



ST. SAMPSON'S HIGH SCHOOL

Behaviour Policy

Last Review Date:	September 2024
Reviewer:	THS
Next Review due:	September 2025

1.0 St Sampson's School Behaviour Policy rationale

St. Sampson's School is working towards becoming a United Nations Rights Respecting School. Our Behaviour Policy is built around supporting all members of our community to understand their rights and the responsibilities they have for keeping our community safe.

St. Sampson's School encourages good behaviour and positive relationships through a mixture of high expectations, pastoral support and an ethos which ensures pupils are able to take 'Positive Steps' in their education.

St. Sampson's has in place a range of rewards to recognise good behaviour, and clear sanctions for those who do not meet the required standards of behaviour which are designed to keep *all* pupils safe and allow them to thrive in line with our vision.

This Policy aims to outline the measures by which the school aims to promote good behaviour, self-discipline and respect; prevent bullying; ensure that pupils complete assigned work; and regulate the conduct of pupils.

The commitment of staff, pupils and parents is vital to develop a positive whole school ethos. St Sampson's reserves the right to apply this policy to all pupils and any time a pupil is recognisable as a St Sampson's pupil regardless of whether this is before/during/after school hours. The application of this policy is not dependent on whether the pupils are wearing school uniform.

2.0 Rewards

St Sampson's is committed to regularly celebrating the success of all pupils in a variety of ways, as we recognise that focussing on success and positive outcomes is essential to developing a positive culture and ethos across the school. The many ways we celebrate success are listed below and may be reviewed by pupils, parents and staff during the academic year.

2.1 – Merits

Pupils can obtain merits in a number of ways and these merits will be logged on ClassCharts. We at all times will focus on capturing the positive and pupils who meet the standards will be recognised.

We recognise pupils who achieve high numbers of merits in a variety of ways. This includes contact home, badges collected via the Classcharts App, names on internal TV screens and other forms of in school celebrations.

Pupils can also earn merits to spend in our Classcharts Reward Shop. They can choose a reward based on the amount of merits they have and redeem it at a time of their choice. This includes requesting calls home, hot chocolate Fridays and money off food in the school canteen as well as more significant rewards such as use of the climbing wall, breakfast for the tutor group and afternoon tea with the Principal.

Pupils are able to make suggestions for other rewards and recognition via their school council reps and the suggestion boxes around the school.

2.2 - St Sampson's Legends

These are postcards given to pupils for doing something special either in or out of class. If the pupils receive one of these awards they will receive a postcard with what they have done well to bring home. Merits will also be logged on the system.

2.3- Recognition

The School Newsletter, Facebook, the school website, Classcharts messaging, plasma screens and Assemblies are used to highlight pupils' achievements.

2.4- Termly Celebration Assemblies and Events

Individual pupils are recognised in Year Group termly assemblies for exceptional achievement. Pupils may also be invited to attend reward and recognition events.

2.5- Celebration Evenings

Annual Celebration Evenings are held with Year 11's having a Graduation Evening in November after leaving St Sampson's. Awards are given in the following categories:

- Outstanding Attainment, Effort or Subject Award in a particular subject (nominated by their teacher)

2.6- Tutor/House System

Competitions are held between tutor groups/Houses for particular activities and occasional prizes given. Inter-House sports competitions are held between Tutor Groups during the year.

3.0 St. Sampson's Standards

- I am always on time
- I follow instructions first time
- I follow the 'Learning Mode'
- I don't distract others from their learning
- I complete work to the best of my ability
- I treat everyone with respect in the way I act and the language I use

Unacceptable Language

At St Sampson's High School all students and staff will be treated with respect, any student using unacceptable language even if not directed to anyone specifically will receive a sanction, this will be logged on ClassCharts and can range from lunch detention to in the extreme cases FTE.

Mobile Phone/Headphones

Mobile phones play a key part in children's lives however, they can cause major distractions to their learning and can lead to them struggling to build positive friendships. St Sampson's has a clear policy to ensure mobile phones do not distract pupils from their learning:

- Phones should not be out at any time during the school day unless directed by the teacher for learning purposes.
- Phones should be put away as soon as pupils enter School and not be out until 3:05 pm.
- If pupils are seen with headphones out this will be dealt with in the same way as having a mobile phone out in school.

