



STONE LODGE
SCHOOL

Behaviour for Learning Policy

Date Drafted	November 2022
Date Agreed with Governors	November 2022
Date to be reviewed	November 2024

Monitoring, Evaluation and Review

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the School.



Introduction

At Stone Lodge School, we understand the links between student behaviour and student progress. It is the expectation of the school that the behaviour of our students will be of a very high standard at all times. Students are expected to be sensible and demonstrate good manners both on and off the school site, demonstrating respect for the learning environment, staff and each other.

We hold an important position within our local community, ensuring that students leave educated with high levels of self-esteem and self-confidence to make a positive impact within the community.

The policy seeks to achieve excellent behaviour and conduct by:

- Promoting a culture of discipline throughout the school
- Promoting self-esteem, self-regulation, proper regard for authority and positive relationships based on mutual respect
- Ensuring fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention when behaviour is not good
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Providing an environment which promotes fundamental British Values of democracy, the rule of law, individual liberty and mutual respect, tolerance of those with different faiths and beliefs, and opposition to extremism or prejudice
- Encouraging a positive relationship with parents/carers, by developing a shared approach, involving them in the review and implementation of the school's policy and associated procedures

Roles and Responsibilities

At Stone Lodge School, we believe that high standards of behaviour and engagement are a result of consistent adult behaviour of a high standard. This is reflected in our common approach to the language of learning and our RIDES values. It can be seen in the way we approach conflict, through Restorative Justice Practice. It can also be seen in the consistent adoption of the "narration of the positives" approach to managing behaviour within the classroom.

All staff, teaching and non-teaching, have a responsibility for up-holding high standards of behaviour throughout the school that are in line with the school's expectation and culture.

Subject Teacher:

Responsible for creating a productive learning environment in which all students are able to succeed. This is facilitated through our Behaviour Blueprint (see Appendix 1). More detailed explanations for the strategies included within our Behaviour Blueprint are shared with staff within our joint practice development sessions and included in the teaching and learning handbook. Subject teachers manage issues associated with

low level disruption, incomplete and missing work, performance below target and lateness to class.

Head of Department:

Responsible for supporting subject teachers through the maintenance of high standards of behaviour and learning in their subjects.

Form Tutor:

Accountable for the care, support and guidance of students within their Form. Form Tutors support high standards through regular checks on uniform & jewellery, equipment and planner; the monitoring of punctuality & attendance; and high standards of behaviour through the delivery of a quality tutor time programme which is designed to promote positive relationships, mutual trust and respect.

Head of Year:

Accountable for all students within the Year Group through quality care, support and guidance. The Head of House will support the Form Tutor and Subject Leaders where low-level sanctions have failed to secure the required improvements and where a coordinated response is required, or in instances of unacceptable behaviour where an immediate response is required.

Senior Leadership Team:

Responsible for ensuring the principles and practices of the policy consistently underpin the management of student behaviour. Severe problems will be dealt with by an Assistant or Deputy Head Teacher and in exceptional cases dealt with by the Head Teacher. The Senior Leadership Team will support staff in classes, corridors and around the school site with a high presence. Members of the SLT may monitor student behaviour where Head of Year monitoring has failed. SLT may place students on a Pastoral Support Plan (PSP) for up to a term where a student has failed to improve despite a range of interventions meaning they are becoming at risk of permanent exclusion. PSPs will be discussed with parents before they begin.

The Head Teacher:

Ensure the policy is followed consistently by students and staff and where appropriate take necessary action when policy and procedures are breached.

Governors:

Overall support of the School's Behaviour for Learning Policy. The annual monitoring of the effectiveness of the Policy through the regular Head Teacher's Report to Governors and an Annual Review.

Students: Code of Conduct

Our core RIDES values are Respect; Integrity; Determination; Equality and; Self-management. We strive to provide a harmonious community where the diversity of backgrounds is celebrated, and everyone can achieve their potential. As such, students are expected to:

- Be **respectful** at all times, showing **self-management** that is courteous, trustworthy and **determined**
- **Respect** both students' and the school's property and take care of the surrounding environment
- Demonstrate **integrity** by always taking responsibility for their actions and any consequences that may arise as a result of them

- Report all forms of bullying immediately (including cyber bullying) to ensure that **equality** is honoured for all members of our community

In the classroom:

The points below are to help students succeed in lessons. Read them carefully so that learning in your classes can be excellent.

