



SARACENS HIGH SCHOOL

BEHAVIOUR FOR LEARNING AND DISCIPLINE POLICY

Culture for Learning at Saracens High School

Responsibility of (<i>see policy tracking sheet</i>):	Saracens High School
Approved by:	Local Governing Body
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1. Rationale

Saracens High School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our Behaviour for Learning and Discipline Policy guides staff to teach self-discipline not blind compliance. It embeds a culture for learning that echoes our core values of Discipline, Hard Work, Honesty, and Humility, with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners creating the Saracens High School culture for learning.

For the school to function as a supportive and orderly community, pupils are encouraged to consider the health, safety and feelings of others. The school emphasises the positive aspects of behaviour management and ensures that the school rules are few and positively worded.

The school's approach to behaviour management is based upon a range of rewards which are given regularly and publicly, since the encouragement of desirable behaviour is the most effective and positive means of behaviour modification. Sanctions are only used where necessary and appropriate to the pupils and the misbehaviour that has taken place.

2. Aim of the policy

This policy aims to:

- Create a culture of exceptionally good behaviour for learning, where pupils are **ready** to learn, **respectful** of all members of our community and our resources, and **safe**
- Ensure that families are supportive of the school's policy and that they are directly involved in its implementation wherever this is appropriate and necessary.

2.1 Objectives

All members of the community will embrace the values of the school in creating a calm and purposeful climate for learning, where pupils are 'ready', 'respectful', and 'safe'.

Value	Competences	Example
Discipline	Presentation, self-regulation of behaviour, organisation	Pupils wear uniform correctly and take pride in their appearance. They manage behaviour, are appropriately equipped, and always on time.
Hard Work	Learning	Pupils are committed to perform to the best of their ability in all class, home, and extra-curricular activities.
Honesty	Working with others, self-reflection	Pupils are honest in all communication, and when reflecting on their progress and identifying areas for improvement.
Humility	Managing situations and feelings	Pupils are determined to achieve, but modest about successes, respecting and supporting others.

3. The Learning Environment

The school believes that an appropriately structured curriculum and effective learning ethos contribute to good behaviour. Good teaching that plans for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback, help to avoid the alienation and disaffections which can lie at the root of poor behaviour. Classroom management and teaching methods have an important influence on pupils' behaviour.

It follows that:

- There should be a positive climate for learning
- Teaching methods should encourage enthusiasm and active participation for all
- Following the Culture for Learning Blueprint and the non-negotiables.

4. Roles and Responsibilities

- The Local Governing Body will establish, in consultation with the Principal, staff and families and carers, the policy for promoting good behaviour and keep it under review through regular reports at Local Governing Body meetings, analysis of staff and parent surveys, and analysis of school data
- The Principal will be responsible for the implementation and the day-to-day management of the policy
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied
- This policy defines the powers of staff to respond to misconduct when it does occur
- Families will take responsibility for the behaviour of their child, both inside and outside the school. They will be encouraged to work in partnership with the school, particularly in seeking to reinforce and live by our shared values which underpin our school's vision
- Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations
- Pupils will also be clear what action to expect if they fail to meet these expectations and have a responsibility to ensure that incidents of disruption, peer on peer abuse, violence, bullying, verbal abuse and any form of harassment are reported
- Pupils will understand that failure to report an incident of bullying is condoning the behaviour, and makes them complicit.

4.1 All staff

All staff will:

- Follow the Culture for Learning Blueprint
- Meet and greet pupils at the door
- Refer to our values (discipline, hard work, honesty, and humility)
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Recognise successes throughout every lesson with praise
- Be calm and give 'take up time' when going through the levels
- Prevent before sanctions
- Follow up every time, retain ownership and engage in reflective and restorative dialogue with learners
- Always challenge learners who are behaving badly (although this may be strategically delayed)
- Record positive and negative incidents on the school management information system.

4.2 Middle leaders

Middle leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence in the Subject Area to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on meetings or supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of Positive Notes and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions.

4.3 Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather, they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners. Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at session changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies.

5. Rewards

The school's emphasis on rewards is to reinforce the behaviour of pupils who are **ready**, **respectful**, and **safe**. Rewards have a motivational role, helping pupils to see that good behaviour is valued. The school will operate a hierarchical rewards system, rewarding pupils for the achievements in a range of areas, including:

- Academic achievement
- Commendable effort
- Contribution to the school
- Contribution to the community
- Meeting our three expectations
- High quality class or Home Learning
- Politeness and good manners.

Rewards will include:

- Formal logging of the positive behaviour on the school management information system
- Postcards and phone calls home
- Pupil of the week award
- Principal's award
- Outstanding contribution ties and sports colours.

6. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator, middle, or senior leaders will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we may liaise with external agencies and plan support programmes for that child. We will work with families to create the plan and review it on a regular basis.

