



Behaviour Policy

Document produced by: David Humphreys

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EQUAL OPPORTUNITIES STATEMENT

The success of this policy depends on students, staff and parents working together as equal partners in establishing good behaviour for the benefit of the whole school community.

The Governing Body and Principal of Dorset Studio School recognise and accept responsibility for promoting equal opportunities for all, as set out in the School Discipline (Pupil Exclusions and Reviews, England, Regulations 2012 and Statutory Guidance – Exclusion from Maintained Schools Academies and PRU's)

Appendix A Incident Information Form

Appendix B Rewarding Students

Appendix C Sanctions

Appendix D Disciplinary Procedures Flowchart

Aims

The Behaviour Policy and Procedure draws on Principles of Good Practice as stated in the DfE publication 'Social Inclusion: Student Support'.

A key aim of Dorset Studio School is to encourage and support children in their progress toward self-discipline and consideration of others.

Our guiding premise is that externally imposed discipline, whilst it may be necessary in certain instances, is a reactive response to that which has already happened. It is, therefore, of limited efficacy in addressing the prospective and long-term social needs of students. Much better is positively to encourage:-

- Pride
- Compassion
- Teamwork

The overarching strategy of the School will be to promote positive behaviour by adopting the core values and developing these qualities for all our students.

Such encouragement should be delivered through day-to-day lesson-contact with each individual student and through whole School life both curricular and extra-curricular.

Teachers should praise behaviour which reflects the values set out above linking it very positively with the teacher's personal approval. Behaviour which is discourteous, dishonest etc. should be linked equally positively with personal disapproval. Through the ethos and diverse curriculum of the school, students will develop their personal skills to prepare them for life and learning.

Rewards and sanctions will be applied fairly and consistently.

The Dorset Studio School aims to provide:

- A culture of mutual respect, where risk taking and experimentation are supported within an environment of co-operation and consideration for others.
- A positive learning environment within which students learn effectively, adopt a growth mind-set, complete their assigned work and thrive in all aspects of their life.
- An atmosphere which promotes positive behaviour, self-discipline and self-reflection.
- A shared sense of pride and high aspirations with recognition of progress and achievement in its widest sense.
- A commitment to value and promote personal responsibility allowing students to achieve qualifications and develop employability skills, to enrich their lives beyond school and enable students to make positive contributions to the economy and society.

- A celebratory environment where accomplishments in the widest sense are acknowledged and where learning is highly personalised.
- To create a positive approach to discipline that will prepare students for life-long learning and the world of work
- To use praise and encouragement as a means of developing self-esteem and reinforcing desired behaviour
- To support school leaders in ensuring that correct decisions are made when apportioning sanctions and rewards to student behaviours.

Scope of the Policy

We understand the importance of acknowledging and rewarding positive behaviour and also recognising, managing and supporting unacceptable behaviour. We also appreciate that encouraging students to consider the important and appropriate ground rules from the offset, is more likely to lead to compliance and desirable end results.

As a consequence, the school adopts Behaviour for Learning values approach. These will be co-created by students and staff and introduced via the initial induction activities. Students will also be made aware of the link between good attendance and success, and all the fundamental agreements and expectations will be visible in classrooms, on the VLE and will be stored on the electronic devices of students.

Values

- Pride
- Compassion
- Teamwork

We will not tolerate

- Violent or threatening behaviour
- Inappropriate language or swearing
- Refusal to follow instructions and defiance
- Dangerous behaviours
- Disruption to other people's learning

Rewards (See Appendix B – Rewarding Students)

These are used on a routine basis for good work, attendance and consistently good behaviour. The School have presentation assemblies every term to celebrate their success where they receive vouchers for good work and attitude within each subject. They also receive recognition for attendance. The students in the School are to be awarded recognition for achievement in Academic, Sports, Industry and/ or Community involvement.

Managing Classroom Behaviour

High quality teaching and learning will be the main strategy to promote positive behaviour by active learner encouragement. Students whose behaviour is disturbing the learning of others will be given an opportunity to change their behaviour; as per the Sanctions Procedures (Appendix D) in the first instance it will be dealt with by the Classroom Teacher.

All warnings given to a student will be recorded and monitored on the School MIS.

External Exclusion may be used in extreme circumstances, following further investigation if appropriate (See the School Exclusion Policy).

Implementation of the Behaviour Policy

In order to provide a consistent and systematic approach to the celebration of success and management of behaviour at Dorset Studio School, the Behaviour Policy is implemented throughout the whole School.

