member of staff on duty. Members of staff on duty may consult/liaise with the Pastoral team. Staff should use a behaviour log to record the incident and take statements if appropriate.

**Reporting System:**

Students may be placed on daily or weekly reports in order to monitor, improve or raise awareness of one or more aspects of their work or behaviour. Students may be required to report directly to the subject teacher, Head of Department, TLR Holder within a Department, Form Tutor, Head of Year, SENCO or a member of the Senior Leadership Team.

The reports can be devised to meet any particular needs or concerns.

# DETENTION SYSTEM

Schools are no longer required to give parent/carers notice of detention. We will however, do so for No Notice Detention only.

**No Notice Detention**:

No Notice Detention takes place after school for 45 minutes. Any student who is given a behaviour point will be collected towards the end of period 5 and taken to the detention that day.

The detention room is supervised by two members of staff after school on a rota of all teaching staff across the school.

Student failure to engage with this process will result in one or more of the following:

* Referral to next day after school detention
* Five no notice detentions.
* Internal exclusion
* Fixed term exclusion
* Meeting with Co-Headteachers
* Any other sanction deemed appropriate

**Teacher Detention:**

These can take place at lunch time or any day after school and can be for up to 15 minutes at lunchtime and for up to 45 minutes after school.

**Department / Year Detention:**

These are held as needed and can be for up to 60 minutes.

**Senior Leadership Detention:**

These will take place on a Saturday morning and can be for up to 180 minutes and are in response to a very serious matter or concern.

**Late Detention:**

This is a weekly system for maintaining a consistent approach across the school. These are organised by the Head of Year and year team and recorded in the student planner.

* I late 20-minute detention after school. (tutor)
* 2 lates 40-minute detention after school. (DHOY)
* 3 lates 60-minute detention after school. (HOY + 1 behaviour point allocated)

Persistent lateness will result in further action by the Head of Year and possibly the Education Welfare Officer. Students can also be referred to the senior member of staff who line manages the year group.

All detentions might well be used in addition to other strategies such as on report, interruption of break and lunchtime privileges, letter home and meeting with parents/carers.

# BACK TO BASICS

* Every student is expected to wear the full Rutlish school uniform. See website for details on dress code and non-compliance procedures.
* There is a Zero Tolerance Policy in regard to Electronic Devices. See website for details.
* Planners are one of our main routes for discussion between student, home and school. It is imperative that parents/carers and tutors sign each week. There should be no graffiti in planners. A new one must be bought if a member of staff feels it necessary.
* No student from year 7 to year 11 is allowed off site at break time or lunchtime. If a student leaves the school site a behaviour log is recorded.

# INTERNAL EXCLUSION

Internal exclusion provides the school with another level of sanction before fixed term exclusion. They are given for a variety of reasons but commonly for repeated disobedience, truancy, dangerous behaviour, racism, swearing and failure to attend Leadership detentions. There are many advantages of conducting internal exclusions in this way but the central one is that it emphasises the seriousness of the situation and draws up a plan to improve the behaviour.

During the internal exclusion the student would be effectively isolated from his peers including breaktimes and lunchtimes.

Both Head of Year and Head of Department can recommend an internal exclusion for a student but must discuss with their Line Manager and a length of time is then agreed.

As a means of moving the student forward the relevant members of staff (TLR holders) would contact the parent/carer.

# FIXED TERM EXCLUSIONS

‘Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted (DfE ‘Exclusion from mainstream schools, academies and pupil referral units in England’)

All decisions to exclude are serious and only taken as a last resort. The Co-Head Teachers and Governors are responsible for all exclusions.

Fixed term exclusions are always followed up with a reintegration meeting in order that all stakeholders are confident in a students’ successful return to school. In addition, a bespoke intervention programme will be put into place (see appendix 3).

Parents/carers are responsible for supervising their son during the first 5 days of fixed term exclusion and could face a penalty notice if their son is found in a public place during school hours.

Students excluded for more than five consecutive days will be provided with full time education off site or in a shared provision

The Co- Head Teachers can temporarily or permanently exclude students who make false allegations and in extreme circumstances they can inform Social Care and/or the Police.

**PERMANENT EXCLUSIONS**

 ‘A decision to exclude a pupil permanently should only be taken:

* In response to serious or persistent breaches of the school’s behaviour policy: and
* Where allowing the pupil to remain on site would seriously harm the education or welfare of the pupils or others in the school’

(DfE ‘Exclusion from mainstream schools, academies and pupil referral units in England’)

The Co-Headteachers will make the judgement.

In exceptional circumstances, where it is appropriate to permanently exclude a student for a first or ‘one-off’ offence, these offences might include:

* Serious actual or threatened physical assault against another student or a member of staff;
* Sexual abuse or assault;
* Supplying an illegal drug;
* Possession of an illegal drug with intent to supply;
* Carrying an offensive weapon and / or weapon of offence;
* Potentially placing members of the public in significant danger or at risk of significant harm
* Deliberate activation of the fire alarm without good intent

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Rutlish community. Parents/carers should be aware that these will cover actions which constitute unlawful acts whether or not they result in criminal prosecution. This sanction will also apply if the actions of a student takes place outside of the school (whether or not in uniform) and are of a nature that the reputation of the school is brought into disrepute.

**General**

It should also be noted that when deciding upon a course of action, Rutlish school will make a decision based on the evidence in relation to the balance of probability. Therefore, a student may be given a sanction for an action / involvement in an incident that he denies.

The school will always conduct an investigation, which can result in a sanction being decided upon several days after the actual incident.

 For a more serious incident, previous behaviour / information will be taken into consideration.

