



Behaviour Policy (September 2017)

Approach to Behaviour at The Elmgreen School

1.0 Ethos and Aims

1.1 At the Elmgreen School we believe and expect every student should feel safe and happy and learn and achieve beyond their perceived potential. Staff, students and families of the school have a responsibility to ensure this right for others.

We have high expectations of students in school, in class and in the community. These are based on our ethos of looking after ourselves, each other, our school and our community;
The Elmgreen Way.

1.2 Our principles and ethos are driven by equality of opportunity, inclusion and celebration of our differences. Discriminatory behaviour, harassment or bullying of any kind are not part of The Elmgreen Way and will not be tolerated. At The Elmgreen School students are known and are respected as individuals. There will be no differential application of the policy. This follows all guidance on protected characteristics. The concerns of students are listened to and appropriately addressed.

1.3 The Restorative Approach to resolution is used to manage and support issues of negative behaviour. This is not a long and exhaustive process. Staff will ensure, where possible, matters are resolved quickly and positively so that students can continue to learn. This often involves the engagement of families. Parents and carers are responsible for the behaviour of their child both inside and outside the school. Families work in partnership with the school to support high standards of behaviour and have the opportunity to raise with the school any issues arising from the operation of the policy.

1.4 We teach students to behave through clear expectations taught, set and monitored by all staff. We have a clear system of rewards for students who consistently get this right. We have a clear set of sanctions to support students when they do not.

1.5 Students are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

2.0 Roles and Responsibilities

Each member of the school community has a responsibility to fulfil his or her role appropriately:

2.1 All Students work within the guidelines of the Behaviour Policy, encouraging each other and respecting the contributions that others make in enacting the policy. Students are required to be aware of the expectations of the school and to follow them accordingly at all times with good manners.

2.2 Families support their children and the school working in conjunction with school policies and targets for attendance and help maintain their expectations of their child as outlined in the home school agreement.

2.3 All Staff are responsible for consistently implementing the policy in order to support each other, in the classroom, school site and school community, providing clear expectations of students in their care. All adults within the school community will model, through all aspects of their work the behaviours we wish to instil in students. Staff will not tolerate behaviour that hinders the learning of others.

2.4 The Senior Leadership Team monitor the implementation of the Behaviour Policy through the line management structure of the school.

2.5 The Headteacher is responsible for making final decisions on exclusions. In doing this he is also responsible for making sure statutory requirements are met for both the DFE and Governors.

2.6 The Governing Body support the school in maintaining high standards of behaviour. Through Governor Disciplinary Panel as well as the Appeals process, they ensure that statutory requirements have been met in cases of exclusion. Governors receive a summary of exclusions broken down by year group, gender and ethnicity as part of the termly report from the Headteacher.

2.7 Heads of Year are responsible for appropriate curriculum aspects of behaviour management in line with all school procedures. Heads of Department ensure that lesson delivery and curriculum plans are purposeful, appropriate and that teachers make good use of behaviour management strategies in their classroom.

2.8 Tutors have an important role to play in supporting students to understand and follow the Behaviour Policy, providing additional challenge and support to students and families as and when necessary. Tutors ensure students are aware of the high expectations of The Elmgreen Way and monitor their tutor group to ensure high standards are maintained. They make contact with families on a regular basis. They are the first point of contact for families regarding any concerns or request for support.

2.9 Heads of Year monitor student progress and behaviour in all aspects of the school and respond appropriately with rewards and sanctions, in line with school policy. Heads of College monitor the role of the tutor and Heads of Year to ensure high standards of behaviour within the College. They ensure intervention takes place at each correct stage and refer students for additional support to the Assistant Headteacher where relevant. This includes devising with families Pastoral Support Plans for students who may become disaffected or are underachieving

2.10 The Inclusion Team liaise with members of the school community regarding students on the SEN Register or those students that exhibit behavioural difficulties. The Inclusion Team are responsible for ensuring appropriate support and intervention is put in place for these students.

Expectations of Students- 'The Elmgreen Way'

3.1 In School and in the Community

We set and maintain high expectations of ourselves ensuring that we;

- Attend school on time each day. Maintain a good level of attendance (**96%** or more).
- Listen to all members of staff and follow instructions politely and calmly and at first time of asking.
- Are proud of our school by wearing correct uniform in the correct way.
- Move quietly and purposefully around the school walking on the left hand side of the corridor.
- Go straight to lessons.
- Follow the policy of keeping 'Hands off' around the school site.
- Care for our school by ensuring they do not damage school property, deface the building, drop litter or spit.
- Treat all members of our community with respect; never insulting, undermining or swearing at anyone.
- Never bring prohibited items into school and hand phones and electronic devices in at the start of the day. Phones will be confiscated by staff for 5 working days if seen.
- Leave school and make our way home in an orderly, responsible manner, in full uniform.
- When travelling in our local community, respect those around, speaking to others including transport staff and members of the public quietly and politely.

