

## STUDENT BEHAVIOUR POLICY 2021-2022

<b>RESPONSIBILITY:</b>	<b>LEARNING &amp; ACHIEVEMENT COMMITTEE</b>
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<b>PROPOSED BY:</b>	<b>HEAD OF STUDENT SUPPORT</b>
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<b>TYPE OF POLICY:</b>	<b>STATUTORY</b>
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<b>ON WEBSITE:</b>	<b>YES</b>
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<b>DATE AGREED BY LEARNING &amp; ACHIEVEMENT COMMITTEE:</b>	<b>21 JANUARY 2021</b>
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<b>FREQUENCY OF REVIEW:</b>	<b>ANNUALLY</b>
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<b>NEXT REVIEW:</b>	<b>JANUARY 2022</b>
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<b>APPROVED BY:</b>	<b>FULL GOVERNING BODY</b>
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<b>DATE APPROVED AND ISSUED:</b>	<b>8 FEBRUARY 2021</b>
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<b>SIGNATURE:</b>		<b>CHAIR OF GOVERNORS</b>
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In reviewing this policy, the Learning & Achievement Committee has taken into account the provisions of the Equality Policy 2016.



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## **Policy Statement**

Our aim is to create an environment in school where all students feel safe and valued and which encourages students to attend regularly and work together to promote high standards of behaviour and safety, to ensure all students reach their full potential. We believe the setting of clear expectations and acceptable boundaries is crucial to the personal and social development of our students and in the promotion of their welfare.

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 by all staff and students and is consistently implemented throughout the school
- Ensure parents/carers are made aware of the policy upon induction

## **Sanctions**

Sanctions will be applied consistently and fairly and in accordance with 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 and refer to the “Behaviour for Learning ladder”.
- To reinforce good behaviour through the implementation of praise and rewards. (Appendix 3).
- 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 and take responsibility for the impact of your behaviour on others.

### **Parents/Carers**

- To support the school's expectations for positive behaviour.
- To work in partnership with the school to assist it in maintaining high standards of behaviour.
- To actively support the school when dealing with any challenging behaviour presented by students.
- To take responsibility for the behaviour of their son/daughter both inside and outside the school.
- 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, Drugs and Alcohol**

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/carers will be informed and a range of sanctions will be applied; these may include exclusion.

Any student found in possession of alcohol, drugs or drug-related paraphernalia will be referred to the Headteacher for further sanction; this may include exclusion.

This policy also applies to students in their school uniform 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.

School will always take into account individual needs before making the decision to exclude a student.

#### ***Fixed-Period Exclusions***

Will only be used when:

- other sanctions have failed to produce a change in the behaviour of a student
- 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-period 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-period 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 in accordance with statutory guidance for permanent or fixed-period exclusions.

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

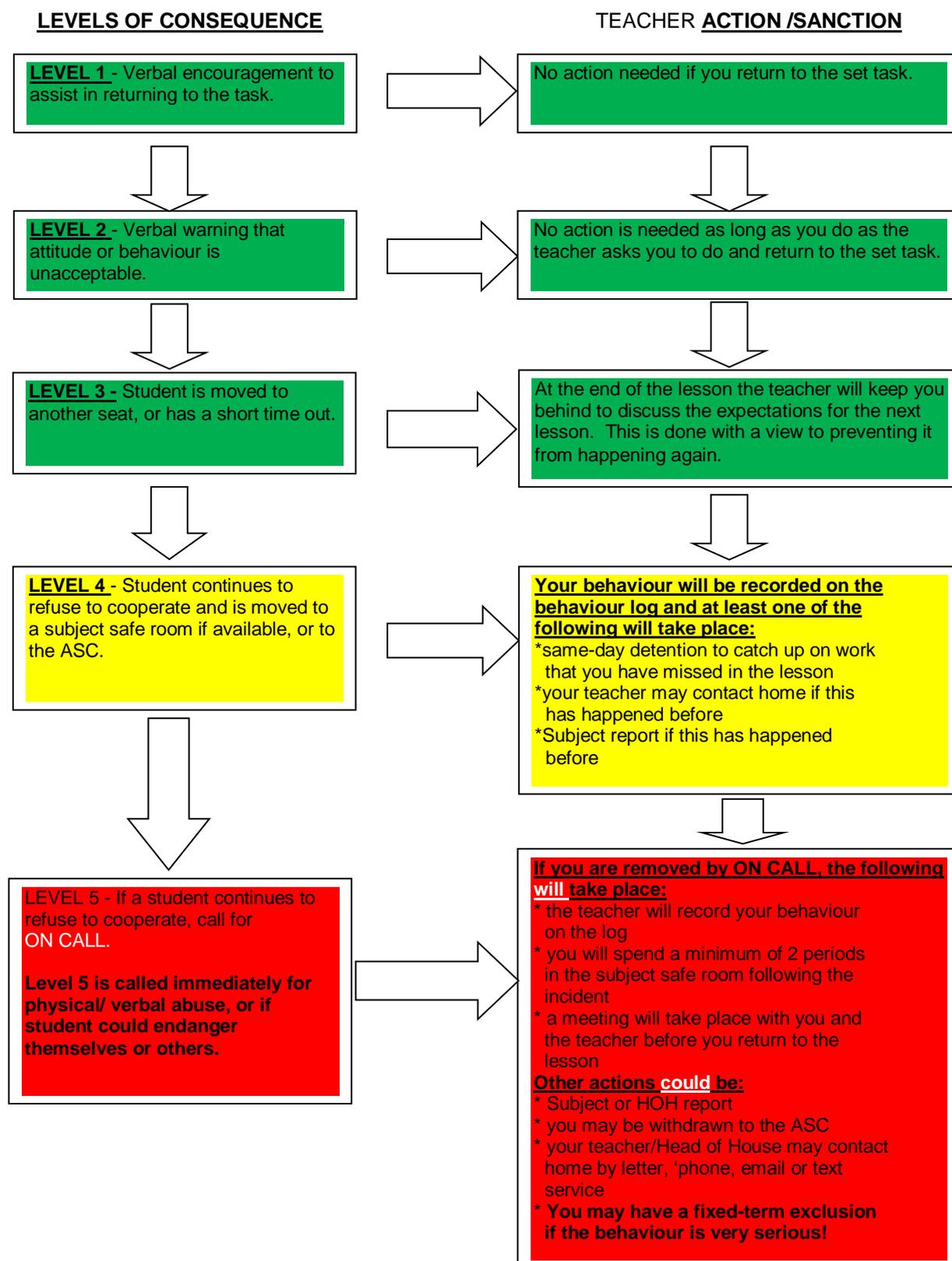
\*The Department for Education (DfE) is currently consulting on school exclusions following the Timpson Report published in May 2019. This policy will be reviewed again as and when the DfE publishes its recommendations.

