

# Stanley High School

## Behaviour for Learning Policy

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### The Principles Underlying the School Behaviour for Learning Policy

The Behaviour for Learning Policy at Stanley High School is a statement of good practice which allows all students to **learn and all teachers to teach**. It covers all aspects of the school that contribute to a positive learning environment and school ethos. All members of the school are expected to help maintain an environment conducive to learning of which the fundamental tenets are mutual respect, courtesy and tolerance.

Our mission statement at Stanley draws from a number of different sources there is however one guiding principle that runs through the whole document and that is that

#### **Student needs come first at Stanley**

This is the driver for ensuring we develop behaviour for learning strategies that enable all learners to access an orderly and supportive learning environment that allows encourages independence of thought, freedom of speech and respect for others opinions. The documents below are the keystone documents that provide us with the insight

- Articles 28 and Articles 29 of the United Nations Rights to the child which relate to universal statements about the provision of education
- Our school prospectus and our Aspire, Challenge and Excel motto
- our respect promise that we expect all staff, students and staff to abide by – and is part of this policy
- our existing SMSC policy that is interlaced with all that we do at the school

#### **Providing children with a strong sense of right and wrong**

As important as academic achievement for students it is equally important that they leave Stanley High School with a strong sense of what is acceptable behaviour and conduct and what it isn't. We want our students to go on to become successful, productive British citizens who make an active contribution to society. Our behaviour for learning practices have an unashamed focus upon insisting that our students are courteous, well mannered, presentable and respectful. We believe this focus upon the development of the 'whole child' is important as these are behaviours that are needed for students to be successful in employment. We develop these ideas in a number of ways these include

- Form tutor period
- Year and Whole School assemblies
- Across the whole curriculum – through careers education and other PSHE components
- The promotion of British values and equipping students with knowledge of the 'prevent' agenda and others
- Working with the local community on projects

We want all our students to develop a positive attitude to learning that will enable them to be successful and provides them with a have a thirst for learning that extends beyond what is economically useful and enables them to enjoy learning for its own sake and how it enriches the individual.

We are insistent on good order in class rooms so can students have opportunities to develop

- Curiosity and imagination
- Resilience and perseverance – when faced with difficult challenges
- Ability to think laterally – when faced with new situations
- Team working skills – and developing problem solving skills
- Oracy skills – and capacity to articulate their ideas
- Develop literacy and numeracy skill skills

## Aims of the School Policy

- To support effective teaching and learning
- To help all students make good progress
- To have clear, easy to unambiguous guidelines that are understood by all
- To develop mutual respect between all
- To maintain an orderly environment both within the school and the surrounding community
- To adhere to and consistently apply the principles of the school behaviour policy
- To gain the agreement and active support of teachers, support staff and parents/carers
- To promote Student Voice in regard to Behaviour for Learning Expectations and Rewards
- To work in partnership with parents/carers to encourage positive behaviour and attitudes
- To reward good behaviour and achievement
- To sanction poor behaviour

## Expectations

The most important person in ensuring that the school's behaviour policy is complied with is not the teacher or parent/carer **but is the students themselves**. We will be robust in challenging students when they do not meet their expectations or follow guidelines for behaviour. To help students we have larger posters that explain what our 10 commandments for learning are in all classrooms and corridors. When students fall short of this expectation we will expect parents and carers to support the school. Teaching staff will help students with their understanding of the policy by reviewing expectations with students at the start of each term at the very least.

