



EMPOWERING YOUNG PEOPLE TO TAKE ON THE WORLD

School Culture and Behaviour for Learning Policy

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School 21 Behaviour Policy

1. INTRODUCTION

1.1 School 21 recognises that the best way to encourage good behavioural standards is through a clear code of conduct reinforced by a balanced combination of rewards and sanctions held within a positive, caring atmosphere. We believe that students need to behave in a professional way in order to learn. We have a values led school culture, which uses proactive, consistent systems to remove all barriers to learning so that all students reach their potential.



2. GENERAL PRINCIPLES

2.1 We believe that achievement is affected by behaviour and that behaviour is affected by achievement. We also recognise that we have a joint responsibility with families to teach appropriate behaviour and nurture humanity and integrity.

2.2 We want to enable every child to reach his/her full potential academically, socially, emotionally and physically.

2.3 We aim to promote a positive approach in attitude and behaviour in order to create the best environment in which the students are able to achieve their full potential. Therefore, maintaining a positive and caring ethos throughout the community is fundamental to achieving this aim. Staff, families, visitors and students are expected to conduct themselves in line with our policy. The abuse of social media and other digital communication is included in the remit of this policy.

2.4 We encourage, praise and reward good behaviour.

2.5 We share and display good work and behaviour with families, staff and students through positive reward systems on a regular basis and through our coaching programme.

2.6 We have clear expectations which are consistently applied by all staff.

2.7 We follow a clear set of sanctions for breaking the code of conduct, which are consistently applied by all staff.

2.8 We acknowledge that, just as some students have special educational needs, so some of our students have specific behavioural needs and as such need specifically reasoned behavioural strategies.

2.9 We aim to provide all students with opportunities to gain respect for themselves and others and to develop integrity, humanity and kindness and an understanding for each other's needs, feelings and rights, including faith and culture.

3. EXPECTATIONS OF BEHAVIOUR

3.1 Parents and carers have a responsibility for their child's behaviour inside and outside school, which they can influence positively through consistent parenting, working together with the school, communicating expectations and encouraging progress at home.

3.2 All who learn and work at School 21 are here for a common goal: the imparting of skills and knowledge in a supportive, nurturing environment in order to prepare our young people to be successful beyond their time in school. In order to assist us in achieving our agreed goals, we expect excellent behaviour from all in our school. Only through a calm, safe and sensible learning environment can we achieve our best.

3.3 We expect all students of School 21 to meet the following expectations of behaviour:

- to treat all members of the School with courtesy and consideration in all circumstances, showing respect for everyone;
- to model good behaviour, to set an example in their attitude, learning and achievements;
- to wear school uniform (students up to Year 11) or follow the dress code both within the School environment and when travelling to and from the School.
- any electronic devices or mobile phones brought to the School are the sole responsibility of the student or adult. For students up to Year 11 they should remain in a bag or pocket and, if seen, will be confiscated. Parents will be asked to collect confiscated phones from reception;
- to show respect for the whole School environment. This is a non-smoking and non-gum chewing environment; and
- to aim for 100% attendance and to arrive at the School on time.

3.4 In order to achieve our expectations of behaviour, we recognise the need for a high standard of behaviour from all members of the school community: students, staff, parents/carers and volunteer helpers.

3.5 In order to achieve our expectations of behaviour, we may require students to complete statements around incidents that occur both within and outside the school.

3.6 In order to investigate incidents the school may be required to search a pupil, or look through their technological devices (in cases of online incidents) and the school follows the expectations set out in the *Screening, Searching and Confiscating* guidance set out by the Department for Education (link referenced at end of policy)

4. EQUAL OPPORTUNITIES, SPECIAL EDUCATIONAL NEEDS AND SAFEGUARDING

4.1 School 21 acknowledges that it has specific legal duties:

- under the Equality Act 2010;
- in respect of safeguarding students; and
- in respect of students with special educational needs (SEN).

4.2 Equal opportunities are a high-profile issue at School 21. Any behaviour which results in individuals or groups being discriminated against or not being represented because of their race, gender, class, sexual orientation or disability is treated as a serious incident.

4.3 School 21 will consider whether a student's behaviour gives cause to suspect that they are suffering, or are likely to suffer, significant harm. Where this may be the case, the School will follow its [Child Protection, Safeguarding and Child Protection Policy](#).

4.4 School 21 will also consider whether a student's behaviour is the result of unmet educational or other needs. The School will follow its Special Education Needs (SEN) policy where appropriate. The School will also consider whether a multi-agency assessment is necessary.

5. BULLYING

We recognise that bullying can be physical, verbal or emotional in nature. We will not tolerate any form of violence towards any member of the School community. Bullying (i.e. any behaviour which causes psychological or physical harm, in any form or to any degree) is treated as a serious incident and dealt with according to our procedures. We expect all adults in the School community to provide a role model of non-threatening behaviour yet assertive behaviour at all times.

Please refer to our [Anti-Bullying Policy](#)

6. ADDITIONAL EXPECTATIONS: PRIMARY, MIDDLE and SECONDARY

6.1 At School 21, we believe that there should be appropriate age related expectations. As such, we have a set of behaviour principles that apply to different parts of the school based on the stage of education that the child is in.

6.2 There are consequences for not adhering to these commitments. These are set out as review, reflection, service and reset. All staff should seek to apply them wherever possible, whilst being aware that there are exceptional circumstances which might result in a more flexible approach.

6.3 Please refer to Appendices at the end to see school specific expectations.

7. POSITIVE REINFORCEMENT OF GOOD BEHAVIOUR

As members of staff we look for and recognise the commitments being met. Staff model this behaviour to the students. In situations where we need to speak to a student or number of students for breaking the code of conduct, we endeavour to praise the students who are doing what is expected and reward them through the use of stars, postcards and other rewards. This provides the other students with an opportunity to reflect on and change their behaviour.

8. REWARDS SYSTEM

It is vitally important that an atmosphere of positive reinforcement, motivation and achievement is fostered at School 21. The most obvious way to encourage this is through praise by the teachers, which may take the form of a smile, a tick in a book or a special mention of a specific student's achievement to the rest of the school. There are several ways of reinforcing positive behaviour within our school community, as set out below.

8.1 Reward system

8.1.1 Students are recognised for excellent work and behaviour which exemplifies our attributes a variety of rewards ranging from stars (Secondary school only), names on the recognition board

(Middle School only) , postcards home, certificates etc . Recognition is added to our SIMS database. 8.1.2 This system provides all with the opportunity to recognise and celebrate values being met, whilst also reviewing and reflecting on their behaviour and restoring relationships. Within lessons staff will only write the names of students on the board for recognition.

8.3 Student performance is recognised in coaching sessions, Year group assemblies and Small school assemblies. Teachers are encouraged to bring good work and achievement to the attention of the staff.

