



## **STOCKPORT SCHOOL**

### **BEHAVIOUR POLICY**

This policy statement is not to be read in isolation, but in conjunction with other school policies (with particular reference to SEN, bullying, equality and diversity, rewards, drugs alcohol and substance abuse and safeguarding policies) and the latest DfE advice 'Behaviour and Discipline in Schools: Advice for Headteachers and school staff' – January 2016 and Searching, screening and confiscation – January 2018.

This Behaviour policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN).

This policy applies to all aspects of school life: inside the classroom, out on the playground/school field, travelling to and from school, wearing school uniform (or in some other way identifiable as a pupil at the school), as well as when pupils are undertaking an educational visit off-site or school related activity. If these conditions do not apply and if misbehaviour could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school then the Behaviour policy can still apply.

Stockport School, the staff at Stockport School and the Governing Body seek to create an environment which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

We believe that a positive working relationship with parents and carers is fundamental to ensuring the best quality education for your children.

### **The School Aims**

- To create an environment, which encourages and reinforces good behaviour
- To promote self-discipline and positive relationships
- To ensure that the School's expectations and strategies are widely known and understood
- To encourage the involvement of both home and School in the implementation of this policy

### **Setting the context of the Behaviour Policy**

Stockport School staff and the Governing Body have an important responsibility to model high standards of behaviour, both in their dealings with the students and with each other as their example has an important influence on students. We believe that as adults we should aim to:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group
- Promote through example; honesty, tolerance and courtesy
- Provide a supportive, inclusive, caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Value the rights and property of each individual through the promotion of honesty and respect
- Reject bullying and dishonesty and encourage the development of co-operation, self-discipline and responsibility
- Encourage development of self-respect and maturity, enabling growth towards becoming worthy citizens by promoting moral and social values
- Show appreciation of the efforts and contribution of all

### **The Curriculum and Learning**

Stockport School believes that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the students, and differentiated to meet the needs of students of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the students on their progress and achievements, and as a signal that their efforts are valued and that progress matters.

### **Classroom Management**

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teacher and student, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way the students behave. Overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the students to work in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

## **Rewards & Recognition**

Emphasis should be on rewards and recognition to reinforce good behaviour. (See Rewards policy) Rewards and recognition have a motivational role, helping students to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. Praise can be earned by the maintenance of good standards as well as particularly noteworthy achievements. Students can be rewarded in the following ways:

- Verbal praise, in a variety of contexts (e.g. on an individual basis or during class)
- Collective or individual praise in assemblies (e.g. good behaviour during an off-site School visit)
- The earning/obtaining of house points for good behaviour, academic achievement etc. which in turn can result in commendation awards including vouchers, badges etc.
- Written or verbal or telephone communication with home praising high standards of behaviour
- Commendation Awards, Vouchers, School badges
- 'Postcards of Praise' sent home if students have worked particularly hard

## **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a strong need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the School community.

**The use of sanctions will be characterised by two features:**

1. It must be clear why the sanction is being applied.
2. It must be made clear what changes in behaviour are required to avoid future punishment.

**Sanctions may include the following:**

- Expressions of disapproval
- Withdrawal of privileges
- Detentions; break-time, lunch-time or after-school
- Referral to Form Tutor, Director of Progress, Pastoral Manager, Deputy Headteacher or Headteacher
- Letter or phone call to parents/carers
- Placing on a Daily/Weekly Behaviour Report System:
  - Level 1:** Form Tutor, **Level 2:** Pastoral Manager, **Level 3:** Director of Progress, **Level 4:** Deputy Headteacher/ Headteacher
- Intex (Internal exclusion)
- Exclusion from the School (Headteacher decision only)
- Referral to the School's Governing Body

Where antisocial, disruptive or aggressive behaviour is frequent and recurs and these sanctions have not brought about any improvement, it may be necessary to refer students to other agencies to receive specialist help.

All staff follow the formal Behaviour Management procedure when dealing with misbehaviour around the School and in lessons.

## **Searching Students:**

There may be occasions where it is deemed necessary for staff to search students and we adhere to the DfE guidance on searching, screening and confiscation (January 2018).

Power to search students without consent. Senior staff may conduct a search for the following prohibited items –

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items

- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

### **Confiscation:**

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

### **Communication with Parent(s)/Carer(s)**

Stockport School gives high priority to clear communication and to a positive partnership with parents and carers, since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a student is giving cause for concern it is important that all those working with that student in the School are aware of those concerns, and of the steps, which are being taken in response. The key staff in this process are the Form Tutor who has the initial responsibility for the student's welfare along with the Key Stage Director of Progress and Pastoral Manager.

