



Stoke Newington School
& Sixth Form

Stoke Newington School and Sixth Form Behaviour Policy 2019

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Review Cycle:	Annual
Governing Body Ratification	December 2019
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Legal Framework	Special educational needs and disability code of practice: 0 to 25 years (Jan 2015) Equality Act (2010) Children Act 1989 (as amended 2004 Section 52) Education Act 2002 s175/s15 Education and Inspections Act 2006 The Teachers Standards' 2012 Race Relations Act 1976 (as amended in 2000) Disability Discrimination Act 1995 (as amended in 2005)
Statutory Guidance	The national curriculum in England Key stages 3 and 4 framework document (Dec 2014) Keeping children safe in education (September 2019) Working together to safeguard children (September 2019) School Exclusion (September 2017) School Attendance (July 2017) Timpson Review (May 2019)
Related Policies	Curriculum; SEND; Child Protection; Teaching and Learning; Assessment and Reporting; Health and Safety; Educational visits; Anti -Bullying; Looked After Children; PSHCE; E-Safety.

Stoke Newington School and Sixth Form

Our vision

At Stoke Newington School and Sixth Form we want our students to develop a passion for learning resulting from a memorable school journey, encompassing first-rate teaching and experiences beyond the classroom. Our culture is rooted in high expectations for all, regardless of background or starting point. Students are encouraged to be ambitious, as we believe everyone can achieve their potential with a commitment to learning and a determination to succeed. Our students achieve brilliant outcomes making them highly marketable individuals with an unwavering sense of civic duty, as they understand everyone has a role in making the world a better place.

We have a strong focus on creativity. We believe everyone has creative capacities and know that creativity is the skill of the future. We want our students to be critical thinkers, solution-focused, innovative and resilient, responsive to our ever-changing world and to be great team players, who understand that diversity is our strength.

Our Values

Compassion - students show kindness, caring, and a willingness to help others at all times. We all treat each other with respect, knowing this is fundamental for quality relationships.

Ambition – students achieve goals through working hard, showing commitment, passion and determination. They have ambition for themselves and they also want the best for others, sharing in the success of others, encouraging each other to give our best.

Resilience – our students understand at times there are setbacks, but this does not deter them from forging forwards, they have the ability to recover quickly from difficulties and they are confident to seek the help and guidance of other.

Excellence - Excellence means greatness — we give our best at everything we do.

Our core values underpin all that we do at Stoke Newington School and support our students in becoming the best of global citizens.

Our Characteristics

- An inclusive community school where everyone belongs, and diversity is our strength
- A strong focus on creativity – the skill of the future
- Everyone flourishes despite their starting point or circumstance
- A culture of high expectations of behaviour to allow everyone to thrive and succeed
- A broad, enriched curriculum developing cultural capital and employability skills
- Clear emphasis on social responsibility through local and global opportunities
- Committed to developing global citizens who respond to challenges such as climate change, to leave the world in a better state for the next generation.

Our Aims

- Learning is our core business – it is our number one priority
- Everyone goes the “extra mile”, hard work, positivity and excellence is infectious.
- Students achieve the very best of outcomes, we have a strong belief in our young people’s capacity to learn and ability to apply their learning
- SNS Way - Consistent application of school policies and procedures
- High quality learning experience with a focus on creativity, excellent use of time and resources
- Positive relationships key to success – students feel safe, free from bullying, everyone has a role in the pastoral care of our students, inclusivity and diversity central to our identity

Behaviour Principles

At Stoke Newington School and Sixth Form, we seek to provide a positive and supportive environment where all achievements are celebrated. We have high expectations of behaviour to allow everyone to thrive and succeed. We strive for our school to be a beacon of success for the local community and beyond. We pride ourselves on our compassionate pastoral care and environment of kindness. A calm, ordered and disciplined environment enables everyone to work hard, feel safe and to enjoy school. We see our behaviour for learning policy as not only promoting the best of behaviours whilst our young people are at school, but as one which gives them the skills and characteristics to be the best of global citizens, leaders in their own right prepared for a world full of opportunity.

Aims of the Policy

1. To support the ethos of the school, raising attainment for all, through the development of positive relationships and behaviour and the fostering of equal opportunity.
2. To ensure that all students demonstrate excellent behaviour for learning which actively engages them in school life, while having rules and routines which ensure learning is a focus at all times enabling lessons to proceed without interruption.
3. To ensure that restorative approaches are the starting point for resolving all conflict.
4. To support staff, students and parents by providing a clear and consistent framework for promoting positive relationships and behaviour which support outstanding learning.

Stoke Newington School’s Behaviour Expectations

At Stoke Newington School we prioritise positive relationships between staff, students and their parents/carers. Our school culture and climate seek to foster connection, inclusion, respect and value for all members of the school community.

