



Behaviour Policy

Ref S004

Document Control	
Title	S004 Behaviour Policy
Date	February 2020
Supersedes	Current Behaviour Policy
Amendments	Major re-draft of policy to include changes in behaviour management processes across the school
Related Policies/Guidance	<ul style="list-style-type: none"> • B006 Health and Safety Policy • S007 Anti-Bullying Policy • C018 Teaching and Learning Policy • C016b SEND Policy • S020 Transition Policy • S003 Attendance Policy • S010 Exclusion Policy • S017 Safeguarding Policy • S013 The Home-School Agreement • S009 Equality Policy • S011 Physical Restraint Policy
Review	2 years
Author	K Roban
Date consultation completed	
Date adopted by Governing Body	DRAFT POLICY – SUBMITTED TO SIB 7/02/2020

Prosperre Learning Trust (*Previously CHS Learning Trust and Piper Hill Learning Trust*) is a Multi Academy Trust. Registered in England and Wales - number 10872612
Registered Office: Piper Hill High School, Firbank Road, Wythenshawe, M23 2YS

The Prosperre Learning Trust has a number of Trust-wide policies which are adopted by all schools/academies in the Trust to ensure an equitable and consistent delivery of provision.

The Trust Board has responsibility for the operation of all schools/academies and the outcomes of all students however responsibility is delegated to the Local Governing Body of each school via the Scheme of Delegation.

Within our policies reference to:

- Governing Body / Governors relates to the members of the Local Governing Body representing the Trust Board.
- School includes reference to school, academy or free school unless otherwise stated.
- Headteacher includes reference to Headteacher, Principal or Head of School of the school, academy or free school.

1. Introduction:

“Parents and children deserve safe, calm learning spaces, and teachers deserve to be equipped with sensible strategies that maximise learning, safety and flourishing”

(Tom Bennett. DfE behaviour expert. 2015)

The Governing Body and staff of Newall Green High School accept this principle and seek to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

The booklet ‘Behaviour for Learning Support Materials’ (Appendix 2) accompanies this policy and aims to support all staff in implementing the policy successfully.

2. Aims:

- a. To create an environment which encourages and reinforces good behaviour.
- b. To promote self-discipline and positive relationships.
- c. To ensure that the school’s expectations and strategies are embedded in our school ethos.
- d. To encourage the involvement of both home and school in the implementation of this policy.

3. Standards of Behaviour and School Ethos:

At Newall Green High School we expect all students to:

- Be ready
- Be respectful
- Be safe

We expect all students to take responsibility for their own behaviour and ensure that any incidents of disruption, bullying and any form of harassment are reported.

The adults encountered by our students at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on students.

As adults we should aim to:

- Create a positive climate with realistic expectations.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, sexual orientation, ability and disability.
- Show appreciation of the efforts and contribution of all.

4. Roles and Responsibilities:

All members of our school community contribute to maintain and developing a shared understanding of our ethos.

Trustees and Governors

- The Governing body will establish, in consultation with the head, staff and parents the policy for the promotion of good behaviour and keep it under review.
- It will ensure that it is communicated to students and parents; that it is non-discriminatory and that expectations of all stakeholders are clear.
- Trustees and Governors will support the school in maintaining high standards of behaviour.

Head Teacher and Senior Leadership Team

- All members for the Senior leadership team are responsible for the implementation and day to day management of the policy and procedures.
- They will publish and make explicit the Behaviour Policy to all parents, staff and students.
- The guidance of all responsibilities in respect of promoting good behaviour and procedures will form a key component of staff induction.
- Annual guidance and training is provided for all staff to ensure consistency in dealing with incidents.
- Continual Professional Development is provided when staff needs are identified.

All Staff

- The NGHS Behaviour Map (Appendix 2) summarises our minimum expectations for all staff.
- All staff, teachers and support staff, are responsible for maintaining good order at all times; ensuring that all students act in a reasonable, responsible manner, showing respect for self and others.
- It is their responsibility to ensure that the Behaviour Policy and procedures are consistently and fairly applied.
- The Behaviour for Learning Support materials in Appendix 4 should be read by all staff.
- Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which students develop self-discipline and personal responsibility.
- All staff are responsible to ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, disability or sexuality.
- All staff have a duty to ensure that the concerns of students are listened to and appropriately addressed.

Parents and Carers

- All parents and carers are encouraged to work in partnership with the school in maintaining high standards of behaviour.
- They have the opportunity to raise with the school any issues arising from the operation of the policy.

The school will investigate all concerns raised regarding the behaviour of others in our school community. Where malicious accusations against members of our school community have been made, appropriate sanctions will be put into place.

5. The Curriculum and Learning:

The school believes that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the students, and the lesson should be differentiated to meet the needs of students of different abilities. Marking, feedback and record keeping can be used both as a supportive activity, providing feedback to the students on their progress and achievements, and as a signal that their efforts are valued and that progress matters.

6. Classroom Management:

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teacher and student, strategies for encouraging good behaviour, seating plans, access to resources and classroom displays all have a bearing on the way the students behave. Every classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the students to work in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

Where staff are finding recurring issues with certain students or classes we advise that they seek support. It is recognised that from time to time certain students may not meet the required expectations and individual staff should feel confident to ask for other staff to support them on addressing this. Curriculum Leaders, Pastoral Leaders and the member of SLT who is leading the school should be the first point of contact alongside using the staged behaviour management procedure (see Appendix 1).