1. Start of lessons:

- Enter rooms sensibly and go straight to your workplace
- Place your clear pencil case on the desk in front of you
- Put any bags under your chair
- Complete the Do Now task in silence and answer the register politely

2. During lessons:

- When your teacher or a student talks to the whole class, remain silent and track the speaker
- If you arrive late without good reasons, expect to receive a detention for your poor punctuality
- Eating and chewing in class is not allowed. Drinking from water bottles is permitted
- You should not leave the lessons without permission from a teacher

3. End of lessons:

- Only pack away once your teacher has requested you to do so
- When told, stand and push in or put up your chair; any litter should be picked up and thrown away
- Leave the room in a calm and orderly manner once your teacher dismisses you, with your pencil case in your hand if you are going to another lesson.

4. Outside of lessons:

- Walk directly to your lesson calmly and quietly along the corridors, keeping to the left-hand side with your pencil case in your hand
- Queue properly (in particular, for food at break and lunchtime)
- Chewing gum is not permitted on school site

Parents and Carers: Code of Conduct

Parents, carers and families will:

- Support the school and its behaviour policy so that their child's behaviour expectations are met.
- Promote positive behaviour at home in order to provide continuity between home and school
- Contact the school via main reception or by e-mailing office@stonelodgeschool.co.uk

Rewards

The school believes the Rewards Policy is integral to good behaviour. Rewards have a motivational role in helping all students to understand that Respect, Integrity, Determination, Equality and Self-management is valued.

The classroom recognition boards are used to share the scholarly behaviour, skills and knowledge students should develop that lesson. Teachers award rewards in the form of phone calls home, House points or Recognition certificates.

There are regular opportunities to celebrate cumulative student achievements through assemblies.

Behaviour for Learning

In order to ensure consistency across the whole School, all staff and students follow our '**RIDES behaviour for learning values**' which are displayed in every classroom and in corridors. These values have been discussed and shared with all staff and students.

RESPECT -our school community, environment and learning

INTEGRITY -do the right thing, even when the right thing is hard

DETERMINATION -work hard and we will reach mastery

EQUALITY -we all deserve the very best opportunities

SELF/MANAGEMENT -of our behaviour, time and resources

Students who arrive to school in incomplete uniform will be removed from lessons until the school and family have worked together to ensure that they are in full correct attire. A hierarchical sanction list provides consistency when managing disruptive behaviour that interrupts learning in lessons. These instances will be dealt with in line with our Behaviour Blueprint (see Appendix 1).

Detentions

- Same day detentions (20 minutes) for reaching warning 3 in class
- Removal detentions (40 minutes), for being removed from a lesson for failing at warning 1, 2 and 3 or for unacceptable behaviour outside of lessons.
- Late detentions held after school by a middle/senior leader on a rota basis (40 minutes)

Parents/Carers will be contacted in advance if a child is placed in internal exclusion, and/or issued a 40-minute detention. In instances where the school is unable to contact a family member, we reserve the right to detain a student for up to one hour after school, although we will always attempt to contact by telephone, text message or email.

Failure to attend a detention may result in a one-day internal exclusion the following day.

Bullying

The school believes that all students deserve to attend school and enjoy their learning free from the stress and mistreatment of bullying. The school takes any reports or suspicions of bullying very seriously and swiftly adopts the following staged approach to tackling any incidents where bullying has been found to have occurred:

Stage 1: Staff mediate a Restorative Justice meeting between the victim and the perpetrator with a follow up conversation to ensure that no further issues have occurred. Parents telephoned for both students to keep home informed of what has happened and the school's actions.

Stage 2: If bullying continues after stage 1, or is deemed to be more serious, then a parent meeting with the perpetrator is initiated where reasons for bullying are discussed, a contract is drawn up with agreed future conduct and interactions towards the victim outlined. Parents/carers are informed of the consequences if the perpetrator continues with the bullying.

Stage 3: If bullying continues after stage 2, or is deemed to be very serious, the perpetrator will face internal or external exclusion and will not return to lessons without a parent meeting and a reintegration contract stating no further interactions with the victim be allowed.

Stage 4: If bullying continues after stage 3, then further external exclusion will be used against the perpetrator, who will not return to lessons without a final Governors Warning meeting and follow up letter, and a reintegration stating that further bullying could result in a permanent exclusion. Moving perpetrators classes will be strongly considered at this stage.