All disciplinary actions are taken calmly. It should always be the teacher's intention to minimise the conflict and maximise cooperation. All actions should be seen to be fair to the individuals involved. It is vital to consider the needs of the group. Reprimand and sanctions should be appropriate to the situation and clear reasons for an action taken should be given.

Sanctions are designed to discourage poor behaviour and support positive attitudes. They do not replace the need for excellent lessons that engage students in their learning. There is a clear disciplinary procedure for all staff to follow from Stage 1 through to Stage 6 (See Appendix D)

Electronic recording and tracking of rewards and consequences through our MIS facilitates a timely response to positive and challenging behaviour (automatic alerts will be directed to appropriate staff based on the level of inappropriate behaviour, with clear recording and follow up processes built in).

It provides immediate data and therefore invaluable information on individual students, vulnerable groups and whole school issues. It is our intention to make selected individualised information available to parents and carers through the parent portal of our MIS.

All staff, supply staff and volunteers uphold the values of the Behaviour Policy so that

behaviour can be managed seamlessly both in and out of the classroom. Students are clearly able to see that procedures are followed and consistently and fairly applied.

New staff are given an induction session which includes an overview of the Behaviour Policy and CPD opportunities to support behaviour management training needs are made available as and when they are needed.

The Senior Leadership Team (SLT) is committed to providing a visible presence around the school and an 'on call' rota is in operation to provide a support mechanism for staff in incidences of especially challenging behaviour. The implementation and day-to-day running of the Behaviour Policy will be the responsibility of the Principal, although distributed leadership and mutual support amongst all staff is essential to secure success.

Behaviour incidents are always investigated in a timely and consistent way. Both students and staff may be asked to complete written statements as part of this process with the well-being of all parties considered at all times (Appendix A) Parents/carers are contacted as appropriate and an electronic record of the incident will be held on the students file:

- Violence will automatically lead to the exclusion of the one who struck first or who by harassment caused the altercation to begin. Retaliation will be dealt with on the merits of the case. The degree of provocation, the need of a student to defend him/herself will be taken into account.
- Students who aid or abet serious breaking of the School discipline in others will themselves be the subject of severe sanctions.
- Persistent verbal abuse and threatening words or actions is bullying and will be dealt with in the same manner as would physical bullying.
- Theft will lead to temporary exclusion (internal exclusion) as a matter of course. Although help and support to remediate the problem will be given.
- Permanent exclusion may be used when the student has shown her/himself to be unwilling to accept the normal control mechanisms of the School or when not to exclude would risk instability in the School community.
- Permanent exclusion will also be used for incidents of severe violence, e.g. attack on a member of staff. The Principal will inform the Police for incidents of violence against staff and students or when a criminal offence has been committed.
- Permanent exclusion will be used for the possessing, handling, use or dealing in classified drugs and will automatically lead to the involvement of the Police. The possession of any weapons such as knives, guns, BB guns will automatically lead to exclusion.



The above principles are supported by the following systems which are designed to respond in a positive manner to any lapses in behaviour and discipline.

- Staff Support - members of the SLT are timetabled to cover every lesson so that one is always available and on call to provide support for staff and/or instant removal from a lesson of a disruptive student.
- The provision of an isolation area within the School.
- Detention – at lunchtime.
- Senior Management – Parent meeting.
- The Behaviour Management Support Programme will be implemented according to the level of behaviour displayed.
- On Report - an individual student is monitored by the relevant staff on a daily report which sets targets for improvement.

Student Code of Conduct

RESPECT

Students will show respect for all other students, staff, employers and visitors to the School, the School's local community and their property.

Students will show respect for School, College and partner employer premises and resources, making sure that they maintain a safe learning and working environment at all times.

APPEARANCE

Students will wear the School's uniform every day in school and the specified uniform when instructed for work experience. This includes going to and from school, remembering that they represent the Dorset Studio School at all times.

Students will wear the appropriate clothing for vocational study, work placement and sport sessions as required.

ORGANISATION

Students will attend school and work experience ensuring that they have the equipment they require for learning: pens, pencils, rubber, ruler, paper calculator, sport kit and any specialist equipment as and when required for vocational learning or work placement.



PUNCTUALITY

Students will arrive at the School by at 9.00 am every day and ensure that they are registered in their first lesson for the start of morning sessions at 9.10 am.

Students will ensure that they arrive on time to all required commitments away from the School such as vocational courses, work placements and community events or volunteering.

