



BEHAVIOURAL POLICY

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Approved by: Governors and Senior Leadership Team

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PREAMBLE

Netherhall Learning Campus was federated in April 2008. NLC's constituent bodies include Netherhall High School, the Creative & Media Studio School (C&MSS), Rawthorpe Junior and Rawthorpe Infants schools. Unless specified the following policy is applied uniformly across the whole of the federation. This policy supersedes all policies of NLC's predecessor institutions.

This policy reflects the Federation's belief that to enable quality teaching and learning to take place, desirable behaviour, in all aspects of school life, is necessary. This policy seeks to create inclusive caring, learning environments that enhance all students' opportunities to maximise their developmental opportunities by clearly stating what is acceptable behaviour and to ensure that this understanding is shared by all stakeholders of the Federation.

1.0 Roles and Responsibilities

The responsibility for the implementation of this policy rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy will be undertaken by all staff, governors, employers, parents, guardians and students who are connected with the NLC Federation.

2.0 The Role of the Governors

2.1 The Governing Body supports the Principal in implementing the NLC Behaviour Policy. It will consider all representations from stakeholders regarding the Behaviour Policy and will liaise with the Principal to ensure that the policy is implemented fairly and with sensitivity.

Section 88(2) of the [Education and Inspections Act 2006](#) requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the Principal in determining measures to promote good behaviour
- notify the Principal and give him or her related guidance if the governing body wants the school's Behaviour Policy to include particular measures or address particular issues.
- The governing body is legally required to consult with the head teacher, staff, parents and pupils on the principles of the behaviour policy.

3.0 Suggested Audience and Distribution Channels

All learning and teaching support staff
Parents/carers
Students
Employers and Partners

Formally schedule meetings (Agenda and Minutes)
Inset days, Inductions sessions/ CPD
Registers
Half Termly Newsletter
Email
School Website/Intranet/VLE
Open Evenings

4.0 Related policies, documentation & further reading

This policy is part of a suite of policies which should also be referred to:

NLC Anti- Bullying policy
NLC Health and Safety Policy
NLC Drugs Policy
NLC Smoking Policy
NLC Sexual Health and Education Policy
DfE Discipline Behaviour and Exclusion Legislation

5.0 Behavioural Policy Principles

5.1 The Governing Body of the federation believes that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary. It seeks to create an inclusive caring, learning environment in the school by:

promoting good behaviour and discipline

promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect

ensuring equality and fairness of treatment for all

encouraging consistency of response to both positive and negative behaviour

promoting early intervention

providing a safe environment free from disruption, violence, bullying and any form of harassment

encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures

promoting a culture of praise and encouragement in which all students can achieve

All Staff and Employers should also see the Appendices of this policy for further specify details on the Federations Behaviour Pathway and Promoting Achievement.

6.0 Procedures, rewards, sanctions, individual exemptions

6.1 Procedures

The procedures arising from this policy will be developed by the Assistant Headteacher (Behaviour and Attendance) in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be monitored by the Principal, to ensure they are consistently and fairly applied, and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

6.2 Rewards

A school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this and are awarded to all students through the Achievement Pathway in place. They have a motivational role in helping students to realise that desirable behaviour, self awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Alongside this is informing parents regularly on their child's desired behaviour. The school has introduced an achievement pathway where achievement points are awarded per lesson based around rewarding good behaviour; this system also includes achievements for extracurricular activities. This is highlighted towards the end of each half term in whole school Achievement Assemblies where success and behaviour is rewarded by the whole school.

6.3 Sanctions

Sanctions are needed to respond to undesirable behaviour. However, prior to any sanction being issued all solution and implemented strategies will have been actioned.

A range of sanctions is clearly defined in the toolkit and their use will be characterised by clarifying why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences. All sanctions will be recorded by staff members on SIMs and this will be monitored by the HOD, the pastoral team and also whole school.

6.31 Procedures for external exclusions

The school will exclude students for a fixed period of time, or permanently if deemed necessary for more serious breaches of the school code of conduct. The school does not have a 'tariff' of exclusion length for different misdemeanours; however there are certain one off incidents for which permanent exclusion would be considered given their seriousness:

- Possession or use of, or concealing a weapon in school (fireworks are deemed as weapons in this instance)
- The assault or threatened assault of a member of staff or a student
- Repeated and/or serious intimidation of a member of staff or a student
- Repeated or large scale disruption of students learning (e.g. setting off the fire alarm maliciously)

This is not intended as an exhaustive list, but is meant to convey the nature of one-off offences that might result in permanent exclusions.

