



# THE EARLS HIGH SCHOOL

AD 1652

**The Earls High School**  
**Behaviour Policy – Sept 2019**

This Policy was adopted by Governors on 9<sup>th</sup> October 2019

Chair of Governors: William Whiting

Headteacher: Jamie Fox

This policy will be reviewed annually.

Date of next review: Autumn Term - 2020

## Ethos

At the Earls High School we believe that good behaviour is fundamental to the aims of our school. Everyone is expected to take responsibility for helping to maintain a culture where all members of our school community feel safe and secure, where teachers are able to deliver high quality lessons and where students are able to learn to the best of their ability. The school behaviour policy applies not only when students are in school or travelling to and from school, but at all times when they are acting as members of our school community.

## Purpose

The purpose of this policy is:

- to promote good relationships; encouraging people to work together with the common purpose of helping everyone learn.
- to ensure that The Earls High School is a safe and positive environment conducive to learning.
- to facilitate a consistent whole-school approach to managing behaviour.
- to ensure that the expectations of every member of the school community are clear.
- to celebrate and recognise successful learning behaviours and positive attitudes towards learning.
- to give clear support and guidance to students who demonstrate behaviours which may impact adversely on their learning, the learning of their peers and the delivery of their teachers.

## Key principles for behaviour at The Earls High School

At The Earls High School, we base our expectations for behaviour around three key principles; Ready, Respectful, Safe. These simple principles are positively and constructively framed, and ensure that all members of the school community can remember and apply them consistently.

	<b>Examples</b>
<b>Ready</b>	<b>Students who are ready to learn:</b> <ul style="list-style-type: none"><li>• Attend school regularly and punctually</li><li>• Are smartly dressed in correct uniform</li><li>• Bring correct equipment</li><li>• Approach activities with a positive mindset</li><li>• Ensure that all work is completed to the highest standards</li><li>• Are prepared to take risks in learning</li><li>• Are prepared to develop new skills</li></ul>
<b>Respectful</b>	<b>Students who are respectful:</b> <ul style="list-style-type: none"><li>• Follow instructions the first time</li><li>• Use polite and respectful language towards all members of the school community</li><li>• Demonstrate good manners</li><li>• Value other viewpoints</li><li>• Take ownership of actions</li><li>• Look after the school buildings and grounds, and keep them litter free</li><li>• Are able to work collaboratively</li><li>• Are open minded to new experiences</li></ul>

<b>Safe</b>	<p><b>Students help keep our school safe when they:</b></p> <ul style="list-style-type: none"> <li>• Behave safely when moving around school</li> <li>• Act with kindness, equality and fairness</li> <li>• Set a positive example to others</li> <li>• Think before speaking or acting</li> <li>• Act sensibly when travelling to and from school</li> </ul>
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At The Earls High School, we recognise that good behaviour can be taught. Expectations of learning behaviour should permeate the curriculum. The pastoral curriculum provides opportunities to develop students' social, emotional and behavioural skills. High expectations in the classroom, consistently applied across the school, will establish good behaviour as the norm. Students also learn by example, and all adults at the school, including visitors, have a responsibility to model the high standards that we expect.

### **Workload Assessment**

During the summer term 2019 this policy and related processes have been piloted to enable an assessment of workload impact to be made. The logging of behaviour incidents in SIMS has been reduced and a sticker system for recording detentions in student planners was introduced in September 2019. Both these changes will reduce workload.

### **Responsibilities**

In managing behaviour, we recognise that all members of our school community have a responsibility to ensure behaviour is the best it can be.

#### **1. Student's responsibilities:**

- To behave in a way that is Ready, Respectful and Safe.
- To make staff aware of all behaviour that is not Ready, Respectful or Safe.
- To be polite to each other and to all adults in school.
- To follow all instructions and requests from staff without arguing.
- To behave well in all lessons so that everyone can learn and the teacher can teach.
- To wear the correct uniform every day.
- To arrive at registration and all lessons on time with all the correct equipment.
- To walk and not run inside the buildings.
- To take care of the school buildings, furniture and grounds.
- To treat others as they would want to be treated themselves.
- To eat and drink during break and lunchtimes only (unless it is water in a lesson).
- To travel to and from school safely and sensibly.

