DRAFT BEHAVIOUR & REWARDS POLICY 2023-2024

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Last review: July 2023
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Behaviour Policy Principles

The Dorset Studio School behaviour policy sets out our expectation of a calm and orderly environment where teachers can teach and students can enjoy their right to learn without disruption. It sets out clear expectations of students and staff.

The management of behaviour is delivered through an approach centred on therapeutic thinking, support and challenge. Moreover, the school recognises the need for a clearly defined graduated approach to manage behaviour: apart from 'the teacher' there are a dedicated team of tutors as well as a Pastoral Support Service to teach, correct, and modify behaviour so that students make positive choices regularly *(see Appendix 1 - Roles & Responsibilities)*.

ALL classrooms must be CALM & ORDERLY

The aims of the policy

- All lessons are calm and orderly in order to maximise learning time so that students are able to reach their full potential
- Our environment is a safe one where everyone is treated with dignity and kindness
- We personalise learning to provide our students with an inspirational, knowledge-rich and skills-based curriculum with relevance to local, national and global issues
- First and foremost, we recognise everything that is good in our community from good conduct and behaviour to academic progress and excellence, and value contributions to our local community
- We prepare our students for adulthood by teaching them the value of good conduct and behaviour and the acceptance of difference in a 21st Century Britain
- We explicitly teach prosocial behaviours so students understand what good relationships and conduct looks like, and how personal responsibility is an important part of a democratic society
- We offer students a rich social and cultural experiences so that they have a greater sense of curiosity and wonderment in the World around them to help them find their place in it

Legislation and links with other policies

This policy has been written in line with legislation, advice and links with other policies in school. A brief list of these can be found below:

- DFE Behaviour & Discipline in Schools
- The Equality Act 2010
- Suspension from maintained schools, academies and pupil referral units in England
- The Special Needs Policy
- Anti-Bullying Policy

- Supporting students with medical conditions at school
- DFE Searching, Screening and Confiscation
- DFE Use of reasonable force
- Child Protection Policy 2022-2023
- The Teaching & Learning Policy

Our Community Responsibilities

We are committed to making school a positive experience for all our stakeholders. To do this, there are a set of simple rules which make The Studio School a safe, respectful and welcoming place for all.

Safe & respectful conduct and behaviour means that:

- Physical contact is not allowed - hands, feet and objects to yourself
- Be nice to each other - treat everyone how you want to be treated
- This is a 'no put down' school - name calling, unkind and cruel comments upset and hurt others

Bullying in all its forms will not be tolerated: it is defined as the repetitive, intentional harming of another person or group by another person or group, where the relationship involves an imbalance of power.

Type of bullying	Definition
Physical	Hitting, kicking, pushing, taking possessions, any use of violence
Emotional	Unfriendly, excluding, tormenting
Verbal (direct or indirect)	Name-calling, spreading rumours, teasing, sarcasm
Sexual	Remarks, display of material, gestures, unwanted attention, inappropriate touching
Racial	Taunts, stereotyping, graffiti, gestures
Cyber	Bullying using messaging through online platforms

Bullying can leave a person feeling vulnerable, upset, undermined, humiliated or threatened.

A safe and tidy environment means:

- Show that you appreciate the value of our wonderful building and environment by looking after it. Take responsibility for any mess or damage that you cause.
- Put litter in the bin and keep all work spaces tidy
- Dress, talk, move and behave in a way which demonstrates that our school environment is a warm and caring community with the highest standards
- Use furniture correctly and do not move it without permission
- Eat only at the times and locations provided
- Sit down when inside

- Be sure to place litter in one of the many bins provided, or take it home
- Chewing gum is not allowed anywhere on campus

Our school uniform means:

- Wear only the correct school uniform – **'hoodies' are not allowed**
- Only one stud earring in each ear is permitted – no other piercings are allowed
- Long nails or additional jewellery are not permitted
- Have all of the necessary equipment for all lessons
- Ensure that your clothing is well maintained and clean for lessons

Our rule on mobile phones *(see Appendix 2)***:**

- All mobile phones should be switched off and out of sight. More specifically, on the Key Stage 4 site (Poundbury), they should be kept in school bags, whilst on the Key Stage 3 site (Kingston Maurward), they should be kept in lockers.

Using mobile phones to bully and threaten other students or coerce students into sending inappropriate images is unacceptable and will not be tolerated. In some cases, it can constitute criminal behaviour.

It is important to recognise that it is a criminal offence to use a mobile phone to menace, harass or offend another person.

Mobile phones should not be used or taken into changing rooms or toilets or used in any situation that may cause embarrassment or discomfort to other students, staff or visitors to the school.

Students who infringe these rules could face having their phones confiscated by staff. If a mobile phone is confiscated, the parent(s)/family will be notified. In this case, the student is able to collect their phone at the end of the school day.

