



## **Behaviour Policy September 2020**

### **Rationale**

Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

This document sets out the framework of the school's approach to encouraging outstanding behaviour and is known as 'Positive Discipline'. It is expected that agreed alterations and modifications will be made. The framework seeks to build upon present good practice whilst addressing identified areas for development. It is hoped that the new framework for discipline will successfully address or improve a number of areas.

The policy should be successful in:

- i) increasing the effective use of the student planner (and Show My Homework as a temporary 'Covid' measure) as a central record of each student's progress;
- ii) providing much greater understanding of the discipline process of children, parents, teachers and governors;
- iii) ensuring that all students, regardless of ability, age and gender are involved, whenever possible, in the process of praise, recognition and rewards;
- iv) ensuring that teachers can get on with teaching children who want to learn and who behave in a satisfactory manner.
- v) ensuring classes no longer have to suffer low level disruption.

Without doubt, the essential prerequisite for the policy's success is a consistent commitment from all staff. This policy must also operate in conjunction with a teacher using their 'toolkit' of skills for classroom management. To be successful, staff must avoid 'racing' pupils through the strikes without using these classroom skills.

The framework is neither draconian nor rigid. Consistency and flexibility should operate in a harmonious and complementary manner. It is hoped that the organised and widespread use of

praise and rewards will dramatically alter the working practices of all students for the better.

Teachers in all curriculum areas must look to recognise, **praise and reward** all students as a matter of agreed policy. Teaching and non-teaching staff will also be expected to formally praise students whenever it is appropriate to do so. Staff must also understand the importance of operating within the recognised framework for sanctions. The strikes both inside and outside of lessons must be worked through in a logical manner.

If the system is to be successful the following must be understood by all concerned:

- i) The expectations of behaviour set out within this policy apply to all students on roll at the school, at all times when on or off site. This includes time spent in other schools as part of the 'off site' isolation aspect of the policy and whilst dual registered on managed moves at other schools.
- ii) Staff will be aware of the needs of their students and will pay particular attention to any identified special educational needs or disabilities set out in a student's IEP, PSP, medical care plan or EHCP;
- iii) When a particular incident of unacceptable behaviour takes place an identified sanction must follow (for most occasions this will be the next sanction in the tier of sanctions). In making the decision to impose a sanction, staff will take account of the identified needs of the student in all circumstances. The identified sanction is not open to negotiation or debate with the student. This is the key area of consistency;
- iv) Once the sanction has taken place it is up to the member(s) of staff concerned to decide upon an appropriate follow up strategy with each child's case being viewed on an individual basis. This is the key area of flexibility.

Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and targeted support should be considered as part of SEND planning and reviewed as required under the Equality Act 2010. Where a sanction is, or sanctions are, imposed consideration will be given to the need for reasonable adjustments or targeted support to assist the student. Reasonable adjustments may also be made for a student who is not covered by SEND legislation but staff feel it is appropriate for.

Members of staff who 'opt out' or do not follow the policy in principle and / or practice will be challenged by middle and / or senior members of staff. Senior members of staff must also look to operate within the framework at all times.

At the centre of all that we do is the student planner (and Show My Homework as a temporary 'Covid' measure), and its importance must be understood and followed by all children, all teachers and all parents.

Post-covid, teachers must insist that the student planner is open at the appropriate week/page and on the desk in every lesson.

## **CLASSROOM RULES**

Our Classroom Rules are outlined below:

- 1) Planners must be at all times present in the classroom and open at the correct page on desks
- 2) Arrive on time, fully equipped and ready to work for each lesson
- 3) Do as you are told by all staff – first time, every time. 10 second protocol to follow staff instructions.
- 4) Listen carefully when the teacher or another person is talking.
- 5) Do not shout out.
- 6) Always try your best without disturbing others.
- 7) Always follow the routines put in place by the teacher for the start and end of their lessons.

## **AROUND SCHOOL RULES**

- 1) Planners must be carried at all times.
- 2) Be polite and show respect for other people
- 3) Do as you are told by all staff – first time, every time. 10 second protocol to follow staff instructions.
- 4) Wear your school uniform correctly at all times.
- 5) This is your school, look after it. Look after property and put all litter in bins.
- 6) Eat in the 12 Star Diner or POD area only
- 7) Walk around the school sensibly, one behind each other & quietly and keep to the left.
- 8) School opens at 8.00am; be on site by 8.45 at the latest and in your form room and ready for morning registration at 8.50am.

## **REWARDS**

Central to the philosophy is the right of all teachers to praise students, including contacting parents, as a matter of routine. Such spontaneous day-to-day praise is a key foundation in all good schools.