3.2 In Lessons

We look after the learning of ourselves and others by:

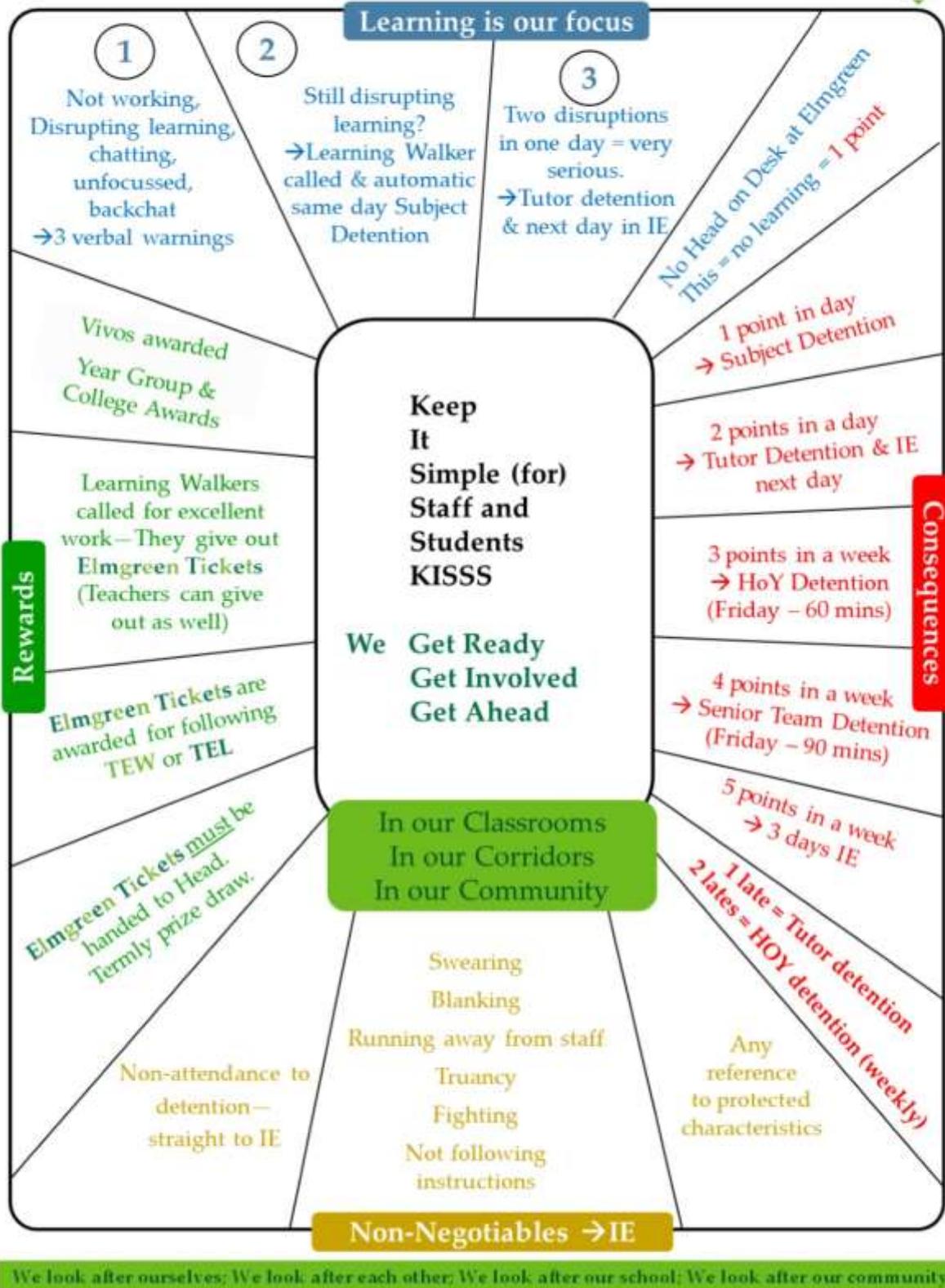
- Arriving at school by 8.25am and getting to all lessons on time.
- Bringing the equipment needed and preparing desks for learning, including use of the school planner and a plain, dark coloured school bag.
- Wearing the correct uniform smartly throughout the day, this will be checked by all staff at all times.
- Entering classrooms calmly, greeting the teacher and starting each lesson quickly with the 'Do Now' task.
- Avoiding all distractions: putting away anything not required for the lesson.
- Only drinking water from a bottle and not eating, chewing or drinking in lessons. Carbonated/High Sugar content or Sports/Energy drinks are not to be brought to school.
- Being an active learner by engaging with all tasks set by the teacher, getting it RIGHT for learning.
- Showing respect for learning and that of others and using the correct level of voice when requested.
- Always recording homework in the planner and completing homework on time and to an excellent standard.
- Making sure that they catch up with learning if absent from school or have falling behind for other reasons.
- Supporting others in their learning through group work and helping if students finding the learning difficult.