#### **2. School staff's responsibilities:**

- To have high expectations of students in terms of their behaviour and academic achievement.
- To model behaviour that is Ready, Respectful and Safe, and treat all students equally and with care.

- To ensure the school is a safe and successful learning environment.
- To respect individual students and be aware of their specific needs.
- To recognise and celebrate positive behaviours using school reward systems.
- To promote positive relationships following incidences of poor behaviour.
- To communicate with parents where behaviour falls short of the behaviour principles.
- To record incidents and interventions accurately using the school's recording systems.

### **3. Parents' and carers' responsibilities:**

- To ensure that their children understand the importance of good behaviour and attendance.
- To communicate with school and foster good relationships between school and their children.
- To support the school's Behaviour and Homework policies.
- To keep school informed of any important information or change in circumstance.
- To assist students in being ready and equipped for learning every day.

### **Taking account of individual student needs**

Wherever possible, staff must take into account available information when dealing with the behaviour of young people. We are aware of and will take into consideration issues related to protected characteristics (age, disability, race, religion, sex and sexual orientation), and their impact on the individual needs of pupils when considering any disciplinary issue by fulfilling our legal duties under the Equality Act 2010. The School will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Staff should seek advice from the SENCO if they are unsure about how to manage a pupil's behaviour where this is related to a special educational need or disability.

All relevant information will be provided through SEN Student Profiles and Pastoral Support Plans (available through SIMS / on the network). In addition, staff may need to refer to the SENCO, named Key Worker or member of the Pastoral Team for a particular student for further information or support.

There is a clear expectation that where information is available, particularly for a student with SEND, it is acted upon by the staff.

### **Consequences and response for students who do not follow the school's behaviour policy**

Where students have failed to meet the expectations set out in the policy, action will be taken. In the first case we will seek to explain to students the reasons for our concerns. Any consequences will be designed to help them understand and correct what they have done wrong, and encourage them to meet our expectations in the future.

Serious breaches or repeated breaches of this policy may result in the student being excluded from the school for a fixed period of time or permanently.

### **Equality**

At the Earls High School we are committed to ensuring that this policy allows all students to be treated fairly and equitably, and that rewards and sanctions are also applied fairly and equitably. Behaviour data

for groups of students will be monitored and reported alongside whole-school data to ensure that this is the case, and to modify practice where it is not.

### **Behaviour management training**

The Earls High School is committed to developing staff expertise in managing behaviour, and providing appropriate training to promote positive and consistent standards of behaviour across the school. This will be drawn from a range of sources, including external providers and the sharing of good practice within the school and the Stour Vale Academy Trust. Staff experiencing issues with behaviour management can receive additional support from the Senior Leadership and Pastoral Teams, and other staff with additional responsibilities for behaviour.

### **Development, monitoring and communication**

The Earls High School Behaviour Policy was developed following consultation with staff, student and Stour Vale Academy Trust representatives.

The views of key stakeholders are sought systematically as part of Staff, Student and Parent Voice activities.

The standards of behaviour in school are monitored regularly by the School Leadership Team, Pastoral Leads and Faculty Leaders using data from the school's recording systems, and are reported at every meeting of the school's Local Governing Body.

The key principles of this policy are shared with stakeholders through:

- Website/Student Planner
- Prospectus
- Newsletters
- Notice boards
- Assemblies
- Copies made available on request

This policy should be read in conjunction with related policies:

- SEN and Inclusion
- Anti-Bullying
- Safeguarding
- Equal opportunities
- Health and Safety

- Staff Wellbeing

## **Appendix 1 – Rewards and Consequences**

### **Rewards for demonstrating positive behaviours**

At The Earls High School, we aim to give our first attention to good behaviour, and to recognise those students meeting and exceeding our expectations. Rewards must act as positive incentives for the students, and must be issued fairly to all when the set criteria are met. Once a reward is given it should not be taken away. We should aim to issue more positive than negative comments or consequences in every lesson or situation in school.