## ONGOING DEPARTMENTAL REWARD SYSTEM

The first formal phase of the reward system is what is known as the 'Ongoing Departmental Reward System'.

Curriculum Areas will issue achievement points to be used by all departmental members. Such points will be awarded to all students regardless of age, ability or gender provided that they display appropriate levels of commitment, effort and achievement. The awarding of achievement points will be done through Show My Homework.

The awarding of achievement points will be of greater significance around the school. As well as being used to reward excellence in terms of classroom and homework performance, the achievement point will be used to reward all significant contributions to the school community. This might include presenting a positive image of the school in the local community, showing care and concern for the environment or other students, or making a substantial contribution in extra-curricular activities.

**The achievement point** will, of course, lead to recognition through our system of certificates and reward trips held at the end of each term.

At the end of every half term, pastoral teams will celebrate attendance, behaviour and punctuality in Celebration Assemblies.

Students who are on target in all subjects at an assessment point will be **sent commendation letters recognising their progress**. Those students with top scores in all subject areas for attitude for learning at assessment points will also receive commendation letters recognising such a positive attitude.

There will be a star of the half term awarded from every teaching group. The pupils that get the most star of the half term awards in each year group will have their photograph displayed outside the headteacher's office and a special letter of commendation sent home.

## CERTIFICATES

From September 2020 the certificate levels for achievement points will be the following:

- 50 – Bronze
- 100 – Silver
- 200 – Gold
- 300 – Platinum
- 400 – Diamond
- 500 – Headteacher's Award

Students who have gained the required number of achievement points will receive the appropriate certificate which will be presented either in the end of half term year assembly or by the form tutor. At reporting phase points details regarding achievement points will be reported to parents/ carers.

It is hoped that the awarding of achievement point certificates will continue to be an accepted, popular and important feature of assemblies for all year groups and that the achievements of boys and girls of all abilities will be represented.

#### POSTCARDS HOME

Students will receive a departmental or pastoral 'postcard' which will be sent direct to their home. Teachers are encouraged to send three postcards home each week. A postcard achievement point will be recorded by staff on SIMS.

#### POSITIVE PHONE CALLS HOME

All teachers are free to involve themselves in such positive communication such as positive phone calls home. This can be recorded as an achievement point in SIMs and staff are encouraged to make at least 1 call a week.

#### LEADERSHIP TEAM INVOLVEMENT

Senior Staff will provide a high presence across all year groups during lessons. Pastoral leaders and senior leadership team members will be available to receive students who are referred to them by form tutors. Students will be sent for individually with their Student Planner and in general, to be praised by such leaders. Members of the leadership team and Pastoral leaders will visit year groups during lessons and form time and will award achievement points. Students who are working exceptionally well will be referred on to the Headteacher in order to receive praise.

#### **SANCTIONS FOR CLASSROOM BASED UNACCEPTABLE BEHAVIOUR**

In terms of classroom-based sanctions a strike system is adopted. It is hoped that the majority of students will simply choose to spend their time with us operating with the rewards framework.

It is also expected that students whose performances are deemed to be unsatisfactory and removed from a classroom will only be a small minority.

It is essential that all students, parents and teachers understand this policy and its consequences. At all times the intention is to bring a halt to unacceptable working performance and from this point to encourage each child to re-join the road to achievement.

When students do disturb the academic progress of their peers or make the working life of the teacher unacceptably stressful and unpleasant then they must be removed from that class.

Staff are trained in using a variety of behaviour for learning strategies to assist with the learning process. Positive relationships, positioning in classrooms, good use of voice and non-verbal cues assist staff to get the best out of the pupils they influence.

### **STRIKE ONE – WRITTEN COMMENT IN PLANNER/SMH BY TEACHER**

After a teacher has used their 'toolkit' of behaviour for learning strategies, a student who behaves unacceptably will receive a strike one written comment. This must be recorded in the planner and on SIMS at the end of the lesson.

### **STRIKE TWO – SECOND WRITTEN COMMENT IN PLANNER/SMH BY TEACHER AND STUDENT MOVED TO BUDDY**

Even after continued use of their behaviour for learning toolkit and a strike one being issued, teachers may find a student will continue to behave in an unsatisfactory manner. Such behaviour will result in the student moving to a strike two written comment and the student being placed with the teacher's buddy.

### **STRIKE THREE – THIRD WRITTEN COMMENT IN PLANNER BY BUDDY AND THE STUDENT MOVED TO REFLECT**

At this point the buddy (quite often the HOD) would come to the decision that a child is persisting in undermining the work of

everyone. This is despite receiving two clear warnings with strikes by this stage.

Each curriculum area (or group of areas) will need to plan out a timetable through the course of each week which will ensure that for each lesson of the week at least two colleagues are always identified as being available to 'receive' students who receive a student on strike 2.

