

STUDENT BEHAVIOUR POLICY 2017-18

RESPONSIBILITY:	LEARNING & ACHIEVEMENT COMMITTEE
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PROPOSED BY:	TRACY BECKWITH
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TYPE OF POLICY:	STATUTORY
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DATE AGREED BY LEARNING & ACHIEVEMENT COMMITTEE:	11 MAY 2017
FREQUENCY OF REVIEW:	ANNUALLY
NEXT REVIEW:	MAY 2018

APPROVED BY:	FULL GOVERNING BODY
DATE APPROVED AND ISSUED:	22 MAY 2017
SIGNATURE:	 CHAIR OF GOVERNORS

In reviewing this policy, the Full Governing Body has taken into account the provisions of the Equality Policy 2016.



Policy Statement

Our aim is to create an environment in school that encourages all of our students to attend regularly, behave appropriately and work cooperatively, so that all students can achieve their potential. Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping students to see that good behaviour is valued by all.

We aim to:

- promote behaviour that reduces low-level disruption and enhances the opportunity for all students to learn
- promote high expectations of positive behaviour through modelling
- ensure that good behaviour is always recognised and rewarded
- ensure our approach to behaviour and discipline is fully understood and consistently implemented throughout the school

Sanctions

Sanctions will be applied according to our “Behaviour for Learning” ladder (Appendix 1).

Where sanctions at individual teacher and team level have been employed without success, a student may be placed in whole school detention (Appendix 2).

Roles and Responsibilities

Staff

- To be consistent and fair in dealing with students.
- To reinforce good behaviour through rewards.
- To be vigilant around the school and to challenge anti-social or inappropriate behaviour in a calm, non-confrontational manner.

Students

- To treat all staff, other students and visitors with respect, both in school and on the way to and from school, including during extra-curricular trips and visits.
- To show a positive attitude to learning at all times

Parents/Carers

- To support the school’s expectations re behaviour as detailed in the Home-School Agreement and Anti-Bullying Charter.

- To work with the school to address the behavioural challenges presented by students if and when appropriate.
- To promote the importance of good behaviour, attendance and punctuality and their link with high achievement.

Anti-Bullying

At Vandyke we will not tolerate bullying. The school has a clear policy for tackling any bullying that takes place.

Please see the Anti-Bullying Policy for further details.

Smoking

Vandyke Upper School is a non-smoking site. If a student is found to be smoking or to be carrying smoking paraphernalia, including e-cigarettes and vapour pens, parents will be informed and a range of sanctions will be applied; these may include exclusion.

This policy also applies to students in their school uniform walking on their way to school or on their way home.

Exclusions

Where students have failed to comply with the school's behaviour systems, exclusions may be applied.

Fixed-Term Exclusions

Will only be used when:

- other sanctions have failed to produce a change in the behaviour of a student(s)
- the safety/welfare of staff/students is deemed to be at risk
- a one-off incident, or series of incidents, is deemed to be so serious that the Headteacher believes a fixed-term exclusion is necessary

Permanent Exclusions

Are used in exceptional circumstances when:

- despite the school's best efforts, a student continues to behave unacceptably
- a one-off incident, or series of incidents, is deemed to be so serious that the Headteacher believes a permanent exclusion is necessary

A summary of all fixed-term and permanent exclusions will be a standing item on the agenda of all Full Governing Body meetings.

Governors' Discipline Panel

This will meet whenever deemed necessary by the Headteacher to consider the cases of students most at risk of exclusion.

Governors' Discipline Committee

This committee will meet to consider cases recommended by the Headteacher for permanent or fixed-term exclusion as necessary, or required.

The terms of reference for both these committees are available from the Clerk to the Governors.

