



*Status: FINAL  
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## **PUPIL BEHAVIOUR POLICY** **2017 - 2020**

### **Introduction**

Our behaviour policy is designed to follow the principles set out in our school aims, Home School Agreement and Code of Conduct (Appendix 1). We aim to create an atmosphere in which pupils can reach their academic potential and also develop as individuals, however, we recognise that there may be occasions when behaviour falls below the high expectations we set. The agreed expectations of behaviour apply to pupils at all times when they are representing Ralph Sadleir School: on the school site; outside school on school business (e.g. trips and visits), travelling to and from the school; outside school whilst dressed in uniform; or outside school in general where their behaviour falls short of our expectations and could potentially have repercussions in or for the school.

### **Positive Ethos**

The following characteristics of the school contribute to its positive ethos:

- The presence of a whole school behaviour policy that includes a fair and consistent approach by all staff
- The regular use of a variety of rewards
- An emphasis on a positive and pleasant working environment where children's work is valued through the quality of display and where the building is in good decorative order
- Staff who, at all times, will take appropriate action to ensure good behaviour
- Parents are seen as active partners

### **Rationale**

Discipline is necessary to provide an ordered, secure environment in which pupils can learn and develop. Rewards are necessary to acknowledge pupils for what they do well, are working to improve and to encourage them to continue to strive for better.

### **Behaviour for Learning**

At Ralph Sadleir we don't just promote acceptable behaviour but encourage the children to adopt Behaviour for Learning principles. Rather than just accepting 'good' behaviour as that which does not receive consequences, we try to encourage children to behave in a way that supports and promotes learning within the classroom. The three stages are: being committed to independent learning; promoting the learning of others; and actively helping the teacher to teach and others to learn.

## **Policy Statement**

### **1. Acceptable Behaviour**

- The school has a clear set of expectations with regard to pupil behaviour as outlined in the Code of Conduct (Appendix 1)
- Mutual respect should be exercised between staff and staff, staff and pupils, and pupils with one another. This will preclude bullying and social and sexual harassment
- At all times conduct around the school should show a consideration for safety; in general passage between lessons and in lessons themselves
- In lessons, pupils will be expected to apply themselves positively to the best of their ability and homework should be seen as an important extension to classwork
- Pupils should take care over tidiness of dress and observe school uniform regulations
- At all times pupils should demonstrate respect for themselves, for others and their culture and for their environment

### **2. Dissemination**

All staff, parents and pupils must be aware of the nature of the behaviour expected and the possible responses to acceptable and unacceptable behaviours.

Expectations will be shared in a number of ways:

- Written communication to parents (handbooks, letters, newsletters)
- Display of expectations throughout the school
- Pupil planners
- Year and whole school assemblies
- Through the taught curriculum
- School council – having input into policy, rewards and sanctions ladders (Appendix 2 & 3).
- Staff training
- Staff meetings

### **3. Staff Responses to Behaviour**

Acceptable behaviour will be encouraged by appropriate responses, taking into consideration the nature of the behaviour and the disposition of the pupil. (See the Reward Plan – Appendix 3)

Unacceptable behaviour will be discouraged with staff taking the appropriate responses as shown on the Consequences Ladder. (Appendix 2)

Responses to all behaviour must be consistent, fair, firm and unequivocal. If the behaviour in lessons is preventing learning from taking place then in extreme circumstances the pupil will be removed by a member of SLT. This will be followed up by the PPC and further consequences are likely to be imposed.

### **4. Management**

Every effort will be made to avoid situations whereby unacceptable behaviour is induced, encouraged or allowed by imposing too great a burden of trust on pupils or of responsibility on staff. Difficult situations should be anticipated and timely action taken to avoid them.

The school encourages acceptable behaviour through the giving of responsibilities and privileges to pupils matched to age, example provided by older pupils and staff and appropriate rewards and sanctions.

The school employs a range of sanctions, which are differentiated in response to the nature of the unacceptable behaviour, the child and the particular circumstances. (See Consequences Ladder. Appendix 2)

## 5. Rewards

Praise and reward have a positive effect and should have great emphasis placed upon them. Good discipline is based on the understanding of, and respect for, the school's high standards. It must have the highest of priorities in Ralph Sadleir School.

Pupils respond better to systems which recognise their individual strengths and weaknesses. Anything which recognises that pupils have achieved what has been asked of them is desirable.

