



STATIONERS' CROWN WOODS ACADEMY

# **Stationers' Crown Woods Academy**

## **Behaviour Policy**

**(Rights, Responsibilities,  
Expectations,**

**Rewards and Interventions)**

**2015**

**Date of Policy:** April 2015

**Staff responsible:** Principal, Heads of School/Directors of Services, Deputy Head of Sherwood School

**Review Date:** Sept 2017

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**Rationale:**

Good behaviour and attitudes to learning are essential for pupils to reach their potential. Furthermore we recognise that instilling in our pupils self-discipline, respect, tolerance, commitment, honesty and courage is vital in producing successful, happy and decent young adults.

It is essential that pupils, parents and staff work together to ensure good behaviour and strong pastoral support for all pupils at Stationers' Crown Woods Academy. A common language, understanding and framework of rights, responsibilities and expectations that are well communicated are vital in securing these outcomes.

This framework is shared with parents in the Home-School Partnership agreement, with parents and pupils at induction and regularly through conversations between all staff and pupils and parents.

All members of staff are responsible for the pastoral wellbeing of the pupils across the Academy. Positive relationships between all members of our community are key to securing excellent attitudes to learning and commitment to good behaviour and our Academy community.

All positive behaviour management is underpinned by the relationship between teachers and pupils.

## **A) Rights**

Every pupil has the right to learn

Every adult has the right to do their job

Everybody has the right to feel safe and healthy

Everybody has the right to dignity and respect

Everybody has the right to work in an environment that is clean, tidy and well ordered.

## **B) Responsibilities**

- Teachers have the responsibility to ensure that all pupils can fully access their lessons
- Teachers have the responsibility to ensure that pupils feel valued and able to fully participate in the school community
- Teachers have a responsibility to intervene with pupils to ensure that behaviour expectations are adhered to. Intervention should not be adversarial but staff must not ignore poor behaviour.
- Pupils have a responsibility to arrive at their lessons, well prepared to learn.
- Pupils have a responsibility to ensure that their fellow pupils feel and can be safe.
- Parents have a responsibility to ensure their children participate positively in the school community.
- Parents have a responsibility to work in partnership with the academy to ensure that their children can participate fully participate in learning.

***“At Stationers’ Crown Woods Academy we believe that it is the responsibility of every member of our school community to ensure that we can all enjoy our rights.”***

## **C) Expectations**

### **1. The start of the day**

- Staff will supervise pupils on the campus from 7.50 a.m. onwards.
- Home schools will invite pupils in from 8: 00am onwards. All pupils will be greeted at the door and uniform basics will be checked by senior staff.
- Pupils should arrive at SWCA and be in their tutor room by 8.10 a.m. There will then be a 25 minute Wellbeing session or an assembly.
- The Wellbeing session is a formal part of the curriculum following a scheme of work produced by the SRS team and delivered by tutors.
- During Wellbeing tutors will check that pupils have their planner and equipment with them. Pupils without planners or equipment will be directed to purchase these during this time.
- Pupils who arrive late to school will be registered by their home school; they will receive a late stamp. Pupils who are late to school will be sanctioned.

### **2. The start of lessons**

All staff will ensure that:

- They stand at their doorway to meet, greet and supervise pupils at the start of the lesson.
- Pupils stand behind their chairs until the teacher has said 'good morning/afternoon' and told to sit.
- Uniform, planners and equipment are checked.
- Planners are placed on the Green card in planners.
- Seating plans are available for all classes.

### **3. The end of lessons**

- At the end of the lesson pupils should stand behind their chair in correct uniform and wait to be dismissed in a quiet and orderly fashion.
- Staff should ensure classrooms are tidy, desks are free from graffiti and that pupils are ready to move to the next lesson.

### **4. At all times during the day**

- No food or drink (other than water) should be removed from the Restaurant.
- Food and drink should not be consumed inside school buildings.
- Chewing gum is banned from anywhere on the campus.

- Shouting and raised voices are forbidden.
- Mobile phones, iPods and other similar devices may only be used at lunchtime and break time outside the buildings.
- Headphones should only be used outside the buildings at break or lunchtime or with specific direction from a teacher.
- Outside wear should not be worn inside school buildings.
- At all times civil, polite and respectful behaviour is essential.

## 5. School uniform and staff dress code

This is our uniform code; we expect pupils to wear their uniform correctly and with pride. Pupils should wear their uniform at all times including to and from school.

We expect all staff to check uniform and to sanction if necessary. Lack of appropriate uniform should be referred to Home Schools, (except for PE) and parents must be informed.

In general, pupils who are not wearing correct uniform will not be allowed to attend lessons.

Pupils who repeatedly disregard the uniform code will be sanctioned.

