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**Governors' Committee: Community**



**Behaviour Policy**  
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## **Introduction**

Our intention at Rokeby School is to enable all students to fulfil their potential. We aim to develop an ethos in which individual students take full advantage of the opportunities available to them, aspiring to the highest standards in all aspects of school life.

We also recognise that young people make mistakes, and a teacher's response should guide them towards acceptable behaviour. We insist on standards of proper behaviour for the benefit of all students, so that they learn well and are an asset to both the school and community. Students will be encouraged to accept responsibility for their behaviour. Good behaviour is encouraged and rewarded. Unsatisfactory behaviour is dealt with firmly and fairly. The behaviour policy and practice of the school must be accepted; it applies to all students, without exception. The school pursues a "no excuse" culture; whilst students have different needs and backgrounds, there is no excuse for rude, aggressive or disruptive behaviour.

## **School Behaviour Ethos**

These are in place to ensure that every child has the opportunity to learn without disruption in a calm and purposeful atmosphere. This is encapsulated by the philosophy of:

**We look after each other**  
**We look after our school**  
**We look after our community**  
**We take responsibility for ourselves**

## **Expectations of students**

- Follow the instructions of all adults as requested
- Arrive on time
- Be polite, respectful and considerate to each other and the building / school environment
- All litter to be placed in the bins provided
- Wear the correct uniform, smartly and with pride
- Take off any coats / scarves and gloves when entering the building.
- Be prepared for learning with the correct equipment / PE kit
- Move around the building calmly, safely and quietly. No running

## **Classroom expectations**

- Arrive on time
- Sit where directed by the teacher / seating plan
- Place all relevant equipment on the desk. Bags to be placed on the floor.
- Show respect at all times
- Complete all work to be best of your ability

All expectations set and the philosophy support and promote the key values of the school by making a significant contribution in our students' **'Daring to be the best'**.

As a school we aim to maintain an orderly and cohesive community, so that the students may learn how to get along with one another and have the space to grow and learn without fear. We ask them to embody our school values of Respect, Success, Passion for Learning, Personal Challenge, and Harmony in order to become active citizens of the future.

## **Roles and Responsibilities**

At Rokeby we recognise that as a community, it is essential that this policy must apply to the behaviour of all its members and to all adults (teachers, other staff, parents/ carers and visitors) as well as to our students. Leading by example means we can demand good standards of behaviour from those in our care.

### **Staff**

All staff are responsible for encouraging respect and promoting positive behaviour by modelling and reinforcing the behaviours they wish to see. Challenging unacceptable behaviour is key if we are too consistent in the application of our policy. This ensures everyone is clear on what is acceptable and unacceptable conduct within the school and that the systems are applied appropriately and fairly.

- Meet and greet at the door
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Use achievement points to reinforce and promote good behaviour
- Be calm and manage own emotions
- Follow up every time when poor behaviour occurs, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past students who are behaving badly

### **Senior and middle leaders**

All senior and middle leaders should lead by example, standing alongside colleagues to support, guide, model and show a unified consistency to the students. They are not expected to deal with behaviour referrals in isolation.

### **Governors**

Governors have a responsibility to consult upon and uphold the agreed policy and hear any complaints arising from it. They should work with the leadership team to support and access the school wide behaviour policy and practice and hold the school to account on its implementations. They should ensure there is consistency between school policy and statutory guidelines. They are expected to attend meetings of the Governing Body and sub committees where behaviour is discussed and provide constructive feedback.

Representation from the Governing Body will also be required on fixed term (if requested by parents) / permanent exclusion panels in line with statutory duties.

### **Parents and carers**

The full support of parents / carers is essential if good behaviour is to be maintained. Our expectations of students and their parents/carers, as well as what we as a school agree to provide to support high standards of behaviour, are set out in the Home School Agreement.

## **Pastoral care for school staff**

Employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The Governing Body should instruct the Head Teacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers. (DFE Behaviour and Discipline in Schools Guidance for Governing Bodies)

Staff are advised to consult either a union or representative for advice.

The Newham grievance/disciplinary procedures will be followed in all cases.

## **Rewards and sanctions**

Engagement with learning is always our primary aim. We recognise that for most students a gentle reminder or nudge in the right direction is all that is needed, although there are occasions when more structured intervention is necessary. Steps in the system should always be applied with care and consideration, taking individual needs into account where necessary. Staff should praise positive behaviour - not pander to attention seekers. All students must be given 'take up time' in between steps to allow students time to consider their behaviour.

All staff must remember that consistency is key. It makes students feel safe, secure and confident of expectations.

