

Vyners School
Behaviour Policy



MISSION STATEMENT

At Vyners we aspire to be an outstanding school in every sense of the word and our aim is that we can be confident that hand on heart 100% of our students get a better deal here than they would in any other school. Every decision is made with the question in mind 'will this help the students to learn better and achieve more?' We believe in a relentless focus on high achievement in all areas of the life of the School.

At our core is an understanding that every individual has the opportunity and responsibility to impact positively on the lives of others; that every individual in our community is unique and has gifts and talents that should be celebrated at every opportunity.

VALUES

Our community begins with its set of values because they say, "This is what is important to us and this is what we want to see and feel in our school". Our values shape our rewards and consequences. We reward good behaviour and there are consequences for poor behaviour. Our values are demonstrated in our Rewards and Consequences system and can be summarised by CARE;

- **C**ommunity
- **A**spiration
- **R**espect
- **E**ndeavour

THE VYNERS 10

The Vyners 10 reminds us of what our community expectations are:

1. I am proud of who I am and what I have achieved today
2. I actively participate in lessons and school activities
3. I can, if I think I can, and I strive to do my best even when learning is difficult
4. I value others and understand that our individuality makes our community stronger
5. I share in and celebrate everyone's success
6. I do as I'm asked, the first time I'm asked
7. I am always in the right place at the right time, doing the right thing
8. I understand that school is a formal environment; I dress and behave accordingly
9. I attend regularly and arrive on time with the correct equipment
10. I am proud of our school, helping to look after it and create a positive learning environment

OUR BEHAVIOUR PRINCIPLES

The school will be relentless in its high expectations of the behaviour of our students. Our **rewards** system is designed to celebrate and promote a culture of success. **Rules** are important to enable our school community to be the best it can be. Any student breaking our rules will be making a conscious choice and can expect a corresponding **consequence**. All students have a copy of the Vyners 10 and the Rewards & Consequences system in their organisers.

The school's Behaviour and Discipline Policy was reviewed in the Spring term of 2013 in the light of the DFE's revised guidance for schools relating to behaviour and discipline. This guidance clearly sets out the roles and responsibilities for governing bodies, headteachers and teachers in

the light of the Education Act 2011 as it came into effect from September 2012. The school will ensure that all incidents of behaviour are dealt with thoroughly and fairly and in accordance with the school's Single Equality Scheme.

We are committed to:

- Promoting an ethos/culture of praise and encouragement in which all students can enjoy and achieve.
- Promoting self esteem, self discipline, correct regard for authority and positive relationships based upon mutual respect.
- Promoting good behaviour both inside and outside of the classroom.
- Ensuring equality and fairness for all.
- Promoting consistent responses both to negative behaviours (consequences) but also to positive behaviours (rewards).
- Providing a safe environment for all staff and students that is free from bullying or any form of harassment.
- Working with a range of external agencies to promote and encourage good behaviour and to engage in early intervention where we believe this is necessary.
- Encouraging a positive relationship with students, parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures.

Roles and Responsibilities

- The **Governing Body** will establish, in consultation with the Headteacher, staff and parents, the policy and keep it under review.
- The **Headteacher and Senior Leadership Team** will be responsible for the day-to-day management of the policy and procedures.
- **School staff, including teaching and support staff**, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher and School Leaders/Managers, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policies and procedures consistently.
- **Parents and carers** are expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside of school. The school encourages parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour. Parents and carers are actively encouraged to raise with the school any issues in relation to the operation of the policy.
- **Students** are expected to take full responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

Procedures

Procedures detailed in this policy have been developed through consultation between the Senior Leadership Team, teaching and support staff, parents and students.

Rewards

The stories that inspire most readily are those that come from within the school community itself. We know that success breeds success.

Our school community needs heroes and heroines

- They show what can be achieved by “people like us”
- They show targets that are achievable
- They model what success looks like

Our school community recognises and celebrates the success of individuals and groups. Students are rewarded in line with our 4 values; Community, Aspiration, Respect and Endeavour.

The rewards system is detailed in **Appendix 1**.

Rules and Consequences

Our school will help students learn how to behave. We have legal power to apply a wide range of sanctions/consequences to students who break school rules, fail to follow instructions or behave in a way that is unacceptable.

Consequences can include:

- withdrawing the student from a lesson or from a peer group
- withdrawing participation in a school trip or event
- taking away break or lunch time privileges
- detention – including weekends
- confiscation of property
- Exclusion from school – either for a fixed period or permanently

Dealing with in-class incidents of misbehaviour

Classrooms are a place of learning and we have high expectations for student behaviour in lessons. We expect students to:

- Engage fully in learning without disrupting the learning of others.
- Follow the basic classroom code of conduct which includes routines for entering the Classroom, seating plans; how to answer questions; having basic equipment necessary for the lesson.
- Show respect for the classroom teacher and any other adults in the classroom.
- Show respect for all other students and learners and to work co-operatively with them to ensure that learning targets are achieved. This includes respecting diversity and the differing views and opinions that other students may have.
- Show respect for the learning environment and the physical equipment made available to them during the lesson.