We believe that an appropriately structured, differentiated and balanced curriculum contributes towards excellent behaviour for learning. Thorough planning for the needs of individual students will help to support academic progress and strengthen the sense of belonging. We strive for positive behaviour in the classroom at all times.

Expectations of conduct - Classroom

- Following teacher instructions without question
- Respect and work co-operatively with others
- Trying their best to achieve excellence
- Being responsible for their learning and the learning of others.

Expectations of conduct – Corridor

- Move around school quietly and purposefully.
- Wear full uniform at all times (Years 7-11) and lanyards should always be visible.
- Display courtesy towards other people at all times. There should be no 'play fighting', pushing, shouting or making loud noises as students move around school as this affects others.
- Be respectful at all times - swearing, the use of offensive language, physical aggression, or causing harm to other people or their property is not acceptable.
- Have respect for our school environment. – litter / gum / graffiti will result in a two-hour environment detention.

If a pattern of behaviour emerges over time, the Head of Department/Faculty, Head of Year and Head/Deputy Head of School will discuss further support and sanctions through our regular pastoral and curriculum meetings. We strongly value the role of parents/carers in supporting the School and as such will contact parents/carers when we have concerns about a student's behaviour.

Clothing and appearance

Students will at all times wear the correct uniform. If a student is at school with the incorrect uniform, they will be sent to the school reception to get the correct item of clothing. In addition, hooped earrings or eyebrow designs and outdoor clothing including coats and jackets are not to be worn in the school building.

Punctuality

All students are expected to be on time for school and lessons. Where a student is late for school between 8.40am and 8.55am they will receive a same day lunchtime detention of 30 minutes. If a student is late after this during the school day, they will receive a same day after school detention. When a student is late for lesson there will be a same day detention unless they have been given written permission by a member of staff.

Mobile phones

Students will not be allowed mobile phones on the school site. If a mobile phone is seen by a member of staff, it will be confiscated. The phone will be given to reception, where it will be kept in the safe. A parent or carer will be able to collect the phone after school on the

Friday of that week. If the student does not hand the phone to any member of staff, it will result in a 5-day exclusion.

Good behaviour is celebrated in the following ways:

- Praise and positive comments for excellent attitude to learning and progress
- Achievement points awarded
- Work displayed in classrooms and corridors
- Positive written feedback given on pieces of work
- Notes written in diaries
- Telephone call or notes in planners
- Achievement assemblies

Unacceptable behaviour

Learning is the School's number one priority, and no one has the right to disrupt the learning of others. Unacceptable behaviour include:

- Persistent disruptive behaviour
- Refusal to follow instructions
- Verbal abuse
- Racist, sexist, Homophobic, Biphobic and Transphobic behaviour (HBT) remarks
- Religious discrimination
- Assault
- Fighting (including play fighting)
- Bullying
- Theft
- Other negative behaviours such as eating in class, vandalism, truanting.

When investigating an incident, students may be asked to give an account by writing a statement. Students are always expected to be honest in these statements. Being untruthful will lead to sanctions and failing to comply will result in an exclusion.

Behaviour out of school

The same expectations of behaviour are expected of our students when they are recognisable as a member of our school both on site and off the school site

The January 2016 DfE 'Behaviour and Discipline in Schools' documents states 'Headteachers have a statutory power to regulate pupil's behaviour in these circumstances 'to such an extent as is reasonable'.

Therefore, we expect the following:

- Positive behaviour which does not threaten the wellbeing of our students, staff or members of the public
- Good conduct on all transport to and from school and educational visits
- Treat the environment and local area with respect
- If a student has been involved in criminal activity the school will also take action and discipline the student

Social Media

Whilst we are aware of the benefits and usefulness of social media, we are also very aware of the negative uses of it. There is much evidence to link online abuse to serious mental health concerns. All students are to be responsible when using social media and use it in a positive way. Inappropriate use of social media includes:

- Bullying and Harassment
- Threats of violence
- Sending inappropriate images

The School will take robust action against students who misuse social media and communications in particular if this use affects the welfare and safety of others.

Sanctions and interventions

In the unfortunate event of a student failing to meet the School's expectations, a clear set of sanctions will be applied.

Sanctions may include:

- Withdrawal from lessons or activities to the 'on-call' room
- Removed for a period of days into the Referral Room
- Same day detentions between 30 minutes and 2 hours
- Community service around the school
- Internal/external exclusions

When imposing sanctions, the following points need to be considered:

- The deterrent factor
- The need for the students to learn how to resolve conflicts
- Students involved in bullying may require additional support
- Restorative conversations must be attempted
- The School will make reasonable adjustments for managing behaviour which is related to a student's special educational need or disability. Staff should seek advice from the relevant Head of School, if they are unsure about how to manage a student's behaviour where this is related to a special educational need or disability.

