



Behaviour Policy

The glory of God is a human being fully alive.

1. Each member of our school community is created by God and our aim is to achieve our full potential. All we do is rooted in this Hope of who we are as people and who we can become. The factors that help young people be fully themselves are: Safe Boundaries, Good relationships and Empowered Learning.

Safe Boundaries

Include good order, security and accountability and consistency.

Good Relationships

Include a sense of belonging to God and each other, positive feedback and ways back when things go wrong.

Our aim is to ensure safe boundaries by encouraging students to behave in such a way that promotes the school's core values and aids their learning and the learning of others.

2. The policy has been written with due regard to the requirements of the Education and Inspection Act 2006 and to ensure consistency with the relevant policies of the Local Authority.

The School seeks actively to involve parents/carers so has a Home School Agreement (see the Alive Accord: the SMRT Home School Agreement from Parents'/Carers' Handbook and on our school website)

The School's reward system is designed to give immediate recognition of good behaviour, work or attitude. Details of this can be found in the Student Planner via Edulink, in the Behaviour section of the Staff Handbook and on the walls of our classrooms.

When students do not respond to praise and fail to respect our Safe Boundaries and Good Relationships, the School applies its system of sanctions as appropriate. This includes our right to set detentions, conduct searches and monitor the use of IT and electronic devices (e.g. mobile phones). The law requires parents to support such intervention. Details can be found in the Student Planner, in the Behaviour section of the Staff Handbook and on the walls of our classrooms.

Expectations are made explicit to students through Behaviour for Learning: Classroom Standards, which are in the Student Planner via Edulink and on classroom walls.

Students are regarded as being under school discipline, not only when in school, but also on the way to and from school each day or when participating in any activity organised by the school.

3. **Behaviour Levels**

The Behaviour Level system recognises all students of whom the vast majority behave in a consistently excellent way. Every student in the school has a behaviour level and Levels will range from an A* to E.

The overwhelming majority of students will be on Level A*, A or B. Those students on C, D or E will receive support from pastoral staff, external mentors or senior staff to turn their behaviour round and improve. We also value the support we get from parents and carers in making sure that behaviour fits with our normal high standards. This partnership is really important to us and is one of the major reasons behaviour is so good in our school.

- A* Excellent behaviour which is an outstanding factor in their successful learning and supports the learning of others
- A Consistently very good behaviour responding to normal rules and routines
- B Good behaviour but occasional lapses with some low level disruption
- C Behaviour which includes some serious incidents and not always responsive to normal sanctions
- D Some unacceptable behaviour with involvement by senior staff
- E Frequent unacceptable behaviour or constant low level disruption and increasingly challenging the routines of the school with regular involvement of senior staff

Levels will be reviewed and assessed throughout the academic year by their students' tutors and Head of House and appropriate support put in place if necessary. Behaviour Levels may be reviewed in respect of a major behavioural incident.

In order for all parents/carers to be aware of their child's level the Behaviour Level will be included within the grade sheets published three times in the academic year.

4. **Exclusions**

Reasons for Exclusion

Behaviour for which exclusion may be used includes:

- Actual or potential physical violence by the student towards other students or adults in the school community.
- Seriously disruptive behaviour such as might prevent the proper conduct of a class or classes, seriously interfere with the learning opportunities of others or lead to a breakdown in school discipline.
- Conduct which would endanger other students.
- Illegal activities on a school site, while on a school trip, at a place of authorised work experience or on journeys to or from school (e.g. theft, vandalism or possession, use or supply of illegal drugs).
- Racial abuse or harassment.
- Harassment, intimidation or verbal abuse of staff or students.
- Failure to respond to the school's usual range of sanctions.

The term of exclusion will be dependent on the seriousness of the offence. Where a very serious offence has occurred, such as a deliberate physical assault, a longer term of exclusion will be used.

Serious misbehaviour may result in immediate, permanent exclusion.

The Deputy Headteacher (Behaviour for Learning) will keep a central record of all exclusions.

These records will be presented to Governors' Student Achievement and Support Committee three times a year.

When a student refuses to wear school uniform this may be a reason to ask them to 'leave the school premises briefly to remedy breaches of the school's rules on appearance and uniform' as distinct from being excluded from school.

The exclusion of students for reasons of non attendance will not be used. The Education Welfare Service will use alternative sanctions including use of the courts.

5. **Fixed Term Exclusions**

The Headteacher has the authority to exclude from school any student for a period of up to 45 school days in one year. Where this is considered appropriate, the details of the exclusion, as required by the Act, will be communicated to the parents/carers on the day the decision is made, firstly by phone and then confirmed in writing.

The letter shall include:

- The reason for the exclusion.
- The requirement to arrange to meet a member of staff in school to discuss the student's readmission to school.
- The period of the exclusion.
- Arrangements for the education of the student should the exclusion last beyond 5 school days.
- The parents'/carers' right to appeal to the Chair of Governors.
- The requirement for the parents/carers to ensure that the excluded student is not present in a public place during normal school hours without reasonable justification.

At the readmission meeting, undertakings of future good behaviour shall be sought and conditions set for re-admittance. The meeting shall include relevant members of staff, depending upon the circumstances surrounding the exclusion, e.g. Heads/Deputy Heads of House, SLT. More serious incidents, or if a student has been excluded multiple times, may lead to the involvement of a school Governor.

During the period in which a student is excluded from school, the student should do work at home. Students should use the BBC Bitesize website and Hegarty Maths (where access to the internet is available). Any outstanding homework or coursework should be completed and returned to the School for marking.

Where exclusion covers a public examination period, the School will liaise with parents/carers about the arrangements for the examination to be taken.

6. **Permanent Exclusion**

The 2006 Act states that 'a decision to exclude a student permanently should be taken only:

- in response to serious breaches of the school's behaviour policy and,
- if allowing the student to remain in school could seriously harm the education and welfare of others in the school

Where consideration is being given to this course of action the Headteacher should consult the Local Authority Inclusion Officer and Local Authority Legal Services in order to acquaint him/her with the circumstances of the case and to enlist the Local Authority's support and that of any other appropriate bodies.

Once the decision to exclude permanently has been taken the procedures in the DfE guidance on exclusion from School should be followed.

The Exclusion Hearing must be convened within fifteen school days (if possible). The parents/carers have the right to appeal and the right to be accompanied by a friend or representative. Representation to the Governors and/or Local Authority must be made within seven days.

Parents/carers have the right of access to a student's school record. The School must comply with each request within fifteen school days. A copying charge may be imposed.

The Local Authority cannot direct re-instatement but parents/carers have the right of appeal to an Independent Appeal Committee.

7. Responsibilities of the Governing Body

In carrying out their responsibilities with regard to exclusion the governing body will refer to the current version of the DfE publication, "Improving Behaviour and Attendance: guidance on exclusion from schools and Pupil Referral Units".

The governing body reviews certain exclusions and considers any representations made by the parents/carers of the excluded student. The governing body delegates all of its functions in respect of exclusions to a committee consisting of at least three governors, called the Discipline Committee.

The quorum for the Discipline Committee is three members. If any governor has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down. The Chair of the committee has the casting vote in all cases where an even number of governors are considering the case.