

Behaviour Policy

Approved by RET Board

Approved on July 2017

SLT contact Headteacher

Revision due Every 2 years



RUSSELL EDUCATION TRUST

Rationale

- a. There is an inextricable link between the standards of teaching and learning and behaviour of students and the quality of teaching has a direct impact on the behaviour of students.
- b. Reinforcing desired behaviours positively is an effective method in establishing outstanding standards of learning behaviour.
- c. The principles of supporting learning and supporting others must be at the heart of the behaviour policy and related procedures.
- d. Success should be genuine and students should be given the chance to develop their self-discipline and responsibility. The school should provide suitable challenge and safe opportunities for students to fail, so that they may learn from their mistakes.
- e. It is important to distinguish genuine mistakes from intentionally negative behaviour.
- f. Rewards should reflect the success and punishments should fit the crime.
- g. Good learning behaviour must be maintained and poor learning behaviour improved.
- h. Communication and collaboration with home is vital. Staff will contact home frequently and regularly. Parents are encouraged to pass on any concerns they have to the school immediately.

2. The school expects

- a. Behaviour that supports learning and engenders a nurturing environment where people feel safe, secure and supported.
- b. Excellent behaviour from students both in and out of the classroom.
- c. Students to make outstanding progress – due to hard work, effort and focussed learning.
- d. Students to exhibit thoughtful and considerate behaviour towards others, that features high levels of respect, politeness, kindness and helpfulness.
- e. Participation in all aspects of school life.
- f. Students to develop resilience in all aspects of school life, to take responsibility (for themselves, their behaviour and their learning) and always try hard to improve.
- g. Students to practise behaviour strategies aimed at improving their behaviour.
- h. Parents to reinforce positively the school's expectations about student behaviour.
- i. Parents to be involved in and supportive of, the school's behaviour policy and procedures.

3. At this school:

- a. Staff will
 - Celebrate outstanding behaviour and contributions to the community.
 - Act immediately if there is any risk to another person's well-being or safety.
 - Plan and deliver high quality lessons, engaging students in their learning.
 - Reinforce the behaviour of students in order to establish positive learning environments.
 - Provide students with opportunities to achieve, acknowledging and celebrating the students' successes.
 - Provide students with opportunities to fail in a safe environment ensuring that failure becomes a positive aspect of the learning process rather than negatively affecting a student's self-esteem or future growth.
 - Deal with positive and negative behaviour consistently and fairly.
 - Demonstrate the characteristics and traits that the school desires from its students.

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- Use swift and effective interventions when behaviour does not meet the school's expectations.
- Reward and sanction students in a way that is fair and congruous with their behaviour.

b. Students will

- Take responsibility for their actions.
- Reflect on their actions and the appropriateness of any resulting sanctions.
- Be made aware of the effect their behaviour has on their learning and the learning of others.
- Be made fully aware of why sanctions have been imposed.
- Not be sent out of lessons. If a student needs to be removed from a class then this will be done by a member of the senior team or another member of staff.

c. Parents will

- Be kept fully informed of any concerns the school has about their child's behaviour.

4. Monitoring

a. Teaching Staff:

1. Log rewards & sanctions given at stage 1 (SIMS).
2. Maintain a register of actions taken (e.g. phone call / postcard log)
3. Retain copies of student reflections following sanctions

b. Senior Team:

1. Log rewards & sanctions given at stages 2 and 3 (SIMS).
2. Maintain a register of actions taken (e.g. ST detention register)
3. Students referred to senior team for unacceptable behaviour will be placed on report which will involve daily meetings with the student until sustained improvements have been made in their behaviour.
4. AHT will oversee the use of the school's behaviour policy and related procedures.
5. Report patterns and trends in behaviour to the relevant Governors' committee

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Appendix 1: Positive Events: “reward should match the success”

1. Stage 1: Class teacher – Faculty leader

- a. Focus: Behaviour for Learning / support, Motivation, Attitude, Effort & Community Ethos
- b. Class Teacher Rewards:
 1. Praise / Stickers
 - Will be given for positive learning processes in order to reinforce positive learning behaviours.
 - These include: Resilience, perseverance, learning from mistakes, effort, thinking, and engagement with challenge.
 2. Merits
 - Given for outstanding effort, focus & hard work.
 - Students awarded Merits should exhibit resilience, a willingness to engage, make mistakes and learn. They should persevere when faced with a challenge.
 - Merits may also be given for behaviour that has a positive contribution to the community.
 3. Phone calls home
 - Should be made regularly where a student exhibits good learning / community behaviour, consistently.
- c. Faculty Rewards:
 1. Positive phone call home
 - For an outstanding effort/deed, in isolation or over a sustained period of time.
 2. Subject Postcard (equivalent to 5 Merits).
 - For an outstanding effort/deed, in isolation or over a sustained period of time.
- d. Staff responsibilities:
 1. Log rewards given.
 2. Do not give rewards inappropriately (e.g. when an achievement has been easy) as the reward / reward system will be devalued.
 3. Praise the process rather than outcomes – be specific rather than throw-away.
 4. Regular contact with home to reinforce positive behaviour.

2. Stage 2: Senior team

- a. Focus: Long term Behaviour for Learning
- b. Rewards:
 1. Tutor group / house points awards & cups (based on data from Merit system),
 2. Senior Team Assembly awards / prizes
 3. Headteacher’s award.
 4. Celebration of positive learning behaviour in Assemblies and Briefings.

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Appendix 2: Negative Events: “punishment should fit the crime”

1. Stage 1: Class teacher
 - a. Focus: Low level disruption:
 - b. Sanctions:
 1. Warnings – leading to break time detention and behaviour reflection, change of seating plan, contact with home.
 - c. Staff responsibilities: *Try to establish the causes of the student’s behaviour.*
 1. Log incidents
 2. Ensure students have a clear understanding of your expectations and inform home when they are not fulfilling them.
 3. Complete a student reflection form with the student and a staff reflection form (where issue is unresolved & you are referring to Senior Team).
 4. Where you feel that the action you have taken to date has been ineffective move to stage 2.
2. Stage 2: Referral to Senior Team
 - a. Focus: Behaviour for learning / feeling safe & secure
Persistent / unresolved low level disruption:
 - b. Sanctions:
 1. Senior Team ‘Friday’ detention, Senior Team monitoring report, removal of tutor group / house points (in discussion with class teacher), Parental contact and involvement in rectifying issues related to behaviour.
 - c. Responsibilities: *All staff should attempt to establish the causes of the student’s behaviour.*
 1. Senior team: involve, communicate with and feedback to teaching staff, monitoring of student.
 2. Staff: summary of actions taken to date and outcome of student and staff reflections on behaviour and actions taken.
3. Stage 3: Senior Team
 - a. Focus: Safeguarding
High level disruption: Unsafe, violent, serious behaviour incident.
 - b. Sanctions:
 1. Removal from class (by ST) Internal / fixed term permanent exclusion, parental meeting / involvement, Senior team report
 - c. Students returning to school from fixed term exclusions must attend a meeting with their parents and the Headteacher before re-admittance.