A repeated infringement will result in the confiscation of the phone again. In this event, appropriate arrangements will then need to be made by the parent(s)/family for collection. Any further infringement may result in the withdrawal to allow the student to bring their phone into school.

The law protects members of our staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated provided they have acted lawfully. If a mobile phone is confiscated, it should be taken to the school office as soon as practicable. Office staff will keep the phone secure and act according to the steps outlined above.

<u>First Impressions & Routines</u>

All staff take collective responsibility for 'first impressions' and routines at key transition points during the school day

In the morning, students are met and greeted by leaders and duty staff. This sets the tone for the day ahead and allows staff to quickly remind and/or fix any potential issues before students enter the building.

Weather permitting, at Key Stage 3, students will line up at key transition points. These are defined as the end of break and lunch. The Head of Key Stage will lead a calm and coordinated entry for each teacher-led group into the school building.

At Key stage 4, the Head of Key Stage will lead on a calm entry into the building. However, line-up will only occur at dismissal in order to facilitate safe passage to the shuttle bus.

Our SMILE standards

Good conduct and behaviour are central to good learning. SMILE expectations are our standards for good conduct and behaviour. It is a standard that is straightforward and commonly understood within the whole school community so that the environment is calm and orderly *(see Appendix 3 - SMILE standards teaching tool).*

SMILE must be followed without exception: it is the prerequisite required from all students for them to take their place in lessons and be successful in our school.

The SMILE standards are exemplified in the following table which represents a *key teaching tool* in school:

The SMILE standards		Means	Looks like	Does not look like
S	Sit up straight	Showing you are ready to learn	Your back is upright and against the back of your chair	You slouch in your chair. You turn around to others
M	Manners	Putting others before yourself	One voice at-a-time	You talk, call out or interrupt
I	Instructions	Following them without question	Eyes and ears towards the teacher, ready to respond	You question instructions or fail to act quickly
L	Listen	Listening politely	Showing you are listening, tracking the speaker	You do not know what to do. You stop others learning
E	Engage	Focussing on your work, giving it your best effort	Eyes down and quietly getting on with your work	You're not looking at your work. You're stopping others from learning

Our SMILE expectations are taught to students

Developing good behaviour through positive relationships is everyone's responsibility. Our first attention is alway to examples of good conduct and behaviour. This allows staff to connect with students positively when they do 'the right thing'.

Our microscripts in the ***'looks like'*** column provide verbal consistency, simplicity and clarity for students and staff alike with regard to the SMILE standards we expect to observe. These scripts provide a framework to front-load and reinforce behavioural expectations and to intervene when the standard is not met.

Our first attention is always to examples of good conduct and behaviour

The role and use of Rewards

Rewards are our way of recognising positive choices and are at the core of everything we do, and we issue them with sincerity and clarity. They acknowledge efforts that students and staff make to show the best version of themselves, making the school and its community a better place to be.

Our way of using rewards sits on a continuum from simple non-verbal communication cues to the formal acknowledgment of achievement through celebratory events.

The school has a Bronze, Silver, Gold and Platinum reward scheme in place.

Reward	Number of Achievement Points	Recognition
Platinum	**115**	● Entry into Celebratory Prize Draw for 'Student of the Year' to receive a trophy and prize ● Receive a Platinum Badge in Celebratory Assembly ● If appropriate, student name is celebrated on termly Newsletter
Gold	**100**	● Entry into the draw for bespoke activities such as sailing ● Participation in the Principal's breakfast event ● Receive a Gold Badge in Celebratory Conference ● If appropriate, student name is celebrated on termly Newsletter
		● Receive a Silver Badge in

Silver	**85**	Celebratory Conference ● Participation on fun 'drop-down' activity ● If appropriate, student name is celebrated on termly Newsletter
Bronze	**70**	● Receive a Bronze Badge in Conference ● Inclusion on the Annual Rewards Trip list ● Hot Chocolate Friday & pastries with Head of Key Stage ● If appropriate, student name is celebrated on termly Newsletter
Positive Recognition	**50** **Weekly**	● Head of Key Stage letter - review on a half-termly basis ● Acknowledgement in Year Conference ● Positive Postcard home from any member of staff

Celebratory Conferences occur on a half-term basis and are prestigious events since they are public recognition of student achievement, commitment and progress in all aspects of school life.

<u>The recognition of Excellence</u>

In addition to promoting and reinforcing high standards of behaviour, they serve to showcase curriculum excellence, and positive community contributions. In each Celebratory Conference, there are the following awards, each supported with a brief narrative on the reasons for it:

Award
English and literary Award
Literacy Award
Mathematician Award
Humanities Award
Creative Arts Award
Land & Environment School Specialism Award
Physical Education Award
A Community Contribution Award

Each award will be presented to a student and they will receive a small trophy as a memento of this achievement. Photographs celebrating the event will be prominently displayed in school. If appropriate, names will be included in the relevant newsletter.