The referred student will bring work with them and will work in silence in an appropriate part of the room. When referring a student to another teacher it is the original teacher's responsibility to ensure that the student has sufficient work to do.

Ideally, the student will be debriefed immediately after the lesson though, if this is not possible, the debriefing should take place at the earliest practical opportunity.

If the lesson is completed with buddy with no further incident the buddy will record on SIMS a strike 2 behaviour log.

Walkabout will continue to run and any student refusing to go to the departmental link will be referred to isolation after being given the 10 second warning to make the right choice.

Any student receiving strike 3 from the buddy will progress to the Reflect Room. If this occurs the buddy will register on SIMS strike 3 behaviour log and will write the third comment in the planner.

With some situations, it may be that a child behaves in such an unacceptable way that the teacher chooses to move straight to isolation. Though there is always the possibility of this occurring, the importance of working through the strikes is emphasised and encouraged whenever possible.

### **The Reflect Room**

Isolation is an extremely serious sanction. The reflect room will have a functional and purposeful environment with a bank of work which covers every curriculum area. The Reflect Room will be staffed by GEN.

Students will be 'isolated' in the fullest sense of the word. Lunch-break will be taken in the isolation room and at no time will the isolated student be allowed to socialise with other students.

The duration of the day in the Isolation Room will be from 9.10 a.m. - 3.00 p.m. Students placed in Isolation arriving late without good reason will repeat the full day at the earliest opportunity.

It should be noted that this sanction, as with any sanction can be reached through a gradual process of continued unacceptable behaviour or through the committing of a serious unacceptable action such as a fight which is considered sufficiently serious to warrant such an immediate sanction.

**Please note:**

- 1) If a student reaches 3 behaviour strikes in a lesson or 5 behaviour strikes in a week they will move into the Reflect Room. These behaviour strikes may be a combination of lesson strikes and out of lesson strikes.

**OFF SITE ISOLATION**

- i) Sometimes a pupil may be directed to spend time in an off-site isolation room at another school. This may be considered more appropriate for more serious breaches of the behaviour policy

**FIXED TERM AND PERMANENT EXCLUSION**

Students who persistently break the rules or who commit a particularly serious incident can expect to find themselves at this level.

The control of fixed-term or permanent exclusion is entirely in the hands of the Headteacher and Governing Body. Exclusions normally operate on a tiered process following a system that leads through 1, 2 and 5 days followed by permanent exclusion.

There may be occasions where the Headteacher will use their professional judgement to not follow the tiered process when the behaviour presented by a student warrants a higher level of exclusion; these exclusions will be reviewed in line with similar incidents across the school to ensure consistency. Following an exclusion that has been given outside the tiered process, the student will revert to following the tiered system for subsequent exclusions.

On re-entry to school after a period of fixed term exclusion a student will be automatically placed in isolation for a reintegration process unless reasonable adjustments are made at this point. Reintegration following an exclusion for violent conduct/physical assault will include a period in isolation and restorative rehabilitation.

Prior to making any decision on fixed term or permanent exclusion, the Headteacher will consider the circumstances of the exclusions and of the individual student. This will include consideration of the degree to which SEN or disability was relevant to the behaviours leading to the final incident.

Hierarchy of isolation placements:

**Failing Isolation – escalation of sanctions**  
**Isolation referrals from the morning are for the remainder of that day. Isolation referrals from lunch time onwards are for the remainder of that day and all of the next day.**

<b>Sanction 1</b>	<b>1 day in Reflect</b>
<b>Sanction 2</b>	2 days in Reflect
<b>Sanction 3</b>	3 days in Reflect
<b>Sanction 4</b>	4 days in Reflect
<b>Sanction 5</b>	5 days in Reflect
<b>Sanction 6</b>	5 days in Reflect + HT Det
<b>Sanction 7</b>	5 days in Reflect to 4.00pm each day
<b>Sanction 8</b>	2 days fixed term exclusion
<b>Sanction 9</b>	5 days fixed term exclusion
<b>Sanction 10</b>	Permanent exclusion or AP

**STRIKES FOR INAPPROPRIATE BEHAVIOUR COMMITTED AROUND SCHOOL**

The sanctions system for around school operates in tandem with the lesson sanction system.

In short, members of staff need the support of a clear policy whilst being able to view each incident's severity from a professional and experienced stance. Students need to know what the 'minimum' sanction they can expect to receive actually is whilst also being in a position to understand what the 'maximum' sanction might be.

'Refusal or failure to follow staff instructions' offers an interesting case in point. It might be that the incident is so minor that the member of staff concerned simply makes a comment in the appropriate section of the student planner.