9. Students' conduct outside the school gates

9.1 School 21's behaviour policy extends to any non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

9.2 In keeping with the school behaviour policy, School 21 will discipline students for misbehaviour when the student is:

- Using social media or taking part in any school-organised or school related activity or travelling to or from school or wearing school uniform or in some other way identifiable as a student at the school.
- Misbehaving at any time, whether or not the conditions apply above, could have repercussions for the orderly running of the school or poses a threat to another student or member of the public or could adversely affect the reputation at the school.

10. Malicious allegations

10.1 Where a pupil or students makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.

10.2 Please refer to our [Safeguarding policy](#) for procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

11. Social Media Usage

11. 1 Any student of School 21 who is identified as being involved in negative behaviours through any form of social media (including but not exclusive to: text , email, Twitter, Facebook, XBOX messages, Snapchat will be subject to the schools disciplinary procedures.

11.2 In line with the values and expectations of School 21 we are an inclusive community. Inclusion means including everyone, regardless of difference. Any student who deliberately victimizes another student or a member of the public through such means is therefore contravening our policy or inclusion and as such is excluding themselves from our community.

11.3 Equally any student who endorses the negative actions of others through actions like thumbs up, or adding comments which support the negative behavior will be at risk of disciplinary action. The School is operating a zero tolerance to online negativity and bullying and therefore the recommended outcome for any such behavior will be exclusions including permanent exclusion from the School.

11.4 Examples of behaviours that the School deems unacceptable include but are not exclusive to the following:

- Sending negative/ derogatory messages to someone

- Posting negative/ derogatory messages about someone
- Sending messages that could be interpreted as an inappropriate proposal
- Posting photographs of someone without permission
- Endorsing the negative of inappropriate actions of others
- Using an alias to anonymously contact others with the intention of causing distress or harm
- Mimicking the identity of another individual (stolen identity)
- Engaging in rumors or gossip

11.5 Please note that it is against the law in the UK to use the phone system or internet to cause alarm or distress and all instances will be reported to the Police. Equally such behavior could be contravening the 1997 Harassment act and as such all instances will again be reported to the police.

11.6 If a student feels that they are victim to any of the above mentioned behaviours then they should always report it to a member of staff and where possible maintain evidence such as screen shots and printouts as appropriate.

11.7 You can also access further advice and support through www.bullying.co.uk/cyberbullying and www.thinkyouknow.com.uk which will provide useful information for parents with regards to what kind of negative behaviours are trending online and therefore, to be aware of the signs to look out for.

12. Pastoral Support Plans

12.1 A Pastoral Support Plan Meeting may be organised for any student who is:

- Returning from an external exclusion
- Persistently failing to meet school expectations around behaviour and conduct.

12.2 The aim of such a meeting is to ensure that all appropriate professionals are involved in providing support for the student. The behaviour of students is monitored closely by the Coach, Head of Year, Head of School.

12.3 When the behaviour of a student is identified as a serious concern, the Head of Year in consultation with the Senior Leader: Pupil Support will organise a meeting. Those invited should include the student, parents, Class Teacher/Coach, HOY, and Head of Pupil Support, SENCO and a variety of agencies.

12.4 If appropriate, a representative from Health, the Police or Local Authority may be invited. The purpose of the meeting is to identify appropriate strategies for support, to set targets, to discuss appropriate monitoring and to set a date for review.

13. UNACCEPTABLE BEHAVIOUR: MANY OF THESE BEHAVIOURS WILL APPLY MORE TO OLDER CHILDREN AT THE SCHOOL

13.1 The following behaviours/items are not permitted or tolerated:

- any aggressive or threatening behaviour, verbal or physical, against any member of the school community;
- using racist, homophobic, transphobic or sexist language or insults;
- 13.1.3 smoking on the school site, this includes vaping;
- the taking or bringing of illegal drugs onto the School premises;
- the bringing in of any potentially offensive weapon;
- the chewing of gum;

- the use of any electronic items other than the school issued and vetted Ipad;
- the use of mobile phones. If visible to staff they will be confiscated; and
- theft of and damage to the property of others or School 21 property
- Buying or selling of items on school property

13.2 Minor Incidents

13.2.1 Minor incidents of disruption or unacceptable behaviour are dealt with using the protocol in the Small school culture and behaviour policies (see appendices).

13.3 Persistent and Medium Range Incidents

These incidents must be recorded in the School 21 SIMS system.

Unacceptable behaviour in this category may include:

- persistent minor incidents as above;
- rudeness to staff and students ;
- malicious accusations against staff;
- verbally aggressive behaviour to another student
- being continually off-task.

This list is not exhaustive.

13.3.3 Sanctions include:

- restorative meeting with student and their coach;
- contact with parents/carers by phone, letter, report;
- referral to parking
- referral to the Head of Year
- referral to the Reset room
- internal exclusion

13.4 Serious Incidents

13.4.1 Serious incidents include:

- Truancy from the School and lessons;
- Refusing to follow instructions and open defiance;
- Extreme rudeness to staff;
- More serious malicious accusations against school staff;
- Aggressive behaviour;
- Smoking; (of any kind)
- Refusal to comply with other sanctions;
- Theft;
- Bullying, including bullying using digital media and the internet

13.4.2 Sanctions include:

- removal from class/activity;
- loss of privileges;
- meeting with parents/carers;
- report;
- Reflection, Reset (internal exclusion);
- Fixed term exclusion; and
- Referral to Alternative Providers for a short period

13.5 Very Serious Incidents

Very serious incidents are dealt with by the Head of Pupil Support in agreement with the Head of the Small school or Headteacher. They include:

- repetition of the above;
- serious incidents of bullying, including bullying using digital media and the internet
- sexual contact;
- harassment (for example, harassment relating to a person's disability, race, religion or belief, sex, or sexual orientation);
- verbal or physical aggression towards another student;
- fighting;
- bringing dangerous items to school (such as laser pens, pellet guns or fireworks (this list is not exhaustive));
- involvement with drugs or alcohol
- very serious malicious accusations against school staff;
- verbal or physical aggression towards a member of staff, which will be treated with the utmost severity.

13.5.2 Sanctions include:

- parent meeting;
- Reset Room (Internal exclusion) ;
- Pastoral Support Plan (PSP) - please see guidance at the end of the policy;
- Fixed term exclusion;
- referral to Alternative Providers of Education; and
- Permanent exclusion.

14. DETERMINING SANCTIONS: AGAIN THESE WILL BE AGE APPROPRIATE

14.1 School 21 will permanently exclude a student for the following:

- Having an offensive weapon in school;
- Possession of illegal drugs in school;
- Supply or intent to supply illegal drugs in or out of school;
- Assaulting/threatening of a member of staff; (physically or verbally)
- Assaulting/threatening of a student; (physically or verbally)

in all but exceptional circumstances.

This list is not an exhaustive list. This should also be considered in relation to the school's [Exclusion policy](#)

14.2 Other serious incidents may result in permanent exclusion or a fixed-term exclusion of up to 45 days in a calendar year.