The school follows carefully government guidance on exclusions.
School exclusion - Publications - GOV.UK

In addition, we adopt the following protocol:

1. A full investigation will take place
2. The Principal/ Deputy Head Teacher makes the decision regarding external exclusions
3. The exclusion will be logged on SIMS
4. Parents will be called to explain the exclusion. If unable to make direct contact, they will leave a message asking for a return call.
5. A re-integration meeting will take place with the parents, student, HoY and any other relevant staff.
6. A formal letter from the school is sent home outlining the details of the exclusion and the length of the exclusion

6.32 Malicious or unfounded allegations against staff

Netherhall will investigate all allegations about staff misconduct and allegations that staff actions have comprised the safeguarding of students in line with the Safeguarding policy. If these allegations are proven to be unfounded or malicious, then the school will take disciplinary action against those students involved in making the allegation. This may include fixed term, or permanent exclusion, in recognition that this is a serious misdemeanour that could have grave, career threatening consequences for the staff involved and for the reputation of the school.

6.4 Individual exemptions

We recognise that this policy and the practice it supports needs to be responsive to individual needs. Netherhall believes that our response to children who have additional needs relating to a disability must take into account the legislation of the Disability Discrimination Act 2001 and the 2005 amendment. NLC will not discriminate against disabled pupils and consequently may be required to make reasonable adjustments to ensure their education and social experiences at our school are positive and as inclusive as possible. For children who display inappropriate behaviour for reasons related to a disability, for example Autism, Asperger's Syndrome, Tourette's syndrome, ADHD etc NLC may differentiate its response in recognition of the additional difficulties these children may have managing their actions.

We firmly believe however that it is our responsibility to support and help such pupils in a socially acceptable manner and that effecting positive behavioural change is always possible. However, the methods of achieving this may vary depending on the individual circumstances of the pupil concerned.

NLC will ensure that all staff are aware of the individual needs where behaviour and disability is likely to be an issue. Individual guidance will be circulated to every teacher about how they may most effectively manage the behaviour of individual children with these difficulties.

Whilst recognising that some children will require a differentiated approach in relation to their behaviour, we cannot condone nor will we accept violent or abusive behaviour towards staff or pupils and any such incidents will be the subject of close scrutiny. In very rare cases we may be unable to impact positively on behaviour where violence and abuse are a major concern. If such pupils have statement of special needs then a review of their statement will be held to determine if it is still appropriate to name NLC as their school. If no statement exists then the process for an SEN assessment will be undertaken. However we envisage such circumstances to be very rare and would never be undertaken lightly or without due consultation with parents, governors, staff and the student. Although expecting such circumstance to be very rare it would be necessary to highlight through our SEN policy and SEN register the students that are high risk, thus allowing staff, and employers to make relevant and necessary provision.

7.0 Specific application of the Behavioural Policy to the Creative & Media Studio School

The creation of the C&MSS adds a new and additional dimension to this Policy in that Employer and Partners will also be expected to be aware of and maintain the principles of this and associated policies within their workplace. This situation will be highlighted as a fundamental issue for the review of this policy in the annual revisions. As noted elsewhere in this policy, the Governors and Principal will receive feedback and amend this policy to support all employer partners of C&MSS in this regard as and where issues arise. To this end, the employer partners are encouraged to supply input as soon as is practical on any and all behavioural issues they encounter.

The first point of contact with regards to any behavioural issues for employer partners is the applicable Personal Coach who will be named and know to the employer.

In lieu of the Personal Coach all issues and queries should be directed to the Business Manager of C&MSS who is also responsible for employer relations and attendance matters.

All employers and staff are instructed to inform these two contact points of any behavioural concerns at the first available opportunity. Support information, contact points and processes will be supplied to staff and employers through the induction and CPD processes at the commencement of any placement.

8.0 Roles and Responsibilities

The Governing Body will establish, in consultation with the Principal, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of students and staff.

The Principal will be responsible for the implementation and day-to-day management of the policy and procedures. All Staff and Employers should also see the Appendices of this policy for further specific details on the Federations Behaviour Pathway and Promoting Achievement.