Linked Documents

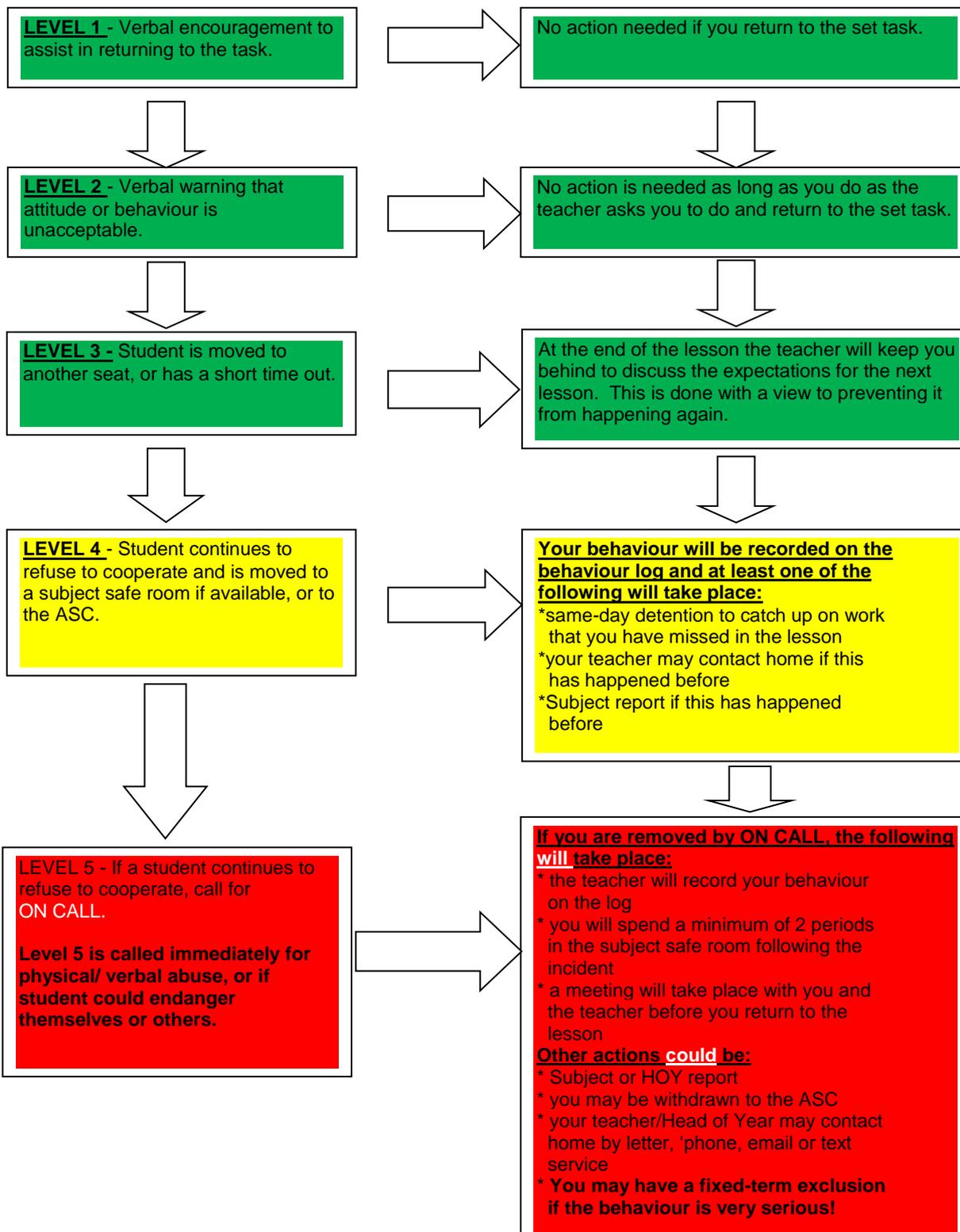
This document is linked to other documents including:

- The Behaviour Management Booklet
- Successful Behaviour Management : Advice for Staff
- The Home-School Agreement
- The Anti-Bullying Policy and Charter
- The School Prospectus
- The Vandyke Guide for Parents
- The Staff Handbook
- The Attendance Policy

BEHAVIOUR FOR LEARNING - MAKE THE RIGHT CHOICE

LEVELS OF CONSEQUENCE

TEACHER ACTION /SANCTION



BEHAVIOUR POLICY WORKING GROUP

Behaviour per se in school is good. Behaviour management is very good. We have a behaviour management “ladder” that is broadly understood and flexibly used. Given that most students behave very well however, it is rarely used in the strict sense.

Where further action is needed following removal of a student by on-call or a one-off incident, action is determined by the Head of Department or Head of Year in consultation with the Director of Year and/or member of the Leadership Group. This is generally timely and effective.

Where we do need to sharpen our approach is in tackling students when their attitude to learning is poor; in particular, when insufficient work is produced in a lesson (or more likely, in a series of lessons) or homework not completed at all or not well enough.