Alternatively, the situation might be so serious and confrontational that the teacher concerned, after using the 10 second warning (giving the student the best opportunity to make the right choice and follow the instruction) is then sent to isolation for their next sanction because they still refuse to co-operate.

If at any time a member of staff considers a student to have chosen to behave in an inappropriate way around school they should, as a minimum, make a strike comment in the student planner for that week. It is important that the comment, though obviously brief, is sufficiently informative for parents. Staff must then at the next opportunity record this as a behaviour point on SIMS.

Form tutors, through the monitoring of planners each week, should keep a record of such detrimental comments. A student who acquires five such comments will automatically move into Reflect though it is hoped that appropriate pastoral support at an earlier stage will reduce the chances of this happening.

## **THE USE OF THE STUDENT PLANNER**

Monitoring of student planners

Student Self-Monitoring:

Without doubt, the success of this policy depends upon the effective monitoring of student planners. Central to this success is the need to provide students with the opportunity to reflect upon their own school performance; in other words, to ensure that student self-monitoring is central to the weekly operation of the student planner. With this in mind it is essential that a reasonable amount of time is given each week to allowing students to reflect upon their performance in school.

Parental Monitoring:

Parents and guardians will also have a key role in monitoring their child's planner. Most importantly it is expected that parents will inspect and sign the planner each week, encourage their child to keep the planner clean and up to date, support the habit of completing homework in an organised and efficient manner, and use the appropriate Parents' Section to communicate with us as a school.

#### Form Tutor Monitoring:

School student planners will be monitored each week by the form tutor. When monitoring student planners form tutors are looking to identify or confirm a number of points:

- i) that the planner is free from graffiti and is being kept in a tidy manner; students who graffiti their planner will need to purchase a new planner
- ii) that, whenever they occur, comments made in the student planner by other members of staff are responded to in an appropriate way;
- iii) that, whenever they occur, comments made in the student planner by parents are responded to in an appropriate way;
- iv) in order to communicate as form tutor to parents upon any school-based issue which they feel would be best communicated through the student planner;
- v) in order to monitor the awarding of official sanctions.

Each form tutor will keep a separate record in file form of each child in their form group. Details should be brief and should reflect both negative and positive performance.

#### **Guidance for referring students to Leadership Team:**

Students should be referred to SLT via email for praise. Students should be referred for any of the following reasons:

- i) they have successfully achieved a certificate level
- ii) they have established six or more weeks of consecutive 'clean slates'
- iii) they have performed outstandingly in any way in which the form tutor feels needs to be brought to the attention of the Link.
- iv) there is clear evidence of under-performance

- v) Over the course of the year all students should be seen by the pastoral leader on at least one occasion.
- vi) Where there is evidence of excellent achievement a leadership achievement point will be awarded by the member of the leadership team.
- vii) Where a student's performance is exceptional the leadership link will refer the student to the Headteacher who will award a headteacher's achievement point.

## **THE CONTENTS OF THE STUDENT PLANNER**

No personalising of the student planner will be allowed. The Planner should be carried in the student's bag not in a jacket pocket. In short, the student planner must be kept as if it were a best exercise book. Lost or graffitied Student Planners will need to be immediately replaced at a cost of £2.50.

At the beginning of each form tutor session and lesson, students will take out their student planners. Students who have not brought their student planner should be immediately referred to the Reflect Manager via walkabout.

It must be emphasised that forgetting the student planner is extremely serious. Any student who forgets their student planner on one occasion within a year will automatically serve a one-day period of ISOLATION. Pastoral staff will endeavour to get parents/ carers to bring the planner into school so the student can re-join mainstream lessons.

Form tutors must ensure that they inspect and sign each student's student planner every week.

## **PROTOCOLS**

- i) At the start of all lessons students will be expected to settle according to clear routines set out by the class teacher, get out planners and equipment and sit down. This is designed to take some of the face to face conflict away from situations.
- ii) With regard to students who are not doing as they are told, in order to clarify what is defiance we use the words "you have ten seconds to do as you are told and if you do not it is Reflect".
- iii) Mobile phones/smart watches: mobile phones/smart watches should be switched off and not be visible from the start of the school day until the end of the day. Any mobile phone/smart

watch that is seen during this time either being used or not will be confiscated.

- iv) Confiscated mobile phones/smart watches will be held by the main office and returned to parent/carer.
- v) During registration / lesson any student who does not have their planner or does not have the correct uniform should be referred to the walk about system or given a staff /pupil pass to go to pastoral (uniform issues) or reflect (planner issues).
- vi) During covid, adjustments to the policy will be made when and as needed due to restrictions on the use of planners and students being in bubbles. These adjustments will be at the discretion of the senior leadership team.

**J Hill, September 2020**