6.1

Staff members hold transition meetings with primary schools for Year 6 into Year 7. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

6.2 Sanctions

Children and young people will make mistakes and on occasions may behave poorly. Appropriate boundaries and positive habits of behaviour can be reinforced through the application of timely and proportionate sanctions. Sanctions will not be purely punitive, but will also provide guidance for pupils to make positive changes to their behaviour, both for self-reflection and to repair any harm caused.

Relationships are at the heart of our work; therefore, restoration to any damaged relationship is essential and the school will ensure that time and support is given to its achievement.

Before choosing a sanction, the teacher will consider:

- Whether a pupil has special educational needs, a disability, or long-term medical condition
- The pupil's age and understanding
- Whether they have any religious requirements affecting them
- Whether any other protected characteristic influenced behaviour
- The school will operate a hierarchical sanction system, which is proportionate to the behaviour being challenged. Sanctions will not be humiliating or degrading. The range of sanctions used include:
 - Verbal reprimand
 - Moving a pupil's position in a class or exiting them from the class
 - Setting extra work or requiring a pupil to repeat work until it meets the required standard
 - Setting academic tasks (such as writing an essay)
 - Community service (for example, picking up litter, tidying a classroom, removing graffiti, removing chewing gum etc.)
 - Reparation Meetings (before school, break, lunchtime, or after school)
 - Internal isolation, fixed-term suspension, off-site direction, or permanent exclusion.

6.3 Lesson sanctions

Level 1: Expectation reminder

- Following an incident of unacceptable behaviour, the whole class will be reminded of the expected behaviour.

Level 2: Time Out

- Following the expectation reminder, if the pupil continues to demonstrate negative behaviour they will be asked to leave the room to have time out for self-reflection. The teacher will find an appropriate time to have a conversation with the pupil outside of the classroom. The teacher will decide if they can re-enter the room
- The pupil will receive a break, lunchtime or brief after school reparation meeting to explain what behaviours are expected in future
- The incident will be logged on the school management information system.

Level 3: Exit

- Where a pupil is disrupting the learning of others they may be exited from the class to complete their work in a different classroom
- The incident will be logged and the pupil will receive a reparation meeting or other appropriate sanction and a phone call home will be made
- In cases where damage to property has occurred, pupils and their families may be asked to contribute to covering the cost of the damage.

Staff have the authority to discipline pupils for behaviour outside of the school at any time when they are:

- Taking part in a school organised or school-related activity
- Travelling to and from the school
- While wearing the school uniform
- Any other way where the pupil is identifiable as a member of the school
- Any breach of the school Behaviour for Learning and Discipline Policy through online activity.

The school can also discipline pupils at any time for behaviour that:

- Has repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

6.4 Unacceptable Behaviour

Pupils must understand that there are consequences which result from all behaviour. Serious misconduct or misbehaviour will not be accepted and may result in a suspension or a period of off-site direction at another local school. Whenever possible the school will use internal isolations as an alternative to fixed-term suspension, recognising that pupils often prefer to be at home, rather than isolated in school. In some cases, serious misconduct or persistent misbehaviour may result in permanent exclusion. Examples of unacceptable behaviour include:

- Violence towards pupils or adults
- Theft
- Vandalism
- Insolence
- Defiance
- Dishonesty
- Child on Child Abuse
- Verbal Abuse
- Online Abuse
- Youth Produced Sexual Imagery
- Bullying
- Sexual Harassment or abuse
- Swearing
- Possession of dangerous items, devices or banned items.

Pupils involvement with drugs is prohibited including:

- Use of drugs (alcohol, tobacco, vapes, illegal drugs, non-illegal drugs)
- Possession of drugs or instruments
- Being present when one or more pupils are using drugs.

Pupils may be excluded and the Police notified if pupils are involved with any illegal drugs.

6.5 Malicious allegations

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

The Principal will also consider the pastoral needs of staff accused of misconduct (see page 25 of the SMAT Child Protection and Safeguarding Policy).

6.6 Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. These include:

- Knives, weapons, or replica weapons
- Alcohol, illegal drugs, or stolen items
- Tobacco, cigarette papers, e-cigarettes, vape devices
- Fireworks, lighters, or matches
- Spray-paint
- Any article that staff suspect has been, or is likely to be used to commit an offence, or to cause personal injury, or to damage property.

All staff can search a pupil's possessions with verbal consent from the pupil. All staff have the statutory power to search pupils of their possessions, without consent, where they have reasonable grounds for suspecting the pupil has a prohibited item. We will not seek parental consent before a search.

We will also confiscate any item which is harmful or detrimental to school discipline, including chewing gum, aerosol deodorant, and mobile phones. Confiscated items may be returned to pupils or their families after discussion with senior leaders and families, if appropriate. Any items not reclaimed within two weeks, or by the end of the term, may be disposed of by the school.

The choice of the sanction will be determined by the specific circumstances. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

6.7 Mobile phones

Based on advice from our Safer Schools Partnership with the Metropolitan Police, pupils carrying mobile phones are potential victims of theft on their journeys to and from school. If Saracens High School pupils are known in the locality for not carrying phones (and other valuables) they are much less likely to be targeted as a victim of crime. In addition, mobile phones frequently raise issues of cyber-bullying, e-safety, and ultimately can distract from our core purpose of learning. Where families want to be able to contact their child at school we encourage them to do this by contacting the school reception. If they wish for their child to take a phone to school so they can be contacted to and from school in an emergency, we will permit the use of a basic non-smartphone with no camera, that only allows for calls and text messages. It must be locked in the pupil's locker the entire day and only be retrieved when the pupil is leaving the site. Pupils in possession of a mobile phone during the school day will have them confiscated and will only be returned to families at the end of the day.

7. Support systems

Pupils may be put on to an academic or attendance and punctuality report if there is a trend of

unacceptable behaviour. The report may be monitored by the pupil's Learning Coach, Year Lead or Learning Mentor, or a member of the Senior Leadership Team.

7.1 Isolated reflection

The school will operate a reflection area where pupils can be placed in isolation, away from other pupils for a temporary period. Pupils will not be isolated longer than necessary, and time will be spent as constructively as possible.

7.2 Positive Change Report Plan (PCR)

A Positive Change Report Plan (PCR) is a formal written monitoring and support plan put in place for pupils who show persistent negative learning behaviours. Triggers for a PCR include:

- A high level of negative incidents in comparison to the school population
- Substantial intervention with the desired improvement
- Academic underachievement
- One or more isolations or suspensions
- A high number of reparation meetings in comparison with the school population.

PCRs set clear, positively phrased, targets for improvement with success criteria. Pupils', staff members', and family views are collected in setting up the process. Behaviour linked to the targets is monitored daily by the lead teacher and families.

A review meeting will take place between two and three weeks after the start of the plan. If there has been sufficient improvement and targets have been met, the process may end at this point, or continue with further review meetings. The final review meeting will take place six weeks after the start of the plan. The possible outcomes are: a celebration of the successful completion of the plan; if targets have been partially met, a short extension to the plan can be agreed where the targets are expected to be achieved; progress to a Pastoral Support Plan (PSP).

If behaviour deteriorates during the PCR, it may be escalated to a PSP at any point.

7.3 Pastoral Support Plan (PSP)

A Pastoral Support Plan (PSP) is a formal written monitoring and support plan for pupils who are at risk of permanent exclusion. It is put in place where pupils have:

- Not achieved the targets linked to their Positive Change Report Plan
- Failed to improve behaviour following substantial intervention
- Multiple or lengthy suspensions
- Other serious concerns.

PSPs set clear, positively phrased, targets for improvement with success criteria. Pupils', teachers', and family views are collected in setting up the process, which is supported by at least one member of an external agency. Behaviour linked to the targets is monitored daily by the lead teacher and families.

A PSP is a twelve-week process with review periods at week four and week eight. While on a PSP, pupils will be supported by the member of staff leading the process, members of the Senior Leadership Team, and/or members of the Pastoral team.

It is likely that there will be further support, possibly through an external agency. At the end of the twelve weeks, the lead teacher will report to the Principal of the school that the pupil:

- Has successfully achieved their targets and the PSP has ended
- Has partially met their targets and recommend a six-week extension where it is felt they will be successful with extra time
- Has not met their targets. In discussion with senior colleagues, the pupil, and their family the Principal will consider permanent exclusion, alternative provision, a period of off-site direction, or a managed move.

If the pupil demonstrates seriously negative behaviour while on a Pastoral Support Plan the decision can be made to end the PSP process early, prompting a decision for permanent exclusion, alternative provision, off-site direction, or a managed move.

8. Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property.

Incidents of physical restraint must:

- Always be used as a last resort
- Never be used as a form of punishment
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Be recorded.

8.1 Recording the use of reasonable force

The school will log 'uses of reasonable force' on CPOMS. The CPOMS entry should include:

- when and where the incident took place
- the names of any other staff or pupils who witnessed the incident
- the reason that force was necessary (e.g. to prevent injury to the pupil, another pupil or member of staff)
- how the incident began and progressed the pupil's response, and the outcome of the incident
- details of any injury suffered by pupils or a member of staff and of any damage to property.

9. Communication and Family Partnership

A high priority is given to maintaining clear communication within the school and to developing a positive partnership with families, since these are crucial in promoting and maintaining high standards of behaviour. Families have access to the school management information system and this will be updated daily by the school.

A positive partnership with families is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which families are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. Home school contracts can be used to support with behaviour expectations including attendance. Contracts are voluntary, but any non-compliance will be recorded.

The school will communicate policy and expectations to families. Where behaviour is causing concern, families will be informed at an early stage, and given an opportunity to discuss the situation. Parental/carer support will be sought in devising a plan of action within this policy and further disciplinary action will be discussed with the families. We will provide information to families about other types of support available, such as details of national and local agencies and helplines including CAMHS and support from our Assistant Year Leads, Learning Mentors and Counsellors where appropriate.

10. Monitoring arrangements

This Behaviour for Learning and Discipline Policy will be reviewed by the Principal and Local Governing Body every two years.