8.1 In General

Staff, including teachers, support staff, volunteers and business partners, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Principal, in creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

8.2 The Governing Body, Principal, Headteacher and Staff

The Governing Body, Principal Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.

8.3 Parents and Carers

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.

8.4 Students

Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

9.0 Additional Information

9.1 Promoting good student behaviour

Staff will praise students when they see good behaviour

Staff will tell students clearly what is expected of them

Students will remember what is asked of them

Rules are consistent, fair, and will be kept

Rules will be regularly reviewed with staff and students

Responsibilities and expectations will be matched to individuals and their development

Staff will regularly inform a student's parents of exemplary behaviour as well as achievement (letter of commendation, praise postcards, parents evening, or informally via a note in the student's organiser or phone-call)

When students have worked hard to support others, in or out of school, they will be commended – exemplary acts will be commended in year group assemblies

All Staff and Employers should also see the Appendices of this policy for further specific details on the Federations Behaviour Pathway and Promoting Achievement.

9.2 Rewards

Good behaviour should be consistently rewarded through the use of the achievement pathway.

Staff will praise a student/class immediately upon their good behaviour and say why they are pleased

Staff will regularly inform each other, (positive info forms, praise boards, phone messages, achievement points), and the student's parents of praiseworthy actions

Staff will give/reward students with achievement points who behave consistently well throughout the lesson and over a half term period, and to those otherwise who have made a special effort to do so

Where possible students to be involved in determining who is rewarded (e.g. tutee of the week)

When appropriate staff will reward a whole group for their co-operative support of individuals or each other, for good behaviour or achievement

Exemplary behaviour or achievement will be commended by staff using achievement points at the end of each term.

The greatest commendation is the Head Teachers Commendation Certificate to be presented by the Head teacher in Term Achievement Assemblies

All Staff and Employers should also see the Appendices of this policy for further specific details on the Federations Behaviour Pathway and Promoting Achievement.

9.3 Unacceptable Behaviour

Students will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other students or staff they may have offended; show they can keep to the school rules; or make suitable reparation.

All Staff and Employers should also see the Appendices of this policy for further specific details on the Federation's "Behaviour Pathway" and "Promoting Achievement".

9.4 Managing Suspected Radicalisation And Extremism

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. This may present itself in a number of ways and it is the responsibility of all staff to be aware of suspected risks. Any member of staff who identifies such concerns, for example as a result of observed behaviour or reports of conversations to suggest the child supports terrorism and/or violent extremism, must report these concerns to the named designated safeguarding lead in school who will consider what further action is required.

Potential indicators include:

Use of inappropriate language

Possession of violent extremist literature

Behavioural changes

The expression of extremist views

Advocating violent actions and means

Association with known extremists

Seeking to recruit others to an extremist ideology

10.0 Monitoring and Review

10.1 The Governing Body monitors and reviews the NLC Behaviour Policy by:

seeking the views of all stakeholders, to ensure that they agree with and support the policy;
considering, with the Principal, any requests from stakeholders for individual students/work places to have special dispensation with regard to the Policy; and
requiring the Principal or nominee to report to the Governors on the way the NLC Behavioural policy is implemented through termly reports.

11.0 Approval by the Governing Body and Review Date

This policy has been formally approved and adopted by the Governing Body at a formally convened meeting

Policy approved:

(Chair of Governing Body)

Date: 4th April 2019

Date of Policy review: 4th April 2020

Appendices

APPENDIX A - BEHAVIOUR PATHWAY

Subject Teachers

- Follow classroom routines and sanctions (coats off, mobile phones away, seating plan adhered to, etc)
- Take action according to departmental/school policy (warning, buddy)
- Any student who is buddied out of class must have a follow up sanction issued by the class leader
- Follow up on action taken by letter, phone call, detention, possible involvement of form tutor, parental meeting.
- Record incidents including action taken (CPOMS/SIMS)
- All incidents reported to the Head of Department.