- Verbal praise, public or personal is given whenever appropriate
- Written praise on work, usually supported by a credit or merit
- Merits are awarded to pupils who have either produced excellent work or made consistently good effort with several pieces of work.
- Merits are awarded to pupils who make a considerable additional contribution to the school
- Credits are awarded to pupils who act briefly in the interests of others or the school above their usual consideration
- Credits are awarded to pupils who, in lessons, make a small but significant contribution to the learning and direction of that lesson
- Recognition at the annual Achievements Assembly
- Recognition of achievement and behaviour is communicated to parents through notes in pupil planners, phone calls, post cards, termly commendation letters, text messages
- Within each year group the pupil making the greatest progress or the greatest contribution to the ethos of the year group is recognised each month – Ralphie of the Month
- Credits build to merits and merits to certificates which are presented in whole school assembly thereby giving full recognition to behaviour and achievement

## 6. Sanctions

When behaviour does not meet expectations a range of strategies is employed to address the situation. These are set out on the Consequences Ladder, Appendix 2 and range from C1 up to C7 including but not limited to:

- Verbal reprimand/warning
- Note in Pupil Planner
- Break, lunch time or after school detention
- Letter or phone call home
- Being placed on report for a period of time
- Meetings with parents
- Removal from lesson
- Exclusion (see below)
- Referral to governors

## **Exclusions**

**Internal Exclusion or Isolation** where the pupil is removed from lessons for a period of time, usually a day, and works in the confinements of a senior member of staff's office. Work is provided but the individual does not have contact with other pupils. Short breaks are given but not at the usual school times.

**Fixed Term Exclusion** is reserved for serious offences or persistent misbehaviour. The length of the exclusion will reflect the seriousness of the offence. Pupils are excluded from the school for a set number of days, work is provided and meetings with parents/carers arranged.

**Permanent Exclusion** is rare and is only used as a last resort when all other behaviour management interventions have been exhausted or the misdemeanour is so serious as to place the safety and welfare of other pupils or staff at risk.

## **Additional Expectations**

### **Uniform**

All pupils are expected to wear the correct uniform as it plays a key role in establishing a community feel and also encourages pupils to take pride in their personal appearance. Pupils are expected to wear their uniform in a manner that is smart and meets the agreed expectations of the school.

### **Electronic Devices**

The use of electronic devices is not permitted in school unless expressly for the purpose of supporting learning.

Mobile phones and other electronic devices brought into school must have been agreed by the headteacher and must be handed in to the school office. Staff will confiscate any items not handed in. These will be locked in the school safe and only returned to an adult.

### **Chewing Gum**

Chewing gum is not permitted on the premises and pupils failing to meet this expectation will be given a detention.

**APPENDIX 1**

## **Code of Conduct**

**The Ralph Sadleir School community supports the following principles: -**

- We recognise the rights of all members of our school community.
- We recognise that we all have a responsibility to uphold the values of our school community.
- We are considerate towards others and understand that the needs of others may be different from our own.
- We manage our feelings effectively, and consider the effect of our actions on other people.
- We are aware of our own behaviour, our strengths and our weaknesses.
- We come to school ready to learn and our pride in the school is visible in our appearance, punctuality, work and behaviour.
- We will be organised and prepared for our lessons.
- We concentrate on the Four C's: **Care, Courtesy, Common Sense, Consideration.**

**The School Council says:**

- Wear your uniform with pride.
- Treat all property with care.
- Walk quietly around school.
- If waiting to go into class, do it sensibly.
- Show a high standard of behaviour and good manners inside and outside school.
- Have all the correct equipment with you.
- Clear up after yourself, put litter in the bins.
- Always try your best.

We pride ourselves on the good behaviour of pupils at Ralph Sadleir and we are often complimented on their high standards, both by visitors to the school and by members of the public when we take them away from the school site. Our successful reward system motivates, helps to set high expectations and creates a community spirit.



## CONSEQUENCES LADDER

Appendix 2

(The lists below are non-exhaustive)