14.3 School 21 will determine which sanction is reasonable and proportionate in all the circumstances, taking into account the student's age, any special educational needs or disability they may have and any religious requirements affecting them.

15. DETENTION: THE LAW AND HOW TO APPLY IT

15.1 Detention is one of the sanctions schools can use in cases of serious misbehaviour. Section 5 of the Education Act 1997 gives school's authority to detain students after the end of a School session on disciplinary grounds.

15.2 All schools except independent and non -maintained special Academies, have clear legal authority to detain students without the consent of the parent. There is no risk of a legal action for false imprisonment if a student is kept at the School after the session without parental consent. This covers both lunchtime and after school detentions. However, before a school introduces detention as a sanction, the head teacher must make all parents and carers, students and staff aware that teachers may use detention. Parents and carers of students admitted during the school year must also be told about the policy. If the head teacher has made all reasonable efforts to make the policy known, parents and carers should not be able to challenge the lawfulness of detention because they were unaware of it.

15.3 The law safeguards children's and parents' legitimate rights, and ensures reasonable limits on detention for children who misbehave. Schools do not have an unqualified right to impose detention: detentions must be reasonable and proportionate to the offence. Detentions may only be imposed by a head teacher or another teacher specifically or generally authorised to do so.

They should take account of:

- the child's age;
- any special educational needs;
- any religious requirements; and
- whether the parent can reasonably arrange for a child to get home from school after the detention.

15.4 Advance notice

15.4.1 It is the School's policy to wherever possible give parents notice of after school detentions that are longer than 20 minutes either via mobile telephone, email or in writing, so allowing time for the parent to raise any problems. A notice to a parent should say:

15.4.1.1 that their child has been given time to reflect on their actions;

15.4.2 Parents and carers objecting to a detention should present the relevant facts for the School to take into account. Examples of such facts should be:

- that the reflection is on a day of religious observance for the family;
- concern about the length and safety of the walking route between the School and the child's home; or
- the need for transport home if the parent cannot collect the child that day or make reasonable alternative arrangements.

15.4.3 The reflection could be revoked altogether or deferred because of the parent's representations.

15.5 Parental complaint about reflection

- The Headteacher, or other authorised teacher, may decide the child should have a reflection despite the parent's representations. However, a parent who remains dissatisfied can complain to the Executive Headteacher and the Governing Body under School 21's normal complaints procedures (although there will usually not be time to consider the complaint until after the detention has taken place). However, there is no right of appeal. A

Governing Body has no power to overturn a decision if they consider a complaint before the reflection takes place.

- A parent concerned about either the principle of reflection or how it is used can raise these concerns with the Executive Headteacher or the Governing Body, or both.

15.6 Method of notifying the parent:

15.6.1 The law allows notice of a reflection to be given to a student's parent in various ways including:

- handing it to the parent;
- delivering or posting it to their last known address; or
- any other effective method such as 'student post', with a telephone call to the parent, or a text message or e-mail.

15.6.2 It should normally be unnecessary for a Headteacher to have to arrange for notice of detention to be served personally on the parent or to obtain acknowledgement of its delivery. This would mean that a School could never reasonably detain a student whose parent deliberately avoided receiving the notice or refused to respond to it. If the Headteacher has given the parent, whom the School believes has custody of the child, notice of a reflection; the Headteacher should assume that the parent has received this even if there has been no response. School 21 will make all reasonable attempts to ensure that parents not only receive but understand the requirements – for example new arrivals (including refugees or people seeking asylum) who may not be aware of the school's rules or understand the education system in their child's new School.

15.7 Who should receive the notice:

Notice must be given to the parent. Notifying one person who has parental responsibility for a child, even if more than one person has custody of the child, should be adequate. If a Headteacher/ Head of School had taken all reasonable steps to give notice to the parent with whom the child lived, it is doubtful whether a Court would be sympathetic to a false imprisonment claim based simply on the fact the Headteacher should also have given notice to someone else.

15.8 Failure to attend a reflection

If a student fails to attend reflection for a disciplinary offence without reasonable excuse, the Headteacher/ Head of School will place the student in the Reset Room to allow them time to consider their conduct.

15.9 Circumstances for not detaining a student

For certain children a reflection might never be reasonable however bad their conduct. For example, reflection could probably not reasonably be imposed on a child who lived far from the School, if the student's only means of travelling home was on a bus leaving at the end of the school day and there was no other way the student could get home. However, the onus is on parents and carers to demonstrate any unreasonableness about the proposed reflection. Simple inconvenience to parent or student in making alternative transport arrangements would not be sufficient reason to withdraw the reflection. If reflection is not possible, the Headteacher (or other authorised teacher taking the reflection) could consider reflection at lunchtime or another suitable sanction.

15.10 Responsibility for travel arrangements

Although School 21 must have regard to the availability of suitable travel arrangements after a reflection, the responsibility for making those arrangements lies with the parent. The School does not have to pay.

15.12 Early morning, Saturday and holiday 'sessions

The law allows Schools to use sessions other than at lunchtime or after school. For Saturday morning, early morning, or holiday sessions that students attend voluntarily, there can be no question of false imprisonment. Such sessions depend on the cooperation of the student and parent.

15.14 Use of time

The time a student spends in reflection should be used constructively and to best effect. Teachers should consider appropriate work for students to undertake during the reflection. If the students needs to restore with a teacher, coach or PAC, it is the responsibility of the relevant member of staff to attend reflection to ensure that the restorative dialogue takes place.

16. PROCEDURE FOR EXCLUSIONS

The decision to exclude should not be made in haste. Where exclusion is being considered all evidence should be carefully considered and the decision communicated to parents/carers by telephone in the first instance to be followed by a letter. (School 21 will make reasonable effort to communicate by telephone.) If an exclusion is likely to occur as a result of actions towards the end of the day, the exclusion will be communicated as outlined above on the following day.

Please see the [Exclusion Policy](#)

17. BEHAVIOURAL NEEDS

17.1 We have a responsibility to cater for students with a variety of needs, from the most-able to the least from the best-behaved to the worst.

17.2 Within each of our classes we have students with emotional or behavioural difficulties. They may cause a problem by being overly confrontational and unable to control their anger, or they may be introverted and emotionally fragile. To enable those students with specific needs to conform to the standards expected within our school community we must be flexible in our approach to dealing with them, using a range of strategies.

17.3 We endeavour to use our values of humanity and integrity to offer assertive behaviour management– giving clear, sensible and consistent messages about what is expected of all our students, and by emphasising the positive rather than the negative. To achieve success and limit instances of exclusion and disruption to the school community, our approach to behaviour management is viewed in the same way as in other areas of School 21 life, with a keen awareness that “today matters” and adherence to equal opportunities, giving each student every chance to achieve success at a level appropriate to his/her capabilities and needs.

17.4 The above policy is not a practice statement. School 21 will judge each individual act on its own merits and deal with it accordingly.