7. Rewards:

Emphasis should be on rewards to reinforce good behaviour. Rewards have a motivational role, helping students to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. Praise can be earned by the maintenance of good standards as well as particularly noteworthy achievements. Students can be rewarded in the following ways:

- Verbal praise, in a variety of contexts.

- Obtaining STRIVE points for outstanding conduct, good work and academic achievement.
- Collective or individual praise in assemblies, in the school newsletter or via plasma screens (e.g. good behaviour on a school visit).
- Gaining Star of the Week from curriculum areas.
- Gaining additional certificates to celebrate specific academic and pastoral achievements.
- Written or verbal communication with home praising high standards of behaviour, including the use of praise postcards, letters and text messages.
- Invitation to special events which reward high standards, including behaviour.
- Recognition at Awards Evening.
- Display boards around the school celebrating student success.
- STRIVE badges awarded to evidence contributions to school life.

8. Sanctions:

Although rewards are central to the encouragement of good behaviour, realistically there is a strong need for proportionate sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In addition to sanctions, restorative justice techniques will be employed as far as is reasonably possible.

The use of sanctions should be characterised by two features:

1. It must be clear why the sanction is being applied.
2. It must be made clear what changes in behaviour are required to avoid future Sanctions.

Sanctions may include the following:

- Expressions of disapproval.
- Withdrawal of privileges.
- Detention after school.
- Placement in another classroom or group
- Referral to Form Tutor, Curriculum Leader, Pastoral Leader, Assistant Head of School, Deputy Head or Head of School depending on the nature and severity of the misbehaviour.
- Letter to parents/carers.
- Placing on a waved report.
- Referral to the school's Inclusion Centre.
- Referral to Governor's Behaviour Panel.
- Referral to an Alternative Provision.
- Referral to a Step Out at another school
- Referral to a Managed Move at another school
- Fixed Term Exclusion from school (Deputy Head or Head of School's decision only)
- Permanent Exclusion (Head of schools decision only)

Parental consent is not required for detentions but it is recommended that communication with home is made by the school before a detention takes place. This will be in the form of a text message that will be sent out by the school before 2.30pm each day. Staff should not issue a detention where they know that doing so would compromise a child's safety or when the students has known caring responsibilities which mean that the detention is unreasonable.

Where antisocial, disruptive or aggressive behaviour recurs and initial use of sanctions have not brought about any improvement, it may be necessary to refer students to other agencies (i.e. Educational Psychologist) to receive specialist help. Where behaviour gives cause to suspect that a child is suffering, or is likely to suffer significant harm, staff should follow the school's safeguarding policy.

All staff are expected to follow the formal Behaviour Management procedure when dealing with misbehaviour around school and in lessons. (See Appendix 1)

2. On Call (Walkabout):

Should a situation arise on site where a student's behaviour escalates and the classroom teacher has exhausted the school's consequence system, our 'walkabout' provision will be contacted. The 'walkabout' team consists of our five Pastoral Leaders. When the 'walkabout' staff are contacted, they will investigate the issue that has arisen, resolve the situation and ultimately allow the student to continue with their learning in their classroom or in a buddy classroom. If the team judge that the student should not be placed in a lesson, then the student may be isolated for the remainder of that lesson. It is essential that all incidents of 'on call' are recorded by the subject teacher on SIMS/Classcharts and an appropriate sanction is put in place. A central record is kept in school and overseen by the Senior Leader in charge of behaviour. This is used to identify patterns of poor behaviour and to put in place intervention strategies to support staff and students.

3. Communication with Parent(s)/Carer(s):

The school gives high priority to clear internal communication and to a positive partnership with parents and guardians since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a student is giving cause for concern it is important that all those working with that student in school are aware of those concerns, and of the steps, which are being taken in response. The key person in this process is the form teacher who has the initial responsibility for the student's welfare.

4. Beyond the school gates:

Teachers have a statutory power to discipline students for misbehaviour outside of the school premises "to such an extent as it is reasonable" (Education and Inspections Act 2006).

Examples include:

- Students who misbehave on the way to or from school, outside the school gates or otherwise in close proximity to the school.
- Students who misbehave wearing school uniform or are in some other way identifiable as a student at the school.
- Students who misbehave during an Educational Visit, Work Experience or whilst the student is taking part in a further education course as part of a school programme.
- Students who misbehave whilst representing the school in a sports event with another school or any other event which might affect the chance of opportunities being offered to other students in the future.

5. Monitoring, Evaluation and Review:

- Behavioural and Reward data will be regularly monitored by a member of SLT to analyse how the school can further promote a positive, caring environment.
- All aspects of the schools Behaviour Policy and procedures will be regularly evaluated by the Senior Leadership Team and Governors.

Appendix 1: NGHS Behaviour Management Procedure

Managing Classroom Behaviour – A Staged Approach

If we are to successfully manage the behaviour of students in our school and allow a focused approach to learning, then every member of staff must take an active role in the process. We need to clarify the roles and responsibilities of all staff ensuring that there is a clear behaviour management structure, which is used by all.