### Uniform:

<u>Boys</u>	<u>Girls</u>
• Blazer	Blazer
• White shirt	Regulation school coloured blouse
• Regulation grey trousers	Regulation grey pleated skirt, knee length <b>or</b> Regulation grey trousers
• School tie	Plain black leather shoes, no heel*
• Black shoes	Blue/Black tights or socks (not over the knee)
• Black or Grey socks	
• Outdoor Coats: these should be plain (no logo), and a dark colour.	

\*For your guidance; the following footwear would not be accepted – boots of any description, canvas shoes, 'Converse' shoes, plimsolls, trainers.

- All items of uniform-MUST be bought from Jay Sports
- Please note that at specific times, in response to extreme weather conditions, any alteration to this policy will be notified to parents via the school web site.



- Some students may be allowed to deviate from normal uniform policy, but will be required to have a letter from their medical practitioner outlining the circumstances. This will have to be countersigned by a senior member of staff.

### **Sports Kit:**

- All students should carry their P.E. kit in a separate bag and will require the following items:

Compulsory items:

- Trainers
- CWC T-Shirt
- CWC Shorts and socks or CWC track pants and socks

Optional items:

- CWC Hooded Sweatshirt/Micro Fleece – these may only be worn during P.E. lessons.

### **Jewellery**

The following items are permitted;

- Watches
- Earrings: one pair of small studs only.
- No other piercings should be visible. If others exist, it is expected that a transparent stud will be used.
- Any other jewellery (rings, bracelets, necklaces etc.) are not allowed. Only by prior agreement, on religious grounds, may exceptions be made; in which case items may be worn discreetly.
- Any prohibited jewellery worn to school will be confiscated, placed in a named envelope and stored safely in readiness for collection.

### **Make up**

- No discernible make up, bright hair colouring or patterned extensions are allowed.
- No eye shadow or lip stick
- No coloured nail varnish

All fashions of obvious make up, extreme haircut and or extreme hair colouring, eyebrow shaving etc. are discouraged and will be discussed with parents.

### **Staff**

All staff will dress appropriately, keeping in mind their professional role.

## 6. Toilets

- Pupils should use the toilet at break time or lunchtime.
- Permission to use the toilet during the lesson time should be very rare and only in an emergency, except in the case of those pupils with a toilet pass for medical conditions.
- In the home schools when pupils are allowed to use the toilet during lesson time they are to report with a pass to the Reception Desk at the school where the Receptionist will provide the pupil with a key and complete a log. The Receptionist will be aware of any pupil using the toilet and will intervene if they feel that inappropriate behaviour is taking place.

## 7. Break time

- Senior staff will ensure a break time supervision rota.
- All pupils are expected to behave themselves in accordance at all times in a civil, polite and respectful manner to each other and to all members of staff
- Large footballs are not allowed in the confined recreational areas.
- When inside buildings pupils should remove outside clothing (coats), refrain from using headphones/mobile phones etc. and should not be eating/drinking/

## 8. Lunchtime

- Senior staff will ensure that staff supervise pupils during the lunch break.
- Staff on duty must ensure that pupils comply with the rules of the Restaurant and when they have finished eating they are to return their plate and cutlery and walk back to their School for the remainder of the lunch time.
- Food and drink should not be removed from the Restaurant.
- The expectations for lunch time are then the same as break time

## 9. Equipment

All students should bring the following items of basic\* equipment to school every day:

Planner	Pencil case	Pen/s	Scientific Calculator
Pencils	Eraser	Sharpener	Ruler

Reading book

In addition they may wish to bring colouring pencils or pens.

\*The items of basic equipment are available for purchase from the receptionists in each school, and will also be available for purchase at parent's evenings.

All pupils should bring a school bag each day: This should be waterproof and be able to hold several A4 books

## **D) Reward System: Guidelines**

Rewards take a variety of different forms and each school personalises the approaches for different year groups. These include postcards home, book of pride, jewels, letters, verbal praise, assemblies, and golden tickets (year 11). A whole academy wide rewards system is coming into operation from September 2015, called 'pat my back'.

## **E) Sanctions/ Intervention Levels**

While every effort should be made to manage behaviour through positive means, there are occasions when interventions are necessary. At all times we must keep in mind that good relationships are the key driver of good behaviour.

In general teachers are responsible for their own classes and teachers should take prime responsibility for the behaviour of pupils in their classrooms. There may, from time to time be a necessity to draw on the support of a member of the SLT but, even then, the teacher should lead on the repair and rebuild conversation, supported by a member of the SLT if necessary.

