



Nailsea School

Behaviour and Rewards Policy

Headteacher Mrs D. Elliott

A S P I R E | B E L I E V E | S U C C E E D

Student Behaviour Policy

1. Rationale:

- 1.1 The behaviour of students in school has a direct effect on their own learning and that of their peers, and the working conditions of the staff. Promoting positive behaviour is essential for achieving good results and raising standards.
- 1.2 It is the right of all individuals to feel safe and secure at school and to be enabled to engage in all aspects of school life without disruption or intimidation.
- 1.3 The Behaviour Policy at Nailsea School is a statement of good practice that covers all aspects of the school that contribute to the maintenance of good behaviour and a positive ethos.
- 1.4 All members of the school community, staff, students and visitors are expected to maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

2. Purpose:

- 2.1 To describe the roles and responsibilities of personnel within the school, and how they contribute to the maintenance of positive behaviour.
- 2.2 To describe the behaviours that are deemed acceptable and which promote a positive learning ethos, and the roles and responsibilities of staff and students within the school in respect of behaviour management.
- 2.3 To describe the support structures and strategies that will be adopted to create a positive ethos and good behaviour.

3. Guidelines:

- 3.1 The Headteacher and Governing Body are responsible for promoting good behaviour and discipline in Nailsea School. Misbehaviour can also occur when a student is taking part in any school-organised or school related activity, travelling to and from school, wearing school uniform or in some other way identifiable as a student at the school. The policy can also apply when misbehaviour could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school.
- 3.2 The Headteacher must publicise this policy by bringing it to the attention of students, parents and staff through the School Prospectus, Staff Handbook, Home School Agreement, Student Planner and induction procedures during student transition from other educational establishments.
- 3.3 The SENCO is responsible for advising staff, through the student's learning support profile, of any disabilities that a student may have that would affect their behaviour and providing suitable training opportunities for staff who deal with these students.
- 3.4 All staff (both teaching and non teaching) are responsible for ensuring that the policy is consistently and fairly applied, and modelling the high standards of behaviour and punctuality expected from students.
 - 3.4.1 Teachers are responsible for developing and promoting positive relationships between staff and students, and between students themselves, creating an environment where students feel valued, engaged, motivated to learn, and keen to attend. Strategies for this are included in the teaching and learning policy and associated documents. Teachers and support staff are also responsible for knowing whether a student in their class has a disability that may affect their behaviour and

make reasonable adjustments accordingly, in consultation with the SENCO and support systems.

- 3.4.2 All staff are responsible for using praise and encouragement to create a climate that acknowledges student success and progress. All staff will recognise that it is important to reward students who show a consistently high standard of behaviour and attendance, as well as those who show substantial improvement in these areas.
- 3.4.3 The school has the right to search without consent for 'prohibited items' and can confiscate, retain or dispose of the student's property, items include: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images. In the case of drugs, knives and weapons or extreme pornographic images, these items will be handed over to the Police.
- 3.4.4 Behavior outside of the school could be considered grounds for an exclusion or permanent exclusion
- 3.4.5 While there will be instances where permanent exclusions are made on first offence e.g.
- serious actual or threatened violence against another pupil or a member of staff
 - sexual abuse or assault
 - supplying or possession of an illegal drug
 - carrying an offensive weapon.

This list is not exhaustive

In most cases the school operates an incremental system of sanctions, based on applying an appropriate and consistent response to misbehaviour. These are detailed in the rewards and sanctions policy. We always condemn the behaviour and not the person. Sanctions are outlined within the student planner and are displayed in classrooms. These range from:

- Verbal warning, (C1)
- Informal detentions (C2)
- formal detentions (C3 – C5 detentions)
- internal exclusion - (C6)
- fixed term exclusions. – (C7)
- permanent exclusion of a student – (C8)

Students who continue to demonstrate poor behaviour that impacts their learning and on the learning of others, or that is not consistent with maintaining respect, good order and discipline may be placed on the appropriate stage of the disciplinary stage (see Appendix 1).

- 3.4.6 At all stages students are actively encouraged to reflect on the reason why a sanction has been applied so that they are made aware of how to avoid the situation recurring.
- 3.4.7 At stages 3 and above or as deemed appropriate by the Headteacher, Member of staff in charge of behaviour or Head of House a Personal Support Plan (PSP) will be put into place involving parents/students/HOH and any other agencies involved. This will normally run for a maximum of 12 weeks and be reviewed every 6 weeks.

