



BEHAVIOUR FOR LEARNING POLICY

Last Review:	February 2022
Committee:	Learning
Date Ratified:	15 February 2022
Next Review:	May 2025

Rationale

Sir William Romney's School aims to create a culture of aspiration and ambition by having high expectations of students, parents, governors and ourselves. Our behaviour policy outlines and reinforces how we establish and maintain these high expectations to ensure students can thrive now and in the future.

Our Aims:

- To establish and maintain the highest standards of behaviour
- To maintain a safe and productive learning environment that promotes our Core Values
- To provide the highest standards of support and guidance to ensure students develop into responsible citizens.

Our Core Values:

- Aspiration
- Confidence
- Collaboration
- Independence
- Resilience

Behaviour Principles:

Sir William Romney's School recognises that we have a duty to safeguard and promote the welfare of students as well as a pastoral responsibility to ensure students are protected from harm.

All students are expected to behave in a positive manner both to themselves and others, showing consideration, courtesy and respect for their peers, teachers, members of the public and the environment.

Staff at Sir William Romney's School are responsible for supporting students to make positive choices. If a student's behaviour raises concerns that he/she is likely to suffer significant harm, the School's Safeguarding and Child Protection policy will be followed.

In the case of continual disruptive behaviour and where it is felt that a child's educational needs are not being met, a multi-agency assessment will be considered.

The School does not condone bullying and will take appropriate action in order to promote supportive behaviour and discourage bullying (see Anti-Bullying Policy).

Students will conduct themselves at all times and in all places in a way that reflects well on themselves and the School.

Staff will utilise the Sir William Romney's School Behaviour Management Systems (Rewards and Sanction) Booklet to ensure a consistent approach to behaviour.

Behaviour Expectations

We have five behaviour for learning expectations that students adhere to:

- Arrive on time and in the correct uniform
- Ensure you have the correct equipment for learning
- Follow instructions
- Work to the best of your ability
- Respect others

Rewards

Positive behaviour management is actively promoted at Sir William Romney's School to establish an effective learning environment.

We believe it is important to praise, encourage and reward students who consistently demonstrate positive behaviour, as well as students who make positive changes to improve their behaviour.

Rewards will be used instantly, where possible, to acknowledge successes.

Rewards will be available to all students, regardless of age, ability or need, recognising a wide range of educational and/or personal achievements.

Staff will reward positive behaviour and work, promoting outstanding attitudes to learning, resulting in good progress.

Staff will reward students via verbal and non-verbal feedback as well as through the house point system where students are rewarded for:

- Contributing to the school
- Excellent effort
- Outstanding work (including homework)
- Contributing to their House (HOH Competition)
- 100% Attendance in a week.

Students can 'spend' their House points in the school house point shop which is located in the library; items available for purchase include stationary, revision guides, vouchers and sports equipment.

Student success is also rewarded with stickers, certificates, recognition in awards assemblies and contact with home.

The school will review the effectiveness of the rewards systems annually and make changes if it is deemed to improve recognition of individual or group success and/or behaviour.

Additional, bespoke rewards will constantly be sought to ensure students are recognised for their achievements and contributions.

Guidance on rewards can be found in the Behaviour Booklet (Pages 2-4).

Sanctions

Sir William Romney's School adopts a clear system of sanctions to manage unacceptable behaviour.

Where possible staff will utilise a range of positive behaviour management techniques to rectify poor behaviour prior to sanctioning. De-escalation is the preferred approach, students will be encouraged to reflect upon their behaviours so it can be rectified (guidance can be found on page 5 of the Behaviour Booklet).

However, if behaviour is having a negative effect on: the teaching and learning of others; the school environment; the wellbeing of others both inside and outside of the school community or is deemed dangerous; students will be sanctioned

(guidance can be found in the Behaviour Booklet - pages 6-8 for in-class systems, pages 10-11 for assemblies/tutor time systems and page 12 for outside of lessons systems).

Students will always be reminded of positive choices they could be making and will be supported to make good choice, even when a sanction has or will be issued.

Sanctions will generally (but not always) be issued through a graduated process starting from a warning then moving to a more formal sanction.

High standards of behaviour are expected from students around school. In particular, movement around the corridors and stairs should be conducted in an orderly and calm manner. Students must be polite to all staff, each other and any visitors to the school. Students who do not meet these expectations will be sanctioned.

The behaviour of students outside school on a school activity (for example on school trips, sports fixtures or work experience) is subject to the school's Behaviour Policy (including the correct wearing of uniform). Any students whose behaviour is deemed inappropriate whilst on a trip/educational visit will jeopardise future visits/trips (the length of which will be decided by the school) or risk being returned to home early (at the expense of their parents/carers).

