



Behaviour Policy and Procedures

Our Principles

Behaviour is a fundamental aspect of learning and has a significant impact on standards and progress. St Edmund's School is a successful school and much of this success comes from the very positive relationships that exist between staff and pupils. All adults involved with this school work to create clear boundaries and rewards within a respectful, safe and supportive atmosphere.

We believe that students need and appreciate the security of knowing clearly what is expected of them and that school rules will be enforced in a consistent way. Therefore the consistent teaching and management of excellent behaviour is a vital part of our work and underpins all aspects of school life. We expect very high standards of behaviour and this can best be achieved when all members of our school community – pupils, parents, governors, non-teaching and teaching staff – feel involved, supported and cooperate with each other.

Discipline

Discipline is training aimed at developing self-control and the capacity for cooperation. The purpose of discipline is to create the conditions necessary to enable excellent behaviour to thrive. Our disciplinary aims are:

- To develop in students a sense of self-discipline and an acceptance of responsibility for their own actions.
- To create conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members and where there is concern for the school environment.

The *Classroom Expectations* outlined below provide the basic ingredients of good classroom discipline at our school and all staff should insist on them at all times:

1. Lesson content well-planned, presented interestingly and appropriately.
2. All necessary equipment brought by students to the lesson.
3. Students are not permitted to use electronic devices throughout the school day. They can be used in lessons but at the discretion of the teacher to enhance learning.
4. Students do not 'shout out' in lessons but raise their hands if they wish to join in a discussion or speak to the teacher.
5. Students who behave well consistently should receive praise.
6. Students wear uniform correctly.
7. Outdoor clothing must not be worn within classrooms.
8. Students and teachers speak to each other politely throughout lessons.
9. Students should expect to be involved as active participants in lessons.
10. Students who misbehave after being warned must expect appropriate sanctions to be taken.

When students are not in lessons they are expected to abide by the *Site Expectations* which staff should insist on at all times:

1. Be organised and on time – each day is unique, and it's the only chance you get to have it. If you are late, please report to reception before going to lessons.
2. Be proud of your school and yourself. Take pride in your uniform/appearance and your environment (for example, don't litter). The cost of repairing vandalism will be charged to the culprit(s) and they will be punished.
3. Respect every member of our school community – teachers, students, teaching assistants, support staff, caretakers, catering staff and visitors.
4. Respect other people's property.
5. Bullying is behaviour towards other people that causes emotional, physical or psychological suffering and is totally unacceptable. Bullying, whether verbal or physical, will not be tolerated by the school. If you are a victim of bullying, or see someone being bullied, you should talk to an adult as soon as you can.
6. Smoking is unhealthy and dangerous. You are not allowed to smoke in school or on the way to or from school.
7. Bringing or using harmful/illegal substances to or in school is forbidden and can be punished by exclusion except in exceptional circumstances.
8. For security and safety reasons, never bring valuable items to school e.g. laptops, iPods, computer games, large amounts of money. If mobile phones are brought onto school property they should be kept in bags and turned off.
9. For safety reasons, when moving around the school, please walk and never run. Keep to the right when using the corridors.
10. For security reasons, you are not allowed to leave the site without permission. If it is necessary for you to leave school during the day e.g. for a dental appointment, you must inform your tutor and also get a 'Permission to Leave School Slip' from Reception.

Behaviour for Learning

Discipline provides the platform from which students can excel. When students have learnt self-control and are supported in a classroom where there is an outstanding climate for learning, they can develop the skills and attributes needed to excel in life-long learning. Consequently, at St Edmund's we challenge all of our students to excel with regard to behaviour for learning. Our reporting system rewards students who are outstanding and highlights students requiring support to take ownership for their learning (See Appendix 1).

Sanction Guidelines

Students are more likely to accept the schools' *Classroom and Site Expectations* if they are clearly understood, consistently and justly applied and shown to be reasonable, sensitive and effective. Younger students especially are confused by too much variety of attitude and expectation. They need to see that rewards and sanctions are used consistently and fairly.

It is the responsibility of each member of staff to foster positive relationships with the students and to ensure that the atmosphere both in lessons and in school generally is conducive to good order and learning. Students need to be encouraged to take responsibility for their own behaviour.