## Expectations of Students

- Students will demonstrate a positive attitude to learning in all lessons
- Students will be courteous to ALL school staff, visitors and other students
- Students will follow reasonable instructions by school staff, obey school rules for behaviour, uniform, appearance and conduct and accept sanctions in an appropriate way
- Students will act as positive ambassadors for the school when off school premises
- Students will always show respect to school staff, fellow pupils, school property and the school environment.
- Students will never denigrate, harm or bully other pupils or staff
- Students will never bring any materials that are harmful or illegal into school or on to the school premises e.g. cigarettes, alcohol, drugs
- Students will never bring any weapon on to the school site e.g. knives
- Students will cooperate with and abide by any arrangements put in place to support their behaviour such as behaviour or conduct reports or behaviour plans
- Students will contribute to the development and refinement of the school behaviour policy

## Guidelines for Students

Students must

- Be smart in appearance and in full correct uniform
- Uphold the school motto at all times
- Not to use any electronic devices or mobile phones on the school site – if these are visible they will be removed from students and parents will be expected to pick them up from the school site
- Be punctual to school and to all lessons
- Be responsible for the school environment
- Arrive at school by 8:40am with the correct books and equipment for the day
- Act safely at all times
- Be kind, polite and courteous

- Show respect to each other students and ALL members of staff
- Respect others and their property
- Respect the building and grounds
- Follow directions without argument
- Move around the school on the left in an orderly manner
- Carry their planner with them and use it appropriately
- Complete homework and hand it in on time
- Not to eat/drink/chew in lessons or on the corridors
- Not to wear excessive make up, wear jewellery that breaches health and safety regulations or wear extreme hair colouring/styles.
- Not to wear hats or 'hoodies'
- Not to use or possess illegal drugs or weapons
- Not to harm or threaten harm to any student, staff member or member of our wider community. This includes use of social media platforms also

## **Lesson Guidelines for Students**

### **Starting Lessons**

#### **Students must**

- Be on time and line up outside the classroom in an orderly manner
- Enter the classroom when instructed in an orderly manner and stand behind your chair
- Take off outdoor clothing before entering the room – when possible
- Get out books and equipment, including your planner
- Put bags out of the way – when possible
- Sit quietly ready to start the lesson
- Sit according to the teacher's seating plan

#### **During lessons**

- Be silent and listen when the teacher or another student is speaking
- Stay in your seat and remain in the room unless you have permission to do otherwise (written permission to be out of the classroom)
- Participate fully in the lesson
- Work to the best of your ability without distracting others – give 100% at all times
- Respect the environment
- Ask for help if necessary at the appropriate time
- Write homework tasks and record rewards/achievements in your planner

#### **At the end of the lesson**

- Work until the teacher indicates the end of the lesson
- Stand, quietly, behind your chairs check your uniform
- Leave in an orderly manner when dismissed
- Leave the room tidy
- Leave the room safely

Please note the respect promise that we expect all students and staff to sign overleaf.

## Respect Promise

At Stanley High School we have used the seven Olympic values as the cornerstone of our SMSC policy. One of the three original Olympics values is **Respect**

### What is respect?

- It's about acknowledging and supporting the dignity of every human, whether or not you know this person.
- It's about trying to ensure we are all treated fairly
- It's about respecting ourselves and our environment

### Who does this involve? – Everyone!

- All Students – **students** are expected to be **respectful to one another**
- Staff and Students – making sure we speak and treat each other with respect
- All members of staff, including school governors – making sure how we communicate with each other is respectful and appropriate
- For all **visitors** to Stanley High School including parents and carers – to be treated and **welcomed** to our school and treated with respect

### In practice what does this mean?

- You can be more respectful by considering the **needs of others** first
- By always being **well-mannered** when we speak or communicate with others via email or any other media
- By **listening** to people carefully
- By acknowledging **other people's ideas** as well as your own
- By respecting peoples **differences**
- By having the moral **courage to apologise** when we fail to show respect to others
- By treating our **learning environment** with respect at all times
- We need to be respectful at all times in lessons, on corridors, in the dining hall, **everywhere!**
- To act respectfully in **our local community** and when we represent our school

**"Treat others as you would wish to be treated."**

I understand that these are reasonable expectations of me and I agree that I will try and conduct myself in agreement with them

Signed .....

Print Name .....

Date .....