EFFORT

Students will endeavour to achieve their best in every learning session in order to reach their full potential.

Students will strive to gain as much as possible from their work placements and to make a valid contribution to the employers business.

Confiscation of a Student's Property

Students are asked not to bring items of value as the School does not accept liability for items damaged or lost whilst students are at School.

Staff may, as appropriate, confiscate and retain or dispose of a student's property where the item(s) are banned or where their use is disrupting learning and/or good order.

Confiscated items, such as jewellery, mobile phones or non-uniform items of clothing, are kept securely where it is possible to do so and may be returned to the student or the student's parent/carer within a reasonable timeframe.

Searching Students Without Consent

Where there are reasonable grounds to suspect that one of more of the following is being secreted by a student, he or she may be searched (clothing and bags, as appropriate) by a member SLT with or without consent (a witness of the same gender as the student will be present):

- knives or other weapons,
- alcohol,

- illegal drugs,
- stolen items,
- tobacco or cigarettes,
- fireworks,
- pornographic images,
- any item that is likely to be used to commit an offence, cause personal injury or damage to property,
- any item which disrupts effective teaching and learning.

Staff must be authorised by the Principal to conduct a search without consent. Currently the following staff are authorised: members of the School Leadership Team.

Staff may confiscate any prohibited item found as a result of a search. They may also confiscate any other item which they consider to be harmful or detrimental to discipline in the School. Weapons, illegal drugs and extreme pornography will always be handed over to the Police. Otherwise the School will decide if and when to return other items.

Staff authorised to do so may use reasonable force to execute a search if deemed appropriate.

Use of Reasonable Force

All members of staff have the legal power to use reasonable force, where necessary. Force may be used to control students and/or to restrain students.

For example:

- To remove disruptive students from a classroom or incident when they have refused to leave.
- To prevent a student leaving a room or incident where allowing them to leave would put them at risk or lead to behaviour which disrupts the behaviour of others.
- To stop a fight or to prevent a student attacking another person.
- To restrain a student who is at risk of harming themselves through physical outbursts.
- To prevent damage to property.

Force cannot be used as a punishment.

Staff must record the details of any incident involving the use of force and report the matter at the first opportunity .

(Policy in response to the DfE guidance and advice published 2012)

Bullying

Refer to the Dorset Studio School Anti Bullying Policy.

Behaviour Policy - Monitoring, Evaluation and Review

The Behaviour Policy is regularly monitored and an impact assessment completed annually. This process is informed by recorded data, meetings, parent/carer consultation and the student voice forum. The SLT and Governors of Dorset Studio School review relevant data on a termly basis and discuss future strategy.

Following any adverse event the policy will be immediately reviewed and specific training and support will be identified and implemented

Dissemination of the Policy

The Behaviour Policy will be made available online via the School's website or through request by parents to the Principal

Behaviour Policy - Training

The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Roles and Responsibilities

The governors will ensure that the School carries out its duty to follow the policy procedures and to

review the policy on annual basis

- The Principal will ensure that: this policy is readily available and that governors, staff, students and their parents are aware of it and are updated on its progress; all staff



understand their responsibilities and receive appropriate support and that this policy and its procedures are followed.

- The SLT will be responsible for ensuring that the required actions are completed



Appendix A

Information Form

Information Form

Date:	
Name:	
Subject:	
Teachers Name:	
Students Name:	
Tutor Group:	

Reason

Lateness
Low level disruption
Failure to complete work
Failure to follow instructions
Rudeness
Lack of equipment
Failure to complete homework

	Additional Information

Other Reasons

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Detention Set for

Date:	
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Details of incident

Referral to and Strategies used:

Situation resolved

Referral to for further action:

Situation Resolved

Stored with School Office

Date:

Signed

Date

Rewarding Students

Recognition of student achievement can take many forms e.g. words of praise on a one to one basis or in front of a larger group, displaying work, and noting the achievement on the MIS.

A. School Presentation Assemblies

These are assemblies that will take place to present the rewards and achievements to students.

B. Principal Commendations

For exceptional effort, work or service, staff can recommend a student for the Principals Commendation. The outstanding piece of work/personal achievement can be recorded and the student presented to the Principal to be congratulated on a formal basis.

C. Monitoring and Evaluation

Teachers should discuss reward as part of academic tutorials with their tutees.

Mentors will monitor the number, areas, gender and ability of the achievements through the MIS.

