



St Sampson's High School

Behaviour for Learning Policy

Date adopted:

Prepared by:

Ratified by:

Review date:

Other relevant School policies include:

- St Sampson's School E-Safety Policy
- St Sampson's School Equality Policy
- St Sampson's School Reducing Bullying Policy
- St Sampson's School Uniform Policy
- St Sampson's School Misuse of Substance/Drugs Education Policy

1.0 St Sampson's School Behaviour Policy

St Sampson's School encourages good behaviour through a mixture of high expectations; clear policy and an ethos which ensures students are 'Ready to Learn'.

St Sampson's has in place a range of rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the School's behaviour policy.

This Policy aims to outline the measures by which the school aims to promote good behaviour, self-discipline and respect; prevent bullying; ensure that students complete assigned work; and regulate the conduct of students.

The commitment of staff, students and parents is vital to develop a positive whole school ethos. St Sampson's reserves the right to apply this policy to all students and any time a student is recognisable as a St Sampson's student regardless of whether this is before/during/after school hours. The application of this policy is not dependant on whether the student is wearing school uniform.

2.0 Rewards

St Sampson's regularly celebrates the success of all students in a variety of ways as we recognise that focussing on success and positive outcomes is essential to developing a positive culture and ethos across the school. The many ways we celebrate success are listed below and may be reviewed by students, parents and staff during the academic year.

2.1 Merits -Merits are used by all staff to reward positive behaviour are given through sims in the following categories:

- Arrive on time
- Correct uniform
- Correct equipment
- Following staff instructions
- Attempting all work set
- Helpful and supportive
- Outstanding progress
- Extra-curricular contributions

2.2- Merit Badges

Bronze, Silver, Gold, Platinum badges and a Headteacher's Commendation are awarded for students achieving merits.

2.3- Headteacher Awards

A Headteacher Award certificate and pen are given to students who have shown exceptional achievement, either in school or as part of an extra-curricular activity. A letter is also sent home to inform parents about the Award.

2.4- Attendance

Bronze, Silver & Gold Certificates are presented on an annual basis to students for 98, 99 and 100% attendance respectively over the year. A separate award is given to students who have had 100% attendance over a 4 year period.

2.5- Recognition

The School Newsletter & Facebook are used to highlight students' achievements

2.6- Termly Celebration Assemblies

Individual students are recognised in Year Group termly assemblies for exceptional achievement and, in some Year Groups, certificates are handed out by the Year Leader

2.7- Celebration Evenings

Annual Celebration Evenings are held for each Year Group, with Year 11s having a Graduation Evening in the November after leaving St Sampson's. Awards are given in the following categories:

- Outstanding Attainment, Effort or Subject Award in a particular subject (nominated by their teacher)
- etc

2.8- Tutor/House System

Competitions are held between tutor groups/Houses for particular activities and occasional prizes given. Inter-House sports competitions are held between Tutor Groups during the year.

3.0 Ready To Learn (RTL)

3.1 Aims

1. To **eliminate disruptive behaviour**, so that there is a culture of achievement, ambition and learning everywhere in the school, and no learning time is wasted
2. To provide **clarity for staff and students** about acceptable behaviour and the consequences of misbehaviour
3. To encourage students to **take responsibility** for their own actions
4. To enable teachers to **deliver engaging and creative lessons, experiment and take risks**, without concern for behavioural interruptions as barriers

3.2 Practice

If a student does not adhere to the Ready To Learn expectations, a teacher will tell them that they have a 'warning' and their name will be written on the board in the Ready To Learn section. If a student does this for a second time, they will be sent to the Hive/Isolation for 24 hours, including an hour's detention from 3.05pm until 4.05pm that same day.

3.3 Expectations

- Arrive on time, within 3 minutes of the bell, or before the second bell after lunch
- Sit where you are asked
- Show you are ready to learn- pencil case and i-pads out and sit up straight in your chair
- Listen respectfully (in silence) when others are talking
- Conversations should be focused on the learning

- Work in silence when an adult asks you to
- Allow others to learn- do not disrupt/distract
- Work to the best of your ability and attempt all tasks set
- Stay in your seat- only leave with permission from staff
- Don't eat or drink (only water is allowed in lessons)
- Treat everyone with respect- no swearing or abusive language
- Phones and headphones should be out of sight and silent throughout lesson and transitions unless specifically given permission by staff to use them
- At the end of the lesson wait behind chairs in silence ready to be released from the room

4.0 Appeal and Restoration

If students feel they have been unfairly or incorrectly placed in isolation they have the right to appeal. All students will complete a reflection sheet upon entry to the isolation room and may use this to indicate if they feel the isolation is unfair. Any staff member who sends a student to isolation will visit the student (within the 24-hour period) and complete a restorative conversation.

