



Stoke Newington School and Sixth Form Behaviour and Relationships Policy 2020

Headteacher	Zehra Jaffer
Deputy Headteacher(IT and Learning Continuity and Interventions)	Mark Bynoe
Deputy Headteacher(Safeguarding and Wellbeing)	Alan Mackaskill
Deputy Headteacher(Curriculum)	Lucy Bryant
Deputy Headteacher(Teaching and Learning) Line manager Special Educational Needs	Karen Burrows
Assistant Headteacher - Head of Lower School Assistant Headteacher - Head of Upper School Assistant Headteacher - Director of Sixth Form	Jo Byrne Roxanne Lashley Shane Bell-Nevin
SENCO	Nana Aboagye
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Legal Framework	<p>Special educational needs and disability code of practice: 0 to 25 years (Jan 2015)</p> <p>Equality Act (2010)</p> <p>Children Act 1989 (as amended 2004 Section 52)</p> <p>Education Act 2002 s175/s15</p> <p>Education and Inspections Act 2006</p> <p>The Teachers Standards' 2012</p> <p>Race Relations Act 1976 (as amended in 2000)</p> <p>Disability Discrimination Act 1995 (as amended in 2005)</p>
Statutory Guidance	<p>The national curriculum in England Key stages 3 and 4 framework document (Dec 2014)</p> <p>Keeping children safe in education (September 2020)</p> <p>Working together to safeguard children (September 2019)</p> <p>School Exclusion (September 2017)</p> <p>School Attendance (July 2017)</p> <p>Timpson Review (May 2019)</p>

Further Guidance	<p>Improving behaviour in schools - Education Endowment Fund (June 2019)</p> <p>Recovery Curriculum – Barry Carpenter (April 2020)</p> <p>Race, Education and Inequality in Contemporary Britain – The Runnymede Trust</p>
Related Policies	<p>Curriculum; SEND; Child Protection; Teaching and Learning; Assessment and Reporting; Health and Safety; Educational visits; Anti -Bullying; Looked After Children; PSHCE; E-Safety.</p>

Behaviour for Learning Policy – Stoke Newington School in the New era

Preface

In March 2020, the global coronavirus pandemic caused schools to be closed. This unprecedented crisis was a first in the post-war world, it has taught us much, not least to value and appreciate the things we have taken for-granted. The loss of structure, social interactions and freedom, have affected us all and for young people the impact of this in their formative years can be more significant. (Recovery Curriculum -Think Piece Barry Carpenter) We praise our young people for making the sacrifices that they did in order to protect our older generations.

It was also during the period of school closure, in the month of May, the brutal murder of George Floyd occurred. This event was met with international condemnation and it once again highlighted the substantial racial inequalities in modern society. Equality is something we unapologetically stand for at Stoke Newington School and we want our school to be a place where students feel safe and have a voice. Stoke Newington School Staff stand against racism in all its forms and we acknowledge there is work yet to be done to ensure we eradicate the inequality in society.

Therefore, this behaviour for learning policy underpinned by our school core values of compassion, ambition, resilience and excellence is revised to incorporate the needs of our community with our steadfast commitment to address structural inequalities and to play an active part to help reduce the transmission of the virus.

We recognise that to truly change the narrative on race relations, this will take time, unrelenting determination and a whole school approach with all stake holders. This policy in that regard is a start, but no means the end product.

Zehra Jaffer (August 2020)

Our Purpose

At Stoke Newington School and Sixth Form, we seek to provide a positive and supportive environment where all achievements are applauded. Our fantastically diverse school body makes us all the richer and is something we celebrate. We have high expectations of behaviour for all our students, thus allowing everyone to thrive and achieve brilliant outcomes. We pride ourselves on our compassionate pastoral care and environment of kindness. A calm, structured and ordered 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. We strive to develop individuals who are equipped with excellent academic qualifications together with the courage and character to call out injustice.

We want our students to be proud of who they are, hold their heads up high and live their ambitious dreams. We wish for them to play a key part in making our society a fair and equitable one.

Aims of the Policy

1. To support the inclusive ethos of the school, raising attainment for all, through the development of positive relationships, strong sense of belonging, excellent behaviour and the championing 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 play a part in resolving conflict and repairing relationships between all in the school community are positive and based on mutual respect
4. To support staff, students and parents/carers by providing a clear and consistent framework for promoting positive relationships and behaviour which support outstanding learning.
5. To reduce the transmission of coronavirus by all in the community implementing social distancing requirements and good hygiene practices, whilst reducing the mixing across year groups by following national and local guidance.

Developing Positive Relationships

At Stoke Newington School we prioritise positive relationships between staff, students and their parents/carers, each of whom have a vital role to play in our students thriving and succeeding. Our school culture and climate seek to foster connection, inclusion, respect and value for all members of the school community.

