



Learning that Connects

BEHAVIOUR GUIDELINES

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Behaviour Guidelines and Rules

At Studio West we strongly uphold our motto “Learning that Connects”. From this it follows that good behaviour at school follows the same principles as good or professional conduct in the workplace. On work placements, students should study and follow the employer’s Code of Conduct, just as the school rules must be kept. Students should bring into school their learning about good conduct at work; they should also take to the workplace their learning about good behaviour at school.

1. Behaviour for Learning

- Always do as staff ask.
- Listen to members of staff and others.
- Do not interrupt, shout out or talk over others.
- Hang coats and place bag in an appropriate place not on desks/tables
- Bring basic equipment and homework planner to lessons
- Enter room in an orderly manner and complete a settling activity.
- Sit in the seat assigned to you by your learning coach, as per the seating plan.
- Complete all learning tasks to the best of your ability.
- Complete all homework
- Face the member of staff talking to you.
- Put your hand up to answer or ask a question.
- Value, respect and be kind to others.
- Take pride in your learning area.
- Do not eat or chew gum.

2. Around the School

- Always do as staff ask.
- Walk sensibly on the left.
- Take pride in your school.
- Put litter in the bin; don’t drop it.
- Do not swear.
- Do not run or shout indoors.
- Do not eat or drink outside dining areas (except for plain water).
- Do not gather in large groups as this can interfere with others.
- Do not fight and keep or indulge in horseplay which could lead to something more serious.

3. Caring for Others

- Students should respect and tolerate all differences.
- Do not use racist, sexist, homophobic or any other insulting, bullying and abusive language and behaviour. (see Anti Bullying Policy)

4. Mobile Phones

Mobile Phones – Key Stage 3

Students in Key Stage 3 must have their mobile phones switched off at all times. They are not permitted to be used at any time of the day including break time and lunchtimes. Phones are allowed to be held in school bags during the day but if they are used at any time, will be confiscated and returned to the student at the end of the day, in the first instance.

The only exception to this is where a member of staff has specifically asked a class/student to use mobile phones for an educational purpose e.g. to photograph their work. In this case, students must switch phones off and put back in their bags before leaving the lesson. If the offence is repeated, the phone will be confiscated and returned to parent or care after an appropriate time. Emergency phone calls can be made from Reception.

Mobile Phones – Key Stage 4 and Post 16

Students must have their mobile phones switched off and out of view at all times apart from during break time and lunchtimes. During break and lunch times, phones are only permitted in the Common Room, Dining Room and Outside break areas.

The only exception to this is where a member of staff has specifically asked a class/student to use mobile phones for an educational purpose e.g. to photograph their work. Students must switch phones off and put back in their bags before leaving the lesson.

If a mobile phone is seen in school, it will be confiscated and returned to the student at the end of the day, in the first instance. If the offence is repeated, the phone will be confiscated and returned to parent or care after an appropriate time. Emergency phone calls can be made from Reception.

5. Smoking

Studio West has zero tolerance on smoking to promote good health and benefit all site users. If you are caught smoking, or are in the company of others who are caught smoking, sanctions will be applied, parents/carers involved and a smoking cessation programme will be arranged.

6. Toilets

Students should ensure that visits to the toilet take place at break and lunchtime and not during lessons. Students with medical passes are an exception to this.

7. Visitors

You should ensure any visitors you bring onto the site sign in at the office. If you see any strangers on site without a visitors badge please tell a member of staff. Following these guidelines should make Studio West a safer and more pleasant environment for all.

If you see any student behaving in an anti-social way, report it to a member of staff.

8. Dress Code

Students are expected to wear uniform at all times when in school or when representing the school elsewhere, including the workplace, unless the employer requires you to wear different clothing.

Please note that for Health and Safety reasons footwear should be sensible:-

- Shoes must be black, practical and have a sensible heel
- Boots are not allowed
- Apart from a watch and a discreet stud in each ear, the wearing of jewellery is not allowed, and will be confiscated.
- No facial piercings are allowed.
- Hairstyles and makeup should be conservative. Only hair colour which could be natural will be permitted.
- The wearing of any headwear including those that hide the face e.g. 'hoodies', balaclavas and snoods is prohibited on the site, except outdoors when poor weather requires it.