Heads of Department

- Ensure that subject teachers are completing the above process
- Track recording system to anticipate potential behavioural issues within the department
- Identify major/persistent concerns that require Head of Department involvement
- Take action eg. parental contact, department detention, possible involvement of form tutor (including subject teacher involvement)
- If no improvement complete a referral form listing all action taken by both subject teacher and Head of Department.
- If sanction has been completed and no further action is needed complete CPOMS/SIMS report onto Head of Year for INFORMATION ONLY
- If sanctions not completed and no improvement and further action is needed – pass on both incident report forms onto Head of Year - ONLY WHEN CONTACT WITH PARENTS HAS BEEN MADE AND STILL NO IMPROVEMENT

Head of Year

- To liaise with HoD's regarding persistent behaviour problems
- Take appropriate action – detention, parental contact/meeting (with department present), isolation
- Collate student incident forms in order to spot students of concern across a number of subjects
- Liaise with SLT and Inclusion team regarding possible placement in LSU.

If an incident is serious and needs immediate action MK/SM/DR and the HUB team will collect the child where possible.

Follow up action to the incident must still follow the above procedure but the HUB will house the student for the remainder of the lesson.

Only students that have exhausted the intervention that the Behaviour Pathway states and that are recommended by Heads of Year will be eligible for a placement in the HUB.

If a KS3 student is put into the HUB work must be set by the subject teacher or the department.

APPENDIX B - PROMOTING ACHIEVEMENT

Creating a Climate for Teaching & Learning

If guidance, structure and behaviour are consistent in lessons students will know their boundaries and so will you.

CLASSROOM EXPECTATIONS

Ensure that your classroom is prepared by having the lesson objective and starter on the board. If this is what the students expect on arrival, the lesson should start smoothly.

Students arriving at different times will enter into calm, inviting working environment.

Students will then prepare themselves to learn by:

- Removing their coats
- Taking out correct equipment
- Switching off phones
- Emptying their mouths if necessary
- Sitting in the correct seating plan

As students arrive greet them by name, taking every opportunity to recognise where an individual may need extra support. To ensure all students are focused and ready to learn staff may wish to consider focus orientation.

When appropriate, take the formal register. Start the main body of your lesson by recapping on the previous learning and then clearly explain the objectives, activities and outcomes that are expected of this lesson.

Ensure that all students are catered for through differentiated tasks and that they understand these tasks clearly. Where students are successfully engaged, off task behavioural difficulties, inconsistencies should be dramatically reduced.

Encouragement, praise and empowering the student should be used whenever possible.

Assess and reward where appropriate making sure that all targets set are encouraging avoid the words “but” and “however” in summative comments. Use positive language always pointing out what they should be doing and not what they shouldn’t.

During the plenary use “Assessment for Learning” strategies when reviewing the objectives/progress of the learning.

When setting homework, support all students by making sure that they record it clearly in their planners and that they understand the task.

In the unlikely event of a student having to leave your lesson make sure they have a pass.

Once students are packed away and standing behind chairs, finish your lesson with a positive comment.

Dismiss your students in the same manner as you greeted them by standing in the corridor, encourage them to keep to the right hand side (and one way system where applicable)

In exceptional circumstances, ensure that you send a student who may have been kept behind, with a note to their following teacher. If a student does arrive late allow them to start work before dealing with the lateness.

APPENDIX C - CREATIVE & MEDIA STUDIO SCHOOL

The nature of the Studio School do not allow itself to adhere to a traditional school structure with regards to behaviour pathways and expectations, it does however endeavour to replicate the principles and the desired outcome.

STUDIO SCHOOL – BEHAVIOUR PATHWAY

Studio School Staff/Employers

Set classroom/work based routines and sanction appropriate to the project/criteria being undertaken

Take action when appropriate following the routines and sanction as set out by Studio School

Staff/Employer

Any student who becomes a cause for concern or who cannot adhere to the Studio School/Employer routines must be reported to the Assistant Headteacher (Studio School Curriculum)

Studio School Line Manager (Assistant Headteacher)

Will ensure that Studio School student behaviour is in line with NLC policy where appropriate

Will liaise with Studio School staff/employers where there is a behavioural cause for concern

Will action appropriate sanctions where necessary

STUDIO SCHOOL – EXPECTATIONS

As already stated the Studio School will endeavour to replicate the principles and the desired outcome of NLC. This will be aided by the adoption of the NLC classroom expectations where appropriate. Where not appropriate it will be expected that both Studio School staff and employers set out realistic expectations and relay these to the students before the onset/uptake of any work, project or off site provision.