The School will discuss and review the use of the system and get feedback from students as to the success of the rewards system.

Sanctions

The use of rewards and praise will nearly always yield greater returns than sanctions. Recent research has shown that praise and rewards of behaviour we approve of (usually taken for granted) rather than criticism of behaviour we disapprove of will have a much greater effect on the behaviour of the group.

Guiding Principles

- We should always attempt to be fair and consistent
- We should always value other people and attempt to maintain everyone's self-esteem (consider the act not the person).
- Whole school requirements should underlie the specific requirements of individuals
- Deterrent or restorative punishments are always preferable to those that are merely punitive.
- Punishments should always be relevant and positive and as far as possible immediate.
- We should always try to establish and maintain good working relationships.
- Staff should always work together as a team in maintaining good discipline and standards of behaviour. We should never ignore poor behaviour in the classroom and as we walk around the school.

Action we might take

1. Those that benefit the school community and environment.
2. Those which are positive benefits to the student and relevant to his/her actions e.g. letter of apology, monitoring form that encourages praise and encouragement.
3. Those which involve the student in understanding and modifying his/her own behaviour e.g. report form, discussion, use of relevant material e.g. smoking.
4. Withdrawal of privileges.
5. Removal from classroom for short-term cooling off (not outside the class but within an organised space).

