

THE ELTON HIGH SCHOOL



BEHAVIOUR POLICY

Date Prepared	September 2022
Date agreed by Governors	15 December 2022
Date to be reviewed	September 2023
Person responsible	Vicky Helme / Kate Johnson

Aims

The Elton High School is committed to the social, emotional and moral development of each young person within the School community. We believe that each student requires a safe, secure and orderly environment so that each individual can achieve his/her full potential, both academically and socially. We aim to create a positive learning environment by sharing clear and high expectations which enable students to learn and teachers to teach. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Through the establishment of positive partnerships with students, teachers and parents, we work proactively to create a safe and secure environment which is both purposeful and orderly.

It is expected that:

- Good behaviour will be recognised and encouraged;
- When necessary unacceptable behaviour will be challenged and school sanctions will be applied;
- Violence, verbal abuse, bullying and discriminatory behaviour will not be tolerated.

By accepting a place at The Elton High School, for your child, parents accept the contents of this policy, for the duration of your child's registration on the roll of the School.

Expectations and Standards for all

Whilst in school students should feel safe, comfortable and confident enough to take responsibility for their learning. This means that we have certain expectations of them during lessons, outside the classroom and in the community.

Ready, Respectful and Safe are the three core values that students are expected to follow whilst they are in school and representing the school in the community.

Ready	On time for school and lessons Wearing uniform correctly and with pride Fully equipped for learning Positive attitude to learning
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	Phones switched off and away
Respectful	Listen actively Be polite Use appropriate language and tone in school Look after the school environment Kind and considerate to all Represent the school with pride when wearing the EHS uniform
Safe	Look after your feelings and others Respect personal space Share any concerns about others wellbeing Move sensibly around school Travel responsibly to/from school Stay safe online

Positive and consistent approach to behaviour management

We recognise that the vast majority of students are well behaved, cooperative and responsible. As a consequence, our behaviour policy places considerable emphasis upon recognising these students' efforts on a regular basis, as we know that this has a very positive impact upon attendance, effort, behaviour and attitude to learning.

We also understand that staff and students require clear guidance about acceptable behaviour. Therefore, we make every effort to communicate our high expectations through assemblies, newsletters, work displays, lessons and visual reminders around the school site. When students join our school we provide an induction "Behaviour for Learning" programme which enables them to gain a better understanding of our expectations within the classroom and around school.

To maintain highly effective discipline throughout the school, we have an experienced team of pastoral leaders who place great emphasis on developing good communication between home and school. Furthermore, we recognise the critical role that parents play in supporting the social, emotional and moral development of each young person. Working in partnership with parents, our teachers provide support and challenge to all our students so that they are able to achieve their maximum potential.

Rewards

There is a significant emphasis placed upon rewards so as to reinforce and promote excellent punctuality, attendance, effort, behaviour and attitude to learning. On a regular basis, students receive

achievement points, postcards, certificates and trips to recognise a broad range of achievements. Additionally, there are whole school rewards and celebration events for Attendance, Academic Progress, Academic Achievement & Sporting Achievements.

Our high profile rewards system helps to create and maintain the “can do” positive ethos which permeates through the school population acting as a great motivational tool to all students.

Consequences

At times we recognise and accept that young people will not behave or work in a manner which is acceptable. Within the classroom, we have a clear chain of consequences for managing such instances. If a student behaves in a way that is not acceptable, we operate the following process:

- Restorative conversations
- Phone call home
- Carrying out useful tasks to support the school
- Graduated system of detentions
- Letters home
- Withdrawal from lessons
- Fixed term exclusions

Withdrawal from lessons

Withdrawal from lessons is an extremely serious sanction. The Reflection Room is a functional and purposeful environment where students are provided with appropriate curriculum work to complete.

When working in the Reflection Room, students are supervised at all times and are not allowed to socialise with other students. They are expected to work in silence throughout the duration of their withdrawal from 8.45am – 4.00pm. Throughout the day each student’s work rate is monitored by staff.

The duration of any period spent in the Reflection Room will depend upon the nature of the incident and also upon the track record of the individual student.

On returning to lessons, following a period in the Reflection Room, each student completes a restorative reflection sheet and is expected to apologise where appropriate to individuals that their behaviour may have affected.

Support from Staff

Staff are supported to follow a clear set of principles so as to promote a consistently strong climate for learning within the school.

All staff, every day:

- Meet and greet at the door.
- Model positive behaviours and build relationships.
- Deliver lessons that engage, challenge and meet the needs of all learners.
- Provide a mechanism for positive recognition in each classroom/form room.
- Refer to Ready, Respectful and Safe in all relevant conversations about behaviour.
- Be consistent, certain and clear allowing 'take up time' when going through the steps before a consequence.
- Follow up every time, retain ownership and engage in reflective dialogue with students.
- Never ignore or walk past students who are behaving badly.

Support from parents

In order to maintain the highest standards of behaviour we would ask parents to support their child and also the school by:

- supporting and encouraging their child to follow the Ready, Respectful, Safe code of conduct
- ensuring their child attends school regularly, on time and with the correct uniform and equipment
- attending Parents' Evenings and other school events
- accepting that all students have the right to learn free from disruption
- accepting that teachers have the right to teach so that effective learning and progress takes place
- supporting the school in upholding high standards of behaviour
- keeping school informed of any relevant information about their child
- supporting their child in completing home learning tasks
- seeking guidance and support with behaviour management if needed
- safeguarding their child by monitoring the use of digital devices and social media
- respecting the professionalism of staff when discussing any school decisions

Support for behaviour

Students who are repeatedly removed from class or sent to the Reflection Room are monitored through cycles of support. Regular contact is maintained with parents to support improvements. Other support agencies are involved where there are identified needs. A range of strategies are employed to help each individual student to make improvements and reduce behavioural incidents over time.

Exclusion

Exclusion is a serious sanction imposed by the school. Following an exclusion, there will always be a reintegration meeting to discuss the behaviour incident and identify next steps which may include restorative work, monitoring and interventions. It is not appropriate for students to return to school without a reintegration meeting and the school will liaise closely with parents / carers so that any additional time out of lessons can be avoided.

In extreme circumstances of persistently disruptive behaviour or very serious one-off misdemeanours, the Headteacher may consider the option of fixed term or permanent exclusion. One-off misdemeanours that may warrant a fixed exclusion might include rudeness and defiance to staff, criminal damage, inappropriate sexual behaviour, racism or other discriminatory behaviour, the handling of stolen goods, theft, the handling or use of illegal substances and violent conduct. For the first 5 days of any exclusion it is the parents' responsibility to ensure that their child is not found unsupervised in a public place. Academic work will be provided by the school.

Permanent exclusion will be used in the rarest of circumstances and will, as a matter of policy, be in keeping with the advice issued by the DfE. Currently it is highly likely that the school will process a permanent exclusion on the following grounds: -

- A physical assault of a serious nature.
- Serious alcohol or drug misuse on or within school premises.
- Using any form of firearm or potentially lethal weapon in school.
- Possession of an offensive weapon on school premises.
- A persistent record of significant disruptive behaviour.