18. RESPONSIBILITIES

18.1 Governors' Responsibilities

Governors' responsibilities under this policy are to:

- monitor the working environment when visiting the School site;
- ensure that the budget allows for adequate resources to implement rewards and incentives across the; and
- play a part in celebrating student success by attending the Exhibitions of Beautiful Work.

18.2 Executive Headteacher's Responsibilities

The Executive Headteacher takes overall responsibility for the implementation and monitoring of this Policy by:

- line managing the Leadership Team;
- providing a good role model in dealing with staff, students and the community;
- establishing clear expectations through assemblies, communications with staff, students & the community, and by taking responsibility for serious behaviour issues;
- ensuring that School 21 has clear systems for recording and reporting issues and that staffing is in place for an effective response; and

taking a lead in recognising student achievement, contacting families as appropriate and ensuring that there are adequate resources to implement rewards and incentives across School 21

18.3 Leadership Team's Responsibilities

The Leadership Team's responsibilities under this Policy are to:

- communicate effectively with each other and make the Executive Headteacher aware of serious issues;
- support colleagues by accepting responsibility for student behaviour within their areas and by being visible within those areas and across the School as a whole;
- develop common systems for rewarding and highlighting student success;
- ensure that internal reports are completed and that action is taken;
- provide opportunities for students to become involved in activities and encourage them to participate in them and to take responsibility for their environment;
- regularly inform parents/carers of student success and involve them in issues as necessary; and

18.4 Teachers' Responsibilities

Teachers' responsibilities under this Policy are to:

- accept responsibility for student conduct in lessons;
- involve students where appropriate in the running of the lesson;
- treat students with humanity and integrity, praising, thanking and rewarding them for their achievements;
- communicate achievements to parents;
- relate issues of inappropriate behaviour to their Coach or Head of Year;
- apply sanctions as appropriate;
- complete internal reports record issues and action taken and pass on to the appropriate person; and
- model appropriate behaviour and challenge students who are not meeting expectations.

18.5 Students' Responsibilities, Students' responsibilities under this Policy are to:

- be kinder than is necessary
- be ready to learn
- be ready for life

18.6 Parents' Responsibilities, Parents are responsible for supporting their children by:

- recognising achievement
- attending meetings organised by School 21; and
- supporting School 21 in resolving issues.

Guidance that supports this policy

The principles of this policy are supported and underpinned by the following documents:

[Maintaining Good Behaviour in Schools](#)

[Screening and confiscation](#)

behaviours	<p>Bullying</p> <p>Insulting someone's gender Insulting someone because of a disability Insulting someone because of their race Directly disobeying an adult's instructions Causing deliberate damage to resources/school property Causing deliberate damage to other people's belongings</p>
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Order of consequences	
Green	<p>IF ON GREEN AND DISPLAYING AMBER BEHAVIOUR</p> <ul style="list-style-type: none"> • First verbal warning, clearly explaining the behaviour that needs to be changed • Second verbal warning, making consequences clear that moving to Amber is the next step
Amber	<p>IF BEHAVIOUR CONTINUES</p> <ul style="list-style-type: none"> • Reflection time in classroom - up to 5mins (table/chair away from the class) • Teacher and pupil to discuss the behaviour using the reflection questions • After reflection students return to lesson - focus is now on ensuring green behaviours are displayed • If amber incidences are becoming persistent/impacting learning, a parent meeting will be held with class teacher
Red	<p>IF BEHAVIOUR CONTINUES...</p> <ul style="list-style-type: none"> • Sent to buddy class for further reflection time • Buddy class teacher to discuss the behaviour using the reflection questions after the set time • 10mins of break play/lunch play missed by sitting to the side of playground/on the time out bench/completing any missed work (supervised by adult) • If red incidences are becoming persistent/impacting learning, a parent meeting will be held with class teacher
ZERO TOLERANCE	<ul style="list-style-type: none"> • Headteacher / member of SLT called to speak to the child. • A member of SLT to call parents - meeting may be made to discuss behaviour. • Zero tolerance can come from either repeated 'red' behaviours or a one off instance/situation. <p>Zero tolerance behaviours could lead to the following actions:</p> <ul style="list-style-type: none"> • Mentoring put in place • Playtime/s being missed • On report for a week monitored by class teacher and a member of SLT • No after school clubs allowed • Internal exclusion • External exclusion

* This consequence chart is not exhaustive of all types of behaviour that could be displayed within the school. This policy sits in conjunction with the School culture and behaviour for learning policy and Preventing bullying policy (which both can be found on the school's website <https://www.school21.org.uk/policies>)

REWARDS FOR TARGET BEHAVIOUR	
Green and Gold	<ul style="list-style-type: none">● Positive praise● Shine● Name on the above and beyond board● Stickers● Postcards home (from teacher, PAC, SLT)● Visiting other teachers / SLT to celebrate success● Extra responsibilities in class (jobs)● Leading the line● Phone call home (from teacher, PAC, SLT)● Certificates in assembly● Child of the term

APPENDIX 2 - MIDDLE SCHOOL



Middle School Culture & Behaviour Policy

Our school strives to create a calm, engaging, stimulating and safe environment which enables and empowers pupils to learn and develop as people. Every member of staff is responsible for the guardianship of this culture. Our culture is grown from consistency in high expectations and robust systems to support all. At a critical and potentially turbulent time in our pupil's personal, social-emotional and physical development, our school will expect the best from each and every child, and provide support, guidance, understanding and compassion when challenges arise. Staff model the behaviour they expect in pupils.

Expectations of all adults:

- Adult behaviour is always calm and consistent
- First attention is always given to best conduct
- Routines are relentless, visible consistencies (whole school) are upheld
- Difficult conversations are scripted and supported when needed
- Restorative conversations take place when commitments have been broken
- Recording systems are followed as per this policy

School 21 Values:

Our School Values				
Community <i>We build strong circles</i>	Humanity <i>Choose Kind</i>	Openness <i>Reflect and Grow</i>	Responsibility <i>Step Up</i>	Excellence <i>Above and Beyond</i>

The five values are referred to consistently and regularly by all staff. Throughout the year, explicit teaching around each value happens in coaching sessions and assemblies, and is mirrored in all lessons and activities around the school.

The Middle School Behaviour Approach:

Above and Beyond	<ul style="list-style-type: none"> - Nominee / recipient at Annual Awards - Recognition achievement badges (25, 50, 75, 100, 150 names) - Above and beyond Out and About selection (delivered at school until trips can happen) - 100% attendance & punctuality pins - 100% attendance & punctuality trips - Millionaire Readers Club <p>Above and Beyond Out and About: Each month, coaches choose 1 student who has consistently gone 'above and beyond' in all the commitments. Teachers are welcomed and encouraged to email coaches with recommendations.</p> <p>Recognition Badges: Names on the community recognition board are monitored by the pastoral team. When students hit milestones, they earn coloured pins.</p>
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Recognition

- Postcards home
- Phone calls home
- Positive praise
- Name on the class recognition board
- Name on the community recognition board
- Sent to other teachers to show work
- Sent to SLT to show work
- Stamps / stickers / comments in books and on work
- Positions of responsibility in class / around the school

Community Recognition board: Each day in the briefing notice a code is supplied for www.menti.com. Enter this code into the website or the app on devices to enter student's names. Ensure students are being recognised for exemplary behaviour.

