

Thorpe St Andrew School and Sixth Form

Behaviour for Learning Policy including Exclusion Process

**(To be read in conjunction with the
Anti Bullying Policy)**

October 2017

Thorpe St Andrew School and Sixth Form Behaviour for Learning Policy

Rationale

Thorpe St Andrew School and Sixth Form seeks to promote high standards of behaviour, safety and educational achievement among all its students. Although we view the setting of clear expectations and acceptable boundaries as crucial to the personal and social development of our students in our care and in the promotion of their welfare, we believe in encouraging students to choose positive decisions regarding their behaviour in order to avoid punitive measures.

In the light of this we expect:

- All members of our community to show respect, courtesy and consideration towards each other
- Parents to encourage their child/children to show respect and to support the school's positive learning ethos including its rewards and sanctions policy
- Staff to consistently use the rewards and sanctions policy and the appropriate behaviour strategies outlined in this to support student learning as outlined in the home/school agreement
- Students and staff to work towards creating a purposeful atmosphere with excellent attitudes to learning where students are encouraged to make a positive contribution to their learning
- The students, staff and parents at Thorpe St Andrew School and Sixth Form have a right to expect that the school is an orderly, safe environment where students are able to enjoy and achieve in their learning. We believe there is a strong link between behaviour and learning and this is why we have a policy that clearly defines the rewards and sanctions used at Thorpe St Andrew School and Sixth Form to support appropriate behaviour.

Objectives

- To establish a system of rewards and sanctions which are understood and applied consistently by everyone.
- To provide a learning environment that is attractive and stimulating in order to support effective teaching and learning where students realise their full potential.
- To provide a curriculum which is broad, balanced and personalised so that the needs of individual students are met.
- To promote socially responsible behaviour inside school and in the community through engagement with ethos activities in Form time.

Strategies to Achieve these Objectives

- Regular reinforcements in assemblies, Form time and lessons.
- Agreed and published expectations, for example daily notices, newsletter and classroom posters.
- A strong pastoral support system including Heads of House, the BEST Team and Form Tutors, with clear lines of accountability.
- Regular provision of positive and negative behaviour data so that appropriate actions can be taken.

We Will Know the Policy is Having an Impact When

- All classrooms are orderly and students are visibly enjoying their learning.
- Behaviour around the school at break times, lunch times and between lessons is mature and responsible.
- There is a trend of decreasing referrals and internal exclusions.
- There is a trend of decreasing external Fixed Term exclusions.
- There is a reduction in low level disruption.
- There is an increase in the number of student achievement and rewards.
- There is a greater sense of enthusiasm, respect and responsibility from more students in the school.

We Will Monitor and Evaluate the Success of our Policy By

- Inviting staff and parental feedback through appropriate forums.
- Inviting feedback from students, for example via The Senate, House Captains, Form Time discussions and departmental reviews.
- Analysing data to highlight trends and patterns.
- Analysis of lesson sampling feedback.

My Child at School

Through this area on the website, parents can access a range of data relating to their child/children. Included in this is attendance data and behaviour (positive and negative) data.

Creating a Positive Ethos

Thorpe St Andrew School and Sixth Form believes that praise and rewards should have a considerable emphasis within the school. Students should receive recognition for their positive contributions to school life. The aim of the positive reward system is to maintain a consistent pattern of rewards which is known and understood by both staff and students. The implementation of the reward system of the policy is key for acknowledging student achievements both in lessons, around school and when representing the school in the community.

Students can gain points for a range of positive behaviours during a half term. If a set amount of points are achieved then they will receive a reward from the Principal during celebration award assemblies, held at the end of each term.

There are four levels of achievement:

Bronze
Silver
Gold
Platinum.

Alongside termly awards, students will be awarded weekly for 'Student of the Week' by Heads of Houses where they will receive a certificate of achievement. Student successes will also be celebrated in the Roll of Achievement newsletter each term and within subject areas with postcards for attitude and attainment.

All incidents of positive and negative behaviour are recorded by the member of staff involved and parents can access this information on 'My Child at School'.