9. Food and Drink

Studio West aspires to promote healthy living. The consumption or possession of carbonated drinks in school is not permitted. The chewing of gum in school is not permitted.

10. Lateness

The Attendance Officer will make a record of any student who is late. The student will be issued with a lunchtime detention for the same day. The duration of the detention will equal the number of minutes late. The student must then go straight to their lesson and cause minimal disruption to other students.

Sanctions for Poor Behaviour for Learning and Commitment

There are a range of behaviour sanctions that may be employed by members of staff at Studio West. If members of staff do use these they are to be used as strategies to support students to improve their behaviour for learning. Parents and carers should support these strategies as part of the Home School Agreement to work in partnership to support children as they grow and learn.

Sanctions vary in seriousness of consequence dependent on the serious or persistent nature of behaviours that detract a learner from their own learning or other learners.

Learning Area Sanctions

Staff may use a variety of methods to maintain engaged and positive learning these include :- verbal or non-verbal rule reminders, quiet talks, warnings, movement in learning area, kept behind, sent out to cool down or to a colleague's learning area.

If a student persists and is underachieving, it is good practice for staff to discuss the issue with parent/carers.

Detention

When students have failed to listen to warnings and who have persistently disrupted learning or have failed to meet learning expectations they may be detained. This could be:-

Staff Detention – break, lunchtime or after school

School Detention – break, lunchtime or after school

Parents will be informed and given 24 hours' notice if a student is to be detained after school.

On Report

Report is a way of monitoring behaviour, commitment and attendance on a lesson by lesson basis.

Parents/carers will be contacted and the reasons for the report and the aims of the report will be discussed. Parent/Carers will see the report daily and sign it.

Students who persistently fail to meet the expectations of the Studio West Challenge with poor learning behaviour may experience these more serious behaviour consequences:

Buddy Schedule

Occasionally a situation may arise which requires a student to be removed from their usual class and placed with another Learning Coach. All staff should familiarise themselves with the Buddy Schedule which outlines other appropriate classes for a student to move to.

In the case of a more serious incident, staff may judge it necessary to contact the Principal or Deputy Principal. The Principal or Deputy Principal would make a judgement as to whether the student returns to their next lesson or is sent home.

Fixed Term Exclusion

Students may be excluded from school premises for short term periods e.g. 1, 3 or 5 days.

Parents will be informed of the exclusion and must attend a reintegration meeting with their child and this will be attended by the Principal or Deputy Principal.

Permanent Exclusion

Whilst Studio West works hard to avoid this sanction it reserves the right to exercise it when the learning and welfare of students and staff is placed at risk. This is the equivalent of Dismissal from employment.

Appendix 1: Support Systems to help students improve Behaviour for Learning

Restorative Practice – Staff will usually attempt to resolve minor incidents by embarking on a restorative conversation. Studio West makes learning and progress a top priority. Therefore, if behaviour issues can be resolved at the earliest time, and before the next lesson, barriers to learning can be de-escalated and reduced and relationships strengthened. This process should adopt a spirit of reconciliation. Student should reflect on the consequences of their actions but also the actions necessary to improve their learning. Staff should not 'reinvent' the conflict but approach the discussion in a spirit of solution focus.

The supportive measures used by Studio West to help students change their behaviours will usually require parental support and in some cases consent so there is a common thread with all of these measures of working with parent/carers.

SEN Register: Students who are identified as having BESD (Behavioural Emotional Social Difficulties) issues may be placed on the SEN register at either, School Action Plus or Statemented level. They will have an Individual Behaviour Plan produced by the SENCO. The IBP will set our behaviour targets for students and include advice and guidance for staff. In some cases, dependent on individual needs, a student may have extra classroom Learning Support Assistant support.

Additional Support: When a student's behaviour and attendance difficulties are seriously undermining achievement a student may be referred by senior staff to a range of other external agencies including:-

- Educational Psychologists
- Health Service
- Streetwise Counsellor or Catch 22 Advisor
- YOT
- Common Assessment Framework (CAF) – it is expected that a CAF is put in place to establish a 'team around the child' that involves parents/carers if a student is at risk of exclusion.