Recognition boards: For recording names in classrooms. Names are only to be on display for positive recognition. If you need to keep a record of students who need follow up from incidents / recording on SIMs etc, please make a note of this privately instead of for all students to see. Recognition boards can be created in any style that is functional and aesthetically pleasing in the classroom environment.

Coaching books (all years): Each coaching group will have an A5 exercise book which teachers can use to record how their lessons have gone and name students for recognition or need follow up. These books are important to maintain as they empower the coaches to support and celebrate students in the wider school context. Be mindful that coaching books should not be carried by students - a student may have the job of collecting it if their lesson is away from their coaching room and it is required. Alternatively, teachers should email updates to coaches.

Postcards: Postcards can be sent to students and are a powerful way to recognise positivity and also create positive relationships with home. Postcards can be written and left in the tray in C7a - these will be addressed and posted to save the teacher's time. The Pastoral Team will record postcards on SIMs as well for students.

<p>Compromised Values</p>	<p>Acknowledge: Recognise a group or individual who is demonstrating the behaviour you are seeking; use physical proximity and other non-verbal cues to support. Always recognise corrections in behaviour.</p> <p>Reminder: Remind the student of the specific behaviour needed, privately wherever possible. Repeat reminders if necessary, take the initiative to keep things at this stage.</p> <p>Final Caution: A clear, verbal caution delivered privately, the clear consequence of what will happen next - use the 'I notice' microscript at this point.</p> <p>Microscript: I notice... <i>(you are still calling out, under the table, wandering around the room etc)</i> It's our value of ___ that you need to show now. <i>(humanity, excellence, responsibility etc)</i> The next step will be ___ <i>(move seats, stay back for 2 mins, have reflection, catch up on your work at break time)</i> Remember when <i>(recount a positive for the student)</i>, that is what I need to see. Thank you for listening. <i>(allow take up time)</i></p> <p>*Time Out: A short time (up to 5 minutes) in a space away from the other students (at the back of the room).</p> <p>*Parking: If behaviour continues, student may be parked in a support classroom. They must be sent with work that they can complete independently. They are not able to be parked without work provided. Teachers should always have ready materials for parking, even when teaching oracy-based or practical lessons. <i>During this time, Parking must be within the same year group bubble for Years 6-8 and outside the classroom for year 5.</i></p> <p>*Active Classroom Support (ACS): If a student is demonstrating unsafe behaviour, or behaviour at a level that makes learning impossible, teachers may call for ACS. A member of the Pastoral team will either come to support in the class or collect the student as appropriate.</p> <p><i>*These instances must be recorded on SIMS. See the 'Recording' section of this policy for guidance.</i></p>
<p>Consequences/ Restoration</p>	<p>Time Out: Teachers should follow up with Time Outs in real time where possible (eg. 2 minute conversation, guided by reflection questions, when coming back into the classroom or at the end of the lesson where possible). If this is not possible, students can be sent to Reflection at break or lunch so that a teacher can meet them there to have this conversation.</p> <p><i>For now, Reflection is on a Year group bench in the designated play zone for that Year group bubble. Year 5 will facilitate this in house.</i></p> <p>Parking: If a student is parked more than twice in a day (from separate lessons), the coach, class teacher or Pastoral Team will contact home and the student will be on report for disruption to learning for the next 5 school days. If the report is failed, SLT will make a further decision regarding Internal</p>

Exclusion.

During this time, parking can be used in Years 6-8 using 'buddy classrooms' within the same year group. Year 5 students can work directly outside their classroom in the Middle School Courtyard, as a time out.

Active Classroom Support (ACS) : The Pastoral Team is available to respond to requests for classroom support, which may result in a student being removed from the lesson. If a student needs to be removed, a phone call to the parent from the teacher / coach is necessary. After serious incidents, the Pastoral Team and/or SLT can support with this.

Break/Lunch Reflection: Reflection is primarily a space for teachers who need to hold restorative conversations with students but have limited time during the day / after the specific lesson. It can also be a space for students to reflect on an issue which has happened. The teacher who is responsible for sending the student to Reflection must ensure that the child is clear on why they are attending and for how long. Teachers need to be mindful of the number of students they send to Reflection and should always **check the register** before adding students to it. If it is a group of children (more than 2) who need to miss break or lunch, teachers need to facilitate this themselves in a different space.

For the short term, Reflection will be held in year group pods on an allocated bench in their playground zone for that day. In the event of wet play, students will sit at their allocated year group bench in the Middle School Courtyard.

Report: Students can be placed on a monitoring report by the Head of Year, Pastoral Team or SLT. These can be selected to cater specifically to the area the student needs to work on (eg. kindness, focus in class, uniform, punctuality, break and lunchtime conduct, subject specific etc.) The report is positively framed for the student; they collect P (progressing) and S (successful) marks for each relevant period. An N (not successful) mark on a report will result in the student staying behind after school for 15 minutes per N mark for students in Year 7 and 8. For Year 5 and 6 students it is 15 minutes per N mark at their next break and lunch. The teacher who gave the student the N mark should meet the student at this time to have a restorative conversation. The Pastoral Team can support with this if necessary.

For the time being, reports will all be electronic documents.

Reset Room: Students are placed in reset after serious incidents or for a decided period following or during an investigation of an incident. SLT or the Pastoral Leads must make this decision - staff should not send students directly to the reset room and must follow the registration process.

During this time - the Reset room will be closed physically and arrangements will be made on a case by case basis.

Internal Exclusions: Internal exclusions may be set following an incident and investigation. SLT make the final decision on internal exclusions. Teachers are reminded that if they are not prepared to have a student in their class, this must be clearly communicated prior to the lesson - **refusing a child at the**

door is not acceptable. You may organise another member of your department / year group to have the student in their lesson, but reasonable effort to restore with the student must be made before the following session. This should be recorded as a parking on SIMs if they are sent to another class for your lesson.

Fixed Term Exclusions (FTE's): SLT are responsible for making the decision on an external exclusion, in line with the whole school policy, available on the website and here. Year group leads will follow up with staff regarding supplying work for students on exclusion. Please be aware that it is a legal requirement for the school to provide work to students on exclusion; we ask that staff send through work as quickly as possible.

RESTORATIVE CONVERSATIONS:

Following up behaviour issues with students is an integral part of our culture for which everyone is responsible. The setting, length of meeting and people involved in the meeting will vary depending on the situation. If you feel you need support with any restorative conversation, please ask a member of the team you'd feel comfortable with, a pastoral lead or another member of the leadership team.