School Values

The promotion of a positive environment is endorsed by the four key principles;

- **Every individual is important**
- **We come to school to work and learn**
- **We will always try to do our best**
- **We will work to promote our community.**

These guide both students and staff without the need for a comprehensive list of rules of 'don't do' commands. By approaching behaviour in this way, the aim is to educate about the right and wrong; making well thought out decisions and taking these values of respect and behaviour on into adult life.

Misbehaviour in Lessons

The application of the positive classroom behaviour guidelines will be implemented by staff. If assertive discipline strategies do not work the student could be sent outside to calm down and if they are still disrupting the lesson they will be removed which could result in the student being placed in Referral/Hub 1.

Misbehaviour Around School

Students are expected to show the same level of courtesy, manners and respect to all others, as would be expected in lessons. This respect is also shown towards the facilities of the school, including its fabric, the resources and includes not dropping litter.

Misbehaviour Out of School

Students may be disciplined for:

Any misbehaviour when the student is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a student at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

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

School Uniform; Policy and Intervention

Thorpe St Andrew School and Sixth Form uniform aims to help students learn how to present themselves in an appropriate manner. It is expected that students attend school in full and correct uniform every day. The uniform policy is based on common sense and it enables parents to follow written guidelines and therefore reduces potential conflicts between student and parent. In order for there to be no confusion as to which uniform needs to be worn, one supplier has been chosen.

Full details of all uniform including that for PE lessons, Food Technology are available on the school website and details on how to purchase can be found at:

<http://www.johnlewis.com/baby-child/uniform-by-school/cambridgeshire-norfolk/thorpe-st-andrew-school-and-sixth-form/c6001170283>

Form Tutors, Heads of House, Teaching and Associate Staff will be monitoring uniform every day. Students will be questioned if they are not wearing the correct uniform. Uniform will be monitored when students enter and exit assemblies and incorrect uniform will be challenged and logged. Spot checks will be undertaken by the Leadership Team and the BEST Team.

Students will be expected to be in the correct uniform the following day. If there are exceptional circumstances or justifiable reason for this deviation a uniform card will be issued. If the student continues to persist in wearing the incorrect uniform and their name has been sent to the uniform email address on two days, this will trigger a telephone call home from the BEST Team Support Worker. If the issue is financial then the school may be able to offer assistance. Further infringements will mean that the student could be placed in Hub 2 until the matter is resolved and the student is in correct uniform. A member of the Leadership team will judge if this is necessary.

Screening, Searching and Confiscation

Students can be searched for any item banned under the school rules and as detailed in the Department for Education's guidance: Searching, screening and confiscation (January 2018).

The Principal and authorised staff, have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items. This includes knives, weapons, alcohol, illegal drugs and stolen items. Parents/carers will be informed if such items are found. Any searches undertaken will take place with the minimum of two members of staff present, one of whom will be the gender of the student. Police involvement may be sought.

Sanctions

Where conflict or disruption takes place, the school can use a range of sanctions. Should they be necessary, a decision will be taken by the school as to the appropriate action to be taken, based around the facts of the incident and the student's previous record.

Detentions

Where detention is outside school hours, parents will be given 24 hours' notice. Parental consent is not required for detentions. It is the parents' responsibility to ensure their child gets home safely.

Teaching Team Detentions

Teaching Team detentions last for thirty minutes and are issued to students for low level behaviour issues.

Formal School Detentions

Formal school detentions last for one hour.

Referral

Hub 1 is used for students who have not responded to the positive classroom behaviour guidelines. Students may be sent or collected from their lesson and if so requested, go to Hub 1. Here, a review of their behaviour will be initially made. Refusal to follow such a direction may lead to more serious sanctions being required.

Students may be internally excluded in Hub 2 for mid to high level behaviour issues and this will result in a longer period of time. Students are issued with work directly relating to their timetabled classes and Key Stage. Parents will be contacted by the BEST Team and a daily report will be sent home to parents.