Below is outlined the various steps that may be taken;

### **1. Teacher intervention in lessons:**

Strategies that may be used during a lesson to support good behaviour can include:

- Praise/rewards
- Differentiated work
- Change of seating plan
- Positive /negative names on board
- Use of On-Call

## **2. On-Call**

Pupils are given appropriate teacher warnings either verbally or through names on the board), if on the third warning behaviour has not improved and all other strategies have been exhausted then On-Call can be implemented. Schools will ensure they have an On-Call timetable and where possible the duty staff will support the integration of the pupil following a discussion, or in extreme circumstances remove the pupil. If On-Call is used and a pupil is removed from a lesson this should be followed up by a time debt with the classroom teacher and a letter home from the school.

On-Call may also need to be used for a one off serious incident at the judgement of the teacher. It should always be utilised if a pupil is refusing to follow instructions.

Home schools/service schools should keep a log of On-Calls and review this log regularly to identify patterns or key offenders.

## **3. General approach from teachers/relationship building**

Teachers should make every effort to resolve issues through dialogue with pupils either in lessons or at a later time. It may be appropriate that these conversations may be supported by a senior member of staff and may involve parents/carers. Teachers should aim at all times for “Repair and rebuild” – recognising there will be times when pupils display undesirable behaviour but that “punishment” is not the answer. Teachers should take the professional responsibility for repairing and rebuilding relationships with pupils assisted by, if necessary, another member of staff.

## **4. Teacher Sanctions**

We accept however, there are occasions when sanctions are appropriate; possible sanctions at this level could be:

- Time debt
- Parental phone call
- Letter home
- Parental meeting

These may be responses to lesson time incidents/ issues or corridor incidents/ issues.

## **5. Time debts**

These may be set for a length of time up to 1 hour. It is the expectation that if a pupil is set a time debt longer than 20 minutes parents/carers must be informed by the member of staff setting the time debt. If a pupil does not attend the time debt it is expected it will be reset effectively before being passed to a senior member of staff.

## **6. Communication with Home**

Each small school has its own bank of standard letters. Any change to a letter must be proposed to the Head of School for agreement before being sent out.

Emails should be set out as a formal letter using formal salutations. You can also use letters as attachments, but **ONLY** in **PDF** format. All emails must be copied to a senior teacher within your school.

Any phone calls made should be recorded. Any phone calls with parents/carers which become difficult should be ended as soon as possible and a senior teacher informed by e-mail who will advise on further action.

## **7. Parental meeting**

If a parental meeting is arranged a senior member of staff should be informed in advance, with the intention of the meeting outlined (guidance as to the appropriate member of staff can be taken from a senior teacher). The meeting along with any agreed actions should be recorded.

## **8. Senior Leader Intervention:**

When a more serious incident has occurred the following sanctions maybe implemented with the senior teachers' professional judgement taking into account the situation, previous instances and follow up and the needs of the pupil:

- Ensure earlier sanction is completed with the teacher
- a repair and rebuild conference with the teacher/pupil
- reports
- internal seclusion (time out of lessons)
- parental meeting
- an internal exclusion
- a fixed term exclusion

## **9. Internal/External exclusions:**

The decision to internally exclude a pupil is made by the senior teachers identified within the structure of each small school. The decision to externally exclude a pupil can only be made by the Principal at the recommendation of a senior colleague.

It is essential that when high level intervention is necessary the member of staff involved with a specific incident is fully included in the follow-up and resolution.

## **10. Post exclusion actions**

Following an internal seclusion pupils may be placed on report to a senior member of staff for a minimum of one week.

Following an internal exclusion pupils are expected to go straight to their pupil support officer on arriving in school and should be placed on report to a senior member of staff.

Following an external exclusion the same procedure will be followed.

In the case of an external exclusion, teachers are expected to provide work (to be given to the support officer) for the proportionate number of lessons missed. Pupils will be expected to provide evidence of this work at the post exclusion meeting.

It is expected that for any seclusion or exclusion a meeting will be held with the pupil/and staff (if appropriate) and for exclusions this meeting will include the parents.

## **11. Report**

Pupils returning from seclusion, internal exclusion, external exclusion or those whose behaviour is a cause for concern in a number of areas may, where appropriate, be placed on report to monitor their behaviour and attitude in lessons.

There are various levels of report reflecting the level of intervention necessary.

## **12. Behaviour Logs/reporting incidents of poor behaviour**

It is expected that for all incidents that require a follow up (discussion, time debt, phone call, seclusion, exclusion etc.) an entry will be made on Sims.

This should happen within 24 hours of the incident.

For a serious incident (including but not limited to verbal abuse of staff, use of racist/homophobic/sexist language, violence, defiance, refusal to follow instructions etc.) it is expected that it will have been reported to On Call or emailed to senior staff in a very timely manner.

Small schools are an invaluable tool in managing behaviour but timely communication is a vital part of this. Please ensure that the pastoral support officers are used effectively.

It is important that incidents or issues of poor behaviour can be dealt with quickly and effectively for that to happen communication is key.