Rewards for Achievement and Progress – The Studio West Challenge

The Studio West Challenge encourages all learners to be:

- Committed
- Caring and Co-operative
- Capable
- Contributing

Learners who rise to the expectations of the Studio West Challenge will be rewarded by the school rewards system:

Studio West Bonus Points: Students will earn Bonus points for meeting the Studio West Challenge by having excellent attendance, always trying their best, developing their capability as a learner and demonstrating that they are caring, cooperative and contribute to our community.

Appendix 2: Managing Behaviour for Learning – Staff Good Practice Guidance

The following advice may be especially useful to staff who are new to the school.

Consistency

Studio West is able to achieve high standards and realize high expectations only as long as we accept collective, consistent responsibility and agree on common standards. Apply the Studio West Challenge expectations and school standards rigorously and maintain a professional relationship with students. It is good to be warm and caring in your approach to students, but maintain a professional distance at all times; do not extend or accept inappropriate personal remarks or students calling you by first names or nicknames; it is unwise ever to touch students, except for their safety or your own, or except as an essential part of instruction.

Planning for Behaviour for Learning

Staff should plan for behaviour outcomes. They should plan to make routines and expectations clear and understood. The expectations for behaviour should be fair, consistent, realistic and positive. The coach should plan the behaviour routines and expectations based on each student's starting point and needs. The outline for students on how they can behave should be explicit. An example to illustrate this could be the coach modeling positive and active listening skills, and the acceptable noise level for students embarking on a class discussion. In the same exercise an expectation for one student maybe higher or lower than others. Thus each student is able to make progress from their own starting point.

Leading by Example

We should have high expectations of our students; we expect them to dress smartly and appropriately and take care with their appearance; we expect them to behave with courtesy and respect towards us and other students; we expect them to use good, formal English in the learning area; we expect them to attend regularly, be consistently punctual and meet deadlines. We expect our students to be committed to their learning opportunities.

There are frequent opportunities for staff to demonstrate to students their own smart appearance, courtesy and respect, good English, punctuality and honouring of deadlines and we must offer all these examples at all times, for unfortunately students will follow a bad example as well as a good one; falling short in any of these respects would leave us without moral authority for our high expectations and would make it difficult for our colleagues to support us effectively.

Praise and Encouragement

Praise students generously whenever they deserve it. It has a powerful impact, even on those who are careful not to show it! Use all the opportunities available, both formal and informal.

Guidance

- The way in which students are spoken to sets the tone of the school, so courtesy must be a priority for staff as well as students. Staff should present a calm and reasonable appearance to students and to each other at all times, whatever the provocation.
- Coffee, or any other refreshment, should not be taken into learning areas by staff.

- No member of staff should avert his/her eyes from any situation or incident because it is not their specific responsibility. The discipline of Studio West is a corporate responsibility. This is particularly relevant in movement about the school.
- No outdoor coats should be worn unless the indoor temperature has fallen below an acceptable level.
- No student should ever be allowed to swear or be insolent to a member of staff without being challenged and reported. Anyone accepting insolence as the norm makes life more difficult for everyone else.
- If a serious incident occurs seek help immediately. While applauding the policy that staff should in the first instance attempt to solve their own problems, staff should never be afraid of referring a problem on.

The Buddy System Staff Alerts and Consistency

~~The Buddy System is Staff Alerts are~~ used when a situation arises that makes satisfactory continuation of the lesson impossible without assistance beyond that which can be provided within learning area. To use the Buddy System, please call Reception who will arrange for the student to be moved to another classroom, preferably with a different year group.

~~Where more serious behaviours are displayed, Senior Management should be informed at the earliest opportunity. The record of Staff Alerts has to be maintained because it is an indication of a range of behaviours that have produced an 'emergency' situation where learning is severely disrupted.~~ Senior staff will monitor patterns of staff alerts and will use the information to take the following actions:-

- (a) To intervene with students with persistent disruptive behaviour
- (b) To support staff where necessary
- (c) To ensure staff alerts are used consistently and followed up consistently.

Monitoring and Evaluation

The effectiveness of this policy will be reviewed annually. The views of all important stakeholders will be taken into account. The stakeholders that should be consulted are:

- Staff
- Students
- Parents
- Governors
- Employers