- 3.4.8 Parents have rights to representations in order to request an appeal.
- 3.5 Students are responsible for contributing to the development, implementation and evaluation of the policy through their representative body, the School Council. They will be involved in the annual review of the related school anti-bullying procedures, Behaviour Policy and Attendance and Punctuality policies.
- 3.6 Support systems in place for students include both the curricular (curriculum areas) and pastoral (Houses) dimensions of the school,
- 3.6.1 Teaching staff will deal with occasional and minor student misbehaviour and poor attendance or punctuality. Persistent, escalating or serious incidents will be reported to the Curriculum Leader, Tutor or House Head as appropriate.
- 3.6.2 Tutors and House Heads will be pro-active in putting in place strategies to pre-empt escalating behaviour problems from individuals or groups of students as appropriate.
- 3.6.3 Curriculum teams will provide support for individuals through subject reports and will organise subject support timetables and structures.
- 3.6.4 For serious incidents during lessons requiring immediate intervention, staff may contact staff support. This will, wherever possible, result in restoration of the student to the lesson. Where this is not possible students may be removed to another classroom within the subject area (C4) or may be removed to the Internal Exclusion Room (Room 66) (C6).
- 3.6.5 The North Somerset Inclusion Panel may be asked to support and engage with students on a disciplinary stage 4 or where deemed appropriate.
- 3.7 Help will be sought from North Somerset Inclusion Panel when dealing with complex cases of individual or group misbehaviour and non-attendance.

4. Review:

- 4.1 This policy will be reviewed at yearly intervals. The Chair of the Governors' Education Committee and Headteacher or SLT representative are responsible for the review.

5. Related Documents:

- 5.1 The Governors' Handbook
- 5.2 Department for Education guidance on excluding pupils from schools
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf
- 5.3 Acceptable use policy
- 5.4 Attendance and punctuality policy
- 5.5 Anti-bullying policy
- 5.6 Home School Agreement
- 5.7 Teaching and Learning policy
- 5.8 Inclusion policy
- 5.9 Equal opportunities policy
- 5.10 SEN policy
- 5.11 Behaviour and discipline in schools – Advice for headteachers and school staff –
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

6. Glossary:

- 6.1 SENCO – Special Educational Needs Co-Ordinator
- 6.2 HOH – Head of House
- 6.3 IEP – Individual Education Plan
- 6.4 PSP – Personal Support Plan
- 6.5 EBD – Emotional and Behavioural Difficulty
- 6.6 EWO – Education Welfare Officer

Author:

Date:

Governor signatory:

Date:

Next review date:

**Appendix 1
Disciplinary stages**

	Action	Data to be checked	Support packages
Stage 1	Formal written warning and meeting with student and parent/carer. Internal/external exclusion if appropriate Review after three months	Attendance Behaviour log Latest report SEND need – strategies and interventions are in place – Ed Psy report(if appropriate) Progress data Involvement of outside agencies Learning Profile	Student placed on a Learning card Mentoring offered (if required) depending on reason for disciplinary. <ul style="list-style-type: none"> • Anger management • How to need with scenarios RJ meeting to take place between student and teacher if appropriate
Stage 2	Formal written letter and meeting with student parent/carer. Internal/external exclusion if appropriate Review after three months	Attendance Behaviour log Latest report Feed back from mentoring sessions SEND need – strategies and interventions are in place – Ed Psy report(if appropriate) Progress data Involvement of outside agencies Learning Profile	Student placed on a PSP(reviewed every six weeks, total length 12 weeks) – other agencies invited to the meeting if appropriate Mentoring offered depending on reason for disciplinary. <ul style="list-style-type: none"> • Anger management • How to deal with different scenarios RJ meeting to take place between student and teacher if appropriate Possible use of outdoor education to address identified issues
Stage 3	Formal written letter and meeting with student parent/carer. Internal/external exclusion if appropriate Discussion concerning risk of PEX and possible managed transfer Review after three months Referral to behavior lead	Attendance Behaviour log Latest report Feed back from mentoring sessions Feed back from subject teachers SEND need – strategies and interventions are in place – Ed Psy report(if appropriate) Progress data Involvement of outside agencies	Student placed on a PSP(reviewed every six weeks, total length 18 weeks) – other agencies invited to the meeting if appropriate Mentoring offered depending on reason for disciplinary. <ul style="list-style-type: none"> • Anger management • How to deal with different scenarios RJ meeting to take place between student and teacher if appropriate Possible use of outdoor education to address identified issues

			Alternative/reduced timetable to be investigated
Stage 4	<p>Formal written letter and formal meeting with student parent/carer and the school governors to include warning about risk of PEX</p> <p>Internal/external exclusion if appropriate</p> <p>Discussion concerning risk of PEX and possible managed transfer</p> <p>Review after three months</p>	<p>Attendance</p> <p>Behaviour log</p> <p>Latest report</p> <p>Feed back from mentoring sessions</p> <p>Feed back from subject teachers</p> <p>SEND need – strategies and interventions are in place – Ed Psy report(if appropriate)</p> <p>Progress data</p> <p>Involvement of outside agencies</p>	<p>Student placed on a PSP(reviewed every six weeks, total length 12 weeks) – other agencies invited to the meeting if appropriate</p> <p>Mentoring offered depending on reason for disciplinary.</p> <ul style="list-style-type: none"> • Anger management • How to deal with different scenarios <p>RJ meeting to take place between student and teacher if appropriate</p> <p>Possible use of outdoor education to address identified issues</p> <p>Alternative/reduced timetable to be investigated including WEX</p>
Stage 5	If PEX is upheld by school governors the local authority will find an alternative placement		