Failure to follow this will result in:

- The phone being confiscated and placed in the School office for the rest of the day.
- Failure to hand the phone in will result in being placed in Internal Exclusion (reset) for 3 lessons and a social time.
- Persistent use of the mobile phone or defiance will result in escalation of sanction, this could include further internal exclusion or fixed term exclusion.

Expectations of staff

Behaviour management

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Warmly greet all students at the threshold of the class room at the start of each lesson.
- Provide a “Do Now” task that is linked to prior learning at the start of the lesson and students will do this in silence.
- Use Learning modes:
 - Quality audience
 - Individual learning
 - Paired learning
 - Ready to read
 - Assessment conditions
- Lessons will end with students standing behind their chairs and dismissed row by row.

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 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
- Never be used as a form of punishment
- Be recorded on the education department template and reported to parents

4.0 Classcharts

Is a web-based platform that we use at St Sampson's High for a variety of daily functions. These include recording of all behaviours positive and negative, setting of Extended Learning (homework's), contact with pupils' and parents, announcements, detention notices and pupils' timetables. It is essential that parents and pupils are logged into this system.

5.0 Staged response to incidents where behaviour expectations have not been met:

A positive learning environment is best maintained through the focus on and positive reinforcement of good behaviours and not through the confrontational challenge of negative behaviours. At St Sampson's School, we recognise this through the effective use of our staged reward and sanctions systems.

Staff make a commitment to 'catch pupils being good' as often as possible and reinforce this through non-verbal and verbal acknowledgement and praise as well as using some of the more formal rewards available.

When staff do feel the need to resort to formal warnings and staged sanctions they are committed to doing so in a calm, non-confrontational and professional manner at all times.

Teachers should not feel constrained by this staged approach and are free to use their professional judgement when judging the seriousness of an incident.

ST SAMPSON'S HIGH SCHOOL STANDARDS

1 I AM ALWAYS ON TIME



2 I FOLLOW INSTRUCTIONS
the first time.

3 I FOLLOW THE 'LEARNING MODES'

4 I DON'T DISTRACT OTHERS
from their learning.

5 I COMPLETE WORK
to the best of my ability.

6 I TREAT EVERYONE WITH RESPECT
in the way I act & the language I use.

FAILING TO MEET EXPECTED SSHS STANDARDS

IN LESSON

- 1**
- Reminder of the expectations
 - Yellow Warning Card on desk

- 2**
- Removal to designated room
Pupil : Stand outside the room
Staff : Classcharts, On Call & log

COMPLY *you choose* **REFUSE**

- 3**
- Attend designated room
 - Lunchtime detention

- Taken to 'Reset'
- 3 full lessons & social time removed

- 4**
- Fail the designated room*
- Taken to 'Reset'
 - 3 full lessons & social time removed

OUT OF LESSON

- 1**
- Reminder of the expectations

- 2**
- WARNING** : This is your last chance to make the right choice

- 3**
- DEFIANCE** : Taken to 'Reset'
3 full lessons, social time removed



Conduct Around School

St Sampson's School is working towards becoming a United Nations Rights Respecting School. Our Behaviour Policy is built around supporting all members of our community to understand their rights and the responsibilities they have for keeping our community safe. To do this we ensure that the environment is safe and a happy environment for all members of our community:

- pupils need to move safely and orderly around the School site at changeovers and breaks and lunches.
- pupils are respectful to all members of the community and speak in a respectful manner.
- pupils respect the School environment and ensure they treat it with respect.

6.0 Detentions

If a pupil is placed in detention they will be escorted to detention at the end of the lesson by the class teacher to the detention room, if they refuse to do this it will lead to scaling of the detention.

6.1 Lunchtime detentions

Lunchtime detentions will take place daily, these will be set for:

- Lesson removal to designated room
- 3 strikes on their uniform card within a half term
- Late twice in a week
- Unacceptable Language used

6.2 Failure to attend

- Failure to attend a lunch time detention will result in the student being placed in Internal Exclusion for 3 full lessons plus a social time undertaking set work.

7.0 Consistent Expectations

Consistency is key, research shows pupils are much less likely to push boundaries if they know that what is expected of them and staff are consistent; from one classroom to the next; one teacher to the next; one subject to the next; one year to the next.

All members of the school community are regularly reminded of the high expectations we have of all members of our community.

8.0 Restorative conversations

Restorative conversations are a process which restores relationships where there have been problems. It is an opportunity to discuss what happened and to take steps to avoid further incidents in the future.