Rewards at The Earls High School include:

- Verbal praise
- Recognition Boards
- Communication with parents/carers
- Written praise
- Achievement points
- Headteacher's Star of the week
- Assemblies – sensitive use of public praise
- Reward trips
- Displaying good work
- Flashes
- Mentions in Newsletter / on website / social media
- Privileges
- Positions of responsibility (e.g. Junior Leadership Team, Sports Leaders, Student Voice representatives, guides, subject ambassadors)
- Recognition shared with other key staff
- Tutor Group competitions
- House competitions

We recognise and support that individual members of staff and Faculties may reward students in other ways which follow the spirit of this policy.

### **Consequences of demonstrating negative behaviours**

At The Earls High School, we believe that for both students and staff, success is measured by resolving issues so that everyone agrees on the expectations we set. We recognise that at times, students may need support to correct their behaviour.

As staff we will adopt the following approach:

- Make sure that consequences are appropriate, fair, consistent and followed through.
- Where possible set consequences that seek to correct the impact of the unacceptable behaviour.
- Encourage students to accept responsibility for their actions.
- Seek support if required and continue to work towards a satisfactory resolution.

## **Examples of actions staff may take:**

### **During lessons (use stepped consequences)**

- Reminder about what the student needs to do to get things right
- Clear warnings, including the use of scripts
- Moving seats within the classroom
- A short period of 'cool down time' outside the classroom (remembering that students must be supervised at all times)
- Removal from the lesson using the 'on call' system

### **End of lesson**

- Discussion and agreed actions. Wherever possible, this should not prevent the student getting to the next lesson on time. If absolutely necessary, the student should be given a note to hand to their next teacher.

### **Follow up after lessons**

- Discussion with students to explain behaviour expectations and future actions
- Catch up work / improvement of work
- Detention (short, as soon after the offence as possible, activity related to the offence)
- Subject/Faculty Monitoring Report
- Withdrawn from lesson for set period within Faculty (ensuring that appropriate work is set and students are supervised)

### **Repeated problems across subject areas/out of lessons**

- Report cards to monitor daily behaviour
- Meeting with parents/carers
- Pastoral Support Plans
- Supervised learning

### **Problems at social times**

- Supervision during break and lunchtimes
- Community Service (e.g. litter, graffiti removal)
- Reparations for damage caused by unsafe or dangerous behaviour