External Fixed Term Exclusion

Students may be externally excluded for high level behaviour issues or with evidence of repeated incidents. Generally a three stage process may be considered, but the Principal reserves the right to

adjust this based on an assessment of the student's response, need and the impact upon other students in the school and other members of the school community.

- **Stage 1** - After the first Fixed Term exclusion there is a re-admittance meeting with the student and parents.
- **Stage 2** - After the second Fixed Term exclusion there is a re-admittance meeting with the student, parents and a Senior Member of staff.
- **Stage 3** – After the third Fixed Term exclusion the student could be permanently excluded.

The parent of an excluded student will be notified immediately by telephone, followed the next day by a letter.

Behaviour Contracts

Students and parents will be asked to sign agreed behaviour targets at a re-admittance meeting after external exclusions.

Permanent Exclusion

A decision to exclude a student permanently is a serious one. It is the final step in the process of dealing with high level behaviour incidents where all other interventions have failed or for one off serious incidents. As with Fixed Term exclusions, parents should be informed immediately by telephone, followed the next day by a letter explaining the reasons for the exclusion, alternative arrangements for students to complete their work whilst excluded and the right to appeal process.

Restorative Conversation

A restorative conversation may be used where issues exist between students. There are many formats for restorative conversations and practices vary from place to place. At Thorpe St Andrew School and Sixth Form a restorative conversation will be led by a facilitator.

At the conversation the facilitator will ask each party to:

- Explain what happened from their perspective
- Explain how it made them feel
- Ask them how they think the other person felt
- Ask how it could be put right.

As an outcome from the conversation all parties will be asked to agree a way forward. In some cases a review may also be set to look at the success of agreement.

Roles and Responsibilities

The Governing Board will establish, in consultation with the Principal, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of students and staff.

The Principal will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff, including Teachers, Associate Staff and volunteers, will be responsible for ensuring that the policy and procedures are followed consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Principal on the effectiveness of the policy and procedures. They also have a responsibility, with the support of the Principal, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Governing Board, Principal and staff will ensure there is no differential application of the policy and procedures on any grounds, ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child/children both inside and outside of school. The school will encourage parents to work in partnership with the school to assist in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.