Points to remember:

- 1) Don't sit behind a desk or on it during the conversation
- 2) However irritated you are / were with the behaviour that provoked the meeting, try to focus on the outcome you want
- 3) Reserve enough time for the meeting – 'I've only got 5 minutes...' is not good enough. Set aside 15 minutes – it might not take this long, but this means rushing is avoided.
- 4) Resist the urge to take a lot of notes. This is not conducive to thinking and speaking freely.
- 5) Consider having a glass of water ready for the student.
- 6) Leave the door to the room open while you have the meeting.
- 7) Be really careful not to use judgmental language. This will taint the conversation and encourage a purely defensive reaction from the child.
- 8) Resist any interruptions with 'This is a really important meeting – can I see you later?'
- 9) Don't nit-pick uniform, tie, coat, hat and so on at the beginning of the meeting. It will set you off in the wrong direction.
- 10) End the meeting well. Plan how you are going to bring things to a conclusion. Take care not to open up other business at the close.

Restorative Questions	
1)	What happened?
2)	How were you feeling / what were you thinking at the time? Now?
3)	Who has been affected? How?
4)	What should we do to put things right?
5)	What can we do differently in the future?

LATENESS:

Students arriving late to school will sign in at the front office. A list of students who arrive late is shared daily - the Pastoral Team will follow this up with family and liaise with the EWO where needed. Students must be in lessons and ready to learn within 3 minutes of the start time (to allow travel between locations in the school). Teachers should always mark students with an L who arrive after this time. The Pastoral Team will monitor repeated late marks and students may be put onto a late report. Students found to be deliberately avoiding class (truanting) will be followed up by Heads of Year and SLT.

UNIFORM:

Students have their uniform checked at the door by teachers. If they are missing a piece of uniform, they may borrow a spare item / have their missing piece logged. Students with incorrect uniform are recorded [here](#).

[This letter](#) can be sent home as a reminder to parents at this point. Further infraction after this results in a phone call home. The student will also be put on a report. **Sensitivity around uniform is always protocol, however. Conversations with families must take place in conjunction with sanctions to ensure providing new uniform is not creating genuine hardship.**

MOBILE PHONES:

Mobile phones and earphones are brought to school at the risk of the student. They **must** remain switched off and in bags from when a student enters the school gates at the start of the day. Year 5 and 6 teachers have lock boxes in their rooms where phones can be left in the morning. There are also lock boxes in the Middle Pastoral office (C7a) for Year 7 and 8 phones. If a student is seen with a phone out at any point, teachers are to confiscate these and deliver to C7a where they can be collected at the end of the day. Any student who is found with their phone out repeatedly will need to leave their phone in the office daily. Parents will be contacted regarding this.

During this time, only students should physically touch their phones and they should wash their hands after using the lock box.

IPADS:

The full policy on iPad use is available [here](#). Students are only to use their iPads in lessons, as tools for learning with the teacher's permission and supervision. They may also use these at wet breaks and lunches, with teacher's permission and supervision. Students should never have their iPads out in the corridors or playgrounds. Any student found with their iPad out at these times will have it confiscated. Confiscated iPads should be taken to the IT Department for safekeeping. The student can collect this at the end of the day, however must have a note giving permission to collect from their HOY or an SLT member. Repeated misuse will result in the iPad being stored in the Middle Pastoral Office and only being given to the student for use in specific classes.

During this time, students will take their own devices to the IT office and must clean their hands.

CORRIDOR CONDUCT:

In the Middle School all staff and students should walk around the outside of the courtyard and not across it. Students should adhere to the appropriate noise level, which is at Level 1. If a lesson is taking place in the courtyard area, all students and staff should be at Level 0 when passing. Students are not to be outside of their classroom at anytime unless they have permission from their teacher. ***During this time, we will not use corridor passes/ lanyards.***

RECORDING:

Staff are required to record time outs, parking and ACS and can also report other incidents through SIMs.

- MIDDLE SCHOOL ACS (notifies Support team)
- MIDDLE SCHOOL PARKING (Years 6-8)
- MIDDLE SCHOOL TIME OUT (Year 5)

Above and Beyond Awards and recognition milestones are recorded on SIMs by SLT or the pastoral team. Recipients are recorded here. Postcards sent home are recorded on SIMs also.

- MIDDLE SCHOOL POSTCARD
- MIDDLE SCHOOL PHONE CALL
- MIDDLE SCHOOL RECOGNITION

Millionaire Readers are recorded [here](#).

APPENDIX 3 - SECONDARY SCHOOL

Systems and guidance for Secondary School behaviour policy.

In the secondary school we use our **stars** and **points** system to support students in living out our values in their day to day. Here are the practical approaches to using our system in the classroom.

Recognition	2
Building a positive classroom culture:	2
Sanctions	3
Awarding stars and taking points on SIMS	5
Break and Lunch time protocols	6
Who do I go to about what?	8

Recognition

We use **stars** to recognise positive actions from students. This can be in lessons or around school. You should award up to 5 stars per student in each lesson. Stars are logged on sims (right click on the student name on your register to add and click 'achievement'). Try to log stars on the same day of the lesson.

1 star - living out one of our values

3 stars - consistently living out one of our values in a lesson

5 stars - going above and beyond in living out one of our values. Exceptional!

We want to build a culture of constant recognition and positive reinforcement. As well as stars, we like to use:

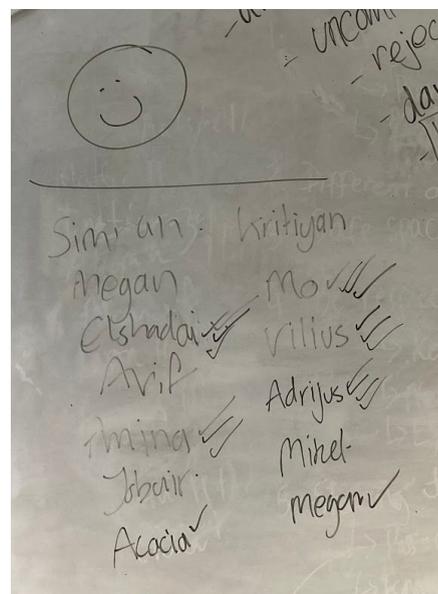
- Verbal praise,
- Corridor conversations,
- Postcards,
- Contact with home via phone or email
- Share with coach/HOY,
- Name or work in newsletter.

We look to praise more than we sanction, and use recognition and praise to build powerful positive relationships with students.

Building a positive classroom culture:

To promote positive behaviour in your lessons, you might want to:

- Meet students at the door, and greet them by name. Address any uniform issues at the door, and ensure students enter in a calm, professional manner.
- Have the 'do now' task ready to go and praise those who get started straight away to build a positive start of lesson routine.
- Use a 'positives' board (e.g. right) adding student names and ticks to recognise great work in lessons, particularly at the start to settle and promote a positive culture.
- Explicitly recognise ways of working that are positive e.g. *"brilliant focus from Mustafa's table"* or *"fantastic on-task talk from Angie and Tamara"*
- If you have challenged a student's behaviour, actively look for positives to praise after.
- Recognise student achievement when you see them round school *"great lesson today Ghalib! Loved your contributions"*



Sanctions

When students do not live out our values, we use the **points** system to keep a record and support students in making a positive change.

