Behaviour policy and statement of behaviour principles. Respect, Responsibility and Resilience.

Approved by:	LGB	**Date:** 29/09/2023
Last reviewed on:	24/09/2023	
Next review due by:	September 2024	

Contents

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect our values of Respect, Responsibility and Resilience (Appendix 1)
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline how the Praise Log supports good behaviour and positive attitudes (Appendix 2)
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
[Behaviour in schools: advice for headteachers and school staff 2022](#)
[Searching, screening and confiscation at school 2018](#)
[Searching, screening and confiscation: advice for schools 2022](#)
[The Equality Act 2010](#)
[Keeping Children Safe in Education](#)
[Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
[Use of reasonable force in schools](#)
[Supporting pupils with medical conditions at school](#)

It is also based on the

[Special Educational Needs and Disability (SEND) Code of Practice](#)

Schedule 1 of the [Education (Independent School Standards) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Any behaviour that is at odds with our values of Respect, Responsibility and Resilience

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Non-completion of classwork or homework

- Poor attitude

- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules and behaviour that does not align with our core values of Respect, Responsibility and Resilience.

- Any form of bullying

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

    o Sexual comments

    o Sexual jokes or taunting

    o Physical behaviour like interfering with clothes

    o Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism

- Theft

- Fighting

- Smoking

- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member 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 pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time

- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The Local Governing Body (LGB)

The LGB is responsible for monitoring this behaviour policy's effectiveness and holding the Associate Principal to account for its implementation.

5.2 The Associate Principal

The Associate Principal is responsible for:

● Reviewing and approving this behaviour policy
● Ensuring that our values or Respect, Responsibility and Resilience are embedded in all areas of school life.
● Ensuring that the school environment encourages positive behaviour
● Ensuring that staff deal effectively with poor behaviour
● Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
● Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
● Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Ensuring that our values or Respect, Responsibility and Resilience are embedded in all areas of school life
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations
- Use the Praise Log in every lesson so positive achievement and attitudes are recognised and recorded

The senior leadership team (SLT) will support staff in responding to behaviour incidents

5.4 Parents

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support the school's core values of Respect, Responsibility and Resilience
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the form tutor promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- Spend time each week with your child to review and discuss the successes and areas to improve as shown in the Praise Log

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

6. Stantonbury values

In practice this policy is enacted in the community through the development and demonstration of our Stantonbury values

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Stantonbury values

At Stantonbury School we work together to develop and demonstrate the Stantonbury values in all that we do.

Respect
- Be kind
- Value differences
- Treat others as you would wish to be treated

Responsibility
- Be prepared
- Strive to achieve
- Own your actions

Resilience
- Stay positive
- Try your best
- Bounce back

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7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school and for ensuring that our core values of Respect, Responsibility and Resilience are firmly embedded in school life:

They will:

- Create and maintain a stimulating environment that encourages pupils to learn
- Make frequent references to our core values of Respect, Responsibility and Resilience so students engage with the ethos that we promote

- Ensure that lessons are well planned and meet the needs of all learners
- Establish strong classroom routines to promote excellent behaviour by:
  - welcoming students with a positive and professional greeting at the start of the lesson
  - having a Do Now activity ready so that students are actively engaged from the start
  - communicating expectations of behaviour verbally and through non verbal communication
  - using climates for learning consistently so it is clear how students are expected to behave in different parts of the lesson
- Use the praise system including the Praise Log to reward students for getting it right (see section 7.3)
- Use the C point system consistently to deal with poor behaviour (see section 7.4)

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward by stamping the Praise Log at the end of each lesson. This provides an opportunity for all staff to reinforce the school's culture and ethos. We monitor that no group of students are over or under- represented in our allocation of rewards

Further information about rewards are shown in Appendix 3

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Should a student not meet the behaviour expectations they will get a red stamp in their Praise Log and will be expected to attend a putting it right conversation with the member of staff.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school uses a range of sanctions, that includes suspension and permanent exclusion (in the most serious of cases), in response to unacceptable behaviour. This is explained in Appendix 4 and 5

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence
- Incidents of reasonable force must:
    - Always be used as a last resort
    - Be applied using the minimum amount of force and for the minimum amount of time possible
    - Be used in a way that maintains the safety and dignity of all concerned
    - Never be used as a form of punishment
    - Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact a member of the leadership team, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 (PACE) Code C.](#)

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include internal exclusion, external fixed term exclusion and permanent exclusion. Stantonbury School will engage with external agencies where appropriate to provide relevant expertise and support.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the

pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

7.12 Mobile phones

The school policy on use of mobile phones and other electronic items is outlined in appendix 6.