5.0 Sanctions

As stated previously sanctions are only to be used when more positive methods of promoting outstanding learning through good behaviour are not working with a particular individual or group of students. When a member of staff feels the need to resort to sanctions these are always to be applied impersonally (i.e. it is the negative behaviour that is resulting in the sanction not the student's personality), calmly, fairly, consistently and professionally.

The **only** sanctions/systems to be used **within** a lesson are warnings and Isolation. See appendix 2 for a staged sanctions diagram.

The aim should be to keep all students accessing their learning within the lesson for the full duration of the lesson. We are committed to not allowing the negative behaviour of the minority to continually disrupt the outstanding learning of the majority. For this reason, we use a system where students who fail to respond to a verbal warning by correcting their behaviour can be sent to the Isolation room in order to allow the learning of the rest of the group to continue. We also employ the on-call system so that a student can be collected (if deemed a serious incident) and removed from the classroom to the Isolation room.

When issuing a verbal warning to a student it is important that this is done calmly and professionally throughout. The aim is to show students that they have 'chosen' their behaviour. There is a (mandatory) opportunity for restoration explicitly written into the system, whereby any student sent to the Isolation room will be met by the member of staff responsible.

Uniform expectations are detailed in the student handbook/website. Uniform is checked regularly by tutors and senior staff. Students who are not in correct uniform (unless carrying signed permission slip) and refuse or are unable to correct it will be dealt with on an individual basis with a red card detention.

5.1 Homework

Students receive homework each day which will be set on Classcharts and follows the set homework timetable.

All homework is checked; a merit is given for completed work. Failure to complete homework's may result in a detention

6.0 Internal Exclusion (IE)

We are committed to inclusion of all and to preventing exclusion. However, where a student (for example) repeatedly fails to wear the correct uniform, or attend detentions, receives several Isolation Room detentions, or is involved in an incident too serious for a detention, the school will isolate the student for a 24-hour period to be successfully completed. This means they are supervised in a room, given work to do, and given the chance to reflect on their behaviour. When this happens students also receive shorter breaks and lunches than the rest of the school and at slightly different times.

7.0 Fixed Term Exclusion (FTE)

We will endeavour to avoid exclusion wherever possible. A decision to exclude a student for a fixed period is taken only in response to very serious breaches of the school's behaviour policy, including persistent disruptive behaviour, or where such breaches are neither serious enough to merit permanent exclusion nor minor enough for detention or IE to be appropriate. All exclusions are authorised by the Headteacher or designated representative (Senior Deputy Headteacher) or in their absence the next most senior member of staff.

All excluded students will be expected to engage with a restorative conversation as part of the reintegration meeting. All excluded students may spend at least one day in isolation as part of their reintegration.

8.0 Principles for Achieving an Outstanding Learning Culture

St Sampson's School promotes respect through the Respect Code.

R	Responsibility
E	Equal worth
S	Self-esteem and self-respect
P	Positive thinking
E	Enthusiasm for learning
C	Challenging expectations
T	Tolerance and creativity

In line with the Respect Code this policy aims to:

- Enable all members of the school to be self-respecting, responsible and positive individuals with an enthusiasm for learning
- Encourage respect for all members of the community, such that every individual feels equally valued within a culture of tolerance and creativity
- Create a happy, safe and secure learning environment; where the well-being of all is paramount; within which all can learn, develop their talents and achieve their very best

9.0 Consistent Expectations

Consistency is hard to achieve in any organisation but here at St Sampson's School we recognise that it is key when creating an outstanding learning environment. Students are much less likely to push the boundaries if they know that what is expected of them will remain constant throughout the day; from one classroom to the next; one teacher to the next; one subject to the next; one year to the next.

10.0 Maintaining a Positive Learning Environment

A positive learning environment is best maintained through the focus on and positive reinforcement of good behaviours and not through the confrontational challenge of negative behaviours. At St Sampson's School, we recognise this through the effective use of our staged reward and sanctions systems.

Staff make a commitment to 'catch students being good' as often as possible and reinforce this through non-verbal and verbal acknowledgement and praise as well as using some of the more formal rewards available. Staff also make a commitment to deal indirectly with some negative behaviours in this fashion too. An off-task student can often be redirected through praise of a neighbouring student who is working and behaving appropriately. When staff do feel the need to resort to formal warnings and staged sanctions they are committed to doing so in a calm, non-confrontational and professional manner at all times.

