



School Behaviour Policy

BEHAVIOUR FOR LEARNING POLICY

Principles, Values and Ethos

The policy has been the subject of considerable discussion and consultation with staff, students and parents/carers so that it will be given the widest support by all members of the school community. Good behaviour at Werneth is not simply seen as a matter of compliance with rules set by others: good behaviour for learning led by our core values; mutual respect and consideration for each other and adherence to procedures that are developed with safety, welfare and learning in mind are critical enablers of the moral purpose of the school, as a learning community that equips young people for successful lives. We require our student's attitude to their learning to be exemplary, where manners and punctuality are excellent at all times. This policy will guide our staff and students in the consistent and skilled management of behaviour that will make a strong contribution to a positive climate for learning and to encourage consideration and support of each other.

This policy has been produced in line with the recommendations contained within: The Education Act 1996, School Standards Framework Act 1998, Education Act 2002, Education and Inspections Act 2006 and the Education Act 2011. The law requires schools to have a written behaviour policy. Ofsted reports that schools are most effective where the behaviour policy is applied consistently. Our behaviour policy helps us to fulfil our vision to prepare young people to meet the challenges of being lifelong students, leaders, and good citizens who are able to meet the demands and expectations of a world that is ever changing. All people who are part of our learning community will demonstrate our core values of; **Achievement, Support, Pride, Independence, Respect, and Excellence (ASPIRE)** to create an environment where we have high expectations and offer no excuses.

The Purpose of this Policy is to:

- have clear consistent, expectations of good behaviour
- encourage best practice on the part of staff in managing, modelling and maintaining good behaviour amongst students
- encourage and reward good behaviour
- promote respect for self and others.
- promote a positive atmosphere in and around the school, based on a sense of community and shared values.
- develop opportunities for students to take responsibility for themselves and others-fostering a sense of responsibility through the language of choice, and chance.
- maintain a healthy balance between rewards and sanctions.
- ensure parental/carers involvement and support in maintaining standards as part of the signed 'Home – School Agreement'
- tackle instances of unacceptable behaviour in a restorative manner-calm, professional, consistent, proportionate, clear- separating the behaviour from the student.
- ensure the health, safety and well-being of the school community

Rewards

Werneth promotes a learning environment where everyone enjoys through achievement and where success and positive attitudes are rewarded.

Background

Werneth has a system of rewards which aims to inspire and give confidence to students to be the very best they can be. This is an important aspect of the ethos of the school in that the achievements and successes of students, at whatever level, are celebrated. This builds individual self-confidence, self-esteem and leads to a more fulfilling school experience and further personal development.

We believe that, if students are to benefit from education then punctuality, regular attendance and good behaviour are crucial and we, as a school, will commit to rewarding positive attitudes in addition to rewarding individual pieces of work and effort.

We recognise that parents have a fundamental role to play in promoting a positive attitude to school and, together with the school, celebrating achievement at all levels.

Approaches that are purely based upon a mechanical system of rules, rewards and sanctions and do not encourage students to learn social and emotional skills or take responsibility for their own behaviour are not always consistent with Social, Emotional Aspects of Learning and Restorative Approaches.

Our school behaviour policy is around the language of **choice, chance and consequence**. Students expect you to use this language when addressing them in class.

As part of this rewards policy we will:

- encourage all students to strive for success, to strive for excellence
- promote self-esteem and individual responsibility
- ensure fair treatment for all, regardless of age, culture, disability, gender, religion or sexuality
- encourage understanding and tolerance of different social, religious and cultural backgrounds

Rewards System

Vivos

We use the electronic virtual www.vivomiles.com platform to issue Vivo's to students. Every member of staff is allocated a log-in which enables them to award a pre-allocated amount of Vivos to students. "Vivos" are redeemable on a wide selection of rewards from a customisable on-line catalogue.

Students can be rewarded Vivos for:

- Achievement
- Support
- Pride
- Independence
- Respect
- Excellence
- Student of the week award

Students are encouraged to login to the platform on a range of different media such as PC, MAC, IPod, iPhone and android phone. They can manage their accounts, see who has rewarded them and why, check their Vivo balance and spend their Vivo points.

Vivos are a framework that actively supports our behaviour for learning policy and broader "Every Child Matters" type aspirations for students, including economic well-being.

Subject teachers and tutors should actively seek opportunities to award vivos and encourage in all students a positive attitude both towards their learning and in keeping with our core values of ASPIRE. The rewarding of vivos will be monitored departmentally.

The Vivo League

To encourage healthy competition between year and tutor groups, a Vivo league is shared with colleagues every Monday through a presentation via email and with the students as part of their form time curriculum.