Learning is the School's number one priority and no one has the right to disrupt the learning of others. We believe that an appropriately representative, structured, differentiated and balanced curriculum contributes towards excellent behaviour for learning and leads to fewer disruptions. Staff working with young people must be aware of the factors that may disadvantage students and take steps to reduce barriers by adopting an empathetic approach. Thorough planning for the needs of individual students will help to support academic progress and strengthen the sense of belonging.

Role of Staff

Developing positive relationships between staff and students is a fundamental aspect of high-quality teaching and learning; it promotes a sense of belonging and encourages students to actively participate in their own development. School staff develop student confidence to experiment and succeed in an environment where they are not restricted by the fear of failure. Staff are able to assist and develop students' resilience and ambition, and help them become reflective learners, in addition to being there for support and guidance.

Examples of how staff seek to develop and strengthen relationships:

- Treat students fairly and consistently
- Expect the highest standards of work and behaviour from all
- Provide a safe and positive learning environment
- Address disruptions to learning in a timely manner
- Regularly reflect on practice
- Enlist the support of other staff and parents/carers where appropriate
- Take responsibility for behaviour and well-being and development of the student
- Monitor students that are not presenting themselves emotionally and mentally as they usually would i.e. actively speaking to a student who is much quieter than usual
- Be there to listen to students and provide advice and support
- Play an integral part in ensuring consistency across the school by following the SNS classroom procedures

Staff understand the importance of highlighting the positive behaviour choices made by young people, as and when they happen. They seek to celebrate these instances both publicly, where appropriate, and privately with the individuals.

Positive behaviour is celebrated in the following ways:

- Praise for excellent attitude to learning and progress
- Achievement points awarded
- Work showcased in classrooms and corridors
- Positive written feedback given on pieces of work
- Telephone call to parents/carers or notes in planners
- Postcards home
- Weekly Year and Achievement assemblies

Examples of actions that staff seek to avoid:

- Humiliation
- Overreacting – the problem will grow
- Blanket punishment
- Shouting
- Harsh sarcasm
- Threatening children with someone's discipline (e.g. go to see Mr X)

It is integral for the development of healthy relationships that staff find a consistent balance between promoting positive behaviour and supporting young people in recognising when actions are appropriate.

Behaviour Management

All staff will take the preliminary action of positive reinforcement of good behaviour, notice students doing the right thing, make generalised comments regarding poor behaviour.

Staff will operate the classroom one warning policy:

Warning for any behaviour where student is not meeting classroom expectations.

Redirecting the student back on task. Staff to use clear, consistent language with students.

If student continues to not follow instructions then the staff member is to take in-class action, such as move student to another seat or time outside of the classroom to reflect. Staff should take the opportunity to talk to the individual student reinforcing belief in the student to adhere to the school rules.

In present times with social distancing requirements teacher actions will need to be modified, example of action would be to write name in teacher mark book (not on class board).

If disruptive behaviour continues despite action taken, the on –call duty staff member to be called.

On-call procedure

A student will be removed from a lesson if the behaviour has not been modified or in case of a serious incident. A serious incident is anything that would prevent the learning for all the class or an incident that could cause harm to another individual - staff or student.

- The teacher should send an email to the school office (via Classcharts) requesting On-call with name of student
- The school office will contact the On-call duty member who will go to the lesson
- The student will be taken to the relevant On-call Room
- Teacher to contact parent to discuss behaviour
- Before the next lesson the teacher should have a meeting with the student to reflect on behaviour choices and to implement steps to prevent reoccurrence – This meeting can be supported by a pastoral support worker or pastoral leader
- Heads of Year analyse students on the On-call list in their year group -Any student causing concern will be discussed with the relevant Head of School thereby identifying interventions through the Student Support Network* (SSN) Group

*Student Support Network Group consists of the Head of School(Assistant Headteacher), relevant Head of Year, Special Needs Co-ordinator, Designated Leads for Safeguarding, Attendance Officer and partnership agencies as appropriate, such as Young Hackey and the allocated CAMHS (Children and Adolescent Mental Services) Worker.

When it is required to do so, staff will carefully consider when and how sanctions are put in place, clearly explaining their reasoning in order for students to develop an understanding of the impact of their actions and that such behaviour choices, require addressing as a result. 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.

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, and 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 (SSN). 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.

"The parent-child connection is the most powerful mental health intervention known to mankind" Bessel van der Kolk (2018)

At SNS, 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 and staff learning and sharing thoughts, advice and evidence-based research on key issues related to parenting of young people.