## Expectations of Parents & Carers

- Parents & carers will respect the school's behaviour policy and the disciplinary authority of school staff.
- Parents & carers will ensure that their child follows reasonable instructions by school staff and adheres to school rules.
- Parents & Carers will not be disrespectful or threatening towards any school staff
- Parents & carers must send their child to school each day punctually, clothed in line with the school uniform policy, fed, rested, and equipped and ready to learn.
- Parents & carers must ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm.
- Parents & carers must be prepared to work with the school to support their child's positive behaviour.
- Parents & carers must attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour.
- Parents & carers must adhere to the terms of any Parenting Contract or Order relating to their child's behaviour.
- If their child is excluded from the school, parents and carers must ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.

## Expectations of the School

- The school will make clear the school's statutory power to discipline pupils and that pupils and parents will need to respect this.
- The school will ensure the whole school community is consulted about the principles of the school behaviour policy.
- The school will enforce our school behaviour policy – including rules and disciplinary measures.
- The school will establish and communicate clearly measures to ensure good order, respect and discipline.
- The school expects pupils and parents' cooperation in maintaining an orderly climate for learning.
- The school will cooperate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence.
- The school expects pupils to respect the rights of other pupils and adults in the school.
- The school will ensure the school behaviour policy does not discriminate against any pupil on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities.
- The school will not tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution.
- The school will ensure teachers' roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and workforce remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers.
- The school will take firm action against pupils who harass or denigrate teachers or other school staff, on or off premises – engaging external support services, including the police, as appropriate.
- The school will ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.
- The school will support, praise and as appropriate reward pupils' good behaviour.
- The school will apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.
- The school will arrange reintegration interviews for parents/carers at the end of a fixed period exclusion
- The school will provide support through a Leadership Team report card for any student who has returned from an exclusion. The report card will highlight agreed targets for the student and will be monitored by one of the school's leadership team for a minimum of two weeks.

- The school will arrange detentions for students who transgress schools rules
- The school will take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying
- The school will ensure staff model good behaviour and never denigrate pupils or colleagues
- The school will promote positive behaviour through active development of pupils' social, emotional and behavioural skills
- The school will keep parents informed of their child's behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities
- The school will work with other agencies to promote community cohesion and safety
- From September 2013 the school has expected every student to sign the 'Respect Promise'

### **Expectations and responsibilities of teachers**

A critical part of a teacher's role is to ensure that good order is maintained in their classroom as without students are unlikely to make the progress they should do. The Headteacher, Leadership Colleagues and Teaching and Learning Team will therefore carry out regular learning walks to support learning by challenging students who are off task and challenging teachers and other professionals who are not abiding by the schools own behaviour policies. If such concerns arise on a frequent basis the Headteacher may decide to take further action should he deem this necessary.

For clarity we have included the appropriate section from the teaching standards that relate to effective classroom management.

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

### **Guidelines for Staff – We Must**

- Meet and greet students into lessons by being present at the door to welcome students into the rooms and therefore avoid problems on the corridors where possible.
- Have starter activities ready for students to immediately, so that students entering the classroom are entering an environment that is work focussed from the outset
- Be on time for duties and make sure that we converse with students when on duties.
- Spend time on outlining what the expectations are at the beginning or ends of lessons – and do this consistently with ALL years
- When we challenge a student about behaviour; ensure that it is their behaviour we criticise and not them
- Be mobile around classrooms to let students know it is 'our' domain
- Ensure that any consequence or merit marks are awarded and are visible to students
- Not overreact or be provocative and ensure that we physically get down to their level and redirect behaviour in a calm measured manner, reminding the students that they are choosing not to follow expectations
- When a student who has been off task returns to work we should respond by acknowledging that with appropriate praise
- Be aware of our own body language
- Avoid sarcasm, put downs and over familiarity – let's keep some professional distance
- Remember that we need to be polite and use please and thank you, so we engender some mutual respect

- Expect students to bring the basic equipment for lessons and challenge them when this does not happen e.g. pen, pencil, planner, as an absolute minimum
- Challenge students who are not in correct uniform
- Ensure that any sanctions that we apply are followed through
- Recognise that establishing and sustaining good order in classrooms is EVERY INDIVIDUAL TEACHER'S responsibility and recognise that this is a prerequisite to ensure students make good progress

### **Management of Behaviour**

The control of behaviour and rewards should be principally conducted by the following hierarchy

1. The classroom teacher
2. The department and or faculty
3. The form tutor
4. The Year leader
5. Pastoral/LT Link
6. Leadership Team
7. Headteacher

I would stress that with all of these guidelines, applying them CONSISTENTLY is the key.