If a student's behaviour does not meet our expectations in the classroom, and learning is being disrupted, the teacher will use the school's disruption to learning escalation guide (See Appendix 2).

A guide for all staff in how to apply sanctions is included in Appendix 3.

Mitigation

The sanctions table (Appendix 1, page 8) provides guidance to staff. For each individual case staff follow DfE guidance with regard to equality mitigating circumstances. For example, the punishment must not breach any other legislation (for example, in respect of disability, special educational needs (SEN), race and other equalities and human rights) and it must be reasonable in all the circumstances.

In determining whether a punishment is 'reasonable', the school must take account of the pupil's age, any SEN or disability he/she has, and any religious requirements affecting her.

Banned Items

The following items are not permitted on the school site: chewing gum, stink-bombs, lighters, cigarettes, smoking paraphernalia, laser pens, Fitbits or other wearable fitness trackers and electronic cigarettes. This list is not exhaustive and the school maintains the right to confiscate any item considered dangerous, offensive, inappropriate or that may compromise safety.

The following items are considered dangerous and are also banned: fireworks, illegal drugs, banned substances, solvents, knives, blades, pointed items, alcohol, guns (including plastic toys or replicas).

Students found in possession of 'banned' items will have them confiscated and may be excluded from school. In relation to dangerous items, it is likely the school will involve the Police. The school has the authority to 'dispose' of banned items.

Please also refer to the school's ICT policies regarding E-safety and appropriate IT use.

Detentions

Detentions are used as a key disciplinary tool and consequence for inappropriate behaviour. We expect all students to do all detentions so as to maintain consistency and fairness.

Afterschool Detentions - These are for offences such as failing to attend a subject detention, graffiti, smoking, leaving school premises without permission and high-level disruption. Again these are supervised by the member of staff who issued the sanction. These will last from 2.50 – 3.50 p.m. Parents will be informed and a referral logged on PARS.

Any student failing to attend an afterschool detention will be placed in a senior leader Friday detention afterschool. Persistent failure to attend detentions could result in students being isolated from activities or detentions set within holiday time such as a Teacher Training Day.

Curriculum/Subject area detentions – These are used, for example, where a student fails on a regular basis to bring the necessary items of equipment to a lesson, no homework, persistent low-level behaviour or an instance of moderate level behaviour. These detentions help to reinforce the role of Academic Leaders in monitoring the behaviour of the girls in their subject area(s). They are supervised by subject teachers and run from 1 – 1.20 p.m. on a day of their choosing. A referral will appear on parent portal via PARS.

Pastoral detentions – These are issued when students fail to conform during break, lunch or tutor time activities. Sanctions can also be administered for persistently failing to wear correct uniform or failing to following the instructions of the Head of house or tutor. These detentions run from 2.50-3.50 pm on any chosen night.

Tutors may issue break time detentions for first offences of the above. These will run from 10.25 – 10.40am on any chosen day.

Friday Afterschool Detentions - These are more serious and are supervised by members of the Leadership Team. Offences include persistent moderate-level or an instance of high-level behaviour. Students who persistently flaunt the school uniform rules by regularly wearing short skirts, hoodies, inappropriate shoes, jewellery, make-up, or false nails or for those students who appear intent on wearing their uniform incorrectly will also be place in a Friday Afterschool Detention. These operate from 2.50 – 3.50pm. The person placing a student in detention must ensure that the parents are made aware and a referral has been made by either an Academic Leader, Head of House or SLT. Student's names can be added to the list which resides with the Pastoral Administrator.

The Senior Leadership Team will also hold detentions at other times during the week as required.

Lates Detentions - If a student arrives after registration they report to main reception where they are registered. The Attendance Manager issues a break detention for the same day. Students who do not attend are given an after-school detention with a member of the pastoral team and a letter is sent home. Regular lateness results in an after-school detention with SLT and a School Attendance meeting to address the issue with parents. *(See Attendance Protocol Document for further details).*

Exclusions

Students who engage in high level negative behaviour such as verbal abuse to staff and physical violence may be excluded from normal school activities. Depending on the severity of the incident and the mitigating circumstance, students will either be isolated internally within the school or excluded from the school site. If a student is excluded on more than one occasion it will consider alternative strategies such as a 'Fresh Start'.