Where these expectations are not met they are challenged by staff at source and a sanction set according to KISSS. These are detailed later in the policy. When challenged, students should respond to staff quickly and in a polite and respectful manner.

4.0 Non Negotiable Behaviour

In order to maintain a calm and disciplined school community the school has devised in consultation with students, staff and parents, a system called KISSS which sets out the highest expectations for all students:

'An inclusive community that works together so that all members achieve above and beyond their perceived potential.'



5.0 Uniform

5.1 By wearing the full school uniform students at The Elmgreen School demonstrate, visually that they belong to the school community. Their uniform is a symbol of equality, identity, pride and a commitment to the aims and ethos of our school.

5.2 School uniform is to be worn correctly and in full by all students, while school is in session and on the way to and from school.

5.3 Every staff member has a responsibility to check student's uniform and intervene where necessary to rectify issues.

5.4 The school will require students to wear replacement items, such as school plimsolls where the worn item is incorrect. Compliance to the school uniform code is non-negotiable.

5.5 Families are responsible for ensuring their child has full school uniform and wears it correctly every day.

5.6 Uniform is to be checked at the beginning of every day by tutors and teachers in every lesson.

- The school blazer is to be worn at all times – in hot weather the jumper should be removed rather than the blazer.
- College tie – correctly tied with a small knot covering the top button of the shirt and five College stripes visible.
- V neck pullover.
- Shirts – tucked in, top button done up.
- Trousers - black
- Skirt - Black / green pinstripe.
- Tights (black).
- Socks (black/ dark grey).
- Plain black leather traditional style school shoes – no trainers, plimsolls, coloured lace or stitching.
- Outdoor coat – plain black – no denim, hoodies or logos.
- Outdoor coat must not be worn in the building.
- (Hold it/ put in bag/ or in locker).
- No jewellery – only one pair small studs/sleepers.
- No nail varnish, false nails, eyelashes or excessive makeup.
- A plain dark coloured, sturdy school bag, carrier bags are not permitted.
- Hooded tops, coloured sports jackets or baseball caps are not allowed in school.

5.7 Students will not be permitted to engage in learning with the rest of the school community unless in full school uniform. Non uniform items are confiscated and returned later.

6.0 Prohibited Items

6.1 The Headteacher and staff authorised by the Headteacher have the power to search students or their possessions, without consent, where they suspect the student has a prohibited item.

Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in this policy as an item which may be searched for

6.2 Such incidents require a meeting with the student's family and may require police involvement.

6.3 Mobile phones and other electronic devices are not allowed in school. They are handed in at the start of the day.

6.4 Students are strongly encouraged not to bring in distracting electronic property to school.

7.0 Bullying

7.1 Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender or sexual orientation. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is the school's first priority, however we take very seriously any form of emotional bullying, which can often be more damaging than physical.

7.2 Any reported incident of bullying is fully investigated by one of the Year teams. Students who are affected by bullying receive support. This may be wide ranging and might involve the assistance of outside agencies. Sanctions will be applied to students who have been found to bully others. The sanction may involve exclusion. However each case is dealt with quickly and on an individual basis.

7.3 The No Blame/Restorative approach is used where and whenever possible. Understanding and learning to look after each other is an essential part of The Elmgreen Way. The school has a specific Anti Bullying.

8. Attendance and Punctuality

8.1 The Elmgreen School acknowledges the proven correlation between high level attendance and student outcomes. The Elmgreen School's attendance policy emphasises positive strategies and a range of interventions to ensure the highest levels of attendance. However, when normal procedures do not result in good attendance, a range of further measures, including legal action, have to be considered. These are detailed fully in the school's Attendance Policy.