If you, as the classroom teacher, issue a detention or have concerns over a student's behaviour/progress, parents must be contacted by email, phone or letter. All contact details can be found on SIMS. Concerns should be logged onto SIMS behaviour module and any contact with home entered onto the SIMS communication page.

Whenever and wherever possible it is most effective when the classroom teacher resolves their own student conduct issues.

Whilst we recognise that there will be cases when other staff need to intervene, this should be the exception not the norm. Staff must be prepared to give up their own time and engage in appropriate restorative work if they are to re-engage the student. For the majority of cases we would see the 'Department/Faculty/Year Leader' as the unit of organisation whereby more serious infractions of rules are dealt with, through detentions and arranging meetings with parents. Only in the most extreme cases would the Headteacher be expected to be involved. Support and training will be given in restorative justice techniques to help aid teachers and other staff 'repair and mend' relationships between staff and students. In certain cases students will need extra input from the Learning Support/CTG Team that may involve input from outside agencies. A simple statement of expectations will be posted in every class and around the school to remind everybody of our ethos and ambition.

### **Changes to On Call**

On Call system is being changed to reflect the rationale of this behaviour policy. There will be a system of 'Radio Support', which will be made up of members of LT and some TLR post holders. These support members of staff will be called to classrooms when there is a **critical** need for intervention rather than the 'first person you should contact'. It is in line with the expectation that faculties will be more responsible for dealing with and resolving behavioural issues. The recent introduction of the Faculty remove Form has gone a long way to support the reduction in need for support.

### **Occasions when Radio Support is necessary**

There will be the opportunity to call the office for a member of staff to assist should using faculty remove prove impossible. The Radio Support person who assists the teacher will reserve their right to exercise their professional judgement and return the student to the class, escort them to another class, take them to Form tutor/HOY/LT member or keep the student with them until the end of the lesson then return them to their next class. This Radio Support option should be used as a last resort only. As the pre-existing policy states the faculty should be the default

mechanism for dealing with the vast majority of situations. Faculty remove timetables should be in place asap after our September start.

### **Sanctions to be employed by the classroom teacher**

ALL warnings must be made visible by use of the normal white board. C= consequences it is an appropriate term as it is given as a consequence of students behaviour, in other words they have chosen to behave in this way. M = merits are when students have chosen to behave in a way to be awarded a merit.

This system can only work if all staff follow the procedures when dealing with negative and positive behaviour. This process will also be a focus for learning walks.

C1 - remind the child of expected behaviour and model this – give the student time to alter their behaviour

C2 -remind the student of expectations again – use the language of choice

C3- move of seat/ask them to remain behind/break time detention

C4- send to another member of faculty in close proximity for remainder of lesson (faculty should organise teams/buddies of people to work together)

C5 -Persistent poor behaviour will result in reference to the appropriate year leader. A faculty detention should be invoked at this stage. Faculties should take care of these themselves. If the issue is so serious that the on call needs to be called, the offence must at least be at a C4 level.

The learning support/CTG team must work with the year leaders to track incidents relating to behaviour and in the most serious of cases a student can be referred to LT if they are considered to be at risk of exclusion. The Learning Support Team will also be responsible for the work that goes on in our Learning Support Unit (LSU) where students who have a record of poor progress due to a particular or various factor(s) may be given respite from usual lessons (whether singularly or on block) to do some work with trained staff on learning/restorative approaches or perhaps anxiety or sometimes behaviour management. These students should be tracked on their return to normal lessons. This facility will also include mentoring and coaching those at risk of exclusion. Any child referred to this unit must have accompanying paperwork asap after the referral and agreement of Year Leader to enter the facility. The previous A2E provision has been disbanded for the foreseeable future.