11.0 Restorative Justice

Restorative Justice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a mutually acceptable solution. When there has been an issue the people involved will meet with a mediator who will ask them three main questions:

- What happened?
- Who else has been affected by this?
- What can be done to stop this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other students and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having to

others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative Justice has been shown to work extremely well if there has been a repeated problem between a student and member of staff because it gives them opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative Justice also works very well when students fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Conferences are always held in a neutral place with a mediator who is not involved in the problem. The mediator's job is to keep all involved calm and civil and to help people move forward to restore the relationship.

12.0 Smoking- including all forms of e-cigarette/vaping devices

Smoking, in all its forms, is detrimental to health, anti-social and for not conducive to a safe school environment. We will apply this policy to any student who is seen smoking or we suspect of smoking.

Smoking is not permitted anywhere on the school site.

13.0 Regulating student conduct and misbehaviour outside the school premises

St Sampson's School aims to prepare students for a life beyond education.

St Sampson's School may discipline a student for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a student at the school.

Or misbehaviour at any time, whether the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

The School is committed to ensuring our students act as positive ambassadors for us. We expect the following:

- good order on transport to and from school, educational visits or other placements such as work experience or college courses
- good behaviour on the way to and from school

- positive behaviour which does not threaten the health and safety of our students, staff or members of the public
- reassurance to members of the public about school care and control over students in order to protect the reputation of the school
- Protection for individual staff and students from harmful conduct by students of the school when not on the school site.

The same behaviour expectations for students on the school premises apply to off-site behaviour.

13.1 Sanctions and disciplinary action as a result of poor behaviour off the school premises

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of detention, fixed term exclusion or in very serious cases permanent exclusion. In issuing punishments, the following will be considered:

- the severity of the misbehaviour
- the extent to which the reputation of the school has been affected
- whether students were directly identifiable as being members of the School
- the extent to which the behaviour in question would have repercussions for the orderly running of the School and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff)
- whether the misbehaviour was on the way to or from school, outside the school gates or in close proximity to the school
- Whether the misbehaviour was whilst the students was on work experience, taking part in a course as part of a school programme, participating in a sports event (and in any situation where the student is acting as an ambassador for the school) which might affect the chances of opportunities being offered to other students in the future.

14.0 Support

We aim to support all our students to ensure that every child succeeds during their time at St Sampson's. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support students. We will always consider whether continual disruptive behaviour is the result of an unmet educational or other need/s and should we consider this to be the case, whether multi-agency assessment would be appropriate. Some examples of support are listed below:

- Monitoring report cards with targets to promote success in lessons
- Increased communication between home and school
- MyPlans and Student Passports
- Referral to relevant agencies
- Support from the Inclusion Support Team which consists of the Inclusion Champion, SENDCo (Special Educational Needs and Disabilities Coordinator), Intervention Manager, CSI Lead, teaching assistants, keyworkers, home school liaison worker
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management

- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on a child's behaviour
- Targeted and specialised curriculum provision
- Reduced timetable (for a specified time)
- Additional support around transition points

Every child is different and all support is tailored to meet the needs of each individual, in the recognition that, what works for one child may not for another.

15.0 Behaviour of parents/carers

St Sampson's School is passionately committed to building strong and positive relationships between the School and parents and carers. We are grateful for regular feedback from parents via questionnaires at parents' evenings and on a day-to-day basis. Staff emails are made available to allow efficient communication between parents/carers and school. Staff liaise closely with parents to support effective transition into the school.

All members of St Sampson's School staff will do everything they can to support all students, parents and carers, communicating professionally at all times.

The School has a duty to ensure staff work in a positive environment free from any form of harassment or intimidation. To this end the school will take firm action against any parents who behave inappropriately towards the school or any members of staff this includes the use of banning orders or specifying specific mechanisms of communication.

The School deems any form of aggression or threat either physical or verbal, rudeness and malicious accusations as inappropriate, and this includes all forms of communication including emails.

16.0 Allegations of abuse against staff

Allegations of abuse will be taken seriously. The school and where appropriate, the Education Department, will investigate allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported. Where necessary or appropriate, reference should be made to the policy Conduct and Capability for Headteachers, Teachers and Lecturers.

17.0 Students that make malicious accusations against school staff

The Headteacher will take any allegations whether malicious or not against any member of staff extremely seriously. Any allegation that is proven to be false is a serious matter where the headteacher will work with all parties sensitively and follow behaviour sanctions within their remit. Dependant on the nature of allegation and incident the sanction could be taken further after consultation with the Executive headteacher and/or Director of Education.

Appendix List

1.Sanctions Flow Chart

2.RTL Staff Booklet



Appendix 1 – Behaviour flow chart