Losing a point should be a serious event; 3 points would be a very significant concern. **Therefore, before taking a point, or escalating through the system, it is important to have taken proactive actions to get the student back on track and de-escalate.**

Points are logged on sims. Please log points on the same day of the lesson. Points can also be added via the student's individual profile.

Steps	Example	Before action, you will have:	Action and follow up
Recognition - First attention to best conduct	<i>Thank you to those of you who are [name the positive behaviour for learning you see], I am just waiting for everyone to step up and show me [insert value]</i>		<i>Wait and allow take up time</i>
Remind	<i>A student is talking whilst you're talking</i>	Explicitly praised actions which live out our values and make positive deposits to the community of the classroom.	When the student changes their behaviour, praise the change, using the language of the values.
Caution (1 point)	<i>Poor behaviour in the lesson</i>	Given a reminder of the values. A clear verbal caution (delivered privately, where possible) making the student aware of their behaviour and outline the consequences if they continue. Please feel free to use the micro-script	Take a point. Try to reinforce with positives to get the student back on track. If persistent after the lesson contact HOD and Coach
Compromised values (3 points)	<i>Persistently taking away from the community of the classroom</i>	Spoken to the student privately and given them repeated opportunities to engage. Put in a re-engagement strategy - e.g. move seat, options, take-up time etc. Offered choices of ways to resolve the situation. Refer to examples of previous good behaviour.	We see taking 3 points as a serious offense in the classroom. Follow up Take 3 points (only). Have a restorative conversation to re-establish norms/restorative conversation Inform parent You could also Inform coach - cc HOD/HOY

Broken Value (5 points)	<i>A red line has been crossed; this includes unsafe actions or use of discriminatory language</i>		Take 5 points. Alert ACS
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Using sanctions to de-escalate, not escalate behaviour:

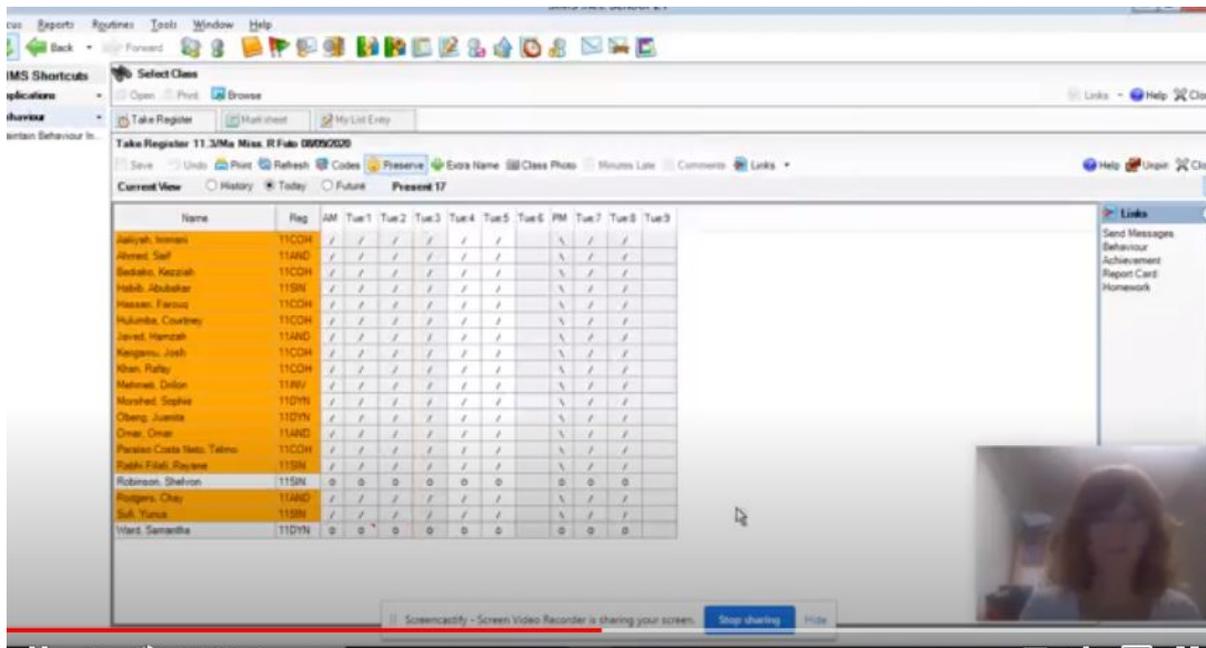
- ❑ We don't write points taken in a visible place in the classroom (only positive names).
- ❑ We don't barter with points - if a point is lost, it cannot be earned back (similarly, a star awarded cannot be unawarded).
- ❑ We want to keep children in the classroom, and engage them with successful learning. To do this. The following might be useful:
 - ❑ Try to avoid very public sanctions - a private conversation is better
 - ❑ Allow take up time for instructions to be followed e.g. '*Coat off thanks Salma*' then turn the attention to other things "*lovely start, Leon*" to take the heat off.
 - ❑ Always follow up - if you have asked for something to happen (e.g. the coat to be removed) follow through. Persistent, clear and kind.
 - ❑ Thank students for making good choices.
 - ❑ Use non-verbal and quiet behaviour management - e.g. waiting for silence, speaking quieter and slower to bring calm, using facial expressions to engage with students, standing in different parts of the room.
 - ❑ Help students not to be backed into a corner; give options that still get to what you need - e.g. if you want a student to not touch something that is distracting them: '*you could leave it on that desk in the corner, or put it on my desk for the lesson - whichever you are more comfortable with.*'

And finally, in both recognition and sanctions, be as **consistent** in the classroom and **persistent** in follow up as possible.