Sanctions are intended to act as a deterrent against inappropriate behaviour, as well as impressing on students an acceptance that their behaviour will not be tolerated, resulting in better choices in the future. The aim is to reduce repeated incidents of unacceptable behaviour.

Sanctions will be applied together with any necessary and appropriate support.

Staff will endeavour to use sanctions as an opportunity to build positive relationships with students. Therefore, wherever possible the person applying the sanction will deliver/supervise the sanction.

In cases of unacceptable behaviour outside of school, the school may apply sanctions in line with GCC guidance.

Guidance on whole school sanctions can be found on page 18 of the Behaviour Booklet.

Uniform

Students are expected to wear their uniform with pride. Pride in one's personal appearance is very important both now and in the future.

Students are expected to adhere to the uniform expectations:

- Dress smartly in the approved SWR uniform at all times
- Plain black shoes or trainer should be clean
- Hair must be of a natural colour
- Jewellery is not permitted other than a single stud per each ear (no other piercing are permitted)
- Make up should be minimal and of natural appearance.

Students will be rewarded for meeting the uniform expectations and sanctioned if they breach the uniform expectations.

When students are wearing the school uniform they are ambassadors for the school.

Refer to the school website or the pastoral guides for further clarification on uniform expectations.

Support for students

Providing support for students to improve their behaviour is a priority.

Students will be guided and taught about positive behaviour through assemblies, tutor time, lessons and everyday interaction with staff.

When necessary, staff will complete investigations to establish a clear understanding of a situation and will look for ways forwards to prevent a reoccurrence of unacceptable behaviours.

When sanctioned, students will be given guidance and support to help them understand what and why behaviours they engaged in were unacceptable.

When necessary, explicit or ongoing support will be employed via Inclusion, phoenix and/or the Head of Year to support students to make positive changes.

Behaviour Interventions

Reports

Students will be placed on report if the Head of Year or Leader of Learning deems it necessary to monitor their behaviour and/or progress.

The student will present their report to the class teacher at the start of the lesson and gets it signed each day by the appropriate member of staff and their parent/carer.

Students whose behaviour is persistently poor will be placed on a Behaviour Report. Each report is utilised to monitor a student's behaviour over a period of two weeks. A maximum of three clear, manageable targets will be set to address behaviour issues.

A graduated process is designed to address behaviour issues:

- Stage 1 report (Yellow) is monitored by the tutor
- Stage 2 report (Orange) is monitored by the Head of Year
- Stage 3 report (Red) is monitored by the Assistant Headteacher (Behaviour and Attitudes)

Students whose attitude to learning or lack of achievement (not behaviour) presents a problem over a number of subject areas can be placed on General Report (Blue) by the Head of Year in order to monitor progress.

Students who return from exclusion may be placed on report by SLT or their Head of Year following their re-admission to school and this will be monitored by their tutor.

In some instances, if there is an issue in a particular curriculum area, Leaders of Learning will place a student on a subject report.

Guidance on reports can be found on page 13 of the Behaviour Booklet.

Behaviour Support Plan (BSP)

Students who have failed Stage 2 report, and are in danger of failing Stage 3 report may be placed on a BSP, or at the discretion of the Head of Year.

This will be decided by Head of Year and/or the SLT.

Parents will be involved in the BSP process (8 - 12 weeks) and clear targets for improvement will be set. Bespoke support will be provided for students to make changes to their behaviour. If a BSP fails, then a student will be put onto a PSP.

Guidance on BSP's can be found on page 17 of the Behaviour Booklet.

Pastoral Support Plan (PSP)

If a student fails a BSP or is at risk of permanent exclusion they will be placed on a PSP.

A PSP is a 16 week intervention, designed to avoid exclusion and support the student to enable them to remain in school.

Parents are an important part of this process and will be expected to support their child in meeting the agreed targets.

A member of SLT will lead the PSP meetings and reviews in line with GCC guidance.

Guidance on PSP's can be found on page 17 of the Behaviour Booklet.

Exclusions and Alternative Provision

In cases where it has been appropriate to issue a fixed term exclusion, the school complies with the standards and regulations outlined by GCC.

In some cases, excluded students may be placed at an alternative educational provider on a short term or long term basis. Providers include Archway, Katharine Lady Berkeley's, Stroud and Cotswolds Alternative Provision (SCAPS) and South Gloucestershire and Stroud College (SGS).

All excluded students, along with their parent/carer, will attend a readmission meeting to address the unacceptable behaviour and to put a plan of action in place to avoid repeat offences.

Permanent exclusions are used as a last resort.

Managed Move

In an attempt to avoid a permanent exclusion, the school works closely with neighbouring schools and may choose to implement a Managed Move.

A Managed Move is a 16 week process, led by GCC (Education and Inclusion) where a student is offered a supported, fresh start in a new school.

This may not always be an appropriate solution for some students.