Communication

For incidents taking place at Low-Level 2 or above parents should be included in any communication. Typically, incidents occurring in a lesson need to be referred on to the Academic Leader and Head of House for information. Incidents occurring in unstructured time need to be referred to the student's Form Tutor and Head of House for information. All incidents requiring intervention beyond a warning should be logged on our behavioural database- PARS. All teaching staff need to be familiar with how to log referrals and to read referrals via training from their respective Academic Leader and Head of House.

Appropriate logging means that we can track trends and respond to issues in a timely manner. All incidents referred on PARS can be checked and attended to at home through our e-portal.

Rewards

At St Edmunds', we value all forms of success and we like to celebrate achievements in a variety of ways:-

House Point - A student may achieve a Positive House Point for a good piece of class work or homework, independent learning, achieving 100% attendance for the week, for behaving well or carrying out some community work. Points are added to our PARS database.

House Point Post-card- When a student has acquired more than 25 Positive House Points they will be sent a postcard from the school in recognition of their efforts.

Bronze Award- If a student is awarded more than 50 Positive House Points they will receive a Bronze medallion for their efforts.

Silver Award- Students awarded more than 75 Positive House Points will receive a Silver medallion for their efforts.

Gold Award- Exceptional students who receive more than 100 House Points in a year will receive the prestigious Gold medallion.

Big Celebration Assembly (BCA)- Three times a year a whole school assembly takes place to celebrate the achievements of students in a variety of categories: attendance, house points, attitude to learning scores, academic progress and character awards for embodying the school values of respect, resilience and responsibility. Over 100 awards are presented at the BCAs.

Contact home- When a student has achieved beyond expectations for work or behaviour they may receive a praise letter, post card or phone call home from their class teacher or form tutor.

House Assemblies- Are used to congratulate students' achievements where they have represented the school well or achieved something in or outside school that can be shared and recognised.

KS3 and KS4 Certificate Evenings- Students who have highly achieved or have exceeded expectation are awarded subject prizes.

Support for students

If a student is receiving referrals on a regular basis, the pastoral team will provide support to help change a pattern of negative behaviour. Initially support will be provided by the Form Tutor who can provide mentoring and advocate for the student where necessary. If this proves to be ineffective, the Head of House can provide further support such as meetings with parents, incentive schemes and a Report Card (see Appendix 4).

In most instances, no further intervention is required beyond the level of the Head of House. However, when this does occur, specialist support is requested from the SENDCo to establish whether there is a SEMH (Social, Emotional or Mental Health Needs) affecting behaviour or other learning difficulties. The SENDCo can instigate a range of additional support strategies such as social skills teaching, additional adult support or bespoke learning programmes (see Appendix 5 and 6).

Pastoral interventions can be escalated if tutor based strategies show little or no impact. The Behaviour Support- Waves of Intervention Model along with the Report Card Escalation Guidance can be found in Appendix 7 and 8.

Monitoring

An analysis of behaviour trends will take place 3 times a year with a focus on these key areas:

- Year group differences
- House differences
- Vulnerable group trends
- Period analysis
- Subject analysis
- Behaviour type analysis
- Exclusion data
- Alternative provision data
- In addition, the support provided by the Pastoral and SEND teams will be evaluated to assess the efficiency of the full range of support programmes.

Governors will regularly scrutinise the effectiveness of the Behaviour Policy

School Uniform

The following items must only be purchased from the school uniform supplier, Price & Buckland: <http://www.pbuniformonline.com/>

- Skirt: Navy blue. Must be of a decent length, i.e. just above the knee.
- Blouse: Tailored, sky blue blouse with $\frac{3}{4}$ sleeves and school logo.
- Polo Shirt (optional, to be worn in Terms 5 & 6 only): Sky blue, short sleeved, with school logo.