We believe that the vast majority of behaviour incidents can be dealt with by the classroom teacher. However, there are situations where the poor behaviour of a student continues to disrupt the learning and progress of other students. In these cases we would expect to see an escalation of behaviour management consequences as detailed in **Appendix 2**.

Dealing with out of class incidents

We expect high levels of behaviour from students during times when they are not in the class room. We expect students to;

- Obey staff instructions the first time of asking without comment.
- To travel through the school in an orderly fashion. No running or shouting.
- Wear our school uniform correctly, with pride at all times.
- Not to engage in bullying, teasing, name-calling or any behaviour that makes others feel unsafe.

- Not to eat or drink in non designated areas.
- Not to be in areas designated as out of bounds.
- To show respect for our school environment and not litter.

Students carry a standard's card with them so that staff can record incidents of behaviour related uniform and equipment for learning. These incidents are subject to our consequences system.

Detentions

Detentions run from Monday to Thursday for an hour after school and form an important part of our school consequences system. **Appendix 2**

- Parents will be given a minimum of 24 hours notice for detentions lasting longer than 15 minutes and parents will receive a text message detailing why the detention has been issued and the date on which it is to be served.
- During the detention students will be under the supervision of a member of staff.
- Students may be set tasks to complete which may involve some form of service to the school community.
- Students may be asked to complete curriculum studies.
- The school holds Saturday morning detentions for students failing to attend or respond to other detentions or truanting from school.
- Parents are responsible for collecting students after detentions or ensuring their safe journey home.

Definition of school jurisdiction

This policy applies on school premises, on visits and trips including those that are residential and during any events when the students are the responsibility of school staff. When students are travelling to and from school in uniform they are considered to representing the school and therefore the school rules apply. This includes Sixth Form students, who remain subject to school jurisdiction even if off site. The school reserves the right to take interest in and impose sanctions for any misconduct by any student at any time, beyond the bounds of the school day, week, and term, where such misconduct prejudices the good order and welfare of the school and its students. Whilst it is impossible for a school to manage the conduct of students when they are under their parents/carers care, the school can impose penalties on students who have used the internet or a mobile phone to harass another student or member of staff outside school.

Supporting students

Our behaviour policy encourages students to take responsibility for their own behaviour and helps them to recognise the consequences of inappropriate behaviour. It incorporates staff training on promoting positive and consistent behaviour standards within the school. We recognise that at times students need support to reframe their behaviour that is additional to and different from the consequences system in **Appendix 2**. In such instances students will be put onto a Behaviour Report. This is a graduated response and may at times include additional in-school remediation or support from external agents like the Educational Psychologist. Being on report does not replace sanctions set out in the consequences system. The school recognises the need for relationships damaged by poor behaviour need to be rebuilt and to this end students will be encouraged to participate in restorative justice processes.

Tutor report / Green report

This is an initial response to support a student whose behaviour is a concern in more than one curriculum area. If students receive 3 C3 detentions the tutor is alerted and a tutor report is initiated. Parents will be informed by the tutor via a telephone call that their child is going on report. The report will have clear targets that relate to reframing the behaviour that is causing concern. The report will be monitored daily by the form tutor and signed each evening by the parent. A telephone review will take place at the end of the reports 2 week duration. If the student has met the targets on the report and made significant progress in improving their behaviour, the report process will terminate.

Year Leader report / Amber report

If the student has not met the targets on the green report parents will be called to school to attend a meeting with the Year Leader. Targets will be looked at and a Year Leader report issued. The report will be monitored daily by the Year Leader and signed each evening by the parent. A review meeting with parents, student and Year Leader will take place at the end of the reports 2 week duration. If the student has met the targets on the report and made significant progress in improving their behaviour, the report process will terminate.

Senior Leader report / Red report

If the student has not met the targets on the Amber report parents will be called to school to attend a meeting with the Year Leader and a member of the Senior Leadership Team. Targets will be looked at and a Senior Leadership Team report issued. The report will be monitored daily by a member of the Senior Leadership team and signed each evening by the parent. A review meeting with parents, student, Year Leader and Senior Leader will take place at the end of the reports 2 week duration. If the student has met the targets on the report and made significant progress in improving their behaviour, the report process will terminate.

Pastoral Support Programmes

Should students fail to make significant progress in meeting behaviour targets they will be placed on a Pastoral Support Programme (PSP). This will be monitored by the Assistant Headteacher with responsibility for pastoral education. The PSP is a 16 week programme involving school and external agents aimed at reframing behaviour and supporting students to be in school. Failure to make progress on a Pastoral Support Programme can culminate in permanent exclusion.