8.2 All students are expected to be on time for school and arrive by 8:25 am each day. Late students will receive a detention from their tutor of 20 minutes at the end of the day.

8.3 All students are expected to be on time for their lessons. If a student arrives late for a lesson this is recorded on SIMS by the teacher with the amount of minutes they have been late. At the end of the day the student receives a detention from their tutor.

8.4 Periodically the school Attendance Officer contacts families of students where concerns arise regarding punctuality or truancy.

8.5 Punctuality to school and lessons is taken very seriously. Students regularly late to school are subject to policies set out by Lambeth. Students regularly late are monitored and placed on a Pastoral Support Programme.

9. Sanctions and Rewards

9.1 Incidents of positive and negative behaviour are logged on the schools database (SIMS).

10. Exclusion from School

All forms of exclusion from school come at the discretion of the Headteacher following written recommendation and supporting evidence from senior staff. Given how seriously the school takes attendance at school and the affect exclusion may have on a young person's future opportunities this is something that the school works hard to avoid. Exclusions can either be fixed term (the student is educated elsewhere for one or more days) either internal or external, or permanent (the student does not return to The Elmgreen School).

10.1 Fixed-Term Exclusion

Fixed-term exclusion means that the student is kept at home for one or more days. Excluded students receive a work pack to complete. This work must be completed and returned to the school for review. The offences listed below may lead to fixed-term exclusion. In exceptional circumstances, they may lead to permanent exclusion.

- Physical threatened or actual violence towards another student or staff.
- Derogatory and/or discriminatory verbal violence towards another student.
- Persistent disruptive behaviour.
- Racial/sexual/homophobic harassment.
- Bullying.
- Theft.
- Drug abuse or possession of drugs or the use of any illicit substances or materials (including pornography).
- Graffiti or property damage.

10.2 Permanent Exclusion

10.2.1 The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

10.2.2 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 included in a Pastoral Support Plan, which may include; subject/tutor/college reports, an escalation of fixed-term exclusion, referral to other provisions or support agencies, failure of a managed move, all of which may have been used without significant success.

10.2.3 It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying).

10.2.4 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 single offence. These might include:

- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying a weapon to school.
- Arson.

10.2.5 In such cases the school may involve the Police and the support of other agencies. The health, safety and learning of students at school are paramount and should not be compromised by the behaviour of others.

10.3 Investigation of Incidents

10.4 When an allegation is made, the school investigates that allegation fully. This will involve statements being taken by all parties. An appointed member of staff will look fairly into the circumstances surrounding the incident.

10.5 All disciplinary matters, particularly serious ones, are investigated at a measured pace and no premature judgements are made.

10.6 Once an investigation for a serious offence begins it may be necessary for the students concerned to be supervised by a member of staff or in extreme cases isolated from other students. Any investigation should be conducted away from the public gaze.

When a student is interviewed he/she are made aware of the matter being investigated at the start of the interview. It is also be made clear at the start of an interview that students are expected to tell the truth and that if they do not do so they can expect to be interviewed again.

10.7 Careful notes are kept during all interviews. These should be signed and dated by the member(s) of staff present afterwards. Individual written statements should be taken wherever possible and they must be dated and signed by the student concerned.

10.8 The member of staff investigating the incident will be required to present a summary of the investigation to an appropriate member of staff. The outcome of any investigation and its resulting measure is always dealt with on an individual basis; and should usually be resolved through the Restorative Process.

10.9 Internal investigations can inadvertently prejudice investigations by Social Services or the Police. If it appears that a serious disciplinary offence is a matter for Social Services or the Police, staff must stop the internal investigation immediately and refer the matter to the Headteacher and/or Deputy Headteacher with responsibility for Child Protection. In situations where other services need to be informed, the school attempts to contact the family to let them know of the referral, unless it is, in their judgement, inappropriate to do so.

10.10 The school takes seriously any allegation made by students, staff or family, and will deal with these quickly and fairly. The school also takes seriously any circumstance where an unfounded allegation, especially with malicious intent is made against a member of staff by a student. The sanction for this will be a form of exclusion from school.

11.0 Staff Training

All staff at The Elmgreen School will receive and be supported through on-going training and development to inform their understanding of this policy and appropriate behaviour management techniques.

Po0licy Created September 2014

Review Period; Annual

Reviewed: July 2017

Next Review: July 2018