When there has been an issue the people involved will meet to discuss:

- What happened?
- Who else has been affected by this?
- What can be done to stop this from happening again?

It is important to understand, however, that restorative conversations can only be successful where there is an acceptance of wrong-doing and completion of an appropriate sanction on the part of the individual who has failed to meet the expectations of appropriate behaviour.

9.0 Regulating pupil conduct and misbehaviour outside the school premises

St Sampson's School aims to prepare pupils for a life beyond education.

St Sampson's School may discipline a pupil for any misbehaviour when the child is:

- 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 pupil at the school.

Or misbehaviour at any time, whether the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

The School is committed to ensuring our pupils act as positive ambassadors for us. We expect the following:

- good order on transport to and from school, educational visits or other placements such as work experience or college courses
- good behaviour on the way to and from school
- positive behaviour which does not threaten the health and safety of our pupils, staff or members of the public
- reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school
- protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

10.0 Inclusion and Pastoral Support (In line with Articles 2 and 3 of UNCRC)

We aim to support all our pupils to ensure that every child succeeds during their time at St Sampson's. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils. We will always consider whether continual disruptive behaviour is the result of an unmet educational or other need/s and should we consider this to be the case, whether multi-agency assessment would be appropriate. Some examples of support are listed below:

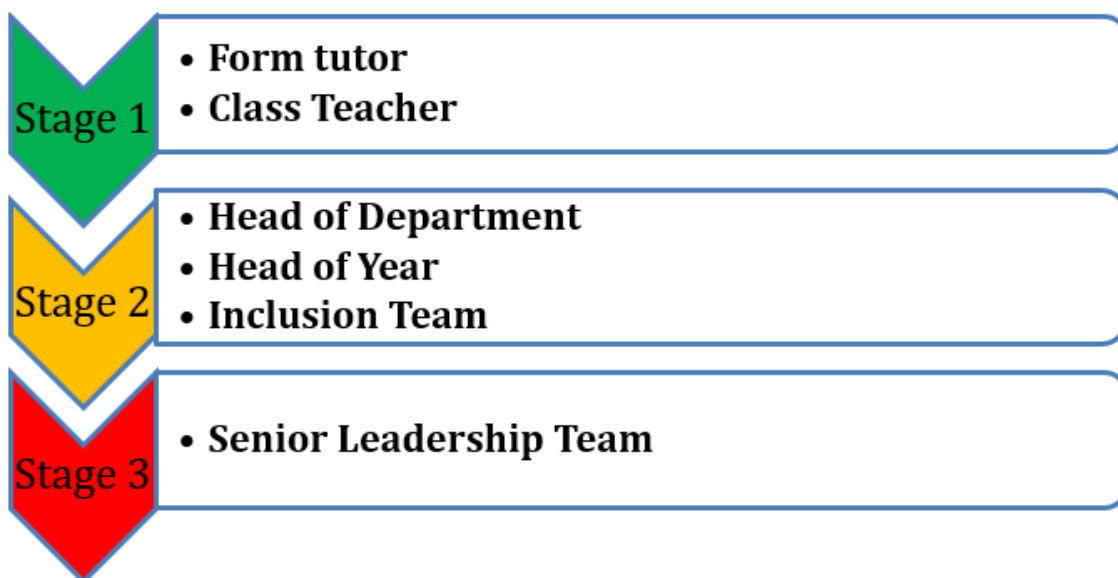
- Monitoring report cards with targets to promote success in lessons
- Tiered approaches to support (**appendix 1**)
- Increased communication between home and school
- Learning Plans and pupil Passports
- Referral to relevant agencies

- Support from the Inclusion Support Team which consists of the SENDCo (Special Educational Needs and Disabilities Coordinator), Assistant SENCO, Inclusion Mentors, Learning Support Assistants and Family Liason Officers.
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management
- Additional literacy or numeracy support where this is identified as a barrier to learning and impacts on a child's behaviour
- Targeted and specialised curriculum provision
- Building timetables (for a specified time)
- Additional support around transition points

Every child is different and all support is tailored to meet the needs of each individual, in the recognition that what works for one child may not for another.

11.0 Phased approaches to support

At St Sampson's we have a phased approach to supporting pupils in making positive choices. There a 5 Phases and the expectations for staff are outlined below:



Where pupils are involved in serious incidents of poor behaviour which may result in exclusion intervention at the appropriate phase will occur.

Please see Appendix 1 for details of the staged approach.