C1 / C2 / C3: 2 Warnings and Class Teacher Detention (15 minutes):

Class Teacher / Form teacher (Tutor Time)

Examples of behaviour which should be corrected by the class teacher	Strategies available to the class teacher to assist with behaviour management
<ul style="list-style-type: none"> • Late to lesson (3+ minutes). • Lack of equipment. • Eating, chewing, drinking in class. • Failure to remove coat in class. • Being noisy / talking. • Failure to follow instructions. • Being uncooperative. • Interrupting a teacher / shouting out. • Time wasting / avoiding work. • Using inappropriate language. • Getting out of seat and walking around. • Failure to complete classwork, homework, Examination Assessments etc. • Writing graffiti in exercise books or on desks. 	<p>The class teacher should attempt a variety of strategies to manage a student's behaviour; e.g.</p> <ul style="list-style-type: none"> • Quiet word with student. • Reprimand or warning. • Move student within class. • Speak with student outside of lesson. • Immediate positive praise for cooperation / good work / good behaviour (positive correction). • Negotiation of apology. <p>If the behaviour persists then a more formal approach should be taken</p> <ul style="list-style-type: none"> • C1 Formal verbal warning A variety of strategies can be used to modify behaviour • C2 Final verbal warning A variety of strategies can be used to modify behaviour • C3 Class teacher detention This will be a 15-minute detention after school. <p>If further support is needed the class teacher should refer the student to the Curriculum Leader or Pastoral Leader (during form time).</p>

C4: Buddy Curriculum Leader Intervention (Pastoral Leader for Tutor Time):

The Curriculum Leader is in a position to use their experience and skills to deal effectively with students and ensure that all staff are supported in effectively managing student behaviour. The Curriculum Leader is ultimately responsible for organising an appropriate structure to support Curriculum Team members during lessons throughout the school day, this would usually be by promoting a 'Buddy' system between staff members.

If a student's poor behaviour continues after the issuing of a class teacher detention C3 then the student should be moved to the next stage C4 Curriculum Leader / Buddy System and sent out of the classroom to the nominated person.

The Curriculum Leader is responsible for upholding the behaviour standards of the department and should monitor instances of referrals across the department to help address behaviour management strategies across the departmental team.

Examples of behaviour which should be corrected by the Curriculum Leader	Strategies available to the Curriculum Leader to assist with behaviour management
<ul style="list-style-type: none"> • Persistent unacceptable behaviour in subject lessons. • Disrupting the education of other students. • Persistent failure to meet homework and coursework deadlines (after previous class teacher intervention). • Verbal abuse of subject teacher. • Fight / disturbance between students. • Failure to complete subject teacher detention. 	<p>The CL is expected to manage behaviour in their department using a variety of strategies e.g.</p> <ul style="list-style-type: none"> • Student placed in their lesson. • Student placed with another member of the subject team. • Discussion with student at an appropriate moment. • Negotiation of apology. • Phone call home / Letter home. • Meeting with parent. • Place student on departmental report. <p>A 30min 'buddy' detention should be issued</p>

Pastoral Leader: For Pastoral / Form Time issues:

The Pastoral Leader is in a position to use their skills and experience to deal with the most regular and persistent offenders.

Examples of behaviour which should be corrected by the Pastoral Leader	Strategies available to the Pastoral Leader to assist with behaviour management
<ul style="list-style-type: none"> • Persistent refusal to hand over jewellery / non-uniform. • Persistent refusal to hand over phone / music player etc. • Persistent bullying. • Persistent defiance of the uniform code. • Unacceptable verbal abuse of another student (including racist remarks). • Unacceptable verbal abuse of staff (including racist remarks). • Disagreement / fight between students. • Unprovoked assault on another student. • Unacceptable behaviour to/from school. • Failure to comply with sanctions/strategy laid down by CL. 	<p>The PL is expected to manage behaviour in their year group using a variety of strategies e.g.</p> <ul style="list-style-type: none"> • Student isolated with PL. • Discussion with student at an appropriate moment. • Negotiation of apology. • Place student on form tutor / PL report. • Refer to internal / external support agencies. • Student referred to Inclusion Centre. • Referral to Governors Behaviour Panel. • Phone call home / Letter home • Meeting with parent. • Place student on PL report. <p>A 30min after-school detention should be issued</p> <p>If appropriate the PL may choose to refer to Key Stage leader.</p>

C5: On Call / 'Walkabout'

Examples of behaviour which should be reported to 'Walkabout'
<ul style="list-style-type: none"> • You see a student/adult who is not part of NGHS on the premises. • You see an incident outside your classroom that needs to be dealt with. • To remove a phone or any other piece of equipment that should not be used in the classroom. • An item has been reported missing or stolen during the lesson. • A student has made verbal or physical threats to another person in the room. • A student has been injured in your classroom. • A student needs taking to a buddy classroom. • A student is missing from the lesson.