Positive recognition of achievement & excellence is central to our culture & ethos

Connect-Correct-Choice

Good behaviour does not happen by chance, it requires a relentless and consistent effort by all staff to ensure that all students are able to learn in a calm, orderly and supportive classroom environment.

Staff have been trained in the Dorset Steps therapeutic approach to understand behaviour better and how best to manage it through the cultivation of positive relationships and skilful teacher-student interventions.

All staff follow a graduated **Connect**-**Correct-Choice**' approach to managing classroom behaviour. The consistent application of non-verbal and verbal reinforcements as well as routine interventions are the foundations to this approach *(see Appendix 4 'Summary of Approach').*

It is important to recognise that a calm and orderly environment requires all staff to use this approach correctly and consistently and provide students with the opportunity to make better choices. Teachers and other student-facing support staff use their professional judgement to determine when it is appropriate to make a correction, possibly followed by a limited choice.

All staff must ensure they apply the same approach and interventions.

Using CORRECTION

Correcting the behaviour of a student requires an explicit **WARNING**. The teacher is making the student aware of their behaviour and clearly outlines the expectation that it needs to change. In most circumstances, a correction will follow attempts to positively connect with the student. It should be delivered as privately as possible and explicitly narrate behaviour the teacher wants to observe. When correcting behaviour, it is important to allow processing time.

All staff should be clear that a CORRECTION is a WARNING

An indicative, but an non-exhaustive list, of behaviours that require correction, therefore, a WARNING, can be found in the following table:

Expected Standard		Warning should be given for
S	**Sit-up**	**Failing to sit up straight after a specific non-verbal cue** **Turning around** **Slumped over the desk**
M	**Manners**	**Distracting others** **Unkind comments** **Bickering with others** **Rudeness** **Physical contact**
I	**Instructions**	**Refusal to follow instructions**
L	**Listen**	**Persistent low-level disruption** **Shouting out** **Talking over the teacher**
E	**Engage**	**Deliberate lateness to class** **Off-task chatter** **Refusal to 'get on with it'**

In rare circumstances, a warning may be issued before there has been the opportunity to connect. The most obvious reason for doing this will be lateness to class.

A warning should be landed as privately as possible

<u>Consequences of failing to meet the SMILE standard</u>

A calm and orderly environment is the best one for progress and enjoyment of lessons. We teach, and educate, our students on the importance of high standards of behaviour, and the importance of 'getting it right' in school. However, it is important that all stakeholders clearly understand what happens when things go wrong.

Our first response is to acknowledge and support students in making the right choices with regard to our SMILE standard. Behaviour can be driven by a particular desire or an individual need, and we have a graduated response to support students with this within the capacity of resources available to us. This response can broadly be outlined in the following steps:

1. A student works hard in class to present the best version of themselves. They respond well to our clear expectations and routines, learn from our teaching of prosocial behaviour(s), develop good behavioural habits, and regulate quickly.

2. Undesirable behaviour has not been ameliorated by the teacher intervention(s) described in our 'Connect-Correct-Choice' approach. A 'line' has been crossed which prevents learning. This means the student is removed to be placed in **REFLECTION** away from their teaching group. They will be provided with work to get on with. **Under normal circumstances, a student will return to class after two lessons plus ten minutes of social time. If a student misbehaves in REFLECTION, they will be placed in senior-level detention on Friday at the Poundbury site.**

3. A removal from a lesson will mean the teacher will arrange to meet the student for reconciliation and repair. This is a solution-focussed conversation designed to prevent a repeat of the poor choices as well as reinforcing the universal SMILE standards. This meeting is non-negotiable: both the teacher and student must engage in this process.

4. **A Behaviour Support Plan (BSP) will be set up when a student is persistently disruptive in learning.** This plan will state clear behavioural targets, how to achieve them, who is responsible for each target, and any additional support that may need to be put into place to overcome potential barriers to learning. The professionals version of this policy sets out indicative milestones to determine when a BSP should be set-up.

   Management of the BSP will either be conducted by a Head of Key Stage or a Head of Subject. All plans will run for six school weeks with a mid-point review.

5. **If there is no improvement over the duration of the plan, there will be an escalation to the final stage (Wave Three) of our behavioural support pathway.** At this stage, a senior leader will coordinate the behavioural intervention(s) that may address and/or investigate any unmet need within the resources and capacity available to school. This stage will last no longer than one school term.

Reflection time is reset time: It has to be followed up by the teacher.

There will be occasions when it is necessary to immediately refer a student to **REFLECTION** because they have failed to follow our school rules and this choice undermines good order and discipline. Whilst the following list is not exhaustive, it does provide guidance for students and teachers alike.