### **Links with the Community**

Stockport School aims to instill a sense of citizenship, community, and belonging within all of its students, and as such gives a high priority to the way that its students conduct themselves within the local neighbourhood. The aim is that students behave in a way that will make people glad that Stockport School is part of their community.

### **Code of Conduct**

As staff, students and representatives of our school, in and around Stockport School and the wider community, we agree to:

- ✓ Treat everyone as you would like to be treated
- ✓ Respect people of all races and their beliefs
- ✓ Be caring, courteous and considerate
- ✓ Respect school property at all times
- ✓ Respect other people's possessions
- ✓ Always do your best to be punctual
- ✓ Always be sensible around the school
- ✓ Always be polite and helpful
- ✓ Be honest

### **Stockport School Rules**

- Bullying is not tolerated within Stockport School. Any instances of bullying will be dealt with severely.
- Disciplinary action will be taken against students who engage in serious verbal abuse of any member of the school community.
- Disciplinary action will be taken against students who engage in fighting, or other aggressive, threatening, or intimidating behaviour within the school.
- Disciplinary action will be taken against students who continually disrupt the learning of others.
- Regulation uniform is obligatory in Years 7 to 11. Please refer to the Uniform Policy.
- No make-up, nail varnish, acrylic nails, extreme hair colours or styles may be worn by students in Years 7 to 11.
- No facial/other piercings (other than ears) permitted. No 'spacer' earrings permitted: only one small stud in each lobe.
- Outdoor clothing must be removed in the building. Students should not come to school in hooded

tops/non-school style jumpers as these are unacceptable uniform items and will be confiscated to be collected by a parent/carer or other responsible adult.

- Basic equipment including pens, pencils, ruler, eraser, calculator, and coloured pencils are needed for every lesson and should be brought in a suitable bag capable of carrying A4 size paper.
- Homework is an essential part of succeeding at Stockport School and should be handed in on time.
- Mobile telephones are to be fully switched off from 8.30am until the end of each school day to include break and lunch times. They must not be used for communication of any type or for photography on the school premises including the dining room and school grounds and should not be seen in School.
- Any phones in use during the school day will be confiscated and a parent or carer will be required to collect it from the main school office. Parents(s)/Carer(s) who need to contact their child urgently are to contact the School Office on 0161 483 3622.
- All property should be respected, and damage and graffiti is not allowed in any circumstances.
- All textbooks, library books, and other Stockport School resources must be returned immediately upon request.
- Chewing gum must not be brought into Stockport School, or used in or around the school premises.
- Energy/high caffeine drinks are not permitted and must not be brought into school. Once confiscated, they will not be returned.
- Aerosols (deodorants/hairspray etc) are not permitted and must not be brought into school. Once confiscated, they will not be returned.
- Leave of absence except in illness or emergency: Students may not be absent without permission from the Headteacher. A student who has been absent must bring a note stating the dates and cause of absence. If leave of absence is desired for some special reason, permission must be asked from the Headteacher/Attendance Manager in advance.
- Parent(s)/carer(s) should contact the School before 08.40am on the first morning of absence in order to reduce unexplained absence and unnecessary concern. Students must bring a note of explanation to their Form Tutor/Attendance Manager, giving dates and reasons for their period of absence upon the day of their return, written, signed and dated by their parent(s)/carer(s).
- No student in Year 7 to Year 11 (with the exception of Year 11 Prefects and House Captains) may leave the premises for any reason during normal School hours without the permission of the Pastoral Manager or Director of Progress or Senior Leadership Team.
- All personal property brought into the School (including watches, pens and purses) should be marked with the name of the owner in full.
- Articles of value, or large sums of money should not be brought into the School. If it is ever necessary to do so, the Form Teacher must be informed, and money must be left with the Finance Office.
- Avoid bringing in any expensive property (e.g. mobile phones, MP3 players), which is not essential for learning in to School. No personal possessions must be left in classrooms at any time, the School is unable to take responsibility for any personal possessions and belongings.
- Students are allowed to eat packed lunches/cold food outside when the weather is good enough, but must NEVER, under any circumstances, take out trays, crockery or cutlery. If these items are required for the meal, then it MUST be eaten inside the Dining Room. All rubbish material must be placed in a bin.
- Money may not be raised or collected without the permission of the School Business Manager.
- Students should use the toilet at break and lunchtime. A teacher will allow a student to go to the toilet during lesson only if there are special circumstances.
- Certain subjects e.g. ICT, Technology, Science, Performing Arts (Drama and Dance) and P.E. have special rules which must be obeyed for the safety of all students.
- Disciplinary action will be taken against students who smoke on the School premises, or are found in possession of cigarettes or any illegal substances on the School premises, or who smoke or use any illegal substances in any public place while wearing any item of School uniform. (See drugs alcohol and substance abuse policy)
- Disciplinary action will be taken against students who bring alcoholic drink into the School, or who consume alcohol while on School premises, or who do so in a public place whilst wearing any item of School uniform. (See drugs alcohol and substance abuse policy)
- The Headteacher may decide to include other reasonable rules which enforce good order within the School learning environment.