During lessons (Incl form time)	Likely consequence	Staff Responsible	Level	Outside lessons	Likely consequence	Staff Responsible
Talking/preventing others from learning Arguing with students Out of seat Low level disturbance in class Lack of equipment Late to lesson (< 5 mins)	Verbal Warning	Teachers/ TA's	C1	Failure to return library book Running in corridors Boisterous behaviour Failure to have planner signed	Verbal Warning	All Staff
Lack of response to C1 Non-compliance with uniform regulations Failure to follow instructions Eating in lessons Dropping litter Non-completion of homework Inappropriate behaviour Failure to bring PE kit	Lunchtime Individual Teacher Detention  10 minute	Teachers	C2	Repetition of C1 in same day Non-compliance with uniform regulations Eating in the corridor Dropping Litter Inappropriate behaviour Failure to have planner signed after warning Failure to follow instructions Not responding to reminder to return library book Rudeness/disrespect to MSA/support staff	Lunchtime Tutor detention  10minute	All Staff Tutors
After 3 C2 detentions in a term Tutors will contact home – PPC to be made aware.						
Continued C1 or C2 behaviour Rudeness/disrespect to a member of staff Inappropriate language Late to lesson (more than 5 mins) Inciting others to fight Use of mobile phone/MP3 Failure to attend C2 detention Graffiti Chewing gum Refusal to follow instructions	20 minute Year Group Detention  Leading to One hour Friday after school SLT detention  May involve removal from lesson by PPC or SLT	PPC's  SLT	C3	Continued C2 behaviour Failure to attend C2 detention Inappropriate language Inciting others to fight Repeated failure to follow MSA/support staff instructions Repeated rudeness/disrespect to MSA/support staff Graffiti Chewing Gum Misbehaviour on coaches Inappropriate use of social Media Fighting	One hour after school detention  Leading to One hour Friday after school SLT detention	PPC's  SLT
Continued C3 behaviour Failure to attend a C3 detention Disrupting a C3 detention Damage to school/ other's property Threatening behaviour towards students	Two hour Head's Detention  May involve removal from a lesson by SLT	SLT	C4	Continued C3 behaviour Failure to attend C3 detention Severe/repeated misbehaviour on coaches Disruption of a C3 detention Refusal to follow instructions Damage to school/other's Property	Two hour Head's Detention	Senior Leadership Team
<b>C5</b>						
Continued C4 behaviour, Failure to attend a C4 detention, Disrupting a C4 detention, Fighting, Swearing, Bullying, Inappropriate behaviour towards a member of staff or student, behaviour that compromises the safety of others, Theft or any behaviour that seriously disrupts the school day is <b>likely to lead to an internal exclusion</b> . This decision will be made by members of the Senior Leadership Team in consultation with PPC's.						
<b>C6</b>						
Continued C5 behaviour, Failure to comply with the conditions of an internal exclusion, Swearing at or about a member of staff Intimidation of a member of staff, Possession and/or consumption of alcohol, persistent bullying or any behaviour that seriously disrupts the school day is <b>likely to lead a Fixed Term Exclusion</b> . This decision will be made by the Head Teacher or members of the Senior Leadership Team deputising for the Head Teacher.						
<b>C7</b>						
Continued C6 behaviour, Possession of a weapon or items that may be used as weapons. Possession and/or use of illegal drugs. Violence towards a member of staff, Criminal Offences and/or any persistent behaviour that repeatedly disrupts the school day is <b>likely to lead to a Permanent Exclusion</b> . This decision will be made by the Head Teacher.						

APPENDIX 3

Reward Plan  
Ralph Sadleir Middle School



- ✓ Pupil demonstrates exemplary behaviour throughout a lesson
- ✓ Pupil provides an 'outstanding' answer to a question given by teacher/T.A./M.S.A./other pupil
- ✓ Pupil exhibits particularly good manners
- ✓ Pupil completes a selfless 'good deed' for their peers/a member of staff
- ✓ Pupil has a smart and tidy uniform on a regular basis
- ✓ Class behaviour is of a high standard throughout the lesson/wet break/wet lunchtime, etc
- ✓ Class effort is of a high standard throughout a lesson/over a sequence of lessons
- ✓ Class demonstrate a high level of emotional intelligence in response to a given situation
- ✓ All members of class have smart and tidy uniforms on a regular basis



- ✓ Pupil produces three excellent pieces of work in a given subject
- ✓ Pupil completes an extended piece of work/homework in a given subject
- ✓ Pupil successfully completes a community task (e.g. taking part in assembly, etc)
- ✓ Pupil's planner is in pristine condition by the end of term



10 Merits = Bronze Certificate

25 Merits = Silver Certificate

40 Merits = Gold Certificate

60 Merits = Platinum Certificate

80 Merits = Diamond Certificate

★ 100 Merits - Headteacher Certificate ★

- ✓ Considerable progress in a subject or with behaviour (evidence required)
  - ✓ Front of dinner queue
  - ✓ Postcard Home
- ✓ Pupil produces an exceptional piece of work
- ✓ Group of pupils produce an exceptional piece of work



All Merits earned will be added together and will go toward the final, end of year, House total (Sadleir, Freman, Salisbury & Wellington)