Immediate Referral to Reflection		Piercing (nose studs) Extreme hairstyles Failing to hand over a mobile phone Truanting Persistent Defiance Highly disruptive behaviour Swearing Bullying Discriminatory behaviour(s) Being verbally abusive to a member of staff Threatening other student Aggressive behaviour Physical assault on another student Vandalism Vaping/smoking Anything that causes risk

In such instances, Heads of Key Stage and/or senior staff will determine the length of time in REFLECTION after the initial referral. However, the student will spend the rest of their day in it at the very least if referred in this manner.

Behavioural Red line Incidents

There are some behaviours which fall outside of the school's expectations and will be dealt with by a Head of Key Stage and/or a senior leader, in such circumstances, subsequent sanctions will be decided upon by the relevant member of staff or the Principal. An indicative but non-exhaustive list of such actions would be:

- Persistent levels of defiance
- Swearing
- Aggressive behaviour
- Persistent bullying
- Discriminatory behaviour, including racist, sexist, homophobic & transphobic language
- Being verbally abusive to a member of staff
- Physical assault on another student or a member of staff
- Bringing illegal substances or prohibited items such as vapes into school
- Aggravated sexualised behaviour
- A significant breach of health & safety
- Any behaviour designed to extort possessions or funds from others
- Using social media to defame staff
- Using social media to harass, bully or unlawfully discriminate against any member of the school community
- Using social media to access and/or share extremist materials

In such cases, an appropriate and proportionate response and/or sanction could include:

- Liaison with outside professional agencies such as The Safer Schools Team

- Placement in Reflection
- Internal suspension
- Disciplinary Placement with Student Support Services
- Fixed-Term Suspension
- Managed Move
- Permanent Exclusion

Making Reasonable Adjustments

Our school recognises the importance of making reasonable adjustments for those students who may be unable to consistently comply with the expectations that we have set out. For those identified students, a number of strategies may be employed to ensure that they have every opportunity to make progress and thrive in school.

The table below shows what some of these interventions will look like. These interventions are not exhaustive but show that the school will endeavour to support students using a range of tried and tested strategies that have been previously identified as successful ones:

Wave	Student numbers	Characteristics & Intervention(s)	What this looks like:
3	Few	May require alternative and/or specialist provision Likely to require external support & intervention May require a bespoke timetable (time-limited) May require therapeutic interventions May require additional co-regulation strategies Is persistently defiant and/or disruptive	Requires a different educational setting May be permanently exclude Appropriate external agency input Request for external support Further SEND investigation Bespoke Tutoring & Timetable Trauma Informed Practitioner input First Connect programme
2	Some	May require a coordinated Behaviour Support Plan May require an adjustment to regulate effectively May require additional steps to check understanding Is defiant and disruptive	Head of Key Stage Intervention PSO SMILE intervention Agreed regulation time Appropriate report A Personalised Learning Plan
1 Universal	Vast majority	Does respond quickly to positive correction Does respond to positive reinforcement Is quickly in a 'ready to learn' state through SMILE	Consistently meets the SMILE standard

Reset breaks (Brain Breaks)

Some students will require the opportunity to reset for learning during the school day. This may be due to known conditions or suspected ones. Reset breaks will be coordinated by the Special Educational Needs Co-ordinator as part of the Pastoral Support Service.

Planned reset breaks or 'Brain Breaks' are written into individual learning plans.

Physical Restraint

As a last resort, staff may use reasonable force to control or restrain a student to prevent them. There are a number of situations in which the use of reasonable force might be required. These can be defined under two broad categories: Where action is necessary in self-defence or because there is an imminent risk of injury; Where there is a developing risk of injury.

Examples of these categories would include:

- Hurting themselves
- Removal of a student from a classroom where they have refused to follow instructions to do
- Preventing a student behaving in a way that disrupts an authorised activity or educational visit endangering others
- Preventing a student leaving the classroom, where allowing that student to leave, would risk their safety or lead to behaviour that would affect the safety of others
- Preventing a student from attacking a member of staff or another student, or to stop a physical altercation

The use of reasonable force must be proportionate to the consequences it is intended to prevent. Any incidents of the use of reasonable force must:

- Be applied as a minimum amount of force and for the minimum amount of time
- Be used in a way that maintains the safety and dignity of all concerned
- Be recorded and reported to parent(s)/family
- **NEVER** be used as a form of punishment

Searching, Screening & Confiscation

Searching plays a critical role in ensuring that our school is a safe environment. It is a vital measure to safeguard and promote staff and student welfare, and to maintain our high standards of behaviour through which students can learn and thrive.