Where there is further concern about behaviour and a child has accumulated numbers of behaviour referrals, further action needs to be put in place to ensure that their behaviour is being monitored and that it does not become worse and will hopefully improve.

Numbers of behaviour referrals (R1's, R2's and R3's) will be tracked by the Pastoral Managers and Directors of Progress weekly, per term for each particular year group and the following thresholds are usually set:

#### **5 Behaviour points**

- A text/email to parent with details of the behaviour points (although some flexibility may be exercised at the discretion of the Pastoral Managers/Director of Progress)

#### **10 Behaviour points**

- A text/email to parent with details of the behaviour points (although some flexibility may be exercised at the discretion of the Pastoral Managers/Director of Progress)
- Possibility of being placed on Form Tutor Report

#### **20 Behaviour points**

- School Detention (1 hour) with a text/email to parent with details of the behaviour points
- Possibility of Parent Interview with Pastoral Manager and Director of Progress
- Possibility of being placed on Director of Progress/Pastoral Manager Report

#### **30 Behaviour Points**

- 1 day in Internal Exclusion (Intex)
- A letter/email/call home and Parent Interview with Pastoral Manager and Director of Progress
- Deputy Headteacher/ Headteacher Report
- Behaviour Panel and Behaviour Contract considered. Behaviour Support Services considered
- Close monitoring of student behaviour

#### **On Report:**

A student will be placed on Report (this can be for Positive, Monitoring or Attendance/Punctuality) by way of different Report cards. This will enable staff, Tutors, Pastoral Managers, Directors of Progress and Senior Leaders to check and monitor behaviour and progress for individual lessons.

Monitoring Reports are used when students have started to accrue numbers of behaviour points and the Director of Progress and Pastoral Manager use them to closely oversee that behaviour incidents do not continue to rise.

**These Report cards must be checked by the relevant staff - Tutor, Pastoral, Director of Progress or SLT – daily.**

**LEVEL 1: Form Tutor Report (Green)**

**LEVEL 2: Pastoral Manager Report (Yellow)**

**LEVEL 3: Director of Progress (Orange)**

**LEVEL 4: Senior Leader Report (Red)**

**Positive Report: Form Tutor/Pastoral Manager/Director of Progress (Blue)**

Positive Report cards are not a sanction and are issued at the discretion of the Pastoral Manager to encourage students and recognise their positive attributes.

**Achievement Report: Form Tutor/Pastoral Manager/Director of Progress (Beige)**

Achievement Report cards are not a sanction and are issued at the discretion of the Form Tutor/Pastoral Manager/Director of Progress to encourage and support students to achieve more.

**Attendance/Punctuality Report: Attendance Manager/Pastoral Manager/Director of Progress (White)**

Attendance/Punctuality Report cards are to monitor where truancy or lateness is an issue.

#### **Protocol of being 'On Report':**

- Students who achieve a '4' once or more in a day will have an automatic lunchtime detention the following day and two or more '3's' in a day will result in a 10 minute detention at the end of the day with their Form Tutor/ Pastoral Manager
- Students who achieve consistently poor daily levels will be placed in lunchtime detention

- Students are to stay on report for a minimum of two weeks. This may extend to three weeks if improvements are not made
- Failure to improve after three weeks will result in progression to Pastoral or Director of Progress Report
- The Report system will be re-set each full term with the exception of those students whose report cycle crosses the end of term

Poor behaviour will result in sanctions and Stockport School operate a comprehensive detention system.

Lunchtime and after school detentions can be issued as and when appropriate and may be department-based, pastoral-based, whole school or specific R3 behaviour detentions.