Walkabout should be used to address issues which require immediate additional support. When the 'walkabout' staff are contacted, they will investigate the issue that has arisen, resolve the situation and ultimately allow the student to continue with their learning in their classroom or in a buddy classroom. If the team judge that the student should not be placed in a lesson, then the student may be isolated for the remainder of that lesson. Pastoral Leaders will contact parents to discuss the issues directly with them. It is essential that all incidents of 'on call' are recorded by the subject teacher on SIMS/Classcharts and an appropriate sanction is put in place. A central record is kept in school and overseen by the Senior Leader in charge of behaviour. This is used to identify patterns of poor behaviour and to put in place intervention strategies to support staff and students.

C6: Senior Leadership Team

Examples of behaviour which should be corrected by SLT	Strategies available to SLT
<ul style="list-style-type: none"> • Assault on a member of staff. • Serious verbal abuse of staff. • Serious aggression fight / assault on another student. • Failure to follow CL / PL instruction. • Disruption of CL / PL lesson. • Drug / substance related incidents. • Possession of an offensive weapon 	<ul style="list-style-type: none"> • Restorative Discussion with student. • Negotiation of apology. • Phone call home / Letter home. • Meeting with parent. • Placed on report to SLT. • Referral to Inclusion Centre. • Referral to Governor's Behaviour Panel. • Referral to an Alternative Provision. • Referral to a Step Out at another school • Referral to a Managed Move at another school • Fixed Term Exclusion from school (Deputy Head or Head of School's decision only) • Permanent Exclusion (Head of schools decision only)

Placement in Inclusion centre (Include):

A Key Stage Leader or a member of the Senior Leadership Team (SLT) will make a recommendation to the Assistant head teacher or the Deputy Head teacher as to whether a student should be placed in the school inclusion room. This decision will be based on evidence collected during the investigation process. If the Assistant Head teacher feels an external exclusion should take place this will be recommended to the Deputy Head teacher or the Head of School.

Head of School / Governors' Behaviour Panel

In making a decision to exclude a student either for a Fixed Term period or permanently, the Head of School must have full regard for the DfE exclusion guidance. The Head and members of the school Disciplinary Committee are expected to acquaint themselves fully of their duties under the relevant DfE guidance. Consequences / Referral Routes.

Behaviour Management Procedure: Summary

In addition to the below behaviour sanctions students will be placed on waved report if :- (see appendix 3 for further details)

- a) A student receives more than 3 negative behaviour logs in 1 week
- b) A student creates persistent low level disruption or passive learning over a half-term
- c) A student's attendance or punctuality to lessons becomes a concern
- d) Concerns around the student's behaviour that require monitoring

Consequence System -

Consequence	Originator	Action	Referred to:
(C1) Formal verbal warning	Class teacher	<ul style="list-style-type: none"> • Make a note 	No further action required
(C2) Final verbal warning	Class teacher	<ul style="list-style-type: none"> • Make a note 	No further action required
(C3) Class teacher detention	Class teacher	<ul style="list-style-type: none"> • Behaviour logged on SIMS as a class teacher detention • Student issued with an appropriate Sanction by class teacher 	CL/PL if appropriate
(C4) Curriculum Leader Intervention / Buddy Support	Class Teacher Curriculum Leader or Pastoral Leader	<ul style="list-style-type: none"> • Student is moved to a buddy class if appropriate • Teacher • CL/PL discusses situation with student and deals with student using appropriate strategies. • Student issued with an appropriate Sanction by class teacher/CL/PL. 	'Walkabout' contacted if additional support is required SLT if appropriate
(C5) Walkabout / On Call	Class Teacher Curriculum Leader or Pastoral Leader	<ul style="list-style-type: none"> • Teacher emails walkabout briefly and completes behaviour log on SIMS as walkabout detention. • PL / SLT discusses situation with student and deals with student using appropriate strategies. • SLT completes behaviour log on SIMS. 	SLT if appropriate
SLT sanction	SLT	<ul style="list-style-type: none"> • SLT discusses situation with student and deals with student using appropriate strategies. • SLT completes behaviour log on SIMS. • Student issued with an appropriate sanction by SLT. 	Head of School – Fixed term exclusion if appropriate.

Inclusion Centre (SLT Isolation or Include)		<ul style="list-style-type: none"> • Evidence of the incident is compiled. • SLT completes referral form and takes to Deputy Head of School to make a decision. • Student is placed in Aspire Include at the earliest opportunity. 	Recorded and analysed by behaviour lead with possible further action. Potential referral to Waved report, PBSP, Nurture Hub, PSP, CRF.
Fixed Term Exclusion (authorised by Deputy or Head of School)	SLT Head of School	<ul style="list-style-type: none"> • Evidence of the incident is compiled. • SLT presents all evidence of investigations with suggested sanction to the Deputy or Head of School. • If student or other students are at risk arrange for the student to be isolated until they are sent home. 	Potential referral to Waved report, PBSP, Nurture Hub, PSP, CRF, External agency referral, Governors Behaviour Panel
Step Out (authorised by Deputy or Head of School)	SLT Head of School	<ul style="list-style-type: none"> • Evidence of the incident is compiled. • SLT presents all evidence of investigations with suggested sanction to Deputy or Head of School. • If student or other students are at risk arrange for the student to be isolated until they are sent home. 	Potential referral to Waved report, PBSP, Nurture Hub, PSP, CRF, External agency referral, Governors Behaviour Panel
Permanent Exclusion (Authorised by Head of School)	SLT Head of School	<ul style="list-style-type: none"> • Evidence of the incident is compiled. • Deputy Head presents all evidence of investigations with suggested sanction to Head of School. • If student or other students are at risk arrange for the student to be isolated until they are sent home. 	LEA involvement