Regardless of the outcome students MUST receive a classroom teacher based sanction at level 3-4. If a student is sent to a year leader and, in exceptional cases, a member of Leadership - there must be some dialogue between the classroom teacher and the student before the next lesson to rebuild relationships wherever possible.

### **Extreme Behaviour**

There are occasions when students display behaviours that threaten the safety of themselves, other students or staff that may require physical intervention by a member of staff. Obviously these situations are preferably avoided but if it is your judgement that safety is compromised it is permissible for you to use appropriate force to restrain a student. It is not against the law whatsoever if you are placed in this situation try to get support from another adult if at all possible. I would stress that you should avoid using any kind of force if at all possible. ***For example do not attempt to physically block the exit of an agitated student who is intent on leaving the room or immediate area, simply inform appropriate colleagues.***

### **A List of behaviours by category**

Some categories of what type of behaviour constitute poor or unacceptable behaviour:

C1-C3 – type behaviours



- Shouting out when it is inappropriate
- Deliberately disrupting the learning of others
- Showing a lack of respect to other students or the teacher
- Saying an inappropriate word (mild)
- Moving around the class without permission
- Turning up to lessons without equipment on a regular basis – more than two incidents
- Being rude to staff when challenged by them
- Refusing to follow instructions (mild)
- Turning up late to lesson by more than 5 minutes

#### C4-C5 – Behaviours

- Bullying or mocking behaviour directed towards other students
- Any form of physical or verbal abuse directed towards other students or staff
- Dangerous behaviour of any form
- Sustained refusal to follow instructions
- Any racist/sexist or homophobic comment or behaviour in unstructured time
- Sexual Harassment/Touching of any kind

During breaks and lunchtimes students whose conduct is unacceptable can access the daily lunchtime detention in the hall which is administered by the Headteacher/Senior Staff. Staff who wish to place students on detention must contact Mrs Wareing before 12.15pm and say who is being placed on detention and the reason. Students can be placed on lunchtime detention for 20, 30 or 45 minutes.

#### Detentions

Please take students through the detention hierarchy. Remember to record all dates and times using SIMS behaviour module. Break and lunch detentions are the most powerful form of sanction, set them at times when you can keep the student. Move through the hierarchy as efficiently as possible. Whenever possible please try to give students 24 hours' notice of an after school detention.

- Break time/Lunchtime/20 min after school – classroom teacher/form tutor
- 45 min after school – Classroom Teacher/Form tutor/ TLR holders for specific subject areas
- 1 Hour whole school detention – weekly on a Wednesday, Thursday and Friday – staffed by Year Leaders on a rota

Sanctions 1 and 2 are within the remit of the classroom teacher. It is expected that sanctions issued at 2/3/4 will be accompanied with either a phone call and or letter.

Lunchtime detention – administered by the Headteacher/Senior staff will be registered by the Main Office

#### Lates

Mark as present if student attends tutor time. If the student 'turns up after tutor time then tutor to detain/contact home. Please apply the following sanctions

- Refusal to attend tutor time/significant late referred to year Leaders for sanction
- 2 lates in the week = 1 hour detention with HOY

If the pattern continues the student and/or parent will be referred to Governor's attendance and punctuality panels. If students are late to lessons then the classroom teacher should administer the detention.

## Uniform

- Morning checks – Year Leaders/Senior Staff - around tutor groups every morning
- 1st uniform issue = warning
- 2nd telephone call home
- 3rd sent home/meeting – with year leader and or form tutor?
- Equipment checks and planner check should be carried out at least once per week.

All form tutors will be issued with stationary resources to support students but frequent offenders should be punished by the form tutor.

## Searching Students

School staff have the power to search students for prohibited items including, weapons, alcohol, drugs or connected paraphernalia, stolen items, tobacco, lighters/matches, e-cigarettes and/or fluids fireworks, pornographic images, drinks/food brought into school with the intention of selling to others, any item that has been or is likely to be used to cause an offence, cause personal injury or damage to property and any other items banned by school policy.