Parents/carers will be informed of detentions which go on beyond 3:30pm.

Exclusion policy

Only the headteacher can exclude a student and this must be on disciplinary grounds. A student may be excluded for one or more fixed periods up to a maximum of 45 days in an academic year. The headteacher may also permanently exclude a student in exceptional circumstances. There are 3 levels of exclusion:

1. Internal Exclusion
 - On call room – Disruption to lessons
 - Referral room – Breaking school rules
 - Impact – Behaviour modification programme
2. External exclusion
 - Fixed Term exclusion
 - Alternative provision
3. Permanent exclusion

Search Procedure and Inappropriate Items

It is the policy of the school to search a student or his/her possessions if there are reasonable grounds to believe that he/she is in possession of a prohibited item or any other item that is forbidden in school. Any such search will be carried out in a way that is in line with DfE guidance and the law in force at the time. As stated in the DfE guidance 2014, schools have the 'power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.'

Roles and responsibilities

Students are expected to behave in a positive manner at all times:

- Be respectful and work co-operatively with others
- Be ready to learn and give their best to achieve excellence
- Be responsible for their own learning and behaviour
- Respect the learning of others
- Be prepared for learning with the correct uniform and equipment
- Attend school every day, on time
- Behave impeccably outside of lessons
- Behave in a highly positive and considerate manner in the local community and give a positive representation of the school at all times

Our expectations can be summarised as the SNS Way:

The SNS Way

We are on time for lessons in the correct uniform with all the necessary equipment.

We actively participate in lessons and show commitment to our learning and that of others. We work with all members of the class and support each other.

We respond promptly and respectfully to all staff instructions.

We do not argue or refuse to follow instructions from a member of staff. We walk on the left around buildings in corridors and stairwells.

We keep our voices quiet showing consideration towards others.

We are always polite and show courtesy by holding doors open and allowing others to pass. We eat only in the Blue Bird Café or outside.

We pride ourselves on keeping our school litter-free.

All staff

- Treat students fairly and consistently
- Expect the highest standards of work and behaviour
- Praise and reward good work and behaviour
- Take action on poor work and behaviour
- Follow the standard classroom procedures
- Follow the school's rewards and sanctions policy
- Enlist the support of other staff and parents where appropriate
- Model positive behaviours
- Take responsibility for behaviour and well-being and development of the student
- Use restorative language when dealing with challenging behaviour

Vulnerable Students

Our school is increasingly aware of factors in some students' lives which make it difficult for them to always work within the school's behaviour policy. We understand that for some families they are under more pressure than others and this may lead to more prevalence of needs. We recognise that behaviourist approaches are not always successful with all children, in particular for those with complex or acute Social, Emotional and Mental Health needs.

Where a young person has no identified Special Educational Need, however, still persistently disrupts and fails to adhere to the Behaviour Policy, the School will seek to understand the underlying cause of this behaviour through the Student Support Network where key pastoral leaders – Head of Lower/Upper School, Special Needs Co-ordinator (SENCO), relevant Head of Year, Designated Safeguarding Lead and Attendance Officer meet to discuss strategies for those students raising concern with their behaviour – the School recognises that behaviour is a form of communication for our vulnerable students.

Understanding Attachment and Trauma

Developing secure attachments are crucial to supporting positive well-being, mental health and behaviour. Certain groups of students may have more difficulty making and maintaining healthy attachments, for example children and young people in the care system, especially those in a caring role, and children in need. These children and young people are likely to struggle to feel a sense of self-worth, feeling helpless and hopeless they may display anger, withdrawal, extreme controlling behaviour and a seeming refusal to accept the parameters of ordinary school life. Some children respond by becoming the 'good child' acting out their distress by extreme compliance or by passive/aggressive responses.

Key school staff have undertaken Attachment Awareness and Trauma training and these pastoral staff advise the Student Support Network when identifying and reviewing support strategies for our most vulnerable students. We also work closely with Child and Adolescent Mental Health Services (CAMHS) and Young Hackney. The school is part of Hackney's Wellbeing and Mental Health in Schools Project and has achieved the Optimus National

School's Wellbeing Award in recognition of the School's work in promoting wellbeing and mental health matters and our commitment to continually evolve in our practices.

Parent/Carer Partnership

"The parent-child connection is the most powerful mental health intervention known to mankind" Bessel van der Kolk

We seek to communicate with parents in a timely manner to address behaviour concerns. We recognise that strong school-parent partnerships are key to supporting improvements in behaviour. Our Head of Student Engagement leads on Parents/Carers Forums which are opportunities for parents learning and sharing on key issues related to parenting of young people.

Parents/Carers are asked to sign and keep the Home/School Agreement

See appendix 1