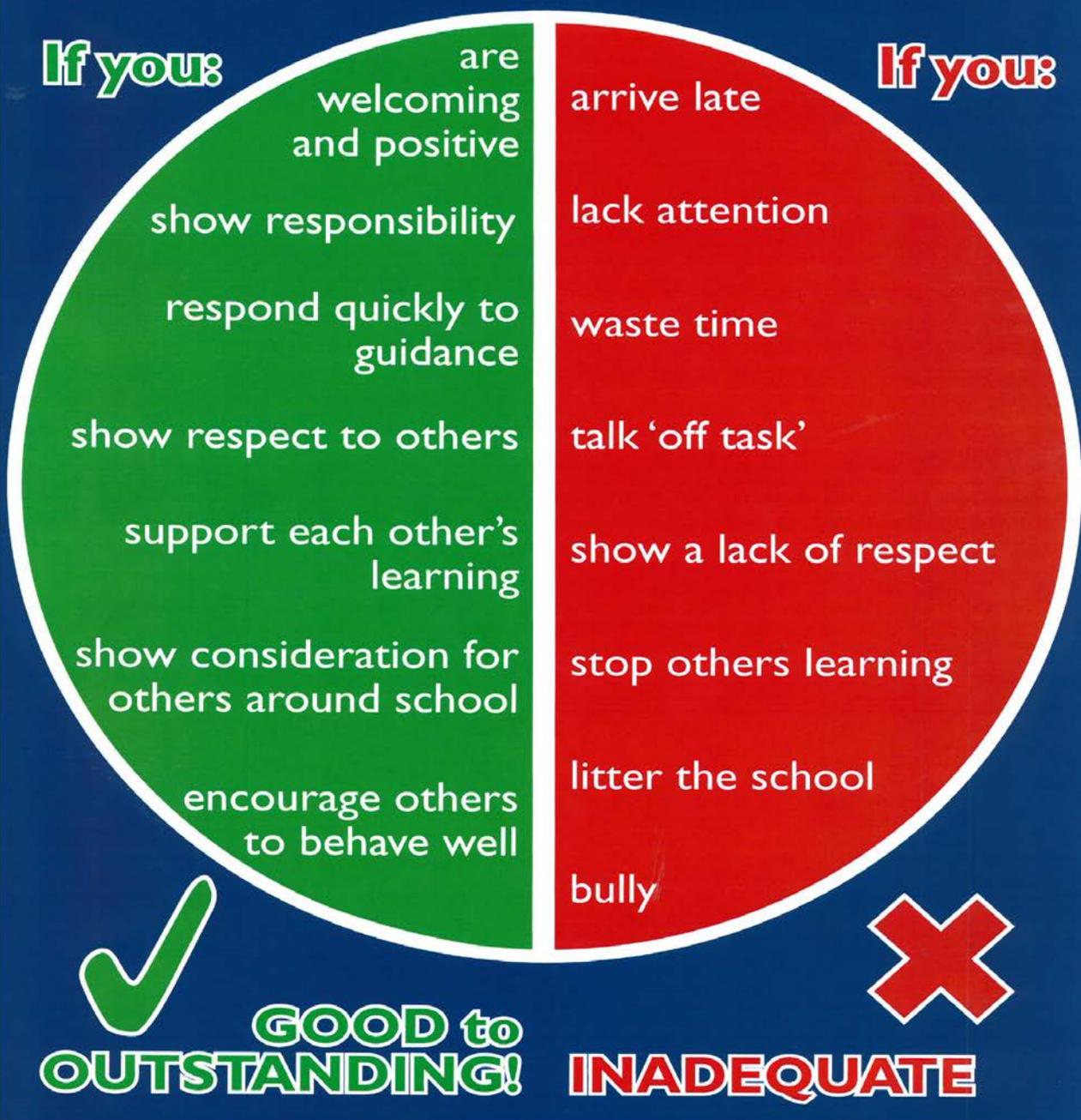
Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour. All students are expected to prioritise their learning and understand the importance of courtesy and manners. Good behaviour is the 'norm'; poor or off-task behaviour is a hindrance to learning.

Appendices

1. Judge Your Behaviour as Ofsted Does
2. Consequences of your Behaviour
3. Success for All
4. Uniform Poster
5. High Level Behaviour/Exclusion Process
6. The BEST Team



Judge YOUR Behaviour as Ofsted Does



Consequences of Your Behaviour

Inadequate

Good to Outstanding

Learning is paused

Praise within the lesson

Behaviour is discussed

E-behaviour points

Warning is given

Name on board

E-behaviour certificate

Seat moved

Subject awards

Internal referral

Patrol called / referral

Head of House awards

**Contact
being made
with home**

**Remember, at any point you can choose to
improve your attitude and behaviour**



SUCCESS FOR ALL

We come to school to work and learn

Every individual is important

We will always do our best

We will work to promote our community

Wearing the Correct Uniform? It's Simple!

Navy Pencil Skirt



Navy A-line Skirt



Navy Trousers



Jeans



Jogging Bottoms



Leggings



Skirt Wrong Length



Wearing the Correct Uniform? It's Simple!



Polishable Black Shoes



Boots



Trainers



Canvas Shoes

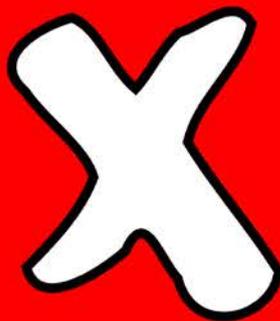
Wearing the Correct Uniform? It's Simple!



Shirt Tucked In

A Properly Tied Tie

A School Jumper



No Tie

Wearing a Hoodie

Shirt Not Tucked In



Appendix 5 High Level Incidents of Behaviour - Exclusion Process

High level behaviour incidents by students, for example, verbal abuse towards a teacher and physical assault should be reported immediately by the teacher. This should be done using the E-Behaviour system or by sending a reliable student from the lesson to inform the BEST Team.