Authorised senior staff have a statutory power to search a student or their possessions where there are reasonable grounds, including CCTV footage, to suspect that a student may have a prohibited item defined in the following list:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that a member of staff reasonable suspects has been, or is likely to be used to commit an offence or cause personal injury to, or damage to property of; any person
- Tobacco and cigarette papers
- Vapes

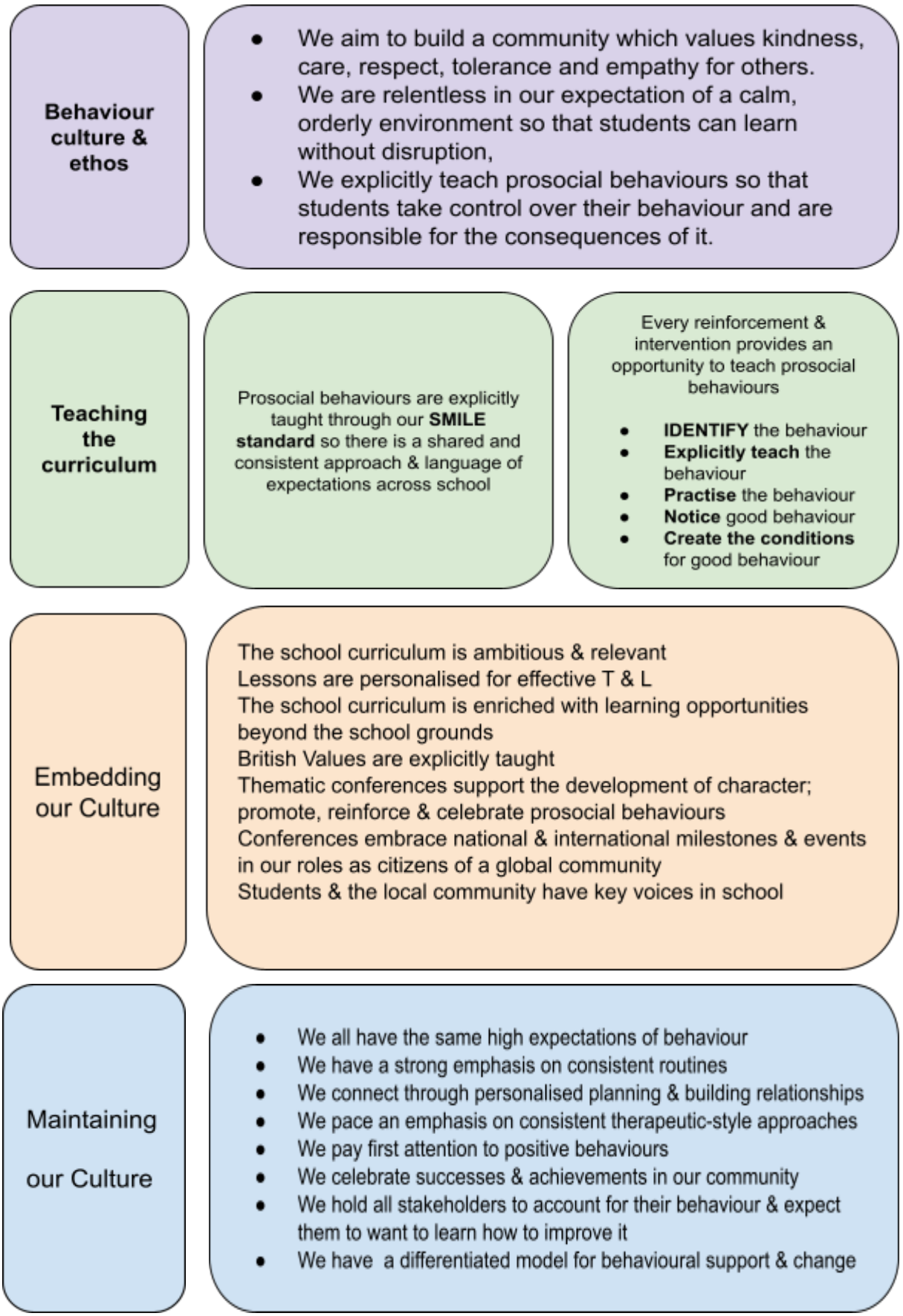
- Mobile phones that contain files, images and/or data which relate to an offence or may cause harm to another person
- Fireworks
- Pornographic images

School will conduct searching and screening in line with latest advice from the Department for Education on ‘Searching, Screening and Confiscation’ (July 2022).

Any prohibited items will be confiscated and will not be returned to students. In some instances, items will be passed to the police as soon as reasonably practicable.

Behaviour Culture & Ethos summary:

Our Behaviour Culture: '*Culture precedes results, it doesn't get tagged on as an afterthought...' - Bill Walsh*



Dorset Studio School
LAND & ENVIRONMENT

Appendices

1. Roles & Responsibilities
2. Mobile phones
3. SMILE standards
4. Connect-Correct-Choice

Appendix 1: Roles & Responsibilities

All staff responsibilities and expectations

Good learning is based on good habits and all staff uphold the whole school SMILE approach to positive relationships and expected behaviours.

Consistent and predictable routines, recognition of positive behaviours and the challenge and responses to poor behaviour help to maintain good learning in the classroom.

