



WILLIAM EDWARDS SCHOOL

School Behaviour Policy

June 2021

As a consequence of staff professional develop on trauma and attachment (Sept & Nov 21) it is anticipated that the Behaviour Policy will be fully reviewed by stakeholders before the review date of this policy (June 2022)

Introduction and Context

The law requires schools to have a written behaviour policy; our aim is to apply it fairly and consistently so that it underpins the social, academic and emotional development of the pupils in our care.

Our purpose is to ensure that staff can work with pupils in a caring, stimulating and secure environment so that pupils can learn and develop safely. We encourage parents/carers to be involved in this process, and consider this Behaviour Policy to be owned by all stakeholders. We believe that poor behaviour has to be tackled in order that pupils have the opportunity to learn, and that all members of our school community have the right to be working alongside each other in a safe, respectful environment.

William Edwards' core aims for pupils are that they can :

- be healthy;
- stay safe;
- enjoy and achieve in their learning;
- make a positive contribution;
- achieve economic well-being;
- access the full range of learning opportunities (both curricular and extra-curricular) in a calm, positive environment;
- demonstrate that they can meet the shared expectations for learning and behaviour outlined on every classroom wall, and expect to receive appropriate rewards and sanctions accordingly;
- behave appropriately in a wide range of social and educational settings;
- value the rights of the individual.

Expectations for Key Groups

Staff and Trust	Students	Parents
To lead by example and show strong leadership.	To respect, support and care for each other, both in school and the wider community.	To be aware of and support the school's values and expectations.
To be consistent in dealing with pupils and not display double standards.	To listen to others and respect their opinions, showing empathy and understanding.	To ensure that pupils come to school regularly, on time, with the appropriate equipment.
To encourage pupils to promote the aims and values of the school in their daily lives & in the local community.	To attend school regularly, on time, ready and equipped to learn and take part in school activities.	To keep students at home when they are ill and to provide the school with a written explanation of the reasons for any absence.
To have high expectations of the pupils.	To take responsibility for their own actions and behaviour and fully understand the consequences of poor behaviour on their own and others' learning experiences.	To take an active and supportive interest in their child's work and progress and to attend arranged meetings at school.

To meet the educational, social and behavioural needs of the pupils through delivering an appropriate curriculum and individual support.	To do as instructed by all members of staff (teaching and non-teaching) throughout the school day.	To provide the school with an emergency contact number and any relevant information to ensure the correct support is put in place by the school – eg. medical information.
To encourage regular communication between home and school.	To be accepting of others, irrespective of any difference; for example: race, gender, sexual orientation, religion or age.	To refrain from making any negative comments about the school to pupils or the wider community. Please come and speak to us directly if you have a concern or complaint.

These expectations cover all aspects of school life, including journeys to and from school and school trips, as well as break times.

Positive Reward System

We value good behaviour and regularly praise and reward students for good behaviour, positive social skills, and commitment to the school community. Progress and attainment is recognised throughout the school day in a variety of ways, and feedback given.

We have many different ways of rewarding our students, including:

- ✓ verbal praise;
- ✓ subject reward systems;
- ✓ Positive SIMS;
- ✓ House prizes;
- ✓ rewards lunches and evenings;
- ✓ rewards and achievement assemblies;
- ✓ prize giving evenings;
- ✓ letters and postcards home to parents/carers;
- ✓ positive phone calls home;
- ✓ positions of responsibility and leadership;
- ✓ displays of pupils' work and endeavours;
- ✓ effort awards of Bronze, Silver and Gold.

Sanctions

The use of sanctions at William Edwards School are characterised by certain features :

- ✓ it is made clear why the sanction is being applied;
- ✓ it is made clear what changes in behaviour are required to avoid future sanctions;
- ✓ there is a clear, well understood, distinction between minor and major offences;
- ✓ it is the behaviour rather than the person that is deemed unacceptable.

We divide unacceptable behaviour into 5 broad bands:

- ✓ **Level 0** – Cause for concern, including low level disruption
- ✓ **Level 1** – Repeated low-level disruption in more than one lesson
- ✓ **Level 2** – Persistent disruption following intervention over the course of a few lessons. Also, behaviour that is discriminatory or bullying.
- ✓ **Level 3** – Persistent disruption and failure to respond over a variety of subjects and following interventions. Also, behaviour that may put another individual at harm: violent or aggressive behaviour.
- ✓ **Level 4** – Failure to improve behaviour following interventions OR a significant, serious incident that has the potential to harm others.

On extremely rare occasions an incident may be deemed so serious (such as the use or distribution of drugs, possession of a weapon in school, or serious physical assault) that permanent exclusion from the school may result.

Parents / Carers will be informed if a student's behaviour is a cause for concern. Sanctions may include one or more the following:

- ✓ verbal reprimand;
- ✓ loss of privilege;
- ✓ break time detentions or isolation;
- ✓ internal isolations;
- ✓ removed from participation in school trips, events or fixtures (without notice);
- ✓ confiscation of banned items;
- ✓ exclusion (fixed term or permanent) from school.

Support Structures

If there is a persistent problem across the curriculum, House Leaders, together with the Senior House Leader and BESDIL will work together with the student to draw up a programme of support. A strand of the inclusion and wellbeing strategy is focused on support for those with social, emotional and behavioural needs.

All staff working with the pupil will be informed of any interventions, and will support appropriately throughout the school day.

Support for Staff

The school will support all adults working with pupils to ensure they have the best opportunity to achieve.

It is school practice to discuss individual pupils' behavioural issues in the professional environment to ensure that information is shared effectively and support mechanisms are cohesive. Decisions regarding support, reward and sanctions will be made in line with the school's Safeguarding Policy.

All staff have access to this policy and an operational handbook in order that behaviour management is consistent throughout the school.

Support for Parents/Carers

The school has an 'open door' policy. Parents and carers are encouraged to make an appointment to discuss any relevant issues with tutors in the first instance.

Likewise, when a professional from the school raises a concern about a pupil's behaviour an appropriate member of staff will contact the parent to discuss the issue or arrange a meeting to do so.