Consequently we will introduce a further step in the behaviour ladder: a School Detention. The purpose will be to add a further incentive for students to work hard in lessons and complete homework, otherwise they risk escalation to a School Detention. The School Detention should only come into play when other strategies have been ineffective. We do not want students to come to believe that only sanctions operated by Heads of Department, Heads of Year, or members of the Leadership Group matter. Sanctions operated by teachers are the most effective. However, from time-to-time these sanctions may need further back-up and teachers are always entitled to support from colleagues as required.

When a student does not put in sufficient effort in a lesson, or does not complete homework to a satisfactory standard, the teacher takes action, e.g. speaks with the student, provides a warning, contacts home, provides a further opportunity to complete the work, or detains the student briefly or for a longer time at the end of the lesson or at break, lunch or after school. If the student persists in not applying themselves in future lessons or for homework and the teacher believes the situation needs to be escalated to bring the desired improvement, the teacher discusses the situation with their Head of Department, who may suggest a further strategy or intervene themselves with the student, for example speaking with them or detaining them or contacting home, or deciding jointly to refer to a School Detention.

A referral for a School Detention cannot be made unless at least a) the teacher has tried again to get the student to make up the missed work, usually through a detention, and b) contact has been made by the teacher with home to alert a parent/ guardian to what is going wrong, how it can be put right and the consequences of the student not putting it right. (For a possible script for use on the telephone, see Appendix 2A below.)

To make a referral, the teacher completes a hard copy School Detention slip (these are stored in the staffroom trays) which records briefly why this is felt to be needed and what actions have already been taken. The teacher passes this through to the respective Head of Year, who actions the detention, i.e. informs the student and parent at least one day in advance of the detention. The detention is run by 2 members of the Leadership Group after school on Fridays. The student and parent are informed by the Head of Year about the detention and why (and the parent has already had contact from the teacher themselves about the poor attitude to learning or homework effort). The Head of Year passes the slip through to the ASC Manager who will file these in a folder to be kept in the ASC, along with a whole school contact book. Wherever possible the detention is carried out on the next available Friday, i.e. as close to the issuing of the slip as possible. It will be held in the ASC with A67/68 available as necessary. The duration of the detention will be a minimum of one hour, but up to an hour and a half, i.e. until 5pm.

The teacher instigating the referral attends at the start of the detention to provide appropriate work for the student and to ensure that the student is able to complete the work. This may also provide an opportunity for some “repair and rebuilding” of relationships through a short conversation.

Any student not attending the detention puts themselves at risk of exclusion. The respective member of the Leadership Group will follow this up.

Where a student is legitimately absent from school on the detention day, it will be rearranged for the earliest possible next day by the respective member of the Leadership Group who will also carry out the detention.

The ASC Manager will maintain an electronic log of due School Detentions and completed School Detentions.

The record of School Detentions will indicate which students require a further action. Three such detentions trigger a meeting with parents in school and further agreed actions.

Appendix 2A

A possible script for an initial telephone conversation with a parent in this situation could be:-

Hello Mr/Mrs X, I am calling about Y. Is this a convenient moment to speak? Y has not been working as well as he/she can in lessons in subject Z this week, so he/she is getting behind. He/she is capable of doing better. So that he/she can catch up, I need to keep him/her in after school tomorrow. I hope this is OK with you. I will keep him/her for (xx) minutes and in that time I know he / she can get the work done with some more help from me. It is important that he / she does not fall behind. Please speak to him/her about this. Thank you for your support in this. I will keep you updated on his/her progress. Goodbye.

VRN
November 2016

School Detention

TO BE COMPLETED BY TEACHER MAKING THE REFERRAL

Name: Tutor group: Date of referral:

Teacher making the referral:

Reason for the referral:

Strategies used by teacher to remedy the issue so far (please tick all that apply):

Opportunity to repeat work

Changed seating arrangement in lessons

** Detention at break/ lunch/ after school (please specify):

** Contact with parent

Involvement of Head of Dept or other colleague (please specify):

Other (please specify):

Note: ** these **must** have taken place prior to making a referral

TO BE COMPLETED BY THE TEAM LEADER

Name:

I agree to this referral:

TO BE COMPLETED BY HEAD OF YEAR

Student informed:

Parent informed:

TO BE COMPLETED BY MEMBER OF LG

Name of member of LG:

Detention completed:

Follow-up needed: