

STUDENT BEHAVIOUR POLICY SEPTEMBER 2023

RESPONSIBILITY:	LEARNING & ACHIEVEMENT COMMITTEE
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PROPOSED BY:	DEPUTY HEADTEACHER - PASTORAL
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TYPE OF POLICY:	STATUTORY
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ON WEBSITE:	YES
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DATE AGREED BY LEARNING & ACHIEVEMENT COMMITTEE:	27TH SEPTEMBER 2023
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FREQUENCY OF REVIEW:	ANNUALLY
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NEXT REVIEW:	SEPTEMBER 2024
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APPROVED BY:	FULL GOVERNING BODY
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DATE APPROVED AND ISSUED:	16 OCTOBER 2023
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SIGNATURE:	 CHAIR OF GOVERNORS
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In reviewing this policy, the Learning & Achievement Committee has taken into account the provisions of the Equality Act 2010.



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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 encourages student engagement 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

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.
- 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 child(ren) 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.

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

Details of the school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

Smoking, Vaping, 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 suspension.

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

For further information, please read our Searching, Confiscation and Screening Policy.

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

Hate Speech/ Discriminatory Acts (For example Sexual Harassment, Racism and Homophobia)

It is everyone's responsibility to ensure that discriminatory acts and abuse are prevented, but when they do take place are highlighted, reported and robustly dealt with.

All forms of discriminatory abuse are not acceptable eg racism, homophobia or abuse directed against any of the protected characteristics (Equality Act 2010). All incidents must be reported by staff (see flow chart) using CPOMS and are followed up promptly for investigation by a member of the leadership group who may delegate this to a member of the Safe-guarding team or Year team.

The context and seriousness of the incident and previous record of behaviour of the student involved is always taken into account in deciding on appropriate sanctions and follow up actions. Typically (although not always) these will be:

- for a first offence, involvement of parents/carers, possible seclusion, possible restorative justice approach
- for a second offence, as above but likely seclusion and possible suspension
- for further offences, as above including likely suspension, involvement of governors or the possibility of permanent exclusion

Referrals to the police, Prevent, and Children's Services are likely for more serious incidents and repeated cases. The school may also arrange for students to meet with staff to discuss awareness and the impacts of hate speech/ discriminatory acts.

Sanctions

Sanctions will be applied consistently and fairly and in accordance with our "Behaviour for Learning" ladder (Appendix 1).

This policy is used and created in conjunction with the Department for Education's guidance in the document "Behaviour and Discipline in schools: Advice for Headteachers and school staff (DFE September 2022).

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

Removal from Classrooms

The school uses the removal from classroom guidance as outlined by the Department of Education.

The use of removal should allow for continuation of the student's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Parents should be informed on the same day if their child has been removed from the classroom.

The guidance suggests that removing a student should be used for the following reasons:

- A) To maintain the safety of all students and to restore stability following an unreasonably high level of disruption;
- B) To enable disruptive students to be taken to a place where education can be continued in a managed environment;
- C) To allow the student to regain calm in a safe space

Suspensions*

Where students have failed to comply with the school's behaviour systems, suspensions or exclusions may be applied. For further information on suspensions and exclusions please see our Suspensions and Permanent Exclusions Policy.

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

Fixed-Period Suspensions

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 suspensions 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 suspension.

Governors' Discipline Committee

This committee will meet to consider cases in accordance with statutory guidance for permanent or fixed-period suspensions.

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

* All Suspensions must follow the procedures in the Suspension and Permanent Exclusion Policy

CELEBRATING STUDENT ACHIEVEMENT

"Academic" Recognition

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

- **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 Yearoffice, 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 Year team and Headteacher after each set of progress reports to recognise excellent effort/ attitude to learning grades.
- **Half-termly Year Team and Headteacher praise meetings** are held with students who are identified by Heads and Directors of Year and a letter is sent home recognising this by the Headteacher.
- **Year Awards Evenings** for students from all year groups are held to celebrate excellent effort and achievement.
- **Hot Chocolate Mornings** for any student who has 0 behaviour points
- **Celebrating Termly Reports** by issuing House points for every Excellent on a school report.

Departments may also run their own rewards schemes to celebrate student achievement. Examples include 'wall of fame', celebrating in Vandyke Voice or publishing success on the school's website.

Department Recognition

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.**

Student House Points

From September 2022, the school will be moving from Achievement Points to **House Points**. Any member of staff can issue house points to students in school and the criteria for awarding **house points to individual students** include:

- Excellent Classwork
- Excellent Homework
- Head Teachers Praise
- Participation in Extra Curricular Activities
- Participation in whole school responsibility (E.g. School Council or taking part in assemblies)
- Praise Postcard Home

Criteria for the house points:

- **Excellent Classwork**

This is awarded to a student who has continued to go above and beyond to produce outstanding classwork over a period of time (E.g. throughout a scheme of learning or half term)

- **Excellent Homework**

This is awarded to a student who has provided outstanding homework (either over a period of time or a significant piece of work)

- **HeadTeachers Praise**

This is awarded to a student who has received a Headteachers Praise Award

- **Participation in Extra Curricular Activities**

This is awarded to a student who has excelled and shown dedication to an extra-curricular activity over a period of time

- **Participation in whole school responsibility** (E.g. School Council or taking part in assemblies)

This is awarded to a student who has shown dedication to the school by taking part in a whole school responsibility

- **Praise Postcard Home**

This is awarded to a student who has received a praise postcard home

Staff may also award praise logs for students who may not meet the criteria for a house point above.

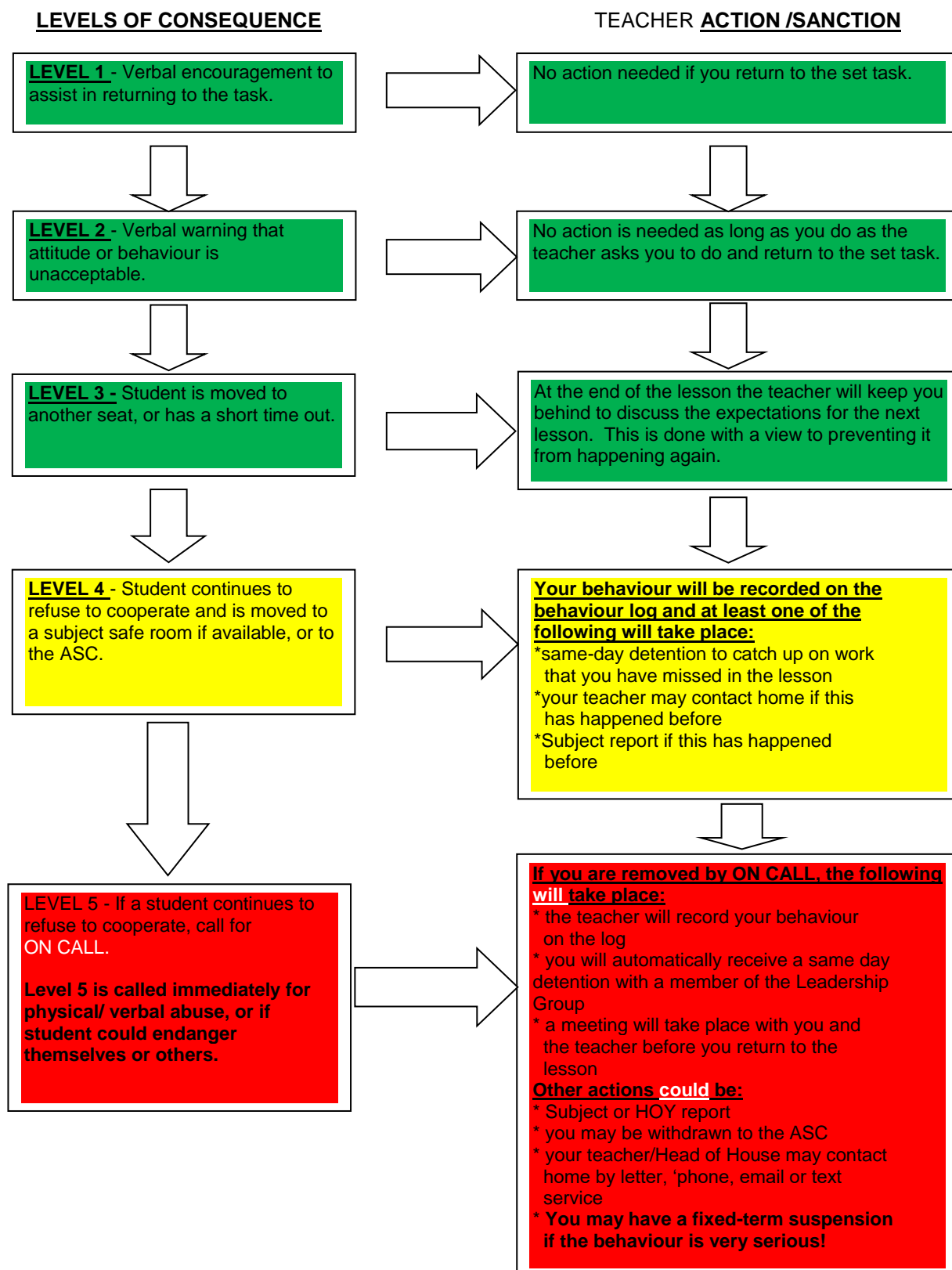
House Competition Points

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. Individual student awarded house points will also count towards the total value.

House points will be collated for overall totals. This will be managed by a **Head of House** 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.

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 Year, 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 Year 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 Year 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 suspension. 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 YEAR

Student informed:

Parent informed:

TO BE COMPLETED BY DHT

Name of DHT

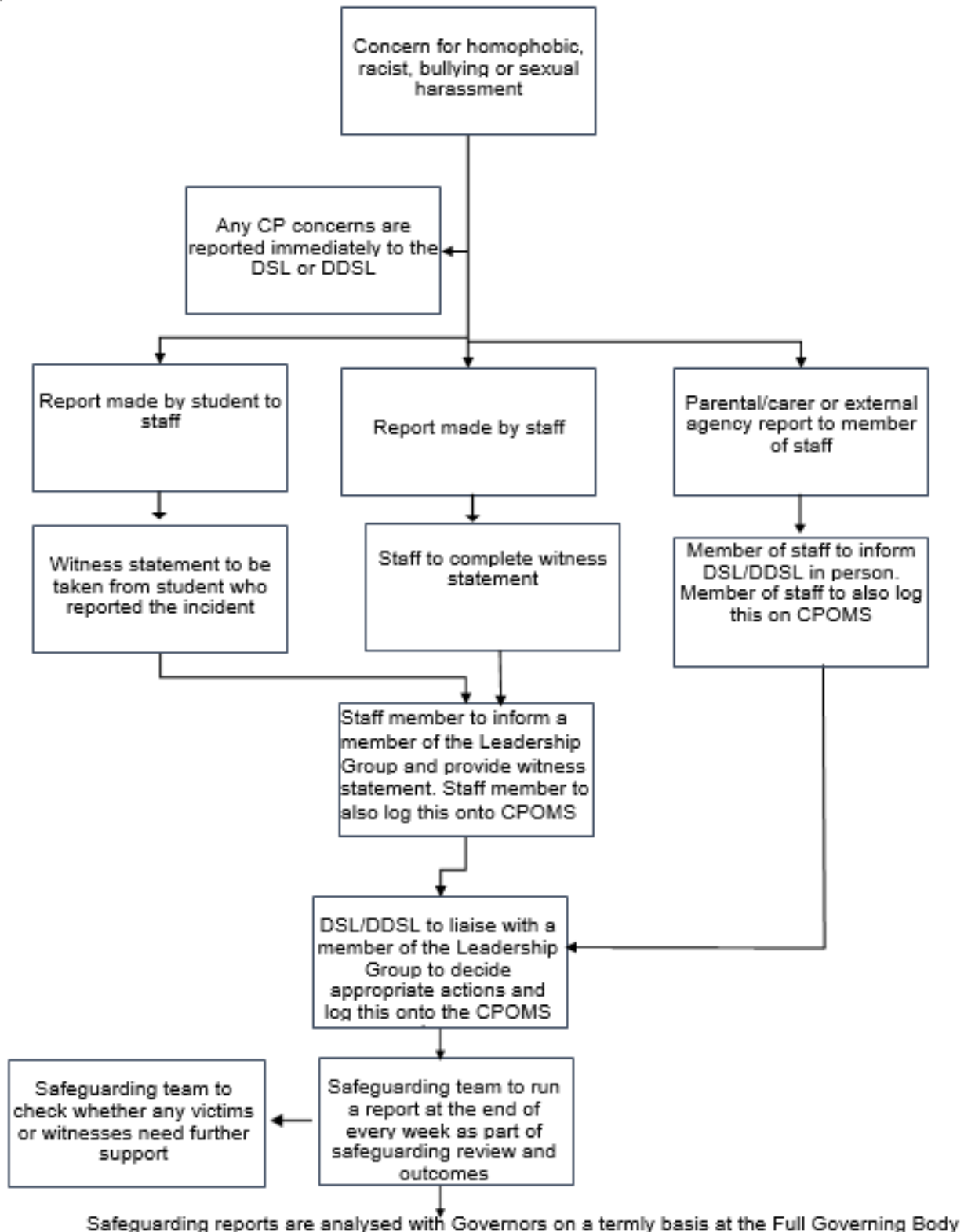
Detention completed:

Follow-up needed:



VANDYKE UPPER SCHOOL

Flow Chart for Reporting incidents of Homophobic, Racist, Bullying or Sexual Harassment



Special consideration

If a parent /carer feels that their child should be exempt from this policy due to special educational needs, a medical need or disability, they should write to the Headteacher detailing their reasons for consideration. All cases will be reviewed on an individual basis

Linked Documents

This document is linked to other documents including:

- The Anti-Bullying Policy
- The School Prospectus
- The Vandyke Guide for Parents
- The Staff Handbook
- The Attendance Policy
- Safeguarding Policy
- Suspension and Permanent Exclusion Policy
- Online Safety Policy
- Child on Child Abuse Policy