The following items can be purchased from any provider:

- Trousers: Smart, navy blue tailored trousers. Trousers cannot be made from Lycra or stretch fabric.
- Jumper/Cardigan: Navy blue V neck jumper or cardigan (not excessively long or short). Jumpers and cardigans must be plain knit (no cable or other pattern, or any logos).
- Socks: Must be plain white, navy or black.
- Tights: Must be plain navy or black (opaque) or natural. No leggings.
- Shoes: Must be black only and smart. Maximum heel height 2". No sandals. Canvas shoes, trainers, trainer-style shoes or shoes with logos are not acceptable. No boots except in severe weather conditions. In normal weather conditions boots may be worn to and from school but must be stored in lockers during the school day, when shoes must be worn.
- Outerwear: Coats or jackets must be plain, smart and fit for purpose. No denim or leather jackets. No hooded sweatshirts will be permitted.

PE Kit

Compulsory:

- PE Polo shirt: Navy blue with house colours and school logo (purchased from Price & Buckland).
- Shorts/Skort: Navy blue mesh (purchased from Price & Buckland).
- Socks: Navy blue football/hockey socks and white sports socks for indoors.
- Trainers: black or white trainers (not plimsolls) with laces and non-marking sole.

Optional:

- Sweatshirt: Royal blue PE sweatshirt with school logo (purchased from Price & Buckland).
- Waterproof jacket: Plain navy, fleece lined zip jacket for wet or cold weather (purchased from Price & Buckland).
- Tracksuit bottoms: Navy blue, plain in design (white stripe down the side is permitted).
- Sports leggings for wear in PE lessons: Plain black, for Years 10 and 11 only (must be sports type leggings). A small, white stripe down the side and/or small sports logo is permitted. No coloured stripes/writing/large logos.
- For dance lessons only: Instead of the usual PE kit, girls in all years may wear plain black leggings with a plain black T-shirt.
- Sports Squad hoodie: Sky blue (only for those in a sports squad; purchased from Price & Buckland).

Appearance

Jewellery

- Students may wear a watch, a cross or St Christopher on a fine chain, and one pair of small sleepers or small studs for pierced ears - in lobes only.
- Nose studs, eyebrow studs, tongue studs, studs in the top of the ear or any other facial or body piercing jewellery are not allowed. Plastic retainers are also prohibited. All such body jewellery must be removed; covering them with plasters is not acceptable.
- No rings are permitted.

Hair

- Long hair should be tied back for health and safety reasons in practical lessons.
- No extremes of hair style or fashion are acceptable, including the beading of hair.
- If hair is dyed, it must be dyed a natural hair colour.

Make-up

- The discreet use of make-up is allowed in Years 10 and 11.
- The wearing of coloured nail varnish or acrylic nails is not allowed.

Appendix 1: Behaviour for Learning

	Excellent	Good	Insufficient	Poor
Attitude to Learning	<ul style="list-style-type: none"> • Excellent focus • Rarely off-task • Seeks Challenge • Perseveres • Asks questions to extend thinking • Approaches learning with active interest 	<ul style="list-style-type: none"> • Good focus • Responds with resilience to challenging activities • Completes all work set to good standard • Answers questions • Connects ideas 	<ul style="list-style-type: none"> • Poor focus • Avoids challenging tasks • Gives up easily • Passive in the classroom • Does as little as possible 	<ul style="list-style-type: none"> • Shows little focus • Disrupts the classroom • Work often incomplete or inadequate
Response to feedback	<ul style="list-style-type: none"> • Invites feedback • Responds positively to praise and critique • Learns from setbacks and mistakes • Reviews own progress acting on the outcomes 	<ul style="list-style-type: none"> • Shows a desire to improve • Takes action based on feedback • Shows progress over time 	<ul style="list-style-type: none"> • Sometimes attempts to act on feedback • Needs close direction to rectify errors or learn from mistakes 	<ul style="list-style-type: none"> • Does not attempt to act on feedback • Responds negatively to praise or critique
Independent study	<ul style="list-style-type: none"> • Starts learning readily • Seeks own solutions to problems • Asks questions • Organises time effectively • Meets all deadlines 	<ul style="list-style-type: none"> • Shows good application • Can find solutions to problems • Seeks help when needed • Organises time well • Meets deadlines 	<ul style="list-style-type: none"> • Requires close supervision to attempt tasks • Gives up easily • Misses some deadlines 	<ul style="list-style-type: none"> • Normally requires pressure to attempt learning tasks • Does not engage unless closely monitored • May refuse support • Misses most deadlines
Behaviour	<ul style="list-style-type: none"> • Seeks solutions to difficulties • Sets an example • Takes responsibility • Acts as an advocate for views and beliefs that may differ from their own 	<ul style="list-style-type: none"> • Follows all instructions • Shows kindness, consideration and respect • Listens carefully • Understands views of others 	<ul style="list-style-type: none"> • Requires supervision to ensure instructions are followed • May direct others • May be off task • Struggles to understand the views of others 	<ul style="list-style-type: none"> • Does not listen • Distracts others • Disrupts the classroom or school environment.