Staff value communication with parents/carers on all aspects of their child's education, including their personal and social development and welfare. Where appropriate, staff will contact parents/carers to discuss specific incidents of behaviour or concerns around attitude and engagement with their child's learning and will always communicate as soon as possible. If a student has had to be removed from a lesson using the School's on-call system, then the teacher will contact the parent on the day of the incident, where possible or as soon as possible, to enable the parent/carer to best support their child in making positive behaviour choices.

Role of the Students

All students must take responsibility for their own actions and have an awareness of how such actions might impact on other individuals, as well as themselves. Students are regularly reminded of the School's ethos, values and rules together with taking ownership of this throughout their time at SNS.

As part of promoting positive behaviour and providing positive role models, students are provided with opportunities to take on responsibilities within their own class, across the school and the wider community, such as Hackney Youth Parliament.

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

- Be respectful, show kindness 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

Classroom Expectations

- Follow teacher instructions
- Respect and work co-operatively with others
- Always give your best to achieve excellence
- Be responsible for your learning and supporting the learning of others.
- No eating in class
- Follow good hygiene routines by washing and sanitising hands regularly
- Maintain social distance as far as possible.

Corridor Expectations

- Move around school quietly and purposefully maintaining social distance

- Observe the one way system and do not enter out of bounds areas
- Display courtesy towards other people at all times.
- 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 School Service.
- No physical contact including touching other people's property.
- No eating and drinking in the building

Breaktime and lunchtime expectations

All students are expected to behave responsibly during break and lunch, this includes

- Staying in their designated zone
- No physical contact with others
- Keep hands clean using the handwash stations
- All litter should be put into the nearest bin
- Always line up in single file

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 in supporting the School and as such will contact parents when we have concerns about a student's behaviour.

Clothing and appearance

Students will at all times wear the correct uniform and lanyards. 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 are not permitted. 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, i.e. arrives at school after 8.40am for Years 7, 8 and 9; 9.05 am for Years 10 and Year 11, they will receive a same day lunchtime detention of 30 minutes. Students who are continuously late hinder their progress and disrupt the learning of their peers. Being on time for school is imperative and students who has continuously late will receive targeted intervention from the pastoral team including the Attendance Officer.

Mobile phones

Students will not be allowed mobile phones on the school site. If a mobile phone is seen or heard 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 device is confiscated on a Friday, it will be returned the following Friday.

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, always adhering to safety protocols including the wearing of masks.
- Treat the environment and local area with respect
- If a student has been involved in criminal activity the school will also take action as appropriate

Unacceptable behaviour

Everyone has the right to feel safe and be safe. The following behaviours will lead to an exclusion:

- Students must never spit or deliberately cough at another student or member of staff;
- Create disorder by pretending to cough or sneeze or mimic illness;
- Refuse social distancing requests or on-call requests to leave a room.

Unacceptable behaviours 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 , vandalism and 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.

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 or any online platform 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.

SNS Home Learning – Online Teaching

Please note should there be a need for school closure due to a local or national lockdown, all students are expected to use the online teaching platforms abiding by our high standards of behaviour. The same rules apply in a virtual classroom as a real school classroom.

The Role of Parents/Carers

The partnership between home and school is a vital tool in supporting young people to develop healthy relationships and helping them to develop positive behaviours. Therefore, the role of parents/carers in this policy is a vital one. This is set out in our Home School Agreement(Appendix 2). Throughout the school year, there are several ways in which home-school communication is promoted to ensure that parents/carers have opportunities to share in the successes and celebrations of their child. Equally important is the opportunity to discuss any behaviour choices made which are not deemed in keeping with the School's ethos and values.

Whilst the School is aware that families support their children in a variety of different ways, there is an expectation that parents support the school in the approach that is set out in this policy (and in the Home-School Agreement) and be consistent when discussing behaviours with their children.

However, the School understands the importance of providing parents and carers with an opportunity to discuss their own concerns, or indeed, their child's concerns that may not have already shared by the student with staff at school Where communication is required to take place, parents are encouraged to contact the form tutor in the first instance. Please bear in mind that teachers will be teaching during the day and will check their voicemail when they are able to do so.

What parents/carers can do to promote positive relationships

- Use their child's planner to communicate with their form tutor or subject teachers as appropriate
- Communicate in a timely manner any change in student circumstance which may affect their wellbeing
- Support student independent learning with consistent routines at home
- Participate in parents/carers evenings and events in the wider life of school, such as our Summer Showcase, Community Evenings
- Discuss the school's key values with their children and share in their importance
- Provide support to the school, where required, when resolving concerns around behaviour and actions of individuals.

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 to the Referral Room
- Same day detentions up to 30 minutes
- Services around the school
- Internal/external exclusions

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.'

Appendix

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 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.

Parent/Carer Partnership

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

See appendix 2