In the case of suspicion of illegal substances or property, the Police may be invited to conduct the search and will, at least, be informed of the incident.

As with mobile phones that are used, visible during school hours, any returnable item that has been confiscated, may be collected by parents at the end of the day. Parents will be informed by the school office of any items that have been confiscated that day.

## Extra Strategies for Classroom Teachers

1. Call a meeting with parents
2. Contact form tutor
3. Notify year leader
4. Call parents to meet with subject leader/faculty staff/Year Leader

## Homework

Lack of homework should be recorded – on third late/missed homework, contact home. If home cannot be reached at that time send a letter. Do not let the lack of homework effect the learning for a lesson. Do not start on a bad foot – leave homework collection to the end of a lesson. Give students one opportunity to hand in work the next lesson.

## Rewards

Students can expect to be rewarded and earn merit points for the following

- Demonstrating a positive attitude to learning – e.g. working hard, being resilient, leading learning, being an effective team worker
- Showing consideration, kindness, courtesy to others
- Making good **progress** in lessons (remember this applies to ALL students not just academically able students)

The merits should be earned for any of the behaviours above; they should NOT be awarded for academic attainment. Students must earn the merit points and this should be visibly recorded and logged on to SIMS behaviour module. No student should be given more than three merit points in any one lesson. The monitoring of merit points and consequence points should be done during faculty meetings that consider behaviour and safety. Students are not allowed to have merit or consequences removed once they have been issued.

Subjects can and should reward attainment/effort through their own means should they wish to. At the end of each term there will be a whole school assembly with prizes given for the students who have recorded the most merits in each of the term.

There will be an on- going Faculty Competition to see which faculty accrues the most faculty points in the year. There will be Behaviour for learning cup which will contribute to the overall Faculty Competition.

### **Students on Report**

Stanley High School Operates a 6 point Attitude to Learning (ATL) system which supports the tracking of Academic Progress and promotes consistency of reporting across the school. The system is also applied on conduct reports and the ATL criteria are explained in Appendix 1.

Where student's behaviour or attitude to learning warrants, they will be placed on a monitoring report with their form tutor. This will be for a period of two weeks, depending on their successful completion of agreed target(s). Parents are expected to read and sign the report at the end of each day. Parents will be informed that their child is on report by email. If this form of communication is not available for parents then they can request a phone call or text message. Communication can also take place through the student planner, which parents are expected to sign at least weekly.

If a student is not successful or if their behaviour/ Attitude to Learning warrants, then students will be placed on a Year Leader Report for a period of two weeks – the same rules apply.

A students who has returned from exclusion or has significantly breached school policy will be placed on a Leadership Team report (with a member of school's senior staff). This will run for two weeks and will also expect parents to read and sign daily.

Any loss of their report booklet will extend the period of monitoring, failure to meet with appropriate staff, on a daily basis, as directed will accrue further sanctions (usually loss of free time during or after school).

### **EXCLUSIONS**

Fixed Term exclusions will be considered for behaviour which significantly breaches the expectations of the school's behaviour policy. This can include abuse to staff or students, persistent defiance of school rules and any acts of behaviour outside of school that brings the school into disrepute.

Permanent exclusion will be considered for actions which endanger the health and safety of others or when deliberate damage of school property occurs. In line with our safe guarding policy, exclusion or permanent exclusion may also be considered where students make and maintain malicious allegations against staff.

These are guidelines around exclusion at Stanley High school and are not the only examples where exclusion may be considered.

### **A Guide to the Law**

Only the head teacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents, still apply. 3.

The behaviour of pupils outside school can be considered as grounds for exclusion<sup>3</sup>. This will be a matter of judgement for the Head teacher

The Head teacher may withdraw an exclusion that has not been reviewed by the governing body.