#### **Lunchtime Detentions will be issued automatically for:**

- Where behaviour is deemed inappropriate by Pastoral Manager, Director of Progress, Behaviour Manager or SLT
  - Late marks where there is no specific reason e.g. dental appointment etc
  - Poor behaviour during social times
- And:
- Parents are not necessarily informed when their child has been issued with a lunchtime detention.
  - They are 20 minutes in duration or 40 minutes for students who have not attended on the first request.
  - Students still have time to get some lunch after the detention or can eat during the period of sanction.

#### **10 minute After School Detentions:**

Form Tutors, Pastoral Managers, Directors of Progress or teaching staff can request that a student remain after school for 10 minutes at the end of the day to discuss a behaviour issue. This can be done on the day and notice is not necessarily required to be given to parents/carers. If the student fails to attend the 10 minute detention, they will automatically be issued with a 30 minute after-school department detention (see next step).

#### **Department After School Detentions (or 30 mins after school):**

Each subject department administer their own detentions. Parents and students will be given at least 24 hours' notice. If the student fails to attend the 30 minute detention, they will be placed in the 1 hour school detention on the following Wednesday (see next step).

#### **Whole School Detentions - (1 hour) on Wednesdays or (1 hour) on Fridays:**

Pastoral Leaders, Directors of Progress, the Behaviour Manager or members of the SLT will authorise school detentions. Parents and students will be given at least 24 hours' notice of the detention. Whole School Detentions will be issued automatically for:

- Truancing, excess behaviour referrals, non-attendance at Department Detentions or other inappropriate behaviour.

#### **Protocol for After School and Whole School Detentions (not incl R3 Behaviour Detentions):**

School Detentions are sanctioned by the appropriate Staff Member/Pastoral Leader/Behaviour Manager.

- A message is sent out to parents/carers to inform them of the detention with at least 24 hours' notice
- A reminder is sent out to the student on the day of the detention

**Any student who fails to attend their school detention on Wednesday will be automatically issued with a detention on the Friday of the same week. If the detention is missed again, the use of Intex will be considered.**

### **R3 Behaviour Detentions – every day after school (for up to an hour)**

As detailed previously, R3 behaviours are serious incidents and we feel that if a student displays or is involved in an incident at the level of an R3, it warrants a swift and immediate sanction.

<b>R3 Behaviours (3 behaviour points – minimum)</b>
<b>R3 Assault on another student</b>
<b>R3 Being removed from a lesson and taken to work elsewhere (on-call) because the disruption being caused (by the student) is to such a degree that it is preventing the rest of the class from learning</b>
<b>R3 Bullying</b>
<b>R3 Dangerous behaviour</b>
<b>R3 Fighting</b>
<b>R3 Racism</b>
<b>R3 Significant damage to property</b>
<b>R3 Smoking</b>
<b>R3 Theft</b>
<b>R3 Truancy</b>
<b>R3 Verbal abuse to a student or member of staff</b>

These detentions are issued automatically for any student that has been issued with an R3 behaviour referral to include being removed from a lesson by the on-call system due to serious disruption of the class and learning of others. Students will receive a reminder and be expected to make their own way to the detention after school and will be met there by their teacher to discuss the incident and carry out some reflective work.

**NB: The reflective work with the teacher or staff member involved or witness to the incident is also a very important part of the process. Restorative action is an approach to resolving conflict which is needs-based and focussed on meaningful/positive outcomes going forward.**

#### **Protocol for R3 Behaviour Detentions:**

These detentions are set for after school on the day that the incident occurs and can last for up to one hour.

- Parents will be informed of the detention (discretion will be used if the incident happens very close to the end of the school day and home cannot be contacted).
- Students will not receive a reminder for the detention and will be expected to make their own way there.
- Students will receive 3 behaviour points for any behaviour displayed that results in an R3 same-day behaviour detention

Any student who fails to attend the detention will face IntEx the following day and will still be expected to make up the detention that was initially expected of them.

#### **Intex (Internal Exclusion):**

This is a facility introduced to minimise exclusions where students will work in isolation for the period determined. Students will complete work set during the course of the day which is slightly outside normal school hours – 8.40am start and up to a 4pm finish (4.50pm on a Thursday). Students may earn time back for good behaviour and completion of all work set.

**Parent/Carer involvement and engagement is crucial in creating a positive partnership to promote and maintain high standards of behaviour.**

## **Key Areas**

Stockport School is aware that there are several key areas that must underpin the School Behaviour Management Policy and will always seek to create an environment which encourages and reinforces good behaviour both during and as an outcome of the educational process.