POLICY ON MOBILE PHONES AND DEVICES: Summary

1. Mobile phones on the school premises:

- 1.1. Mobile phones should be 'off and away' at all times, any phone seen or heard will be confiscated, this includes phones on display in shirt pockets.
- 1.2. Phones that are confiscated will be returned to students at the end of the day in the first instance, although should there be a second occurrence a call will be made home with the requirement for a parent / carer to collect the phone on their child's behalf.
- 1.3. The restriction is in place at all times while students are in the grounds of the school building, this includes when students arrive and leave at the end of the day. Phones should be away before students enter the school grounds and not accessed until they have left the site.
- 1.4. Should students need to contact parents urgently with any concerns they should make their way to main reception who will make arrangements for parents to be contacted.

2. Procedure if a student does not comply with the policy:

- 2.1. If a mobile phone is seen by a member of staff anywhere on the school premises, that member of staff will be required to confiscate it immediately and pass the phone to the main office for secure storage as soon as possible. The phone will be kept in secure storage for the rest of the day.
- 2.2. The admin team will then send a text message to inform parents of the confiscation.
- 2.3. A SIMS record will be completed by the teacher who confiscated the phone, with full details of the confiscation and actions taken.
- 2.4. The student will be able to collect their phone, from a member of the senior Leadership Team at the main reception, at the end of the school day once duties have been completed.
- 2.5. If there is a second confiscation, parents will be informed and will be asked to ensure that their child does not use their mobile device on the school premises.
- 2.6. If there is a third confiscation, parents will need to come into school to collect the phone. On collection of the phone, parents will meet with a member of the pastoral or senior leadership team. During this meeting, parents will be reminded of school policy. The phone may also be checked for any inappropriate material.
- 2.7. If a student refuses to hand over their mobile phone, the parent will be called and will be asked to come into school and collect their child's phone immediately. Parents will then be asked to bring their child into school the next day for a meeting with a member of the Senior Leadership Team.
- 2.8. If a mobile phone goes off, or if a student uses a mobile phone in the final hour of the school day the phone will be confiscated as normal and the student may take their phone home at the end of the day. However, they should hand it in the start of the next day for confiscation and parents will be informed.
- 2.9. If a student is asked to hand over their phone to a member of staff and says that they do not have their phone in school, they will be expected to prove this by emptying their pockets and school bag.

Appendix 2: NGHS Behaviour Map

NGHS BEHAVIOUR MAP

"THIS IS HOW WE DO IT HERE"

Adults at NGHS are positive role models. They are approachable, good listeners, smile, have a good sense of humour, kind, caring, understanding, firm but fair, assertive, calm, respectful, are passionate about teaching and love their school and job.

WHEN THE ADULTS CHANGE, EVERYTHING CHANGES

Use this blueprint as your reminder of daily behaviour practice within Newall Green High School.

VISIBLE ADULT CONSISTENCIES:

1. I always smile and say hello to staff and students.
2. When I welcome students into my classroom I stand at the door and make them feel special.
3. I follow up any issues using the C System.
4. I own my own problems and find a solution.
5. I build relationships and let pupils know that I care.

BASIC CLASSROOM RULES:

1. I treat the pupils how I expect them to treat me - with respect.
2. I give students a "fresh start" every lesson.
3. I address the behaviour not the student.

OVER & ABOVE BEHAVIOURS:

1. I am a visible presence on the corridors. If there is an issue I deal with it.
2. I always ensure that I use the school rewards available to me more than sanctions.
3. I address the behaviour not the student.

OUR VALUE MESSAGE:

BE READY, BE RESPECTFUL, BE SAFE!

MICROSCRIPT:

"Good morning! How are we all today? Could we please remove all coats and outdoor clothing?"

Always try to use a name:

"Are you OK...what's happened?"
 "Oh...have you forgotten something?" (student removes coat)
 "Hi...those earrings are wonderful but they are not part of school uniform so..."

If a child is wound up:

"Just sit here (out of circulation) you don't have to speak until you are ready"
 "Can you just help me with this?" (distraction)
 "Hi I'm Mr Harris, we've never met before have we, which is a good thing as it probably means you haven't been in trouble. Tell me what's happened"

RESTORATIVE QUESTIONS:

1. What could you have done differently?
2. What would be a politer way of saying that?
3. Put yourself in their shoes, how might they feel?
4. What do we need to do to make things right?
5. How can we move this forward?
6. Have you taken responsibility for your actions?

Appendix 3 Standard Operating Procedure

Focus: Waved Reporting System

Aims: To ensure there is a consistent approach to the issuing, monitoring and evaluating of waved reports and student intervention.