The BEST Team inform patrol, to ensure that the student is removed from the lesson or to check that the student has arrived at Hub 1.

Statements are taken by the BEST Team from any students or members of staff who might have witnessed the incident. Senior staff will make a decision as to any internal exclusion. The Principal will decide about the use of external exclusion.

Internal Exclusion

BEST Team contact home and inform parents of situation.

The BEST Team/Hub 2 Work Monitor sends a daily report home for internal exclusions.

Internal exclusions take place within Hub 2. Students spend break and lunch time in the Hub with designated toilet breaks. They complete work that is set following their timetables for the day.

External Exclusion

The Vice Principal/Principal completes the exclusion pro-forma; this is given to the Office Administration Co-ordinator who sends the information to County Hall and also the letters to parents.

Assistant Principals, Vice Principals, Principal and Student Support Managers explain what has happened and arrange for the student to be collected and taken home. The BEST Team co-ordinates the re-admittance meeting between student, parent and senior management. Work packs will be available to parents and these will need to be returned at any re-admission interview.

Re-admittance pro-forma completed at reintegration meeting with agreed targets for improvement.

**Appendix 6
The BEST Team**

The aim of the BEST Team is to promote emotional well being, positive behaviour and school attendance by identifying and supporting those with, or at risk of developing emotional and behavioural problems.

The BEST Team Case Workers and Support Workers are non-teaching members of staff who are based on North and South Site.

North Site supporting Mira,
Cygnus and Altair Houses

South Site supporting Vega,
Sirius and Polaris Houses

The BEST Team work with students and families in a number of areas and work closely with Heads of Houses, Hub 1 and 2, the Principal, Vice Principal, Deputy Principals, Assistant Principals and Teachers.

Behaviour

Uniform

Attendance

The BEST Team is alerted to all behaviour incidents entered onto E-Behaviour.

The Student Support Managers meet weekly with Heads of Houses to discuss students' behaviour using the weekly behaviour data and actions are decided.

The BEST Team send letters home to parents for all stages of the 'on report process'.

Students are spoken to about their behaviour and supported to develop effective learning strategies for the future.

Students may be identified for 'Behaviour for Learning' group work or Restorative Approaches.

Arranging and attending meetings with parents to discuss behaviour concerns.

Uniform checks.

Communication with parents regarding uniform issues.

Confiscating incorrect uniform until the end of the school day.

Monitoring students' attendance weekly, using attendance data reports.

Telephone calls and meetings with students and parents to discuss attendance concerns and future action plans.

Meetings with BEST Team to discuss action plans for students with Persistent Absence.

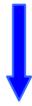
Contacting doctors for medical evidence.

Monitoring truants using the Bromcom missing from lesson alert system.

Supporting students who are absent through ill health providing appropriate work for home.

Supporting students return to school if they are feeling anxious.

Detentions



The BEST Team receive the detention lists for formal school detentions each week on a Monday.

Students in detentions are reminded during Form Time.

The BEST Team contacts home if a student fails to arrive for a formal school detention, although they were in school, and re-arranges the detention for the next available date. The consequence of not attending a second time could result in internal isolation.

Groupwork



The BEST Team are able to deliver intervention sessions on the following topics, if required:

- Smoking Cessation
- Behaviour for Learning
- Self Esteem
- Anger Management.

Bullying/Friendship Issues



The BEST Team works with students and parents to resolve issues related to bullying and friendship issues.

All incidents of bullying are recorded on the BROMCOM.

A number of different interventions may be used based on the situation including Restorative Approaches.

Racist Incidents



All racist incidents need to be recorded using the appropriate racist incident form. These forms are available from the BEST Team.

Forms should be completed by the member of staff who witnessed the racist incident.

If a student reports a racist incident directly to the BEST Team, they will complete the form.

All forms must be returned to the Assistant Principal where they are recorded and filed.

BEST TEAM