Stage 5: Head Teacher considers permanent exclusion or managed move.

Restorative Practice

Our Behaviour for Learning Policy is based on a desire to resolve conflict through sustainable restorative approaches.

Restorative approaches are a way of:

- Involving all those affected by an incident to repair the harm it has caused, find ways forward that reduce resentment and prevent a problem from escalating further;
- Building support for young people who cause harm while allowing them to be fully accountable for their behaviour;
- Encouraging and recognising the contributions that parents/carers, school staff and young people make in building and maintaining positive relationships, which in turn help people to take responsibility for their actions.

Restorative approaches require an offender to acknowledge the consequences of their actions and to make good the harm they have caused. It is accepted that the use of restorative approaches is not appropriate to all situations and individuals.

If a restorative approach is considered beneficial the facilitator - a trained member of staff - will arrange a meeting with the offender and the victim separately, so they are fully prepared to come together for a meeting where those involved will be asked to explain:

1. What has happened?
2. What were you thinking at the time?
3. How did this affect you and others involved?
4. What needs to be done to put things right?
5. What do you need to do differently in the future?

Parents/carers might be invited to attend meetings in more serious instances where restorative approaches are used by senior staff.

By using restorative approaches we seek to increase the likelihood of:

- Emotional issues being resolved in a sustainable manner. Individuals become more confident in making the “right” decisions in future instances - a solution focused approach;
- Young people are empowered with the personal and social skills that they will need to be successful in later life.

On Call

There will be a staff rota for on call who will remove any student who continues to behave unacceptably despite three warnings. On call may also be used immediately for more serious breaches of the Behaviour Policy, without warnings being given. Staff will send a brief email to the on call email address, stating the students name, room, and issue. Reception will radio the on call staff member. If on call removes a student from a lesson for failing Warning 1, 2 and 3 with their teacher, they will receive a 40-minute detention at the end of that day. Failure to attend this will result in internal exclusion the following day.

Internal Exclusion

An on-site provision for serious breaches of the Behaviour Policy. The provision accommodates whole day internal exclusions but the school day runs from 9.15am up to 4.30pm. For more severe breaches, the Head Teacher will consider issuing a fixed term exclusion.

When referred to internal exclusion, students are expected to complete work provided from class in silence throughout the day. Break and lunch will happen in the room, so that the students do not come into contact with the rest of the school for the entire day. Internal exclusion is typically used as a sanction for the following breaches in the behaviour policy although the list is not exhaustive:

- Physical and verbal abuse to other students
- Verbal abuse, rudeness and defiance to staff
- Refusal/failure to attend detention
- Swearing in a lesson
- Physical/verbal abuse to other students
- Bringing the school into disrepute (including behaviour before and after school in the community, where students represent the school poorly)
- Smoking on site or off site whilst in school uniform
- Racism, sexism and homophobia and other discriminative behaviour
- Bullying
- Theft
- Graffiti
- Truancy
- Poor conduct in exams

Internal exclusion automatically initiates a parent meeting where a behaviour contract must be signed by a parent/carer, the student and a staff member, before the student returns to lessons and the normal school day. The number of days is proportionately determined in response to the incident/behaviour and the individual context of the student's overall behaviour records.

Fixed Term Exclusion

Fixed term exclusions will be used for those students who have failed to complete internal exclusion successfully, persistent serious breaches of school behaviour policy, or for the more serious incidents in the school, or before or after the school day in the community, when students are representing the school. Work will be provided for the student during the fixed term exclusion and contact should be made with Reception to arrange collection.

Fixed term exclusion automatically initiates a parent meeting where a behaviour contract must be signed by a parent/carer, the student and a staff member, before the student returns to lessons. This includes a section on the support that the school can offer, where appropriate.

For a fixed term exclusion of more than five school days, the school must arrange alternative suitable provision for full-time education to begin no later than the sixth school day of the exclusion.

Pastoral Support Plan

A student who has multiple internal and fixed term exclusions is at risk of permanent exclusion. Where appropriate a school may issue a final governor warning for students at risk of permanent exclusion.

If a student is persistently failing to meet the targets and engage in the support provided in the behaviour contracts being agreed at reintegration meetings, this may result in them being placed on a PSP. This will involve an 8, 12 or 16-week monitoring period with weekly review phone calls or meeting with family and a member of SLT. The student will be given access to any suitable strategies and resources available within the school and where appropriate, external multi-agencies.