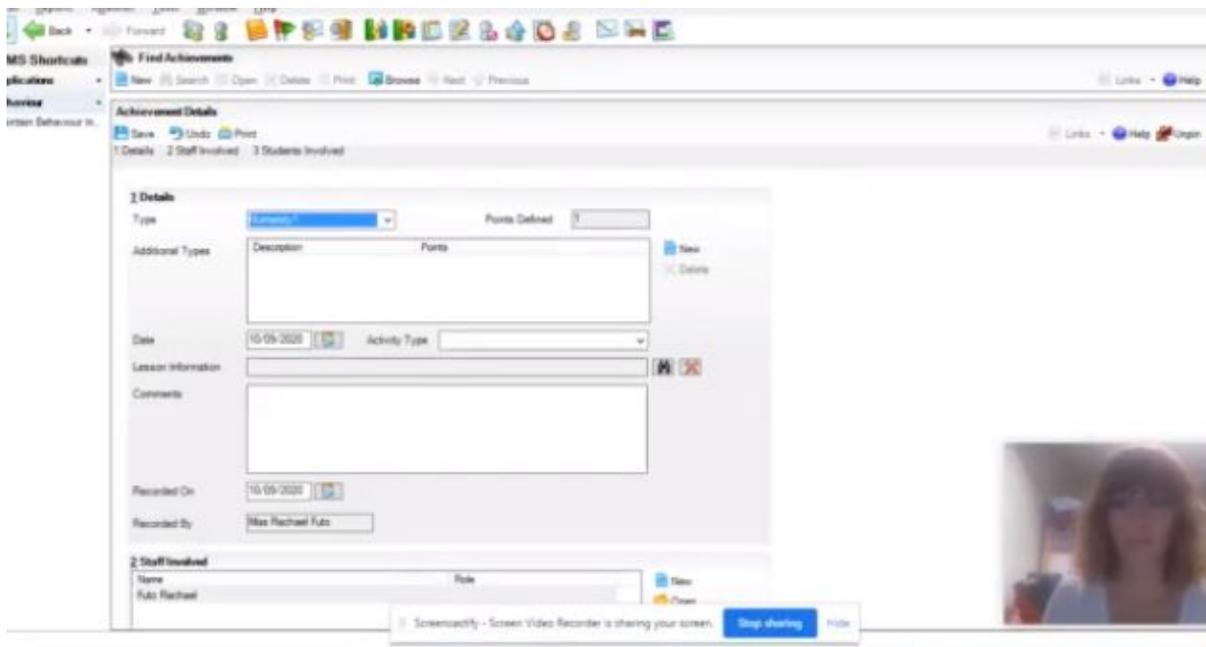
Awarding stars and taking points on SIMS

Click on the photos below to watch how-to videos.

How to award points and stars from your register



How to log stars and points from students you don't teach:



Break and Lunch time protocols

Staff on duty

If you are on duty at break or lunchtime, staff are not to congregate together and use this time to build relationships with students outside of the classroom. Staff should stay within their zone and ensure students play safely in the spaces.

End of play

- Blow the whistle at the designated time towards the zone that you are in
- When the whistle is blown students must pick up the ball/s
 - If that instruction is not followed; recognise those who are following the instruction, give a reminder (1 point), then caution (3 points), then ask for support for another member of staff. Please log all points on SIMS.
 - If the playground issue is not resolved and needs escalating as a value has been broken please add this to your logging on SIMs in the comments section and speak to the HOY team; Shakela, Leon, Grace
- Walk the students in directing them to the correct entrance

Within the playground what is allowed

	Red	Green	Blue
Allowed	Table tennis 4 students per table	Football 10 student max on muga	Football 4 students per table
Not allowed	Football Basketball Moving out of the zone No sitting on table tennis tables	Basketball Moving out of the zone	Basketball Moving out of the zone Not allowed to walk on the walkway of blue next to the muga

Red Zone



Blue Zone



Green Zone



Top tips

1. Positive first interaction; recognise the behaviours you want to see, speaking to students calmly and neutrally
2. Give stars and recognition for students who are showing good behaviour
3. Recognition above and beyond humanity with 5 stars

Escalation

- If that instruction is not followed; recognise those who are following the instruction, give a reminder (1 point), then caution (3 points), then ask for support for another member of staff. Please log all points on SIMS.
- If the playground issue is not resolved and needs escalating as a value has been broken please add this to your logging on SIMs in the comments section and speak to the HOY team; Shakela, Leon, Grace

Who do I go to about what?

Our ethos in Secondary is that the coach is the main point of contact for any concerns and they will liaise with the students parents/carers or/and the Head of Year. It is always important to keep the coach informed of any incidents that occur. That coach can then help get the student on track for the rest of the day.

What do you need support with?	Contact
If you are concerned about a behaviour issue that has happened in the playground that needs escalation	Head of year (If the specific Head of Year is not available please speak to the other Heads of Year) . If not urgent you can always send an email to pastoral@school21.org.uk
If you are concerned about a behaviour issue that has happened in the classroom	First speak to your Head of Department and the coach. Call home. Put in an intervention for the next lesson If the behaviour still exists speak to the Head of Year.
If there is an issue that is 'extreme' and a student needs an immediate sanction	Any of the Secondary leadership team (GJE/LB/SU/RF/JH/KH/DT/HMA) or Head of Pupil Support
Ideas for strategies of how to teach a specific students	Coach, HOY or other teachers
Ideas for strategies for how to engage a specific student in your subject area	HOD, HOY, Coach

APPENDIX 4 - Six 21

Sixth Form

Students within the Sixth Form are considered young adults who should set a model of good behaviour for students in younger years. As such, they are considered to be able to make informed choices about their conduct, living our values of Excellence, Responsibility, Humanity, Community and Openness. However, we feel it is helpful to provide a framework which sets out your responsibilities to yourself, others and the wider school environment:

Responsibility for Yourself

- You must attend class punctually, submit high quality work on time and maintain full attendance at lessons.
- You must wear your Student Identity Card at all times so that it is visible
- You must follow the [Dress Code](#)
- You must follow the [Digital Devices](#) policy
- Drugs, alcohol, knives, imitation weapons or weapons are not permitted in the School buildings or during Six21 activities, as this is a disciplinary offence.
- Students must not bring the school or Six21 into disrepute.

Responsibility to Others

- You are required to allow others to work and study without interruption or disruption, including in the independent study room, classrooms and other study spaces.
- Students are required to respect each other, staff and all others in the Sixth Form.
- Racial, sexual and homophobic harassment will not be tolerated, even if used in jest amongst friends. This includes the use of slurs such as the n word in any context.
- Aggressive or violent behaviour will not be tolerated.
- You can only use the lifts if you have a physical disability. If this is the case, you can apply for a pass at the student reception.
- We would expect all members of Six 21 to speak with respect and kindness to each other, staff, younger students and external visitors at all times.

Responsibility for the environment

- Six21 is a non-smoking site and the use of chewing-gum is not permitted
- Eating and drinking should only take place in the designated areas and is not allowed in corridors, on stairs, the independent study room or teaching areas during lessons. Students are permitted to eat and drink in classrooms during lunch provided they leave the room in an immaculate state.
- You are required to respect the School's property, buildings, and those who look after them, and the areas surrounding the School.
- Graffiti and vandalism are completely unacceptable. You may be required to contribute to the rectification of damage for which you are responsible.
- Fire Alarms and Fire extinguishers are only to be used in a real fire emergency.

- Mobile phones can only be used in the Sixth Form canteen, and independent study space. They should be switched off at all other times.
- Coats, mobile phones and headphones must not be worn/visible in the main school site

If you're concerned about the behaviour of someone in the Six 21 you should speak to your Coach, or someone from the Pastoral Team.

Staff at Six 21 will investigate any issues which are reported. Where evidence of poor conduct or behaviour are found to exist, the school will follow the guidance set out in this policy and the [Exclusion Policy](#) of School 21. In addition, enrolment into Year 13 may be at risk if any student's punctuality, attendance or conduct falls below that expected.