8. Serious sanctions

8.1 Detention

All members of staff at Stantonbury School may issue a detention. Pupils can be issued with detentions during break, after school or on weekends during term time. The school will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:
- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Associate Principal..

Pupils are reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.   The preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Pupil transition

To ensure a smooth transition from year 6 to 7, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Training

Our staff are provided with training on managing behaviour. Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

12.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by the Vice Principal

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

12.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and LGB at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 12.1). At each review, the policy will be approved by the LGB.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and Exclusion policy

- Child protection and safeguarding policy

- Anti Bullying Policy

- Online Safety Policy

Appendix 1: Stantonbury values

Stantonbury values

At Stantonbury School we work together to develop and demonstrate the Stantonbury values in all that we do.

Respect
- Be kind
- Value differences
- Treat others as you would wish to be treated

Responsibility
- Be prepared
- Strive to achieve
- Own your actions

Resilience
- Stay positive
- Try your best
- Bounce back

Appendix 2 Praise Log

Each student will be issued with a termly "Praise Log" which they must always carry with them.

Before dismissal from each lesson, each student will receive a stamp in their log.

If they have met basic expectations, they will receive a green stamp. If they correct their behaviour after a warning, they will be given an amber stamp.

If a student has not met basic expectations, and failed to correct their behaviour, they will be given a red stamp; a red stamp results in a detention - the detention will involve a 'putting it right' conversation with the teacher.

The Praise Log will be used alongside Go 4 Schools, to track consequences and detentions.

Contents of the 'praise log' include:

- A page for the timetable
- An outline of rewards, consequences, and detentions
- Daily praise log pages
- Red/Amber/Green pages to be used as a classroom resource.
- 'Out of lesson' pages - to be used in exceptional circumstances.

Appendix 3 - Rewards

To ensure that students are recognised for making good choices more frequently, there will

be 3 opportunities in each half term for students to be recognised and receive awards:

1. Week 3: At the end of the 3rd week of each half term, students that have received 105 positive points (meaning they have met basic expectations in 100% of lessons and tutor sessions), are entered into year group raffles with a range of prizes.

2. Week 5: In week 5 of a half term, during the year group assembly slot, all students who have not received a detention go for a breakfast in the diner with their tutors.

3. Final week: In the final week of each half term, celebration assemblies are held – certificates and prizes are awarded.

In addition to this at the end of Spring, Summer and Autumn term, students who have not received a detention will be entered into a raffle for a 'big prize'. 'Big prize' options include

mobile phones, laptops, tablets, bikes, games consoles, sport and music equipment.

At the end of the school year, all students who have not received a red stamp, will be

invited to attend a reward trip.

We celebrate the success of our students at the end of the school year during an awards evening. These evenings are attended by the student and their families to recognize process across all areas of school life such as academic progress, sporting, artistic, and dramatic contributions, leadership roles and community service.

Throughout the term, students who continue to build up their achievements will be recognised with certificates.

Appendix 4: responding to misbehaviour

At Stantonbury School we use a system of consequence points, or C points to recognise when behaviour has been unacceptable. The C points system is a stepped system with clear sanctions at each level linked to our core values of respect, responsibility and resilience.