### **In Year Fair Access (IYFA)**

A student may be referred to the Local Authority IYFA Panel as an alternative to Permanent exclusion. These negotiated transfers to other schools in the area are there to give students a fresh start. They run for a 6-8 weeks trial with a review and a possible further 6–8 weeks trial before a decision is made for the student to change roll permanently. If the trial is unsuccessful the student returns to Stanley High School/Alternative provision. This process is managed by Local Authority representatives.

### **Attendance**

Good attendance is critical for students to achieve. Every form tutor group and every student has a target of 95%. Parents and carers should be aware that research indicates that students who have an attendance of 91% perform a grade below their expected target grade,

Each half term we will produce a bar chart showing the following.

- Attendance of Forms within each Year Group
- Attendance across the Year Groups

Students will receive recognition for excellent attendance in the form of letters/postcards home at either a faculty or whole school level. Parents should be minded that if they remove the students from school without authorisation from the Headteacher then they will be subject to a fine that is administered by the local authority who receives the monies recovered from parents/carers. Parents and carers should be minded to note the following

- The fines are £60 per child per parent – for example a family of three who are absent without authorisation can expect to be fined £360 – it is worth noting that these rules apply to both parents regardless of whether parents are both resident with the children or if they are separated
- The decision to authorise lies solely with the Headteacher – there are few exceptions that Headteacher can grant authorisation for

In addition:

- If a student incurs 8 sessions (each being a half-day session) of Unauthorised attendance then parents will be issued with a warning letter from school. If this is ignored and the student incurs 2 more sessions of unauthorised absence then Sefton will issue a 15 day period of notice to improve. If not improvement is seen at this stage then Sefton will issue a Penalty notice and fine and the parents or carers maybe subject to court action.
- If there is any further absence then the procedure will begin again. To clarify this means 10 sessions of absence over one term and 18 sessions over two terms (where a warning will be issued at 16 sessions of absence).
- Penalty fines incurred will amount to:  
£60 if paid within 21 days of receipt of the notice  
£120 if paid after 21 days but within 28 days

### **Consultation**

The governing body acknowledges its duty to consult by virtue of section 89 of the Education and Inspections Act 2006. The governing body understands it is legally required to consult with the head teacher, staff, parents and pupils on the principles of the behaviour policy. The consultation may be arranged in such manner as appears

appropriate. The manner by which this consultation will take place is by making the policy available on the school website.

Part IV of the Disability Discrimination Act 1995 (DDA 1995)

The governing bodies understand its duty to take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage in comparison with pupils who are not disabled. It understands this means that the governing body has a duty to make 'reasonable adjustments' and that this would include making reasonable adjustments to the statement of principles, school behaviour policy and disciplinary practices. This is in line with paragraph 3 of schedule 10 to the Equality Act 2010:

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

The Schools current DDA plan can be accessed via our website.

### **Published Disability Equality Scheme**

The governing body intend to fulfil this general equality duty by involving disabled people in the development of our Disability Equality Scheme. This will include collecting the views of disabled pupils about how school discipline and behaviour policies impact on them and their life in school and we will use those views to inform the development of our scheme, and our behaviour policies where school discipline and behaviour are identified as an area for action.

The governing body also accepts it has specific duties, under various equalities legislation, to monitor and assess the impact of our policies on pupils by racial group and gender. The governing body will therefore ensure that neither the overall school behaviour policy nor any particular disciplinary measures impact disproportionately or unfairly on any pupil within the school.

The governing body will also have regard to the health and welfare of staff, and the duty of care which we have for this. Behaviour policies and the principles which underpin them will take appropriate account of staff health and welfare issues.

The governing body will decide on an appropriate timescale for reviewing the principles and for the head teacher to update the resulting behaviour policy. Good practice suggests this should be done on average every two years and the governing body will ensure that this timescale is adhered to. We understand that the principles may not need updating every time they are reviewed but that a consultation exercise should be undertaken every time the statement of principles is updated.

The governing body is committed to values that promote the underlying principles and aims – such as respect, fairness and social inclusion – and these are the basis for the principles underlying our behaviour policy.