In this regard, staff are expected to place SMILE at the centre of their pedagogical approach.

- To explicitly reference SMILE on a lesson-by-lesson basis as a reinforcement of, and redirection to, high expectations of positive behaviour(s) and attitudes
- To use SMILE as teaching tool to build positive behaviour(s) and attitudes
- To place an emphasis on 'first attention to positive behaviour(s) and attitudes' in order to acknowledge and encourage students to get their behaviour right
- To recognise positive behaviours and attitudes through formal and informal approaches
- To reward positive behaviours and attitudes using the SMILE criteria on Class Charts
- Contribute to the school's community engagement strategy by completing at least one 'Positive Postcard' per week
- To act as the 'parent on the shoulder' to maintain clear boundaries and expectations around behaviour.
- To focus on the primary behaviour that needs to be modified or stopped so that potential disruption is minimised and there is continuity in learning
- To use empathic verbal and non-verbal communication to effectively signpost unacceptable behaviour in order to maintain a culture of respect and dignity in the classroom
- To use Learning Plans as an aide to plan for an individual, or a group, of students so that 'acting out' behaviours for those challenging and vulnerable students can be managed accordingly
- To ensure that any additional adult support is effectively used to scaffold learning
- To ensure that consequences, through the use of sanctions, are used to maintain clear boundaries and reinforce high expectations
- To ensure that consequences and, therefore, sanctions are clearly communicated in order to facilitate the learning of positive behaviours and consequences
- To ensure that parents and families are involved appropriately so that sanctions and support mechanisms have the maximum effect
- To liaise with the relevant Head of Subject when unacceptable behaviour has not been routinely ameliorated as a subject teacher
- To liaise with the Head(s) of Key Stage and/or the Special Educational Needs Team to seek further guidance and support so that undesirable behaviours can be further interpreted and modified

The responsibilities of Form Tutors

A Form Tutor is a significant adult in the education of children. Each Form Tutor provides the first formal contact in school each day and helps to set up the day ahead.

A Form Tutor is part of a year team working at the direction of the Head of Year, putting into practice tutorial activities which are the embodiment of school culture and ethos as well as reflecting on whole school priorities such as literacy and numeracy.

Our school ethos and culture is facilitated by the knowledge that each Form Tutor has about every member of their Tutor group and the caring way each student is supported and encouraged to do their best.

The Form Tutor role has specific responsibilities and expectations:

- To be present at the Tutor room on-time in order to meet and greet students
- To mark morning registers accurately and analyse for any patterns of absence
- To ensure that student absences are dealt with in line with the school's attendance policy
- To monitor uniform and equipment expectations and deal with any infringements
- To monitor standards of behaviour to promote the expectations of positive behaviour and attitudes
- To attend conferences and oversee the Tutor group there
- To deliver Tutorial activities effectively
- To attend the relevant Parental Consultation Evening for the Tutor group
- To be an integral part of the school's Behaviour Support Pathway through Wave Oby monitoring and managing students in their form in the first instance
- To regularly liaise with the relevant Head of Key Stage with regard to all matters relating to the Tutor group and help to make the decision for the most appropriate next step(s)

The responsibilities of Student Support Service

The Student Support Service consists of a range of professionals, both teaching and non-teaching, with a range of roles and responsibilities. More specifically, the service is composed of Heads of Key Stage, Pastoral Support Officers, Safeguarding Officers, The Special Needs Team and Senior Leaders.

We recognise the challenges that all students face and those with specific needs. In order to support and challenge them in the most effective and efficient ways possible, we have a range of interventions that will be delivered by this service.

The specific roles and responsibilities of staff within the Student Support Service:

- For the Heads of each Key Stage to triage the potential needs of individual students and secure the most appropriate intervention available in the service

- For Pastoral Support Officers to analyse and evaluate specific interventions within an agreed period of time
- For Safeguarding officers to contribute to external agency action plans so that students are most appropriately supported
- For the Senior Safeguarding Officer to deliver therapeutic informed interventions with individual students in line with their specific needs
- For the Special Needs Team to coordinate support and intervention for those students not achieving age-related milestones
- For relevant staff to lead, manage, contribute and/or signpost students and their families to external services
- For the service to lead on the planning, development and implementation of improving the knowledge and skills of all staff to interpret, support and challenge students when behaviour falls below expected standards
- For senior staff to lead the Student Support Services and evaluate the overall impact of it

<u>The roles & responsibilities of Heads of Key Stage & Heads of Subject</u>

Middle and senior leadership play a crucial role in making sure that all staff understand the behavioural expectations so that positive relationships and attitudes can flourish.

Middle and senior leadership should be highly visible to support and challenge, where necessary, in subject areas and across the curriculum. This helps to facilitate a culture of mutual support and provides a first hand insight into the impactfulness of training, coaching and/or mentoring and student-focussed behavioural support pathway(s).