Special Educational Needs

Whilst it is not always possible to do so, particular efforts will be made to avoid excluding students who are being supported at School Support or who are subject to an Educational Health Care Plan. We also acknowledge our legal duty under the Disability Discrimination Act not to discriminate against disabled pupils by excluding them from school because of behaviour caused by their disability. This applies to both permanent and fixed period exclusions.

Continued incidents of poor behaviour or more serious incidents of poor behaviour

In most cases, interventions will reframe student behaviour. However in a minority of cases, individual students continue to demonstrate behaviours which do not meet the expectations of our school and may damage the learning and progress of other students or the well-being of other students or staff. In these cases, and in the case of "one off" serious incidents of poor behaviour, the school will use the higher level sanction of exclusions. These may be implemented as either;

- Internal exclusions held in school.
- Fixed term external exclusions.

At times it is necessary for the Headteacher to consider permanent exclusion in response to a student's behaviour; reasons for this may include, but is not limited to, the following;

- All other steps to encourage the student to obey the school rules have failed.
- Allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school.
- Persistent and defiant behaviour. This would encompass bullying including homophobic or racist bullying.
- Serious actual or threatened violence against a student or member of staff.
- Sexual misconduct.
- Supply of an illegal drug, or severe misuse of an illegal drug.
- Carrying an offensive weapon.

Further information relating to exclusions can be found in our Exclusions Policy.

Behaviour in the Sixth Form

The Sixth Form are subject to C4 and C5 sanctions as set out in the Behaviour Policy; Rewards and Consequences. Sanctions given to Sixth Form students in addition to this are found below. Please be aware that students in the Sixth Form remain subject to the jurisdiction of the school and the Exclusion Policy is applied to them as it is all students. Sanctions given to Sixth Form students are recorded on SIMS and where applicable letters are sent home to inform parents.

Failure to complete work

When a student has not completed their work and it has been ascertained that this is a failure to meet expectations rather than a case for Learning Support intervention, this leads to a department sanction and then a Compulsory Study Session (CSS) on a Friday after school, using the following procedure:

Strike 1: Classroom teacher gives a warning, records an SI on SIMS and gives an opportunity for the student to complete the work.

Strike 2: If the student continues to fail to meet the expectation for completing work the Teacher or Subject Leader gives a sanction and contacts home.

Strike 3: Should the student continue to fail to meet task completion expectations they will be required to complete a CSS set by the Subject Leader using the referral document and verified by Year Lead or Head of Sixth Form. CSS times increase with frequency set.

Sixth Form behaviour sanctions for failure to comply with school rules

Where students in the Sixth Form engage in behaviour that does not comply with rules set out in Rewards and Consequences they are sanctioned in a similar way to students in Key Stages 3 and 4 and a record is kept of this

S2: behaviour / uniform breaches

S3: lateness/ missing study sessions / more serious behaviour breaches

SI: Failure to complete independent study

C4: as per main school

C5: as per main school

The Sixth Form Team will issue detentions for S2 and S3 offences. Students will make up any study time missed after school.

Persistent breach of Sixth Form sanctions / more serious behaviour concerns:

As a graduated response, students for whom the above sanctions have not worked will be subject to a more formal process and this can be seen below:

Stage 1: Signed Contract for 2 weeks and parent/carer notified

Stage 2: Parental meeting, 2 weeks off site when not in lessons and **first formal written warning**

Stage 3: Parental meeting, 2 weeks respite served at Ruislip High School and **second formal written warning**.

Stage 4: Parental meeting with Headteacher, 2 day exclusion and **third formal written warning**.

Stage 5: Permanent exclusion

The 5 stage process described above is cumulative and students will not return to stage 1 if they re-offend.

Behaviour in the Sixth Form - addendum to Behaviour Policy (December 2019)

Appendices to the Behaviour Policy

- Rewards system
- Consequences system
- Specific rules communicated to students (annually)
- Exclusions policy
- Protocol for informing police of behavioural events in school
- Protocol for interviewing students
- Protocol for informing parents
- Protocol for decision making regarding punishment
- Restraint and search protocol
- Confiscation protocol
- Dealing with allegations against members of staff

Our Behaviour Policy should be read with reference to;

The Anti Bullying policy

The Drugs Education Policy

The Exclusions Policy

The Single Equality Scheme

COMPLAINTS PROCEDURE

Students

If a student has a complaint about the way he or she has been disciplined or treated then he or she must firstly discuss the matter with the form tutor.

If the matter remains unresolved or concerns the form tutor then it should be referred to the Year Leader

It is envisaged that the majority of student concerns can be dealt with at this level. However if a matter remains unresolved then a member of the Senior Leadership Team will review the matter.

Parents and Staff

The Governors have a published complaints procedure which can be obtained from the Clerk to the Governors at the school.

Review Framework

The policy should be reviewed annually (or sooner in the event of revised legislation or guidance)

Ratification by Local Governing Body

Ratification Date	Name	Signature
December 2019	Gary Mullings, Headteacher	
December 2019	Mark Hague, Chair of Board of Governors	