Staff may also wish to use additional rewards to recognise and congratulate students, for example:

- verbal praise
- written Praise
- good news postcards home
- good work stickers / stamps
- eligibility for reward trips
- certificates for 100% attendance for a given period (e.g. a term)
- letters / phone calls home
- presentation evenings
- certificates of achievements
- praise assembly
- prize draw
- prom invitation
- use of students work in classroom displays

Headteacher Commendations

In order to recognise more regularly the achievements and successes of our students we have implemented a new approach that allows students to be nominated for a Headteacher commendation.

These awards will be given each week.

- students will be given a handwritten letter home.
- students will be asked to drop in to the Headteacher's Office during morning registration.
- the students can be selected for any achievement small or large that links into the school core value of ASPIRE.
- staff should send nominations to the Headteacher by e-mail for the year group of the student/ students they would like to nominate.
- staff should provide a very brief summary of why the student is being nominated.
- if the nomination is based on a particularly good piece of work then it would be helpful if this could be passed on as well.

Sanctions

Sanctions will be applied in line with the consequence system outlined below. Where possible the consequences system will be recorded on the whiteboard in the teaching area.

Choice If students' attitudes to learning are not correct they are **CHOOSING** a poor behaviour. In a non-confrontational way ensure that you point out the poor behaviour **choice** using this language. Written on the board where possible.

Chance If there is no improvement following the **choice** being issued, talk about the student having the **chance** to change their behaviour choice before you issue a **consequence**. Written on the board where possible.

- Consequence** This will be used if there is no improvement following a **chance**. This will be recorded on the board. A 20 minute class teacher detention will be issued and written into the students planner. This event will also be recorded electronically via SIMS.
- Good Neighbour** This will be issued if there is still no improvement. The student will be removed from the lesson, within the department and issued with a 40 minute departmental detention. A phone call home will be made by the class teacher. The event will be recorded in the students planner and electronically via SIMS.
- Inclusion Response** Serious incident – the event will be recorded electronically. A phone call home will be made by the Pastoral Team. Students will be issued with a 40 minute departmental detention. A serious incident will normally result in time in Reflection or internal, fixed term or permanent exclusion.

Leadership Respect Detention

Leadership Respect Detention runs every lunchtime and after school, operated by all school leaders.

LEADERSHIP RESPECT LUNCHTIME DETENTIONS	LEADERSHIP RESPECT AFTER SCHOOL DETENTIONS
<p>TO BE ISSUED</p> <p>.... Where a child displays unacceptable attitude, defiance or refusal to follow instructions during unstructured time ie break, lunchtime.</p>	<p>TO BE ISSUED</p> <p>.... Where a child displays unacceptable attitude, defiance or refusal to follow instructions during lesson time on a repeated basis (at the discretion of subject leader) OR where a child displays such behaviour when they should be in lessons but are on the corridors.</p>

Support Strategies

The following strategies exist within the school to support students whose behaviour is causing concern. Referral to specific resources is via the HIMs (Year Inclusion Managers) and in all cases parental involvement is essential.

Restorative Approaches

Restorative conversations enable staff and students to work together in listening to and understanding each other. Students are therefore empowered to resolve issues in a positive way, acknowledging responsibility and promoting mutual respect for others. Identified staff have attended specialist training and may take the role of Restorative Approach ambassadors.

Mentoring Scheme

A team of mentors work within the school to support and encourage students who are not achieving their potential.

SEN Register

The school Special Educational Needs Co-ordinator (SENCO) co-ordinates assessment, monitoring and review of students with special educational needs and appropriate interventions are put in place to meet individual needs. Students may be highlighted at transition from their previous school, by Year Inclusion Managers,

senior colleagues within school or feedback from outside agencies. All staff are encouraged to discuss the needs of students with the SENCO or behaviour lead as appropriate.

Involvement of Behaviour Support Teacher

The school buys in a member of the Local Authority's Behavioural Support Service to work with students on an individual basis, in groups, to help identify strategies and share good practice or to suggest more specialist referral.

Placement in HART (Hub for Achievement, Reflection and Tracking)

The Hub has three distinct facilities, each with their own unique purpose.

Reflection:

A facility for students to reflect on poor behaviour choices and plan to create strategies so that they do not repeat them. Internal Exclusions are also conducted in this area.