Appendix 2: Disruption to learning –Escalation guide

Further disruption/refusal to follow instructions will result in escalation to the Head of House or Senior Leadership team.



Persistent low-level disruption and failure to follow instructions

If the student chooses to disrupt the learning of others, in spite of teacher intervention and prior warnings- the student will need to be removed from the lesson and placed in a different classroom- either the Academic Leader's or a partner class. The student will be reminded of choices made and our expectations which have resulted in a need to remove to a different location. This will need to be logged on the school's behaviour database.

Remove and Reintroduce (expectations)



Persistent low-level disruption to learning

Teacher discusses behaviour with the student and attempts to re-engage. Language of choice used, so the student understands the consequence of further disruption. Teacher provides intervention to help the student engage. The teacher may decide to move the student to a different seat at this stage. This will need to be logged on the school's behaviour database.

Engage and Intervene



Low-level disruption to learning

Teacher warns the student to moderate her behaviour.

Warn and remind

Appendix 3: Sanctions Table

	EXAMPLES OF BEHAVIOUR	SUGGESTED OUTCOMES
Low-Level 1	<ul style="list-style-type: none"> Talking over the teacher. Disrupting others. Lack of equipment. Chewing/eating. Uniform violation. 	<ul style="list-style-type: none"> Warn. Explain expectations to the student individually. Use language of choice. Remind.
Low-Level 2	<ul style="list-style-type: none"> Disruption on more than one occasion Failing to follow instructions on more than one occasion 	<ul style="list-style-type: none"> Engage and intervene. Move to a different seat. Subject teacher 20 minute detention. Referral on PARS (copied to Tutor, Academic Leader, Head of House). Parents called.
Moderate-Level	<ul style="list-style-type: none"> Persistent disruption to learning. Persistently not following the instructions of the teacher. Unacceptable level of work produced. Inappropriate language used (not directed at the teacher). 	<ul style="list-style-type: none"> Remove and reintroduce expectations. Removed to Academic Leader or buddy classroom with work. Referral on PARS (copied to Tutor, Academic Leader, Head of House). Academic Leader 30 minute detention with subject teacher involved in reparation and setting of work. Parents called.
High-Level	<ul style="list-style-type: none"> Verbal abuse – staff. Discriminatory comment. Physical violence. Extreme poor behaviour. Illegal or harmful substances. Theft. Vandalism. Possession of banned items. 	<ul style="list-style-type: none"> Head of House/SLT alerted. Issue investigated- student removed. Parents called. <p>Sanctions to include:</p> <ul style="list-style-type: none"> Head of House/SLT detention. Internal isolation facilitated by Head of House/SLT. Community Service (re: vandalism). Exclusion.
	Miscellaneous	
Miscellaneous	<ul style="list-style-type: none"> Smoking on site or on the way to or from school. 	<ul style="list-style-type: none"> Head of House detention.
	<ul style="list-style-type: none"> Inappropriate behaviour on bus to and from school. 	<ul style="list-style-type: none"> Head of House detention Bus Pass may be terminated if behaviour is persistent.
	<ul style="list-style-type: none"> Inappropriate behaviour at social times. 	<ul style="list-style-type: none"> Form Tutor investigates and sanctions. Form Tutor/Head of House Detention.
	<ul style="list-style-type: none"> Leaving the school site without permission. 	<ul style="list-style-type: none"> Head of House detention.
	<ul style="list-style-type: none"> Mobile phone out or being used during the school day. 	<ul style="list-style-type: none"> Confiscated by member of staff and handed to Headteacher's PA.

