



BEHAVIOUR POLICY

Date approved: November 2016

Date of review: Autumn 2019

Signed on behalf of the Governors:

All Settlebeck Policies are regularly reviewed by the Policies Committee. HR policies will be additionally updated in the light of any amendments recommended by South Lakes Federation Schools following Trade Union consultation.

**Students are at the heart of everything Settlebeck does.
Our school is a community where everyone supports
and challenges each other to be their very best. By
providing an excellent, personalised education, we aim
to help create confident, resilient young people and to
inspire all our students to love learning.**

1. We do not believe that a one size fits all behaviour system works in Settlebeck. We treat every student as an individual and we aim to work with the student to get the behaviours we want. We expect all our staff to model good behaviour which is reinforced through the many interactions our students have with adults every day.
2. **Student code of conduct**
We expect all students
 - to do their best
 - to arrive at school and lessons on time, with the right equipment and ready to learn
 - to treat all members of the school community with respect
3. **Staff code of conduct** cf separate document "**CODE OF CONDUCT FOR STAFF AND OTHER ADULTS**"

Behaviour has a reason

Our system of dealing with poorly behaved children is based on the following understandings:

4. Finding out what it is, is often the best way to help resolve the issue. The reasons can be varied – I can't do this work, I don't get on with the teacher/someone in my class, the teacher doesn't like me, life at home is making me feel rotten etc.
 5. *Something* is being communicated with all behaviour – finding out *what* is the start of resolving it. This isn't an excuse for poor behaviour, but a pragmatic way of getting the best from our students. Punishment isn't always the most effective (if it was, we wouldn't have to keep doing it!) Praising, and rewarding with attention, the behaviour we want is much more effective (x10 according to some research). For children with attention disorders, bad attention is much better than no attention. By constantly punishing we can unwittingly reinforce the bad behaviour.
- **Behaviour has to be taught** in the same way as the curriculum has to be taught. As with all teaching, you don't teach it once and that's it. There is a simple code of conduct for all students that teachers will reinforce in their dealings with students. Being a small school our students have many more interactions with adults in the school day than they might somewhere bigger.
 - **One of the best ways to learn is to have what we are learning modelled.** Humans tend to emulate others especially children. We, as adults, have to model the behaviour we want to see in them.
 - **Students generally do things for us because we have a relationship with them.** It is particularly important to form a relationship with those students who are finding school difficult; often the most difficult students to get on with need this more than others. Constant reprimands can

mean some students start to misbehave because they don't like the way some staff treat them and the downward spiral begins – often leaving other people to pick up the pieces.

- **Students' attitudes and behaviour are strongly influenced by their parents.** Partnerships with parents are essential if a child is to make good progress. Their support is key to our success. Communicating with them about progress and behaviour and discussing with them how to deal with their son or daughter is more likely to lead to the outcomes we want.

Rewards

6. All students can earn merits which are recorded in their school planners. Merits can be awarded for
 - An excellent piece of work
 - Consistently good work
 - Consistently high levels of effort
 - Consistently high levels of behaviour
 - Participation in school events
7. Merits are tallied at the end of each term and students earn different rewards based on the number of merits and the year group they are in for example Year 9 visit a local café for a cream tea.
8. Year 7 and 8 also earn rewards for meeting their accelerated reader targets and get an invite to either a fish and chip lunch or a chocolate fountain party. Vouchers are offered to those students with dietary restrictions.

9. Referral Routes

- **Low level misbehaviour** should be dealt with by the teacher using a range of classroom strategies e.g. rewarding positive behaviour being demonstrated by other students, giving students the chance to improve behaviour, moving seat etc. No written record is needed unless you want one for yourself.
- **The whole school detention system** can be used for lateness, missing homework, lack of equipment etc. Write the detention in the students' planners and in the book on the staff notice board. All staff are expected to run a detention session.
- **If the above behaviour escalates** refer to your HoD if you have one or the student's tutor. Fill out an incident form.
- **Misbehaviour out of lessons** should be dealt with by a quiet admonishment and, if thought necessary, referred to the form tutor on an incident form.
- **The form tutor** is expected to deal with matters referred to them using a range of strategies. Discuss with your PPL if you need help.
- **Incident reports** should be passed to Juliet once the incident has been dealt with, to put in the student's school file. If the tutor sees a pattern or the poor behaviour is widespread, this should be discussed with the progress leader. Put the students on a white tutorial report if thought necessary and contact parents.
- **At some point, agreed in discussion with you, PPL's** may take on certain students and put them on PPL report.
- **PPLs then refer to the DH** if problems continue and then the HT if necessary.
- **Very serious behaviour** e.g. use and/or possession of illegal drugs/weapons (see Annex A for procedures to follow), complete defiance, aggressive behaviour such as swearing at a member of staff, threatening or acting in a physically threatening way or using violence should be