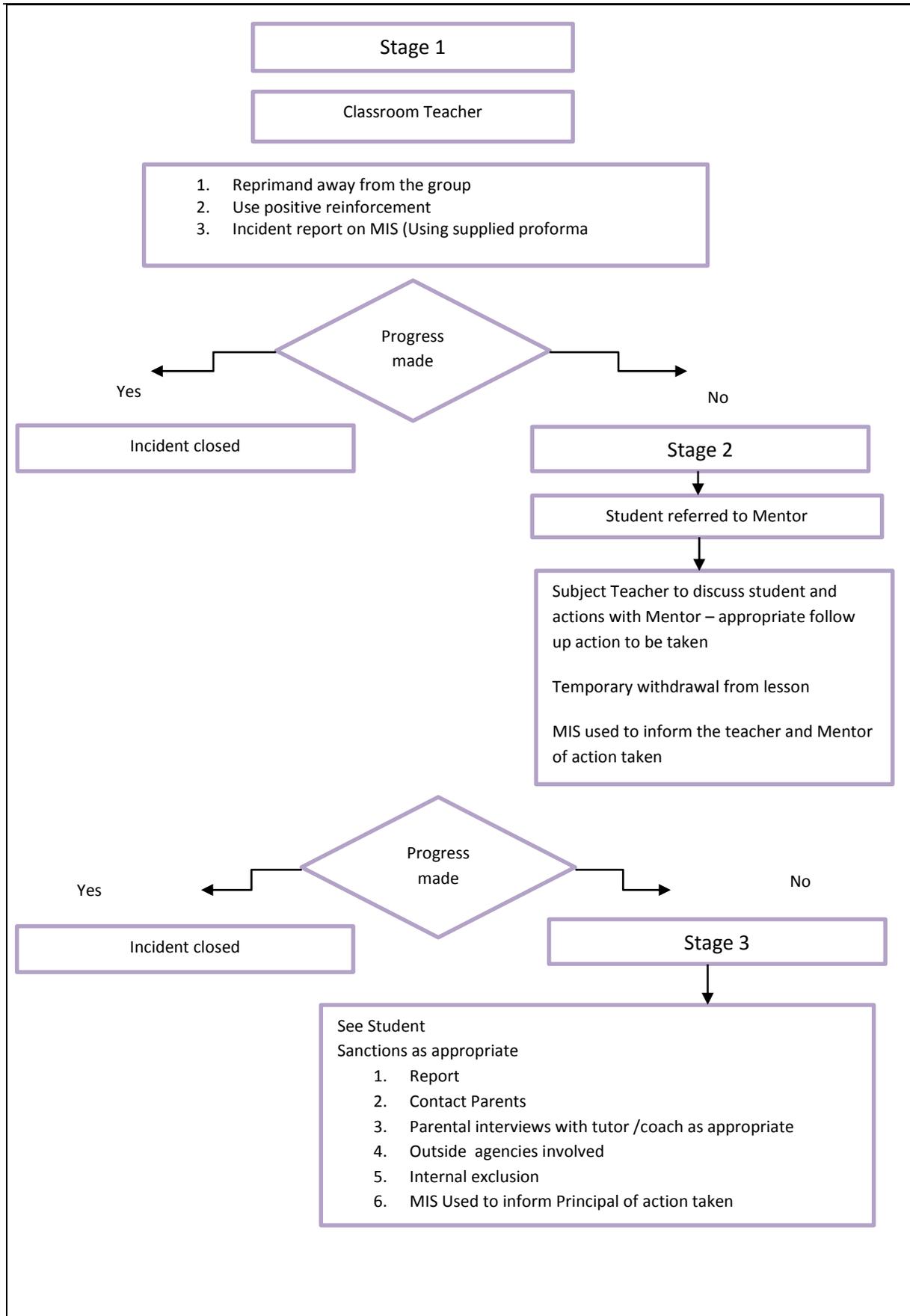
Actions we should not take

1. Violence – physical or verbal
2. Humiliation and belittling
3. Meaningless, non-constructive tasks e.g. lines
4. Punishing whole group or class for one person.
5. Punishments that cannot be administered followed up or checked.



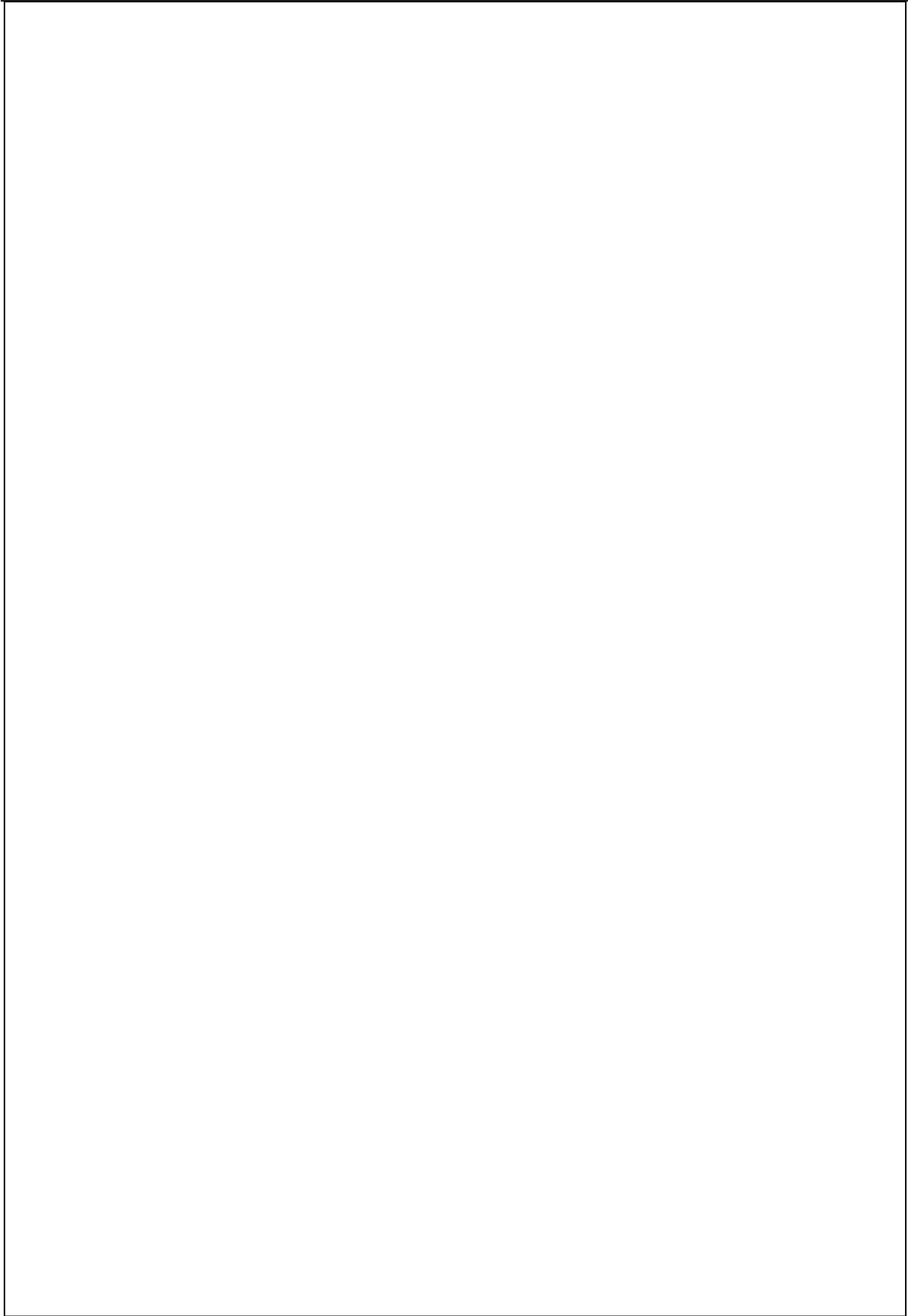
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Studio School