### **1) A Whole School Policy on Anti-Bullying**

Stockport School has an Anti-bullying Policy, which is regularly reviewed. This provides guidance and advice for students, parent(s)/carer(s), staff and governors. The strategies adopted attempt to create an ethos in the School, which does not tolerate the oppression of one person by another, in other words bullying. The review process centres around the views and opinions of the student body.

### **2) The Pastoral System of Pastoral Managers and Form Tutors**

This plays an extremely important role in dealing with issues such as bullying, liaising with subject faculties when students face behavioural problems, which effect work and motivation. Especially important however, are the positive links made with parent(s)/carer(s) who are contacted and consulted as soon as possible.

### **3) Support Staff**

Admin Staff, Teaching Assistants, Inclusion and Intervention Officers, Technicians, Kitchen Staff and Site Staff all regularly meet students and need to deal with a wide variety of student behaviour. It is vital that all adults working in Stockport School support each other and share the same values about student behaviour. Liaison and consultation between teaching and support staff can only help create an orderly, supportive atmosphere for all students.

### **4) Social Inclusion**

Social Inclusion, the primary aim of which is to support students whose circumstances make them vulnerable to underachievement. Monitoring of identifiable groups of students who may need extra support in terms of behaviour and achievement is also important in avoiding disaffection, low motivation and the poor behaviour that may result. Stockport School has a number of strategies and projects in place to support such students.

### **5) Special Educational Needs**

The SENCO (Special Educational Needs Co-ordinator) and her team play a pivotal role in co-ordinating and targeting support for students whose learning needs if left unmet could lead to frustration, embarrassment and poor behaviour. Stockport School values the SENCO's advice and guidance available to all teaching colleagues so that the curriculum is accessible to every student. The co-ordinators of Special Educational Needs and the Pastoral Team liaise on a regular basis. (Please see the School's Inclusion/SEN policy for full details).

### **6) Primary Liaison**

The successful transfer of students from primary to secondary education provides Year 7 students with a secure and rewarding start at Stockport School.

The Director of Progress for KS2/KS3 and the Year 7 Pastoral Manager share overall responsibility for managing effective transition processes within the School. All staffing areas of the School however, take part in the extensive induction programme available to our new students (the current Year 6) and their parent(s)/carer(s) each year.

## **7) Equal Opportunities**

Effective policy in this area has a significant impact on behaviour and attitudes within the School. Poor behaviour can result from a sense of real or perceived injustice. (See the equality and diversity policy for full details).

## **8) Other Aspects of School Organisation Influencing Behaviour**

- Effective Duty Teams.
- Availability of Senior and Middle Management during the School day.
- School Councils form an essential forum for student opinions on how the School can be improved.
- Provision at break and lunchtimes for bad weather.
- The promotion and development of extra-curricular and extensive enrichment activities.

## **9) The School's Relationship with External Agencies**

It is our School policy to foster, maintain and improve links with external support agencies. The School's linked Educational Welfare Officer liaises with the Directors of Progress, Pastoral Managers, Attendance Manager and the SLT on a regular basis, dealing with home problems, many of which can lead to truancy or prolonged absence.

The other external support agencies such as Social Services, School Psychological Service, the Behaviour Support Service, Signpost for Stockport Young Carers and the Primary Trust Nurse meet with the Pastoral staff on a regular basis to discuss deep-seated or more serious problems, which affect individual students. The increasing use of Pastoral Support Plans and Intervention Plans for children with behavioural difficulties means that external agencies are often involved in the setting up and monitoring of such plans. Looked after Children within the School have regular Statutory Social Services Reviews, which involve the Pastoral staff with responsibility for Looked After Children. In addition to these meetings, these external support services are called in at short notice by the Pastoral Managers, Directors of Progress, SENCO and SLT as and when serious problems arise.

The Community Police Officer and Primary Trust Nurse visit the School regularly and help to deliver part of the PSHCE curriculum. The School also works closely with the Youth Service and the Stockport Careers Partnership (Services for Young People) in order to motivate and focus students. The School is also working hard to develop and maintain stronger links with local community organisations, which aim to support students who find secondary education difficult.

## **10) Review**

This policy and procedure will be reviewed when there are changes in the law, or in accordance with the schedule drawn up by the Headteacher and agreed by the Governing Body and Local Authority.

**Review Date: September 2021**