Permanent Exclusion

Students will be permanently excluded for:

- Serious breaches of the school's Behaviour Policy, including persistent poor behaviour, not responding to strategies and resources to support students to manage their behaviour, several incidents that are a breach of the behaviour policy or a one-off serious breach of school policy, that puts the safety, health and welfare of staff and students at risk. This can include incidents in the community, when students are representing the school, as well as those that take place on the school site.
- Failing Pastoral Support Plan (PSP)
- Bringing a knife or other offensive weapon on to the school site or being in possession of an offensive weapon. The definition of an offensive weapon is: '...any article made or adapted that may cause injury or harm to another person'.
- Using items or equipment to cause harm to another student or member of staff.
- Being in possession of illegal drugs, for either personal use or the intention to supply. The Head Teacher need not prove possession, usage or intent to supply if confident that following a thorough investigation, there is sufficient evidence that indicates possession, usage or intent to supply.
- Bullying, where bullying is defined as causing hurt, either physical or psychological, to an individual or group by a person or persons on a number of occasions.
- Serious actual or threatened violence against another pupil or a member of staff.
- Acting in a manner likely to cause offence or likely to cause unacceptable disruption to teaching and learning within the school.

The above list is not exhaustive and it is the Head Teacher's final decision if a permanent exclusion is warranted. The decision to exclude a student permanently should only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the student to remain in the school would seriously harm the education or welfare of students or others in the school.

Reference will be in line with the Department for Education document, *Exclusion from maintained schools, academies and pupil referral units in England*.

If a permanent exclusion is issued, the following will take place:

- The parent informed immediately
- Letter is sent to the parent outlining the reason for the permanent exclusion
- From the sixth day of the exclusion the Local Authority will provide full-time education
- The governing body must convene a meeting within 15 school days of the exclusion to consider the exclusion. Parents will be notified of the details of the meeting

Screening and searching students

The school acknowledges its duties and responsibilities under the Education Acts of 1996 and 2011, Education and Inspections Act 2006 and Health and Safety at Work 1974 in respect of screening and searching students. As a result, employees may search students' clothing, bags or lockers without consent for any banned item we believe could cause harm. This process will be governed by internal procedures and will only be undertaken by designated staff.

The school may give due regard to police involvement or initiating safeguarding processes. Students who are not willing to be complicit with a search could place themselves at risk of fixed term or permanent exclusion.

Banned items

Students are not permitted to have any items injurious to health and welfare, learning or to the good order of the school. Prohibited items include:

- Bladed objects
- Weapons
- Drugs (exceptions are made for medical purposes)
- Alcohol
- Tobacco products
- Any other items at the discretion of the Head Teacher
- Other items which may legitimately be brought to the school may be confiscated if they are used in a way which is hazardous, disruptive or contravenes school policies.
- Disciplinary action will be taken when appropriate.
- Confiscated items will normally be returned, but when appropriate will be given to the police, destroyed or retained until collected by a responsible adult.

Mobile Phones and other Electronic Devices

Mobile phones and other electronic devices may be brought on site by students at Stone Lodge School as we appreciate that parents may want to contact their child on the way home from school, for example. However, we operate a strict "not seen or heard" policy for students once they enter the site. This means that if they do have a mobile phone or other electronic device, it should be switched off and away in the

student's bag. Any phones/electronic devices seen or heard anywhere on the school site will be confiscated immediately, parents will be informed and the device will only be returned to a parent at reception during open hours. This includes devices seen or heard at break, lunch or before or after school on the school site. The school will not take responsibility for the loss, theft or damage of devices that are brought in by students.

The use of reasonable force

The school acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all school employees have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students.

It should be noted that employees cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate.

SEXISM AND SEXUAL HARASSMENT

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to a meeting held with parents/carers if the pupil refuses to apologise in the first instance, this will be conducted with a member of the schools Leadership Team

Our RSHE curriculum will cover what healthy and respectful behaviour towards one another looks like.