Senior staff will take into account the context of an incident before deciding upon the appropriate sanction, including mitigating circumstances.

**Joint Enterprise**

The school takes the same position as the law in terms of individuals being collectively held responsible for an incident involving group behaviour which, in the context of the school, is deemed to be irresponsible and/or inappropriate; therefore, students must remove themselves from a situation rather than being spectators.

# REGULATING STUDENT’S OFFSITE CONDUCT

The law supports schools taking action for incidents that occur outside of school. The school will apply sanctions for any incident that occurs when students are in school uniform and/or are clearly representing the school. For incidents that occur clearly outside of the school hours e.g. at the weekend or during school holidays, the school will deal with each one on an individual basis, depending upon the nature and gravity of the event.

# TEACHING AND LEARNING

Effective teaching can help to support the promotion of positive behaviour. Lessons should be well planned and include differentiation for ability and learning styles. Activities should be engaging and challenging and include assessment for learning opportunities and be delivered with pace and enthusiasm.

# PARENTS

Parent/carers play a pivotal role in ensuring that their children are responsible for their own behaviour in school. We ask that parent/carers sign the home-school agreement and e-safety acceptable use agreement to indicate that they will respect and support the school’s behaviour policy and the authority of the school staff.

# BULLYING

We want to make sure that all students feel safe at school, and are accepted into our school community. Our ethos is one of inclusion and equality: bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and students. The school practices a preventative strategy to reduce the chances of bullying, and our ethos is instilled in our curriculum and everything we do at the school. It is made very clear to students what is expected of them in terms of respecting their peers, members of the public, and staff and any intentional breach of this will result in disciplinary action.

The Department for Education defines bullying as ‘behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally’.

Bullying is always hurtful to the victim and damaging to the whole school community. Anyone and everyone who is involved in or witnesses bullying is affected by it. It can cause great distress, unhappiness and psychological damage. It can also be a criminal offence, for example if the behaviour amounts to harassment or threatening behaviour.

Anti-bullying Ambassadors have been trained to help students and to follow school policy and procedures. They are currently working with the Anti-bullying Alliance in developing anti-bullying work.

Strategies and sanctions will depend on the circumstances of an individual case, including the type of bullying that has occurred e.g. physical or emotional. One or more of the following strategies could be appropriate:

* Arranging a suitable apology or reparation
* Involving other students to support the ‘bully’ and/or victim
* Drawing up an agreement to be signed about future behaviour
* Contacting parents/carers
* Using normal school sanctions e.g. detention, internal exclusion
* Referring to the Inclusion Team
* Conflict resolution
* Additional services/agencies

In the case of Cyber bullying incidents, student and parents should be advised not to reply, but to save it and tell their HOY or the School Police officer.

Our action will consider any social, emotional and behavioural difficulties of the student.

If a student wants to discuss or report a bullying incident at school, they can do so in the following ways:

* Through an Anti-Bullying Ambassador
* Through any member of staff at school
* Tutor
* Pastoral Leader (DHOY, HOY, SLT)
* Inclusion Team
* SENCO and/or Deputy SENCO

Incidents of bullying must be recorded on SIMS as this enables information to be shared with appropriate staff. It also allows pastoral teams to monitor bullying incidents and act accordingly.

If parents/carers are concerned about bullying their first point of contact is their son’s tutor or the Head of Year who can be contacted via the main school office.

# DRUGS

The school will not tolerate drug use of any sort on school property or during off-site school activities. The school takes its anti-drugs stance very seriously and will discipline any person found to be in possession of drugs. This includes solvents, Novel Psychoactive Substances (Legal Highs) and any other substance that can be misused or harmful.

Prescription drugs:

Carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

Non-prescription drugs:

Some over-the counter drugs can be harmful if misused. We advise that students should not carry these in school. Supplying or taking non-prescription drugs illegitimately could result in a permanent exclusion.

 Medication:

We are aware that it may be necessary for some students to take medication during the school day. Parents/carers should make the school aware of this in writing as soon as their son starts taking the medication. Please refer to the Medical Policy for further and more detailed information.

# ALCOHOL

Consuming, carrying or supplying alcohol is strictly prohibited. Any student involved in any alcohol-related activity may be permanently excluded.

The school practices a preventative strategy in terms of drug and alcohol education, and our ethos is instilled in our curriculum and everything we do at the school.

# SEARCHING, SCREENING and CONFISCATION

The Government’s ‘Searching, screening and confiscation at school’ guidance, has been updated. The latest document (see appendix 4) includes a new section, ‘statutory guidance for dealing with electronic devices’:

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the student has a device prohibited by school rules, or the staff member has good reason to suspect the device maybe used to:

* Cause harm
* Disrupt teaching
* Break school rules
* Commit an offence
* Cause personal injury
* Damage school property

Any data, files or images that are believed to be illegal will be passed to the police as soon as is practicable, including pornographic images of children without deleting them.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the school’s behaviour policy.

# REASONABLE FORCE

Please refer to the DfE guidance ‘Use of reasonable force’ Advice for Headteachers, staff and governing bodies.

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property, or to ensure the safety of students or staff in the school.

Staff can also use this power when they are lawfully in charge of students but off the school premises e.g. on a school trip.

# COMPLAINTS

The school has a standard complaints procedure. We encourage parent/carers to take any complaints or concerns to a staff member or the Co-Headteachers, and we will do everything that we can to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our School Complaints Policy.

# CONCLUSION

Teachers have the right to teach and students have the right to learn without unnecessary disruption. Good order does not just happen it needs to be worked on by all involved in the community and it is all of our responsibility to promote, reward and celebrate positive behaviour.