Consequences ladder

Verbal warning, positive reminder of expectations, no log on G4S	● Not following Climates for Learning
Warning, log C1 (amber stamp)	● Not following Climates for Learning, after named warning ● Poor effort, not attempting work, despite support ● No PE Kit ● Missing homework ● Consistent lack of equipment
Teacher or tutor detention, log C2 **(red stamp)**	● Persistent in not following Climates for Learning, after named warnings and time to correct behaviour ● Persistent poor effort, despite intervention ● Persistent defiance in lesson ● Forgotten praise log (daily page given plus tutor detention) ● Persistent missing homework/ no Bedrock (KS3) ● Inappropriate behaviour towards a fellow student (in the classroom) ● Mobile phone in classroom (to be confiscated plus teacher detention) ● Late to lesson without valid documentation ● Late to school before 9.10 (tutor detention) ● Late to school after 9.10 (detention with arrival subject)

After school detention (30 mins), log C3	- Failed C2 in lesson - disrupting, sent to removal room - Missed C2 teacher detention - Leaving class without permission - Walking away from a member of staff/ refusing instructions - Inappropriate, offensive, unkind behaviour towards fellow student (outside classroom) - Mobile phone outside classroom (to be confiscated plus after school detention) - No praise log during the day - Incorrect uniform – C3 issued on gate and lates entrance - Incorrect uniform during the day (resolved where possible plus C3 issued)
After school detention (60 mins), log C4	- Failed C3, disruption or defiance in removal room - Failed C3, refuses to go to assigned removal room - Missed C3, 30 min after school detention - Refusal to have mobile phone or other banned items confiscated e.g. hoodies - Truanting (logged C4 once truancy confirmed) - Swearing/ aggressive verbal language - Graffiti/ vandalism
Internal suspension, log C5	- Missed C4, 60 min after school detention - Extreme defiance outside the classroom (e.g. truanting and running away from staff) - Smoking or suspicion of smoking - Possession or bringing inappropriate items into school - Using an aerosol indoors (impacting the health of others) - Serious damage to school property - Bullying

	● Any incident inside/outside of school which brings the school into disrepute
External suspension, log C6	● Swearing directly at/ threatening behaviour against an adult ● Physical assault against an adult ● Physical assault against a pupil ● Escalated from C5 ● Persistent disruptive behaviour outside the classroom ● Use or threat of use of an offensive weapon or prohibited item ● Theft ● Sexual misconduct ● Racist abuse ● Drug and alcohol related ● Persistent bullying ● Inappropriate use of social media or online technology

Appendix 5: Detention process

After school detentions will run Tuesday to Friday.

If a student is issued with an after-school detention on a Monday, they will attend on Tuesday. Families will be notified of a C3 or C4 after school detention via Go 4 Schools in the afternoon.

A C2 will lead to a same day break or lunch detention.

A C3 will lead to a 30 minute after school detention on the same day.

A C4 will lead to a 60 minute after school detention which will take place the following day.

Appendix 6 - Mobile Phone policy

The use of mobile phones by students is prohibited on the school site including at social times and class changeover. This applies to any electronic device brought in by students that is deemed to be obstructive and disruptive to teaching and learning. This includes but is not limited to mobile phones, ear phone/pods, DS/Game consoles and smart watches.

Students should switch off their phones/devices and put them in their bags as they enter the school gate.

If students are found breaking the rules then the following will apply:

- The phone/equipment is confiscated, and the behaviour for learning policy followed.
- The phone is placed in the Head of Year's office to be collected at the end of the day by the student
- For repeat offenders (two or more incidents) the pastoral team will contact parents to request that the phone is collected by a parent or appropriate adult. The phone/equipment will not be returned to students.
- If the student refuses to hand the phone/equipment over, the school behaviour policy is to be followed and pastoral team to follow up if escalation is required

Change log

Date	Change	Page
September 2022	Major revision as follows: ● Policy reviewed to ensure all relevant guidance in the 2022 Behaviour in schools guidance from DFE is included ● Legislation links updated ● Responsibilities and expectations for staff and parents have been made clearer ● Reference to the core values of Respect, Responsibility and Resilience throughout ● Section 7 reworked to ensure adequate coverage of new guidance on searching students ● Monitoring arrangements are not more clearly defined ● Rewards and Consequences information now moved to Appendices for ease of reading	Throughout
27/05/2022	Appendix 4 added re mobile phone	
24//09/2023	Rewards system changed	Page 19
	References to AIB changed to LGB	
07/05/2024	References to PPraise Log made in 5.3, 5.4, 7.1, 7,.3, 7.4	Pages 6 to 8
	Reordering of appendices	Page 18 onwards

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