immediately referred to a member of SLT. This may lead to detentions during and after school, internal or external exclusion depending on the severity of the behaviour and previous record of behaviour *cf School Exclusion Policy, School*

- **Bullying** – cf “Policy Counter Bullying”

10. Data Collection

- PPLs will monitor the amount and frequency of detentions given and work with those students who frequently appear in the detention book.
- When the computer system comes on line (*review Feb 2017*) teachers will record incidences of poor behaviour in the lesson, form tutors will check SIMS daily and inform students of any detentions or behaviour points they have received. PPLs will examine the data weekly. Where students are appearing regularly the PPL will intervene.

11. Strategies for dealing with misbehaviour

- Be pleasant, not antagonistic – think about what you say, your tone, your facial expressions, gestures and your body language and keep a distance.
- Describe the behaviour you want, not what you don’t want.
- If you give directions to move or do something else, don’t stand there until they have complied, say what you want to happen and then move away – they’re far more likely to do it if you don’t set up a defiance situation. This is *not* (or shouldn’t be!) about imposing your will over a child – it’s about directing their behaviour back to the positive. Check discreetly in a few minutes that it’s happened. If not, repeat the direction and explain the consequences of non-compliance. If the student persists in their unwanted behaviour then follow the referral routes above.
- If you see a member of staff dealing with a student, for example on the corridors, avoid ‘pitching in’ unless you are asked for your support.

Putting right your mistakes

13. The 6As can help resolve something that has gone wrong. This should be taught explicitly to our students, for example in tutorials and modelled by staff when dealing with incidents.

- **Admit** your mistake. Don't try to cover it up, make it seem less important, blame others, make excuses and most important of all, don't lie.
- **Acknowledge** your responsibility for the problems caused, empathise with those affected. How would you have felt?
- **Apologise** and put things right. Sincerity is important here, you have to mean it when you say sorry and you have to intend not to do it again. Pay for any damage caused.
- **Accept** your punishment. There are consequences to poor behaviour and justice has to be seen to be done by everyone. Accept it, get over it and move on.
- **Amend** what you have done. Offer to make up in some way for the hurt or damage you have caused.
- **Adjust** your future behaviour. You've learned an important lesson – you made a mistake and put it right. Decide not to make this mistake again.

14. To make mistakes is perfectly normal and human – we all do it. How we handle mistakes, i.e by taking responsibility for our actions is very important. A reputation for honesty and integrity is well worth having!

SETTLEBECK SCHOOL
INCIDENT REPORT

Date _____ Time _____ Staff _____ Student _____

Details of incident

(P.T.O. if necessary)

What action have you taken yourself?

What effect did that have?

Why are you now referring this?

To whom are you referring it?

Form Tutor (staff's initials) Head of Department
.....(staff's initials)

Action taken by Form Tutor/HoD

Is further action required? – pass to Progress Leader

Action taken by PL

copy to initiating member of staff/form tutor/HoD/school file.

ANNEX A**Drugs, dangerous items (eg knives) – procedure to follow if found**

In taking temporary possession and disposing of these items staff should:

- ensure that a second adult witness is present as soon as possible;
- seal the item in a plastic bag and include details of the date and time of the seizure/find and witness present;
- store it in a secure location, such as a safe or other lockable container with access limited to senior members of staff;
- if a suspected controlled substance/drug - notify the police without delay, who will collect it and then store or dispose of it in line with locally agreed protocols. The law does not require a school to divulge to the police the name of the pupil from whom the drugs were taken but it is advisable to do so;
- record full details of the incident, including the police incident reference number if reported to the police.
- inform parents/carers, unless this is not in the best interests of the pupil;
- identify any safeguarding concerns and develop a support and disciplinary response.