Tracking:

A facility for targeted intervention and support with an increased staff to student ratio. Student's access bespoke group work sessions on the following key areas:

- Self Esteem
- CSE Risk
- Anger Management
- Friendship (positive/toxic)
- Study Skills/Accelerated Reading
- Mental Health/Stress Busters
- Healthy Choices (lifestyle)
- Seasons for Growth (bereavement and loss)
- Healthy Relationships

Achievement:

A facility for long term intervention and support. This facility provides a nurturing environment and high staff to student ratio which supports students for whom behaviour, mental health, self-esteem, anger management and/or social skills are a barrier to them making progress within whole class teaching.

Alternative Curriculum

Students may access alternative curriculum through Achievement in KS-3 and Tracking in KS-4. The aim of both provisions is to develop key skills, reinforce core aspects of the curriculum and develop student's sense of progress and achievement. These both offer a higher staff to student ratio and access is co-ordinated between pastoral, academic and special needs staff within school.

MyBooks

A document produced collaboratively with the student where strategies are identified for successful classroom management by the student and shared with staff.

Individual Behaviour Plans (IBPs)

These plans are created for students who have experienced fixed term exclusions or at risk of being excluded. They are reviewed regularly. Students agree targets and these targets are linked to any behaviour reports that the student is placed on.

Exclusions

Internal Exclusion:

This will be used with a student who has either committed a serious misbehaviour or if they are not responding to other in school rewards and sanctions. The student must arrive at school at 8:45am and will remain in Reflection until 4pm. Work will be provided for the duration of time spent in reflection to ensure that they do not fall behind in their studies. Students will be given the opportunity to demonstrate that they

have reflected upon their poor behaviour choices and demonstrate positive change during period 5 and 6 in normal lessons whilst on report.

Fixed Term Exclusion:

This will be used with a student who has either committed a serious misbehaviour or if other sanctions have been exhausted and can be used for a fixed period of up to 45 days. A meeting must take place in school after exclusion with parents and a member of the Senior Leadership Team. If a student receives exclusion longer than 5 days then we as a school make arrangements for the student to attend another school for the remainder of the exclusion. The first five days of the exclusion will be spent at home; the rest of the exclusion will be spent at another secondary school. The student will complete work provided by Werneth School.

Managed Transfer:

This is a managed programme involving partner secondary schools within Stockport. This will be considered as an alternative for students at risk of permanent exclusion where a student has not responded to other rewards and sanctions, where there is evidence that a fresh start and change of environment may be considered to be a positive influence. Relevant liaison and support will be put in place to increase the chance of success based on individual needs and circumstances, for example sharing of IBPs with the receiving school or access to HART for students arriving at Werneth.

Permanent Exclusion:

The school is totally committed to avoiding this ultimate sanction except in two instances; where the security of other students, staff and school property is seriously threatened or when it becomes apparent that despite all support strategies being offered, the student still displays behaviour that is below the standards set.

Confiscation of Students Property

It is appropriate and acceptable for staff to confiscate a students' property, for example, mobile technology. If students are seen with mobile technology in lessons, or anywhere other than designated areas, it will be confiscated. All confiscated property will be returned to the student or parent/carer. Staff are not responsible for the loss or damage of any confiscated items.

Power to Use Reasonable Force

Members of staff have the power to use reasonable force as is reasonable in the circumstances to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school, whether during a teaching session or otherwise.

The headteacher and authorised staff may also use such force (as is reasonable) given the circumstances when conducting a search without consent for prohibited items. The school does not encourage the use of force and it will be used in very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the school have the authority to use force when reasonable, and this extends to any other person to whom the head has given the responsibility to be in charge or in control of the students. Staff can also use this power when they are lawfully in charge of students but off school premises – i.e. on a school trip.

Following serious incidents involving the use of force, the school will speak to the parents concerned. It is up to school to decide whether it is an appropriate occasion to report the use of force to parents.

Such serious incidents involving the use of force will also be recorded by the school.

Searching Students

Power to search students without consent

In addition to the general power to use reasonable force see above.

Staff may conduct a search for the following prohibited items-

- knives and weapons
- alcohol

- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Outside Agencies

We have a number of agencies that support our students. These include;

- Mosaic
- Beacon counselling
- Secondary JIGSAW
- Behaviour Support Service (BSS)
- Education Service for the Sensory Impaired (ESSI)
- Learning Support Service (LSS)
- School Nurses
- Targeted Youth Intervention
- SIGNPOST Young Carers
- Social Care
- Community Police Support Officers (CPSO)
- Stockport Family

Student Discipline Committee

A Governors student discipline panel meet when a student is excluded for more than 15 days in a school term, permanent exclusion is issued or a student excluded for 15 days or less when the parent or carer has expressed a wish to make representations. The governing body must decide whether the headteachers decision was justified or whether it is appropriate to reinstate the student.