Procedures: A student will be placed on a waved report if:

- e) A student receives more than 3 negative behaviour logs in 1 week
- f) A student creates persistent low level disruption or passive learning over a half-term
- g) A student's attendance or punctuality to lessons becomes a concern
- h) Concerns around the student's behaviour that require monitoring

Wave 1: Form tutor

- Form Tutor to call home and inform Parent/carer about the concerns from a round robin from subject teachers i.e. passive learning, BFL or Lateness to lessons/school
- Record outcomes of conversation on Sims/classcharts. *Please log the Sims Action Taken as Placed on Wave 1 Report.*
- Set Student target out of 30 for week
- Check report at the end of every day, Issue sanctions/rewards where necessary. Log sanctions on Sims as *Not met targets.*
- Weekly contact and update with parents. Log on Sims as *Phone Call Home* and the Action as *Parents Informed.*
- After two weeks on reports, hold a meeting with parents should there not be any improvement. Please log on Sims as *Meeting* and ensure that minutes are taken.
- Keep parents/year teams informed of students progress/concerns
- Use the concerns flowchart should you notice any areas for student support via CRF.

4 weeks-

- Improved BFL - Phone call home to inform parents of Student success. Please log on Sims as *Phone Call Home* and the Action as *Parents Informed.*
- No Improvements – Move to wave 2 – Parental meeting to be made by Form Tutor to handover to Assistant Head Of Year – Completed log of 4 week interventions and home contact to be passed to Year Team

Wave 2: Pastoral Leads

- Continued completion of SIMS, daily student checks, rewards and sanctions, parental and intervention team involvement

Additional Support-

- Target Card with Smart targets to remind the student of expectations
- Hotspot lesson support
- Intervention team support – central referral form (CRF) completed, Positive Behaviour Support plan (PBSP).

Wave 3: Behaviour/Key Stage Lead

- Continued completion of SIMS, daily student checks, rewards and sanctions, parental and intervention team involvement
- Wave 3 – a step out maybe considered at this point
- A Pupil Support Plan (PSP) will be created and a 16 week monitoring programme will begin. KSL to review on an 8 weekly cycle and clear SMART targets set.

Wave 4: SLT

- Continued completion of Sims monitoring, daily student checks, rewards and sanctions, parental and intervention team involvement
- continued PSP reviews if still in place

Governors Welfare Panel or Behaviour Contract to Deputy Head or Head teacher

Proceedings will commence with a potential outcome being a referral to external BFL placement if no improvement. The student is at risk of Permanent Exclusion

Strategies:

- Please see Positive Behaviour Management Procedures.
- Call home for positive behaviour or improvement in behaviour
- Reward positive behaviour with STRIVE points
- Discuss low scores on report card using restorative language and provide student with strategies of how to avoid recurring incidents
- Discuss with head of faculty about persistent issues within a particular subject/lesson
- Discuss with pastoral team about persistent issues across subject areas

Monitoring: Pastoral Team, Heads of Faculty, Assistant Head Teacher

Appendix 4: Behaviour for Learning Support Materials

Behaviour for Learning Support Materials

This booklet supports the behaviour policy. All staff should familiarise themselves with these strategies and ideas for managing behaviour for learning in a pre-emptive and positive manner.

We understand that all members of staff will at some time have difficulty in managing the behaviour of a student and we encourage all members of staff to ask for help and support when it is needed.

“I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humble or honour, hurt or heal. In all situations it is my response that decides whether a crisis will be exacerbated or de-escalated – a child humanised or de-humanised.”

Ginott 1972

Standard Operating Procedure for Lessons

START:

- Teacher greets students at door with a warm smile/positive comment until the majority of students are seated. Ensure students on corridor move to their respective classrooms.
- Teacher ensures students remove coats/non uniform items as they enter.
- Students sit in assigned seating plan place.
- Students get out equipment and undertake an appropriate task whilst teacher completes meet and greet.
- Register is taken.
- Teacher builds on 'Hook Activity', explains objective and success criteria during planned lesson. Independent Assessment is set, collected or recorded and links to the lesson are discussed.

DURING:

- Any student arriving after 3 minutes is late. Teacher speaks individually to them and logs in SIMS.
- Teaching Assistants and other adults are assigned to specific tasks and students.
- During any Q&A: Teacher to employ a range of strategies to ensure all students engage in Q&A sessions. One voice at a time.
- During any group work students are assigned groups and specific roles to fulfil - to ensure all students can engage and are challenged.
- Students should not move out of seats without asking for permission.
- 'Consequence' system is used for any behaviour issues or where students are not completing work/participating satisfactorily.
- Regular praise and encouragement are given to students.
- No eating or use of electronic equipment in classrooms.
- Students may drink water at the teacher's discretion, but bottles should be in bags.
- No toilet (except where students have a pass, or in case of urgency, when the students should be issued with a written note by the teacher).

END:

- Plenary- consolidation of learning.
- Equipment/books are collected.
- Students pack away and classroom is tidied.
- Teacher assigns reward points and Star of the Week, if appropriate.
- Students put chairs under tables, and stand behind chairs.
- Students are dismissed by teacher row by row, ensuring they don't put on non-uniform items.
- Teacher moves to door to greet next class.

Modelling positive behaviour:

Adults should model the good behaviour they wish to see from students. This includes calmly resolving conflict using the school's behaviour policy.

