



Ribston Hall High School

Behaviour Policy

Date of Policy: March 2018
Person(s) responsible: Headteacher
Date of next review: March 2021

*“If children live with encouragement, they learn confidence.
If children live with praise, they learn appreciation.
If children live with recognition, they learn it is good to have a goal.
If children live with sharing, they learn generosity.
If children live with honesty, they learn truthfulness.
If children live with fairness, they learn justice.
If children live with kindness and consideration, they learn respect.”*

Adapted from a poem by Dorothy Law Nolte

At Ribston Hall High School we work together to develop an ethos of mutual courtesy and respect where we encourage both academic excellence and personal fulfilment in order to develop the whole person.

Aim

The aim of this policy is to allow all members of the school community to follow the mission statement; in particular, the key aims of:

- Taking pride in achievements
- Having high expectations
- Develop aspiration promoting the Ribston Spirit.

Key principles

- RHHS is a school that promotes an atmosphere where all can learn and teach to the best of their ability, leading to an enjoyable environment for all.
- The emphasis of this policy is on accentuating the positives within the school, taking pride in achievements and expecting all to succeed, behave well and co-operate.
- All staff encourage consistency of response to all behaviour.
- Whilst having the highest expectation of students, there will be times when behaviour does not meet these expectations, and in these cases this behaviour must be challenged and appropriate sanctions applied.

Positive Expectations

- Within our learning community each and every one of us will act with courtesy, consideration and understanding towards others with whom we share our collective experience at all times.
- We will always show due respect to other people and take responsibility for our actions and our belongings.
- Kindness and politeness will be extended to all and movement around the school will be safe and demonstrate an awareness of circumstances and surroundings. At exam time, for example, silence will be required in certain areas.
- The fabric of the school will be treated respectfully and the site will be kept clean, tidy and safe.

Rewards

Through rewards, we can celebrate achievement and encourage progress towards further successes. Rewards can take the many forms, and should always be recorded electronically through the school management system, Progresso. The log of these positive behaviour events will lead to further celebrations of success. The types of rewards expected to be received by students include:

- Verbal praise and recognition
- Written feedback
- Displays of student work
- Praise emails to students
- Praise letters home
- Head of year prizes
- Certificates (at various levels)
- Celebration events

Sanctions

On the rare occasions, that behaviour slips below the expected standard it is imperative that this behaviour is challenged. In order to maintain high expectations of all sanctions that are applied must be challenging the behaviour and not the individual, and sanctions must be equitable, consistent and proportionate to the displayed behaviour. All staff are responsible for behaviour in the school, and therefore all staff are responsible for administering appropriate sanctions, as with rewards these must be recorded on Progresso. The types of sanctions expected to be received by students include:

- Verbal Warning
- Written feedback (this could lead to resubmission of work)
- Moving seat in a classroom
- Confiscation of devices, unneeded equipment
- Removal of excess makeup
- Lunchtime detention (issued by class teacher)
- Afterschool detention (issued by Curriculum Lead or Head of Year)
- Report (at various levels)
- Parental meeting
- Letters home
- Internal exclusion (for specific lessons or days)
- Fixed term external exclusion

Exclusions

Fixed term exclusions

Exclusions will only be used for persistent poor behaviour, or one off incidents where the severity of this incident warrants this. Most exclusions are of a fixed term nature, and are normally of short duration proportionate to the nature of the offence (usually between one and three days). Following exclusion parents are contacted immediately where possible and a letter will be sent by post giving details of the exclusion and the date the exclusion ends. This letter is in line with local authority guidance (<http://www.gloucestershire.gov.uk/schoolsnet/your-pupils/exclusions/>) Parents have a right to make representations to the Governing Body and the Local Authority as directed in the letter. Any such representations will be undertaken in accordance with the statutory guidance on exclusions 2012 published by DfE. A reintegration meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the leadership team, the student and the parent and any other relevant representative.

Permanent Exclusion

There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.

Prior to permanent exclusion the school will work with other agencies and adhere to advice from the school's EP&I advisor. The school will also adhere to LA advice on early help

(<http://www.gloucestershire.gov.uk/health-and-social-care/children-young-people-and-families/early-help-for-children-young-people-and-families/>). This help is likely to include

- One or more attempts at a managed move
- The use of a Myplan or EHCP or PSP to clearly define strategies to improve

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or one off offence.

Other policies linked to this policy

- Smart device policy
- Anti-bullying policy
- Intervention Strategies document (staff handbook)
- School uniform
- Screening and searching policy
- Early help offer (prevention of permanent exclusion)