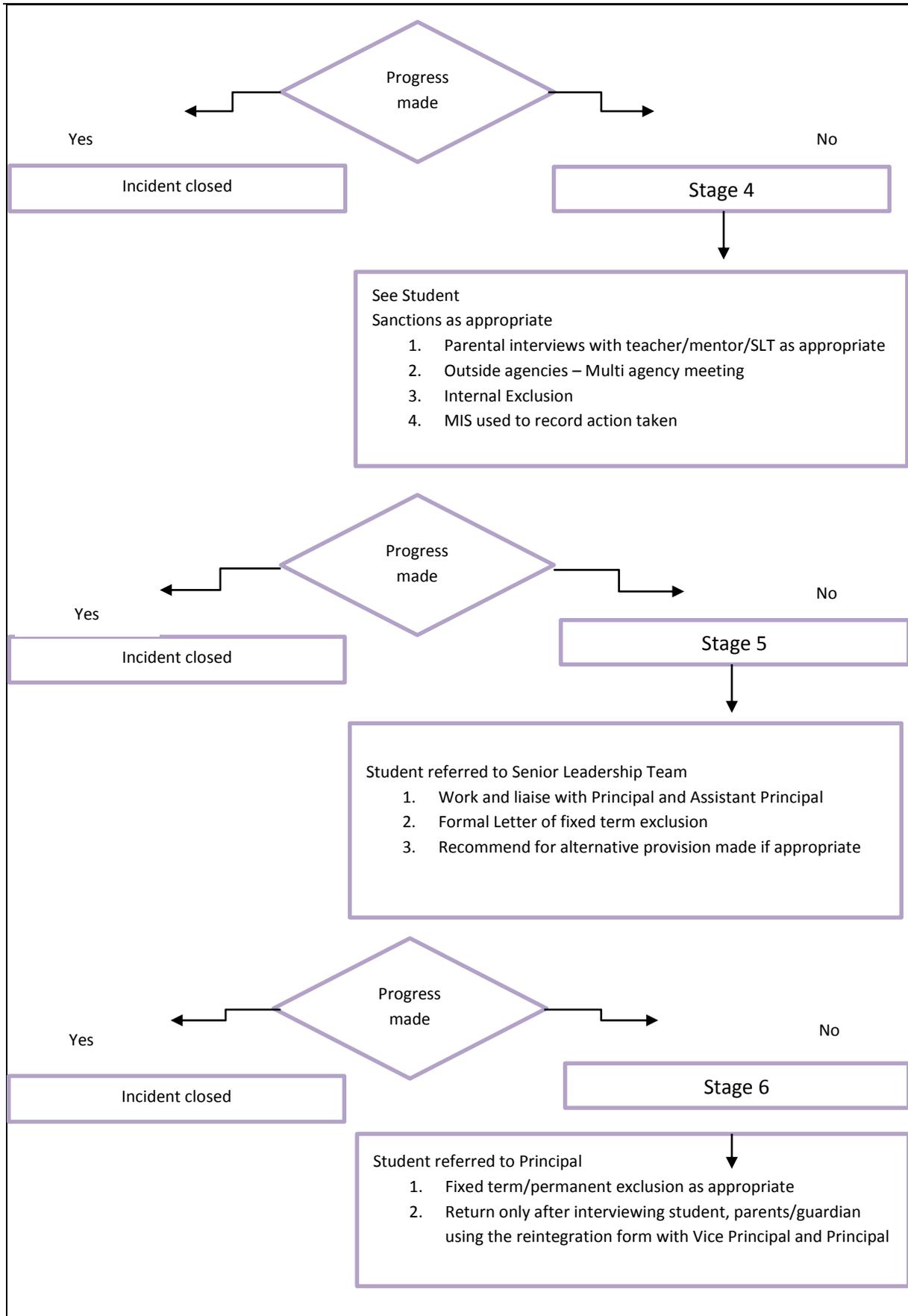
Appendix D - Disciplinary Procedure





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Yes