All adults who work with our students should:

- Create a positive climate with realistic expectations.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.

Mujis and Reynolds (2001) reviewed teacher effectiveness and identified that effective teachers:

- Rarely show anger and model reason.
- Do not over react.
- Use consequences consistently.
- Use meaningful praise regularly.
- Express firmness and express clear expectations.
- Explain well and set challenging, varied and appropriate tasks.
- Communicate the direction of learning (give student a reason to learn), manage more than one 'event' at once.
- Give learners responsibility and choice about their learning.
- Maintain pace and use clearly shared, realistic time limits.
- Do not overtly focus attention on one student but remain aware of the whole class.

Being Assertive:

Staff who develop successful relationships organise the space and time to respond to emerging situations while maintaining progress in the lesson. Effective communication skills are key in achieving this balance and these communication skills are common with assertive staff. An assertive teacher 'states or expresses passively and affirms' and demonstrates the following skills in the classroom:

- Sets clear boundaries.
- States expectations – academic and behavioural.
- Are consistent in approach.
- Effectively combines verbal and non-verbal communication skills.
- Listens to students.
- Values student's opinions.
- Good model of behaviour.
- Humour - with students not at them.

Actively building trust and rapport:

Positive relationships are at the heart of all we do and building rapport with students requires effort, commitment and skill.

In order to influence and guide students it is necessary to enter their world and be aware of their perspective. People achieve more when they are confident and trusting and having confidence and trust encourages risk taking which leads to learning.

Adults can build rapport with students by:

- Learning names.
- Greeting students in corridors during the school day.
- Showing interest in what they do both in the classroom and out of it.
- Show interest in them as human beings.

It is also important to work at repairing and restoring relationships when they have broken down. If experiences in school/in a class are constantly negative and unsuccessful they will undermine the student's ability to be successful. Students will create a model in their head that accepts a lack of success being the norm for them – this will lead to behaviours that avoid risk taking and challenge. These behaviours can be disruptive. As an adult you can alter this. We need to let students know that we respect and value them. Praise the good choices they are capable of making. Catch them being good as it allows them a way back.

Celebrating good behaviour and achievement:

Praise the good choices students are capable of making helps to raise self-esteem, they help students to see that good behaviour is valued.

Celebration can be by:

- Giving verbal praise.
- Using the ATL lesson grades
- Giving achievement points for outstanding conduct, good work and academic achievement.
- Handing out certificates.
- Writing positive names on the board.
- Contacting home praising high standards of behaviour.
- Having a display board in your class to celebrate student achievements.
- Handing out raffle tickets/rewards to students for outstanding conduct, good work, contributions in class and academic achievement.

Language of choice:

The school's consequence system is built around language of choice and creates an important link between choice and consequence. This system allows all students to take responsibility for their behaviour and have opportunities to correct their mistakes.

When we all use this language, students will become used to it. It gives feedback on the choices they are making, letting them know whether they are good or bad choices.

For example, 'The instruction is to sit in your seat. I'd like you to choose to do that now – thank you'. 'If you choose not to finish your work now you will be choosing to finish it at break. Make a good choice and get back to work now.'

The main aim is to create a learning experience; to make a connection in the student's mind between the choices they make and the outcome we create and in this way to influence future choices.

Speaking to Students - things to remember:

1. **Tone and register.** The temptation when addressing a student who is not meeting school expectations is to speak in a different pitch. Say what you want to happen exactly as you want it to happen. Be straightforward, direct and clear. Keep your voice even and low and try not to scream. Say what you mean clearly.
2. **Repetition.** If a student questions your instruction repeat what you want them to do again and possibly a third time, not getting drawn into their debate to not follow your request. This shows you are focused on what needs to happen, rather than what they want to happen. E.g. 'No Sam, you need to take your hat off. Sam.... that hat still needs to come off.... We can talk about it later, but right now the hat needs to come off.'
3. **Serious talk means be serious.** If you need to tell a student off, or if you are advising them of the possible consequences of their behaviour, speak in a tone which is even and stern. Do not deliver the message in a way that suggests you are sorry about it all, as this erodes the sincerity of your belief in what you say.
4. **Certainty.** If you always do what you say you will, then you will almost never need to shout loudly or repeat yourself. Students learn quickly who shouts a lot but never calls home, who isn't seen as strict but also who always follows through on what they say they will do.

Defusing difficult situations:

1. Keep as calm as possible. Aggression, loud voices, open tempers are often fuel to the flame in an emotional situation.
2. Speak assertively, without aggression or submission. Speak slowly, and just slightly above conversational level, unless the situation demands a blunt response e.g. a fight. However, if you need to use a blunt response, try to not direct it at one person as you may find their aggression is redirected towards you.
3. Summon help as soon as possible. Remember, you work as part of a team!
4. Remove the audience. Get the student away from their peers. This allows the student to focus on you, rather than peer pressure.
5. Use reason when you can. Letting a student cool down before speaking to them often means they are more likely to work with you to resolve the issue
6. Never respond to a threat of any kind with a similar response. At all times, remember your position as a member of staff and try to maintain a sense of composure and dignity. E.g. do not respond sarcastically to a student who is deliberately rude. You do not need to win arguments. Walk away and then follow up with appropriate members of staff.