PEER ON PEER ABUSE

Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). The School recognises the sexual bias of peer-on-peer abuse (i.e. that it is more likely that girls will be "victims" and boys "perpetrators") and that it can manifest itself in many ways and can include (but is not limited to):

- Bullying – including cyberbullying
- Abuse (including emotional abuse) in intimate personal relationships between peers
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment between children
- Causing someone to engage in sexual activity without consent,
- Upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals

or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm

- Abuse linked to the sex of an individual - such as being sexually touched or initiation rituals
- Gangs and youth violence
- Initiation/hazing violence or rituals
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)

Peer-on-peer abuse can be associated with factors outside the School and can occur online and offline and between children of any age or gender. The School therefore takes a contextual safeguarding approach to managing peer-on-peer abuse. All peer-on-peer abuse will be taken seriously.

Staff are trained in and students are aware of the three categories of peer-on-peer abuse:

- Sexual Harassment
- Sexual Violence
- Harmful Sexual Behaviour

Students are made fully aware of the consequences these can result in, including police and criminal action.

The School has systems in place for pupils to confidently report abuse, including:

- Who can I talk to posters around the school
- The Senior Leadership Team (DSL and DDSL), Form Tutors

The School takes the following steps to minimise the risk of peer-on-peer abuse:

- The expectations of pupils are made clear in the school visions and values and the school rules and policies
- Tutorials, lessons, competitive sports and school activities are all based on pupils working together and teamwork and respectful collaboration are encouraged explicitly and implicitly
- Pupil led assemblies and Pupil Voice

Training

The school will:

1. Ensure all staff understand and adhere to the policy
 2. Consult on changes to the policy with students, parents and staff
 3. Communicate the policy to all teaching and non-teaching staff
 4. Provide training for teachers so that they consistently demonstrate highly effective behaviour management
 5. Ensure all trainees, NQTs and new staff understand the policy as part of the induction process
 6. Train associate staff and expect them to reinforce good conduct, behaviour and relationships with students
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Warm & strict	Emotional Constancy	Narrate the positives	Least invasive Intervention	Radar / Be seen looking	Firm Calm Finesse	Precise Praise
<ul style="list-style-type: none"> • Explain everything • Warm non-verbal behaviour • Show consequence is temporary 	<ul style="list-style-type: none"> • Behaviour not people • Manage emotions • Avoid globalising • Walk slowly • Take the relationship out 	<ul style="list-style-type: none"> • Change non-compliance by recognising compliance • Expect compliance, don't praise it • Save 'Brilliant/ Amazing' for great academic effort 	<ul style="list-style-type: none"> • Positive group correction • Anonymous & Private individual correction • Nonverbal intervention • Lightening public correction 	<ul style="list-style-type: none"> • Scan the room as a habit • Be seen looking and emphasise this, after instructions 	<ul style="list-style-type: none"> • Value purpose not power • Universal language • Catch it early • Bright face • Confirmation glance • 'Thank you' is the strongest phrase 	<ul style="list-style-type: none"> • Use precise praise • 'Correct' is a positive phrase • Avoid sarcasm

Great student behaviour comes from adults who are able to quickly spot when students are not behaving well enough to learn effectively and quickly draw on a wide range of knowledge and skills to find the right solutions to get them back on track. They have an aptitude for connecting with young people and supporting them and have a knowledge of their subject and of the craft of teaching.

4 point plan for low level disruption and unacceptable behaviour



RIDES values, House system & Betari Cycle

Disruptive Behaviour in Lessons

- Not tracking the speaker
- Speaking over others
- Speaking about something unrelated to the work
- Responding to instructions too slowly
- Not engaging with the learning

Removal from Lesson

- Making homophobic, racist or other discriminatory comments.
- Kissing your teeth
- Swearing in a lesson
- Refusing to follow instructions
- Physically or verbally aggressive in class
- Persistently arguing back to a teacher

4 Point Plan

- 1st Warning** The teacher issues a warning and states a reason why.
- 2nd Warning** If another incident occurs, the teacher will issue a 2nd warning and state the reason.
- 3rd Warning** If a third warning is given there will be a 20 minute detention completed after school that day.
- Removal** If behaviour continues to be below expectation an on call email should be sent and the student will be removed and a have to complete a 40 minute detention on the same day.

Restorative Justice Questions (RJQs)

1. What has happened?
2. What were you thinking?
3. How did this affect you and others involved?
4. What needs to be done to put things right?
5. What do you need to do differently in the future?



Please refer to the Behaviour for Learning section of the Teaching & Learning Handbook for more information.