### **Linked Documents**

This document is linked to other documents including:

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

**BEHAVIOUR FOR LEARNING - MAKE THE RIGHT CHOICE**



### REFERRAL FOR AFTER-SCHOOL DETENTION PROCEDURE

**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/ /carer/ guardian to what is going wrong, how it can be put right and the consequences of the student not putting it right.**

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 House, who actions the detention, i.e. informs the student and parent/carer at least one day in advance of the detention. The detention is run by the Deputy Headteacher (DHT) after school on Fridays. The student and parent/carer are informed by the Head of House about the detention and why (and the parent/carer has already had contact from the teacher themselves about the poor attitude to learning or homework effort). The Head of House passes the slip through to the DHT who will file these in a folder. Wherever possible, the detention is carried out on the next available Friday, i.e. as close to the issuing of the slip as possible. The duration of the detention will be a minimum of one hour, but up to an hour and a half, i.e. until 4.30pm.

The teacher instigating the referral may attend 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 DHT 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 DHT who will also carry out the detention.

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

## 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 HOUSE

Student informed:

Parent informed:

### TO BE COMPLETED BY DHT

Name of DHT

Detention completed:

Follow-up needed:

## PROCEDURES FOR STUDENT PRAISE/REWARDS

### “Academic” Recognition

We continue to use tried and tested forms of recognising great work, effort and achievement or contribution to the school.

- **All departments and teachers send praise postcards.** Subject teams are asked to begin the weekly team briefing with all teachers nominating 1-2 students for a praise postcard. Completed praise postcards are handed to the main office from where they are posted out.
- **All students receive half-termly achievers’ assemblies** based on progress reports.
- **All students receive ‘Effort Certificates’** (Platinum, Gold, Silver & Bronze) based on effort in the previous set of reports. These will be awarded proportionally to the year group by the House office, to recognise those that have made the greatest effort as recognised by their subject teachers. A small number will also be sent out to recognise improvement between report periods.
- **Praise letters** are sent home by the House office and Headteacher after each set of progress reports to recognise excellent effort/ attitude to learning grades.
- **Half-termly House office and Headteacher praise meetings** are held with students who are identified by heads and directors of house and a letter is sent home recognising this by the Headteacher.
- **House awards evenings** for students from all year groups are held to celebrate excellent effort and achievement.

**Day-to-day praise continues to be managed by subject teachers**, to ensure individual student praise is given in lessons to motivate, e.g. spoken, written, using stickers/ stampers and class competitions, to reinforce praise for excellent pieces of work, good effort and improvement. This can be developed on an individual teacher or team basis and is not part of any formal system, but is equally as important in recognising hard work and good achievement. In many ways, the **quiet word of recognition, or positive comment on a piece of work, can be as important to a student as formal recognition.**

### **TEACHERS SHOULD NOT BE RECORDING POSITIVE LOGS ON SIMS**

### House Points

In addition to this academic recognition, the intention is to begin a **house competition between the four houses**, based on the awarding of points in order to reinforce our move to a house system from September 2020. Criteria for awarding **house points to individual students** include:

- participation in subject-orientated extra-curricular activities
- Duke of Edinburgh award,
- participation in school organised activities,

- representative honours
- community events

In addition to earning house points on an individual basis, there will be opportunities throughout the year to earn **'bulk' house points in a series of house events operated by subject teams**. These events will have a competitive element and points will be awarded on a decreasing scale from **First → Second → Third → Fourth**.

**These house events will earn different numbers of bulk points** depending on the nature of the activity and will build towards the sports festival, which will carry the most points, in an attempt to retain interest on the part of the students.

House points will be collated for overall totals. This will be managed by a **house administrator based in the main school office** and will be published regularly in the bulletin and on house and tutor room notice boards. It will also be a regular item in assemblies and the house with the greatest number of points for a term and overall will be awarded a trophy.

**ADDENDUM TO THE STUDENT BEHAVIOUR POLICY DURING COVID-19**

All students should continue to adhere to the principles outlined in the school's Student Behaviour Policy 2021-2022 issued 8 February 2021

Students on roll at the school but who are attending on a temporary basis because of coronavirus (COVID-19) will still be students for all purposes other than registration. The school will be able to apply its normal behaviour policy to students in the event of conduct in breach of the policy.

In particular, refusal to follow physical distancing and other associated health and safety measures will be considered a serious breach of the school's behaviour policy.

The school will work with students and parents/carers to address these issues and especially in a case where a student's behaviour is impacted by any special needs or disabilities.