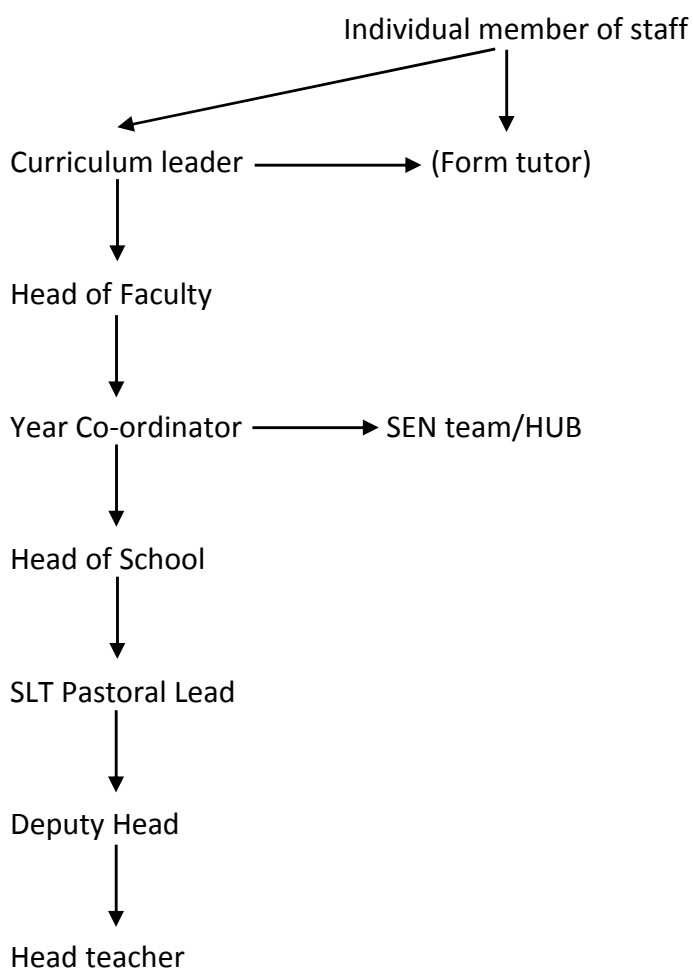


## Appendix 2 – Recording and Referral of Incidents

Within the classroom, staff should take the appropriate action when dealing with incidents of unacceptable behaviour, so that the situation is controlled and can be resolved. If the action taken does not resolve the issue or bring about improvement, support is available through the chain of referral.

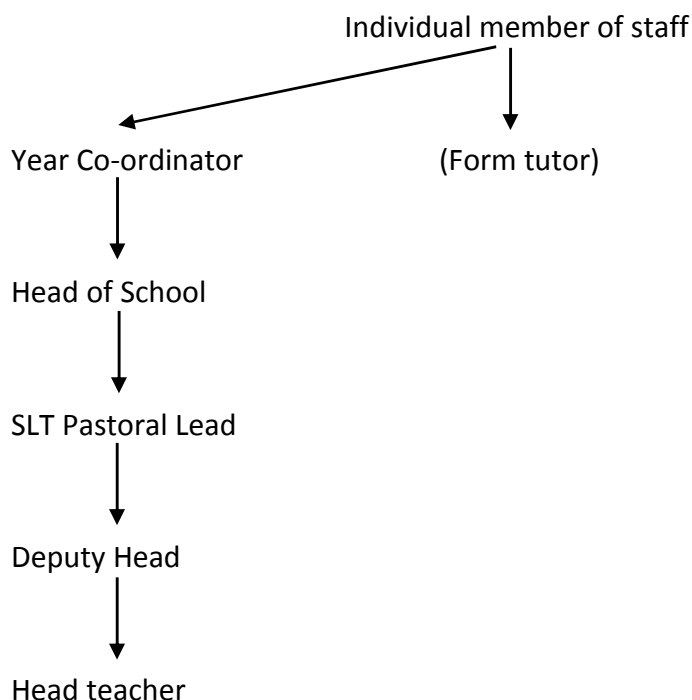
These flow charts give an overview of the procedures that should be followed if a behaviour problem cannot be resolved by the initial member of staff. However, it is recognised that every student is an individual and certain students / incidents may be dealt with in an alternative way.

### **Incidents within the classroom:**



Where appropriate, staff may use the 'on-call' system to trigger immediate support from a senior member of staff.

## Incidents outside the classroom:



## **Reporting and Recording incidents of poor behaviour**

In most cases, staff should seek support via a face-to-face conversation. We encourage staff not to use emails to report incidents. Emails often take up additional time and may lead to confusion over the actions that need to be taken. There may, however, be occasions when emailing is the best way to report an incident. Please email only the relevant member of staff and remember that emails may form part of the 'official' record. Staff reporting an incident will remain involved in finding a resolution.

Incidents of poor behaviour and breaches of the policy will be recorded in the Student Planner or on the SIMS platform. Details of the incident need to be concise and factual, but also provide enough information to help give the full picture. The SIMS log may be used in a governors' disciplinary hearing where a student has been excluded.