To ensure that SMILE is intrinsic feature of planning and pedagogy, middle and senior leaders they will routinely carry out the following actions:

- To endeavour to be as highly visible as possible in their specific area of responsibility and across school
- To coordinate the nominations for Celebratory Assemblies and ensure that nominees are passed onto the relevant Pastoral Support Officer in a timely manner
- To monitor, analyse and act on data collected in their specific area of responsibility so that ethos and culture of the school's behaviour and relationship policy is consistently applied
- To support, and, if necessary, challenge those staff they have direct line management responsibility for
- To apply Wave Two interventions so that there is a graduated response to managing misbehaviour and there is a plan in place to address it
- To provide well-informed reasons for referring individual students to Student Support Services panel when it is felt there has been a deterioration in behaviour and, as such, is preventing other students from having the right to a good learning experience

The responsibilities of Senior Leadership

- Senior leadership have a key role in ensuring that the school's behaviour and relationship policy is effective and equitable, allowing students and staff to flourish in safety and dignity.

- Senior Leaders will oversee the progress of individual students who are a cause for concern at Wave Three of the school's Behaviour Support Pathway. At this Wave, invariably there will be a range of complementary targeted interventions in place.

- Senior Leaders may seek external support for students who display persistent disruptive behaviour and for whom interventions have been unsuccessful. It should be noted that the range and type of interventions are limited by a number of factors, including time, cost and availability. School leadership will take into consideration the effective and efficient education of other students when it commissions intervention(s) from internal and external providers.

- Ensure that the consequences of misbehaviour will lead to support and/or the imposition of sanctions that is lawful, reasonable and proportionate.

- The Principal, or Vice-Principal, will determine whether to use a fixed term suspension. As a last resort, permanent exclusion may be used after a range of interventions have been tried and failed. Moreover, the Principal may use permanent exclusion for an individual incident should there be exceptional circumstances which undermine the health, safety and well-being of the school community.

The Principal

- The Principal is responsible for ensuring that this policy is reviewed and approved by the governing body

- The Principal will ensure that the school environment is calm and orderly

- The Principal will ensure there is the consistent and proportionate application of rewards and sanctions

- The Principal will will ensure that staff deal with poor behaviour effectively in accordance with this policy

The role of parent(s) and families

The role of parent(s) and families is crucial in helping our school develop and maintain good behaviour. It is important that our school works in partnership with parents and families.

Parents and families play an important role in maintaining high standards of behaviour by:

- Celebrate successes of their child/children in school
- Reinforce this policy at home, as appropriate
- Attend key events such as Parental Consultation Evening(s)
- Discuss any behavioural concerns with the relevant Form Tutor promptly
- Attend intervention planning meeting and reviews, as appropriate
- Inform school of any changes in circumstances that may affect their child's/children's behaviour

The Governing Board

The Governing Board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation

Appendix 2: Our rule on mobile phones

All phones should be switched off at out-of-sight

At Kingston Maurward, put your phone in your locker

If a phone is confiscated, it is taken to reception

The phone confiscation is logged on CC
The first letter is issued

If a phone is confiscated, it is taken to reception

The phone confiscation is logged on CC
The second letter is issued & parent(s)/family collect

If a phone is confiscated, it is taken to reception
The phone confiscation is logged on CC
Head of Key Stage contact
MAY RESULT IN THE WITHDRAWAL to bring phone to school

Appendix 3: The SMILE Standard

The SMILE standard sets out our clear and simple expectations of students.

These standards should be referred to by all staff in order to **frontload** our expectations in order to effectively connect with students.

The SMILE standards		Means		Looks like	Does not look like
S	Sit up straight	Showing you are ready to learn		Your back is upright and against the back of your chair	You slouch in your chair. You turn around to others
M	Manners	Putting others before yourself		One voice at-a-time	You talk, call out or interrupt
I	Instructions	Following them without question		Eyes and ears towards the teacher, ready to respond	You question instructions or fail to act quickly
L	Listen	Listening politely		Showing you are listening, tracking the speaker	You do not know what to do. You stop others learning
E	Engage	Focussing on your work, giving it your best effort		Eyes down and quietly getting on with your work	You're not looking at your work. You're stopping others from learning