Regulating Student's Offsite Conduct

Students who are caught or known to have been misbehaving on the way to or from school, or near the school premises, will be disciplined by the school. This also applies to students who break school rules and where conduct falls below expectations for Werneth School, during work experience, school trips, or extended school activities such as sports events, or any event where poor behaviour might jeopardise the chances of future students participating.

Roles and Responsibilities

Students Have a Responsibility To:

- attend lessons and be on time
- engage positively in learning
- wear correct school uniform whilst in school
- bring their High Five to lessons
- recognise the part they have to play in having high expectations for their own learning and behaviour
- understand and contribute to the core values of Werneth School (ASPIRE)

Form Tutors Have a Responsibility To:

- monitor uniform and jewellery on a daily basis
- note concerns re behaviour from subject staff and discuss with students
- note positive or improved behaviour, praise/reward students

- deal with low level disruptive behaviours using the behaviour policy
- monitor students High 5/detentions and check report cards and where appropriate forward to Family Teams or HODs
- monitor lateness and absences
- support students in writing My Books to be shared with class teachers
- share concerns with the Year Achievement Leaders and/or Year Inclusion Managers
- issue green report for lateness/equipment/behaviour
- All staff can issue white reports for achievement

Class Teachers Have a Responsibility To:

- follow the 'non negotiables'– ('meet and greet', seating plan, quiet signal, register, orderly dismissal etc)
- arrive at lesson on time
- meet students at the door
- produce seating plans
- register students promptly and accurately
- carry out class teacher sanctions at break/lunchtime
- be positive role models for young people (Model appropriate behaviours)
- be enthusiastic and positive
- set clear boundaries
- consistently implement school policies
- create a positive learning environment
- set high expectations in relation to behaviour and standards
- celebrate success/achievement
- encourage students to have the correct equipment and books
- prepare lessons that are fully differentiated
- ensure a range of activities to take account of learning style
- plan and deliver stimulating and challenging lessons, taking into account individual learning styles and needs
- display students' work
- keep an appropriate learning activity going until the end of the lesson
- contact Parents/Carers when necessary

Subject Leaders Have a Responsibility To:

- support staff in their department
- develop a positive ethos within the department for teaching learning and behaviour
- contact Parents/Carers when necessary
- communicate with the Pastoral Team
- communicate with the Senior Leadership Team
- lead department detentions
- oversee department sanctions and reports
- issue subject reports and monitor student progress

Year Inclusion Managers Have a Responsibility For:

- contact Parents/Carers when necessary
- patrol
- restorative practice
- monitoring SIMs
- behaviour log
- complete behaviour monitor

- overview of long term needs
- referral to agencies or SENCO
- IBPs
- PSP
- delivering group work to students within Tracking
- re-integration meeting following an internal exclusion
- liaise with Year Achievement Leaders in relation to behaviour and student progress
- issue yellow report for lateness/equipment/behaviour

Strategic Leader for Behaviour Has a Responsibility For:

- policy review
- contact Parents/Carers when necessary
- co-ordination of reports
- observations
- behaviour panel
- co-ordination and support of HIMs
- staff coaching
- liaison with BSS
- collating and sharing IBPs
- monitor SIMs data to inform policy and practice
- identify and deliver training
- behaviour action plan
- management of HART facility
- issuing internal exclusions
- support and liaison with subject leaders and SENCO
- issue red report for lateness/equipment/behaviour

The Senior Leadership Team Have a Responsibility For:

- managing serious or continuous disruptive behaviours
- managing verbal or physical abuse of staff
- issue red report for lateness/equipment/behaviour
- contacting Parents/Carers when necessary
- managing persistent bullying
- managing incidents of crime
- managing situations where there is physical danger to staff or student
- lead head teachers detention
- re-integration meetings following a fixed term exclusion
- issuing fixed term exclusions
- issuing permanent exclusions (HT)

Governors Have a Responsibility To:

- support the agreed positive learning and behaviour policy
- regularly monitor and review the positive learning and behaviour policy
- acknowledge the achievements of staff in supporting behaviour and learning issues where appropriate
- attend behaviour panels to avoid permanent exclusions

Record Keeping

SIMS will be used, by all staff to report all behaviour issues. All reports on SIMS will be monitored by Year Inclusion Managers and information collected will be used at appropriate times. Academic achievements will be reported on progress reports and Year Achievement Leaders will monitor these.

All records will be kept in line with the records management policy. They will be kept in a secure place. All will be kept up to date, accurate and will be made available on request, to appropriate people.

Policy	Date modified	Date of approval	Review date	Governor Committee	Responsibility
Behaviour	February 2017	March 2017	March 2020	Achievement	DWI

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