Always follow up on issues that count:

Always follow up on students' choices with a consequence. As following up shows that you care and what you say is important. Be positive about future behaviour when following up, keep the focus on the behaviour not the personality. Remember you do not need to follow up immediately. Choose your time carefully. Waiting sometimes brings better results.

Talking to parents:

The school gives high priority to developing a positive partnership with parents and carers, since these are crucial in promoting and maintaining high standards of behaviour.

When phoning home or having a meeting with parents think about:

1. How you will start the conversation. If you jump right in with negative comments the parent may become defensive and take the conversation personally. Start with a positive comment and then build in how you would like the student to improve 'John is normally excellent, but he's let himself down and I need your help to get him back on track...'
2. Making contact with parents when things are going well or have improved. This develops your relationships with parents, particularly when you need to have more difficult conversations.

Strategies available to the class teacher to assist with behaviour management:

- Quiet word with student.
- Reprimand or warning.
- Move student within class.
- Speak with student outside of lesson.
- Immediate positive praise for cooperation / good work / good behaviour (positive correction).
- Negotiation of apology.

Pre-empting behaviour through planning:

Teacher Techniques:	Details:
Resource organisation	Model good learning habits, label drawers and resources, provide folders, provide 'if you were absent' catch up sheets. Give clear rules on where to sit, how to get pens/worksheets, give students organisational roles.
Use relevant resources	Make learning real; motivate students through use of music, film clips, TV formats, demonstrations to help students relate to the information they are being given
Link to exams	Tell students how this work links to assessment and why they need it, 'In the exam you will be expected to write a paragraph on this', 'To get a Grade 5 this is vital', Use 'Revision Boxes' in their work.
Prepare students for transitions	Narrate what is going to happen next and why, 'In a moment you are going to share your ideas with a partner', 'there is going to be a rule change in a minute and you won't be able to look at your notes to answer these questions'.
Choice	Give students options, 'you can choose to write this assessment as an essay or a poster which you present to 3 other students', 'you can either answer the questions or design a child's help book to explain the information given'.

Key Strategies to use in the Classroom:

Teacher Techniques:	Details:
Choice	Gives students some control over a situation which is less likely to initiate point blank refusal. 'I want you to get on with your work or (consequence), it's your choice.' 'Are you choosing not to follow the rules on...?' 'Sit over here or next to Peter.'
Take Up Time	Allows student not to lose face. 'Open your book and start work now please Jane, I'm going over to see John who needs some help but I'll be back in a minute to see how you're doing.'
Partial Agreement	Deflects confrontation with students by acknowledging concerns, feelings and actions. 'Yes you may have been talking about your work but I would like you to...' 'Yes it may not seem fair but...'
Catch the being good	Thanking students – let them know what the praise is for e.g. being quiet, lining up, pens down – it tells them what behaviours they can repeat in order to gain praise.
When-then direction	Avoids the negative by expressing the situation positively, e.g. it is better to say 'When you have finished your work then you can...' rather than, 'No, you cannot go out because you haven't finished your work'.
Tactical ignoring	May be appropriate for attention seeking behaviour. This could be an example of secondary behaviour so try to focus on the primary behaviour and focus positive attention on others: 'Well done. You have remembered to put your hand up to answer a question.'
Redirect behaviour	Reminds the student what they should be doing and avoids getting involved in discussion about what the students are doing wrong. It may be possible to focus their attention on the required task: 'Okay Marie and Mark we are looking at the water cycle on page 23 of your books'.
Consequences and sanctions	Use of school Consequence System to provide consistent and clear guides, 'Remember the School Rules Mohammed, if you get to C3 I will be giving you a detention'.
Casual comment	'Are you okay Steven? What did you think of...?'
Proximity	Moving nearer to students off task or displaying inappropriate behaviours.
Rule reminder	"Susan, remember we only accept answers from people with hands up." "If you're stopping others from learning, what will happen?"
Deferred consequences	Deal later with a student who is misbehaving and therefore remove the audience (the rest of the class) who are watching the drama unfold and also avoids possible confrontation. Dealing with a student one to one is more likely to have a positive outcome: 'I'd like to sort this out Amy, so let's finish the task and I will talk to you outside the room once everyone knows what they are doing'.
Redirection	"David, what should you be doing?"
'I' statements	"I can see you are upset so when you have calmed down I will listen to what your problem is and see if I can help."
Use praise for learning	'I like how you are raising questions there.' 'You are really focused on the accuracy of these measurements, well done'.

Pace and timings	Ensure there are clear time limits and visible/audible countdowns of that time to give students a sense of urgency.
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Use of force or restraining students

Legally staff may use such force as is reasonable to prevent a student from:

- Committing a criminal offence.
- Injuring themselves or others.
- Damaging property, including their own.
- Behaving in a way which is prejudicial to the good discipline and order of the school.

However, unless you have had restraint training the school's advice is to **never attempt to physically restrain a student. Do not attempt to 'keep' students in classrooms by blocking the door.**

Call/send a student to get support and let the student leave the classroom. The student will be picked up by colleagues, helped and then brought back at the appropriate time to resolve the situation.