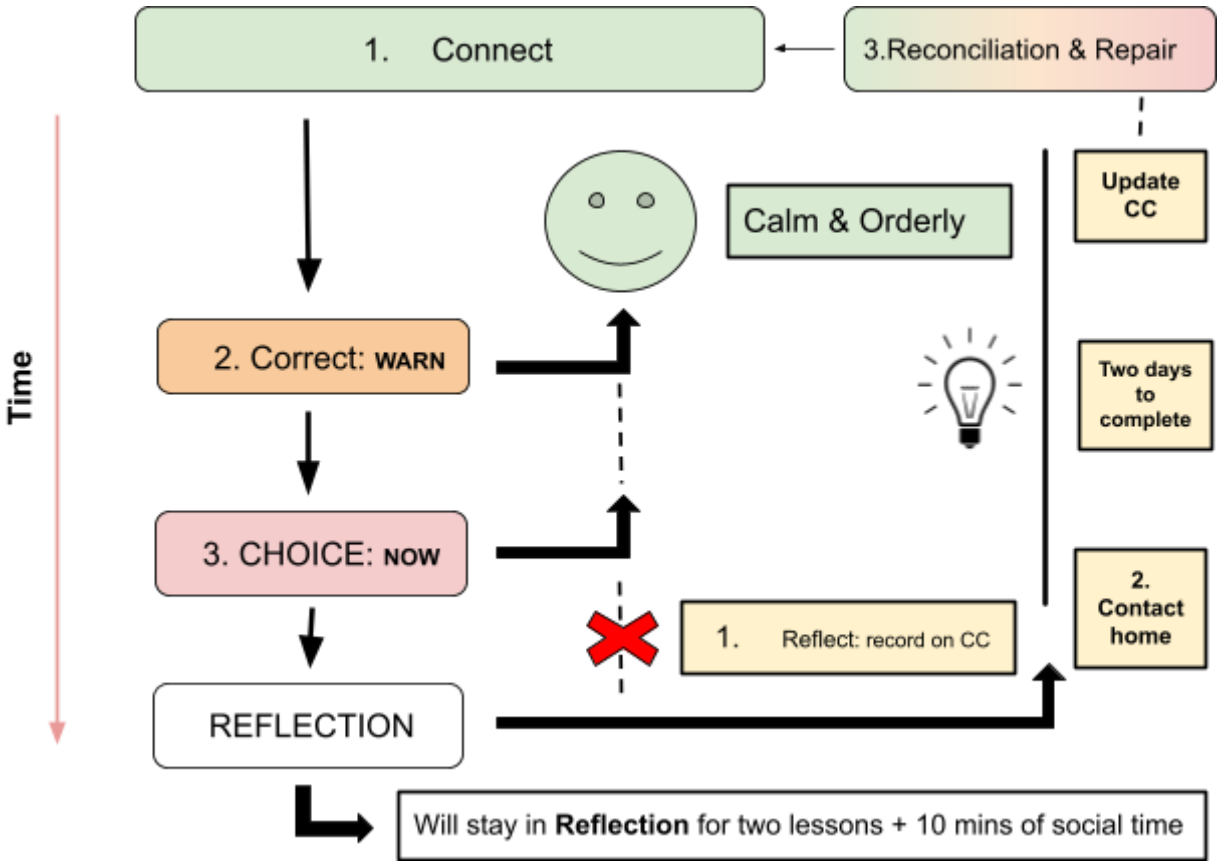
Appendix 4: Summary of Approach: 'Connect-Correct-Choice'

CONNECT - REINFORCE & 'CATCH' GOOD CHOICES

Standard	Before	During	After
S	1 Plan according to T&L Policy 2 Knowledge is power 3 Meet & Greet	1 Observe & move skillfully 2 Use non-verbal cues 3 Share the power	1 Positively review 2 Shine a light 3 End & Send
M			
I			
L			
E			
Key non-verbals ***(First intervention)***	Point to your eyes… Flat hand & pause… Single finger placed against lips… Cupped hand against an ear… Extended arms with flat palms moving slowly down Single finger on each hand pointing down		
Key language ***(Second intervention)***	**SHOW ME** you are… **One voice** at-a-time **Eyes & ears** towards me **Eyes down** and get on… **Almost**..**but not quite** …		

CORRECT - Landing a WARNING effectively

Standard	Before	During	After
S	1 Clear & Simple 2 Front-load 3 Reinforce	1 Empathetic 2 Private & Softly 3 Warn	1 Primary behaviour 2 Processing Time
M			
I			
L			
E			
Key non-verbals	Consider proximity & approach… Say less… Allow processing time…		
Key language **(Third intervention)**	I can see that… Show me where you are up to… WHEN you have… THEN you can… I am giving you a **warning, NOW** I want you to…		

CHOICE - poor choices have consequences

Standard	During	After
S **M** **I** **L** **E**	1 Give a directed, limited choice 2 Emphasis on 'straight away' 3 Clearly point out the alternative which will have a consequence	1 Check in to observe compliance 2 If necessary, EXIT 3 Record on Class Charts
Key non-verbals	Consider proximity & approach… Say less… Limit processing time… Non-negotiable…	
Key language **(Fourth intervention)**	**I am disappointed by your behaviour** and what **you chose** to do after I **warned you**… ***EITHER you do… straight away or…*** ***It looks like you are making the choice to exit the classroom.*** *There will be a* ***consequence*** *to this*