Appendix 4: Report Card for Tutor/ HoH/ AL/ SLT (please circle)

Name:	Tutor:
Date Issued:	Requested by:
Target 1:	
Target 2:	
Target 3:	

A = Very good E = Poor

Monday					
P	Subject	1	2	3	Signed
1					
2					
3					
4					
5					

Tuesday					
P	Subject	1	2	3	Signed
1					
2					
3					
4					
5					

Wednesday					
P	Subject	1	2	3	Signed
1					
2					
3					
4					
5					

Thursday					
P	Subject	1	2	3	Signed
1					
2					
3					
4					
5					

Friday					
P	Subject	1	2	3	Signed
1					
2					
3					
4					
5					

Comments & recommendations:

This report should be shown to:
Time:

TUTOR/SUBJECT TEACHER:

HOH/AL:

SLT : (optional)

PARENT:

Appendix 5: Enhanced Behaviour Support Programme Referral Form

Student:		Tutor Group:	
Disadvantaged:	Y/N	SEN Support	Y/N
G&T:	Y/N	Service Family:	Y/N
Attendance %:		Total Negative Behaviour Points:	

Current strategies:

1. Assessment, monitoring and review		
	<i>Date</i>	<i>Details & Effectiveness</i>
Student's strengths and weaknesses have been analysed following liaison with teaching staff		
Assessments in curricular areas demonstrate a consistent lack of progress		
Views of the pupil and parent have been taken into account		
Parents have been encouraged to be involved in supporting targets in the home.		
Behaviour points show deterioration across more than one area		
Tutor or Head of House reports to support positive behaviours for learning and peer relationships (please attach)		
2. Environment and grouping		
Opportunities for individual discussion and support in lessons		
Use of visual reminders if appropriate		
Positive relationship with key staff		
Explicit opportunities for praise and reward		

Opportunities for self-evaluation and discussion of alternate behaviours (e.g with Tutor, Head of House)		
Access to grouping that enables the student to work with positive role models		
3. Curriculum and teaching		
Planning to include recognition of areas of difficulty and preferred learning methods		
Access to 'reward activities' where appropriate		
Opportunities to learn socially appropriate ways of managing situations		
Other		
Other agencies involvement (where applicable)		
Other agencies involvement (where applicable)		

Reason for Referral:

Name: _____ **Signature:** _____

Date: _____

Appendix 6: Enhanced Behaviour Support Programme Flow-chart

Pastoral Wave 2 initiated by Head of House. Head of House attempts a variety of strategies with a particular student



Referral to SENDCo, discussion at management meeting



E.G: HoH to complete Student Perception Questionnaire with student. SENDCo/Specialist teacher initiate additional testing.



Dependent on results of tests and key stage, SENDCo recommend further support or exam access arrangement testing. SENDCo/ HoH decide whether Enhanced Behaviour Support Programme or other intervention (such as Student Pen Portrait) is needed



Interventions put in place



6 weeks following this, HoH to assess impact of intervention (i.e behaviour points, internal exclusions etc) with SENDCo

Appendix 7: Behaviour Support- Waves of Intervention

Wave 1	<ul style="list-style-type: none"> • On Report to Tutor • Phone calls home to express concern • Emailing staff with specific advice tailored for individual students • Cold hard facts discussion with student • Individual rewards system to focus on areas of concern • Safe haven provided at free times
Wave 2	<ul style="list-style-type: none"> • On Report to Head of House • Referral to Learning Support Department for additional testing (see Appendix 3). • Selective removal from a lesson hotspot to try to improve that area • Meeting with member of staff and Head of House to sort out issues • 1:1 meetings with student for mentoring support • Meeting with students and parents to set pastoral targets • Lunchtime bespoke arrangements if issue is free time • Internal Exclusion used strategically • Referral to external agencies if required • Referral to School Counsellor
Wave 3	<ul style="list-style-type: none"> • On report to SLT • Fortnightly monitoring meetings • Team around the child meetings with other educational professionals such as the Educational Psychologist • Internal exclusion for longer amount of time • Internal exclusion at other setting • Investigate the possibility of Alternative Provision of Fresh Start

Appendix 8: Report Card Escalation Guidance