To this end all staff are expected to have:

- Have well-planned, engaging lessons that meet the needs of all students
- Apply consistent routines and expectations in the classroom
- Have carefully considered seating plans for classes

## **Rewards**

It is important to recognise and celebrate achievements and efforts of those students who behave well and work hard. All rewards are recorded electronically via SIMS. Staff are encouraged to reward students using the positive pyramid.

At the end of term each subject area will be asked to nominate two students that have excelled in their subject(s) this year so far. Areas are requested to consider both academic success as well as progress. Form tutors also nominate a student from each registration group that embrace and embodies the school values. These awards are presented by the Key stage coordinator in extended assemblies and come with additional achievement points, certificates and for some awards vouchers.

The school also uses a number of external agencies, like the Jack Petchey award to further promote positive behaviours and recognise the work and character of our young men.

**SEE APPENDIX Rewards**

## **Sanctions**

Sanctions are in place for poor work and or behaviour. Sanctions range from a rebuke to exclusion. Minor misbehaviours will be dealt with as such but more serious misbehaviours will bring about more serious sanctions. Fortunately, very serious misbehaviours are rare. If a student repeats misbehaviour then the sanctions will become more severe. The table outlines different levels of sanctions and provides staff with examples of when these sanctions may be applied both within lessons and around school. Our staff have a clear model for maintaining discipline that allows them to calmly assert their authority at an appropriate level when required.

**SEE APPENDIX Sanctions**

## **On Call and Departmental Support**

Teachers and departments are expected to take the lead in dealing with misbehaviour in lessons, but are able to make use of the 'On Call' system if required. All departments will have systems in place for the supervision of students who are removed from a lessons, this is usually via departmental support. Students are placed into another teacher's classroom to complete work; they are either accompanied by a free member of the department or the on call member of staff. This timetable should be created and submitted to the SLT line manager at the start of the academic year. If a student has to be removed from a lesson the class teacher and the Head of Department must decide on an appropriate course of action (see behaviour table – detentions, phone calls home) and share this with the student before the next lesson. 'On-call' should be used when in class actions and departmental support is not adequate to manage the misbehaviour. E.g. the student leaves the lesson and runs off; the student refuses to work with another teacher; the student is generally beyond verbal control. If 'on-call' is used any actions are recorded and it is a Head of Department responsibility to regularly check their departmental use of the on call system and how misbehaviour is followed up.

## **Detention**

Learning conversations should be used by staff for a variety of breaches of expectations around work and behaviour. It is reasonable for a teacher to detain a student at lunchtime (15 minutes) or at the end of a school day for up to a maximum of up to 30 minutes in order to talk about appropriate conduct within a lesson, without the need to inform parents / carers, on the same day. This should be logged on SIMS.

If the concern is greater then a student can be issued up to an hour detention. A phone call home must be made and at least 24 hours notice must be given before the detention is due to take place and logged on SIMS.

## **Reports**

A student may be placed on one of four reports for one or more of the following:

- Concerns expressed across three or more areas (SIMS /incident reports/ staff discussions)
- Concerns about underachievement
- Concerns about bullying or anti-social behaviour etc
- Truancy
- Frequent lateness (to school or lessons)

Each report will contain specific, measurable targets and will be followed for a period of two weeks. Failure to achieve the targets set on report could lead to contact with home, appropriate sanction such as the setting of detentions, loss of privileges or going on report to the next level report.

The hierarchy of reports any student can be placed on is:

- Orange tutor report – this automatic following a period in IEU
- Blue Year co-ordinator / Head of Department report
- Yellow report – Key stage co-ordinator
- Red report – SLT

**SEE APPENDIX sanctions**

### **Management of behaviour around the school**

To ensure the safety of all members of the school high expectations must also apply with regard to movement around the corridors and in the playground. Unacceptable behaviour includes:

- physical contact e.g. play fighting
- running in areas other than the MUGA / Playground
- eating and drinking in areas other than the Canteen or outdoor eating areas.
- excessive noise.

Staff on duty at break or lunch must be punctual to their duties. While on duty they should be alert and active and challenge any unacceptable behaviour in their duty area. It is the responsibility of all staff at all times to challenge unacceptable behaviour.

### **Behavioural support and intervention**

Whilst it is important that we sanction poor behaviour and undesirable learning habits it is equally important that, where appropriate, we intervene and offer support in order to allow our students to eliminate these poor behaviours and develop as young adults.

The school has a variety of mechanisms to provide additional support to these students with an emphasis on early intervention. Pastoral teams regularly review behaviour tracking data and use their professional knowledge to identify students who may be experiencing difficulties. Where appropriate, students are referred at the RISE meeting (Rokeby intervention and supportive education) where there needs are tracked, monitored and discussed and appropriate interventions are put in place.

Where there are wider issues the school will work with the family and or external agencies under the early help process to improve circumstances for a young person.

**SEE APPENDIX intervention provision**