12.0 Reset (Internal Exclusion)

We are committed to inclusion of all and to preventing exclusion. However, there may be times when a pupil requires time away from normal lessons to refocus and begin to take positive steps. Pupils may be asked to work in the Reset (Internal Exclusion area) or the Transitional Learning Support (TLS) for whole or parts of a day in an attempt to support them back into mainstream lessons. Referring pupils to either support base is a decision that is taken collaboratively between members of the pastoral team and senior leadership team.

Pupils may be placed in Reset (Internal Exclusion) for some of the following reasons:

- Failure to attend a designated room as instructed
- Failure of expectation in a designated room
- Failure to attend a detention
- Failure to follow instructions of staff and not meet expectations of behaviour (Defiance)

Pupils will be given clear chances to be successful in IE, which include the follow:

- Warning with a Yellow Card placed on the desk
- Additional hour added to their time
- On-Call Warning – Risk of exclusion

Failure to comply with the rules of Reset or the refusal to enter Reset may result in a fixed term exclusion, this could also lead to the pupil having to complete their time in IE on their return.

13.0 Fixed Term Exclusion (FTE)

We will endeavour to avoid fixed term exclusion wherever possible. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the school's behaviour policy. All exclusions are authorised by the Principal or designated representative (Deputy Headteacher or Assistant Principal) or in their absence the next most senior member of staff.

14.0 Serious breaches of the school Code of Conduct include:

- **Smoking- including all forms of e-cigarette/vaping devices**
 - Smoking, in all its forms, is detrimental to health, anti-social and not conducive to a safe school environment. Smoking is not permitted anywhere on the school site.
 - We will apply this policy to any pupil who is seen smoking or we suspect of smoking. See also; **St Sampson's School Misuse of Substance/Drugs Education Policy**
- **Racist or other discriminatory language**
- **Physical assault**
- **Other serious incidents as agreed by the HT and Senior Team on a case by case basis.**

15.0 Behaviour of parents/carers

St Sampson's School is passionately committed to building strong and positive relationships between the School and parents and carers. We are grateful for regular feedback from parents via questionnaires at parents' evenings and on a day-to-day basis. Staff emails are made available to allow efficient communication between parents/carers and school. Staff liaise closely with parents to support effective transition into the school.

All members of St Sampson's School staff will do everything they can to support all pupils, parents and carers, communicating professionally at all times.

The School has a duty to ensure staff work in a positive environment free from any form of harassment or intimidation. To this end the school will take firm action against any parents who behave inappropriately towards the school or any members of staff this includes the use of banning orders or specifying specific mechanisms of communication.

The School deems any form of aggression or threat either physical or verbal, rudeness and malicious accusations as inappropriate, and this includes all forms of communication including emails.

16.0 Allegations of abuse against staff

Allegations of abuse will be taken seriously. The school and where appropriate, the Education Office, will investigate allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported. Where necessary or appropriate, reference should be made to the policy; Conduct and Capability for Principal, Teachers and Lecturers.

17.0 Pupils who make malicious accusations against school staff

The Principal will take any allegations whether malicious or not against any member of staff extremely seriously. Any allegation that is proven to be false is a serious matter where the Principal will work with all parties sensitively and follow behaviour sanctions within their remit. Depending on the nature of allegation and incident the sanction could be taken further after consultation with the Executive Principal and/or Director of Education.

Appendix 1:

Universal Offer	All School Staff	Ensure stretch and challenge Whole School Pastoral support Ensure High Quality Teaching
Class and Form Tutor Support	All School Staff Form Tutor Relevant Class Teacher	Form/Class teacher intervention Form/Class report put in place Detentions in line with the behaviour policy Pupil voice to look at issues. Flag to HOY ; HOD; HOF for possible additional support
HoY and HoD Support	Head of Year Head of Department	HOD HOF/Y to make contact home to raise concerns HOD HOF/Y report as appropriate Look at patterns of poor attendance Seek support for SENCO if necessary HOY to seek support from the Family liaison Officer or Inclusion Mentor SENDCo/Assistant SENCO to support the creation of a Pupil passport to share with staff
Inclusion Support	SENCO Assistant SENCO Head of Year	Referrals to appropriate agencies Bridging timetable Parental meeting with the SENCO or Assistant SENCO Assigned Learning Mentor or Key worker Full review of Passport and as part of graduated response
SLT	SLT	SLT Report SLT Parent Meeting