We will comply with equalities legislation and the duty to promote the well-being of pupils (section 21 of the Education Act 2002, as amended by section 38 EIA 2006) and therefore we feel it is important that the school's statement of principles reflects a commitment to improving outcomes for all pupils and eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community.

The statement of principles will also ensure that vulnerable pupils – such as those with special educational needs, physical or mental health needs, migrant and refugee pupils and looked-after children – receive behavioural support according to their need. Children in all these groups can experience particular difficulties with behaviour, for example related to medical conditions, lack of understanding or trauma and related policies will take account of such difficulties.

## Single Equality Scheme (SES)

The governing body has one overarching equality scheme called the Single Equality Scheme. Alongside the SES sits the SES Action Plan which outlines how the governing body will ensure that all matters relating to equality are addressed.

- Communication and Review
- Policy to be reviewed every 2 years and updated as necessary

Headteacher outlines school behaviour policy and what is expected regarding behaviour and what is not tolerated at Stanley High School in an assembly each term to students. This is also confirmed, at least, annually to parents.

## Attitude to Learning Criteria

6	<ul style="list-style-type: none"> <li>• <b>Self-motivated and co-operative</b> learner who is <b>focused on making good progress at all times</b></li> <li>• <b>Participates enthusiastically</b> and <b>maturely</b> in class: a positive influence on other pupils</li> <li>• Learning tasks in lesson are <b>always completed to the best of ability</b></li> <li>• <b>Shows resilience</b> when faced with challenges: <b>always attempts own solutions</b> <i>before</i> asking for help</li> <li>• <b>Always</b> prepared and on time for lessons</li> </ul>
5	<ul style="list-style-type: none"> <li>• <b>Co-operative learner</b> who is <b>focused on making good progress most of the time</b></li> <li>• <b>Participates maturely</b> in class and <b>works well with other pupils</b></li> <li>• Learning tasks in lesson are <b>usually completed to the best of ability</b></li> <li>• <b>Shows resilience</b> when faced with challenges: <b>usually attempts own solutions</b> <i>before</i> asking for help</li> <li>• <b>Always</b> prepared and on time for lessons</li> </ul>
4	<ul style="list-style-type: none"> <li>• <b>Co-operative learner</b> who is <b>usually focused on making progress</b></li> <li>• <b>Participates</b> in class activities and <b>works well with other pupils</b></li> <li>• Learning tasks in lesson are <b>usually</b> completed to a <b>good standard</b></li> <li>• <b>Sometimes</b> attempts own solutions <i>before</i> asking for help</li> <li>• <b>Usually, if not always,</b> prepared and on time for lessons</li> </ul>
3	<ul style="list-style-type: none"> <li>• <b>Often works hard</b> but <b>can sometimes be distracted</b> in lessons</li> <li>• <b>Participates</b> in class activities and <b>usually works well with other pupils</b></li> <li>• Lesson tasks are <b>not always completed fully</b></li> <li>• Will <b>sometimes give up too easily</b> when faced with difficulty</li> <li>• <b>Usually, but not always,</b> prepared and on time for lessons</li> </ul>
2	<ul style="list-style-type: none"> <li>• <b>Sometimes shows a willingness to learn</b> when motivated by the task</li> <li>• <b>Usually participates</b> in class activities but <b>does not always work effectively in groups</b></li> <li>• <b>Needs clear direction</b> and supervision to stay on task in class</li> <li>• Lesson tasks are <b>often left unfinished</b></li> <li>• <b>Often gives up easily</b> when faced with difficulty</li> <li>• Not always prepared and on time for lessons</li> </ul>
1	<ul style="list-style-type: none"> <li>• Shows <b>little personal motivation</b> to learn or make progress</li> <li>• <b>Rarely participates</b> in class activities and <b>often distracts other pupils</b></li> <li>• <b>Can be uncooperative</b>, even with considerable teacher input</li> <li>• Lesson tasks are <b>usually left unfinished</b></li> <li>• <b>Gives up</b> when faced with difficulty</li> <li>• <b>Often unprepared or late</b> for lessons</li> </ul>