The outcomes of the incident will also be recorded on SIMS with a view to all incidents of poor behaviour being resolved, allowing the student to move on and meet our expectations.

Monitoring reports will be used to help record and monitor the behaviour of individual students. The report will be for a limited time and students will be expected to respond positively.

## **Supervised Learning (out of normal lesson)**

Supervised Learning can be used to ensure that a student is not disrupting the learning of others, and to ensure that they are not creating any further problems during lessons or when moving around the school site.

### **Fixed period exclusions**

A decision to exclude a student for a fixed period will be in response to serious breaches of the school's Behaviour Policy, including persistent disruptive behaviour. Only the Headteacher can exclude a student. This will be after a thorough investigation and after careful consideration of the available evidence. Reference will be made to school policies, student accounts, written records of staff and consultation with relevant post holders.

The standard of proof to be applied is the balance of probabilities and does not require the criminal standard of 'beyond reasonable doubt' to be applied. It is the responsibility of the Senior Leader responsible for behaviour, in liaison with the Headteacher, to ensure that all exclusions are fair and consistent.

A student can be excluded for one or more fixed periods, which when aggregated, do not exceed a total of 45 school days in any one school year.

Where it is clear that fixed period exclusions are not being effective in deterring poor behaviour, for example if they are being repeatedly imposed on a student in response to the same behaviour, alternative strategies will need to be considered. In exceptional circumstances (where further evidence has come to light), a fixed period exclusion may be extended, or converted to a permanent exclusion.

### **Procedures following a fixed period exclusion:**

During the first five days of a fixed period exclusion work must be sent home for the student to complete and arrangements made for the marking of that work. Parents of the excluded student have a legal obligation to ensure that the student is not present in a public place during normal school hours without reasonable justification. After the first five days of a fixed period exclusion, the school has a duty to arrange suitable full-time educational provision from and including the sixth school day of the exclusion.

In practice, the school will generally only exclude for a maximum of 5 days. A reintegration interview should be held with the student and their parent(s) / carer(s) on their return to school. This provides the opportunity to:

- emphasise the importance of parents working with the school to take joint responsibility for their child's behaviour.
- discuss how behaviour problems can be addressed.
- explore any wider issues or circumstances that may be affecting the child's behaviour.
- agree on any reintegration strategies or measures to prevent further misbehaviour.

There is a legal requirement for this interview to take place for fixed period exclusions of six days or more (within 15 days).

## **Permanent exclusions**

The decision to exclude a student permanently is only taken in response to serious breaches of the school's Behaviour Policy, and if allowing the student to remain in school would seriously harm the education or welfare of the student or others in school.

However, there will be circumstances where, in the head teacher's judgement, it is appropriate to permanently exclude a student for a serious first or 'one-off' offence.

Incidents where students have brought drugs/alcohol or an offensive weapon on the school site will always merit the consideration of permanent exclusion.

Where a criminal offence has taken place the school will liaise with the police to consider the appropriate course of action. The decision to exclude a student permanently is a serious one and is only taken where the basic facts are established on the balance of probabilities. It is usually the final step in a process of dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with that student.

## **Procedures following permanent exclusion:**

The procedures are very similar in the initial stages of the exclusion but on the sixth day of the exclusion it is the Local Authority who are responsible for ensuring that suitable full-time education is provided.

## **Procedures for review and appeal:**

The Governing Body and Local Authority must be informed within one day of:

- Permanent exclusions
- Exclusions of more than five days
- Exclusions that would result in a public examination being missed

All exclusions are reported for monitoring purposes to the Governing Body and the Local Authority once a term. Exclusions are monitored and analysed to consider any overrepresentation of any particular groups.

All permanent exclusions and exclusions of over 15 days in any one term must be reviewed by the Governing Body. Where the Governing Body upholds the Headteacher's decision to exclude the LA must make arrangements for Independent Appeals Panels to hear appeals against permanent exclusions.