



Behaviour Policy

Applicable to:		Astley Community High School
	✓	Seaton Sluice Middle School
		Whytrig Middle School
Effective date:	2 November 2016	
Approval body:	Pupil Support Committee	

Status:

Statutory policy or document	Yes
Review frequency	Governing body to determine
Approval by	Governing body to determine

Publication:

Statutory requirement to publish on school website	Yes
Agreed to publish on school website	N/A

Version Control:

Revision Record of Issued Versions			
Author	Creation Date	Version	Status
Head of School - SSMS	September 2016	1.0	Final version for publication.
Changed by	Revision Date	Version	Status

Review Date	
Frequency	Next Review Due
Three years	November 2019 (or earlier if new guidance or legislation issued and/or schools' arrangements change)

RATIONALE:

- The school strives to provide a caring and supportive environment, in which all pupils can learn and develop their individual skills and talents.
- We seek to teach, encourage and reward all aspects of good behaviour.
- Through a consistent approach to positive behaviour we will help pupils to make the correct behaviour choices in school and the wider community.

THIS POLICY AIMS TO:

- Empower all staff to deal effectively with pupil behaviour
- Involve parents/carers at an early stage
- Involve other staff to support if appropriate
- Involve other agencies if appropriate

THIS POLICY HAS BEEN REVIEWED TO ENSURE IT IS:

- Consistent and clear
- Fosters respect, politeness and good manners for all
- Provides appropriate rewards
- Is inherently positive

OVERVIEW

The rationale and aims are to be achieved via a system of 5 basic rules, a package of rewards for those pupils who choose to follow them and specific interventions for those pupils who choose not to. The 5 rules on which the system is based are highlighted at the start of each term during assembly and are revisited by the form teacher and subject teachers at appropriate times. They are displayed in every classroom. The rules were agreed by staff and pupils and apply to all pupils. They are as follows:

1. Do as an adult tells you, the first time, without comment
2. Listen carefully when others are talking
3. Walk calmly, quietly and considerately on the left when moving around school
4. Arrive at the classroom on time and ready for work
5. Respect yourself, others and their belongings

THE REWARD SYSTEM

The school reward system is based on awarding merits and certificates for exceptional effort and work, as well as doing over and above what is expected.

Pupils can cash in their merits in the shop. Items such as early lunch passes and stationery items can be bought. There will also be a designated day – the first Friday in the month - where pupils with enough merits can come in non-uniform.

In addition there will be 'Special Commendation Certificates' – each teacher will have one to award every week and these will be given out during Friday's pastoral time. These very special awards are celebrated in front of the whole school.

The school also like to send texts home to inform parents of successes – these are limitless!

There is also a termly reward trip where pupils with consistently good attitude and behaviour take part in events such as a cinema visit or a trip to Wet and Wild.

The school year culminates in our very own Awards Ceremony where subject prize, effort recognition and larger awards such as trophies and shields are awarded to students. Our merit system is carefully managed through staff professional judgement, based on each individual. If the effort is excellent given the individual pupil's ability and behaviour traits, then the merit may be awarded.

OTHER REWARDS

Good attendance will also be rewarded and celebrated-

- The best attending form of each week will be highlighted in assembly and be awarded early lunch one day that week. There is a large display in the hall promoting attendance figures.
- All those with 100% attendance for a term will go into a £10 draw

Key stage assemblies will celebrate pupils in each class weekly. Star of the Week certificates are awarded in KS2 for outstanding contribution to class progress either academically or socially.

There are also opportunities for activities and competitions between form classes.

CLASSROOM MANAGEMENT

Every teacher is responsible for the management of pupil behaviour in their lessons as stated in the 'Teacher Standards'-

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

and also

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

Teachers' Standards 2012

Effective classroom management is a balance between the teacher planning and delivering appropriate learning activities and the use of appropriate behaviour management techniques. Classroom management could be seen as a process of 'keeping all the plates spinning'. This requires constant adjustment and communication with pupils and a good deal of professional judgement.

The 'Early Intervention Strategies' listed below are a guide to help support all staff to effectively deal with low level behaviour issues. These issues include- being off task, talking at the wrong time, disturbing the class by calling out and distracting others

EARLY INTERVENTION STRATEGIES

Praise

- Regular praise to whole class
- Continued praise to those who are doing well
- Praise to the individuals who are doing well (ripple effect)

Positive relationships

- Build positive relationships with all pupils by demonstrating care, understanding and respect
- Demonstrate fairness and be explicit that any challenge is appropriate to the behaviour shown

Before challenging low level disruption attempt a range of 'diversion' techniques

- You need to complete task x in the next minutes
- You must complete task x by the end of lesson
- What number are you on?
- Can you read to me what you have already?
- Tell me what you are going to do next
- Do you need any help?
- I need you to..... so that the other pupils and yourself can be successful today
- You need to come over here so you can concentrate on your work better
- You need to work with me so that I can help you do some excellent work
- You need to work with pupil X, together you can do some excellent work

If following 'diversion' disruption continues try the following assertive (but calm) techniques

- You must comply with (school rule)
- Please stop activity x. I want you to do well in this lesson
- Please stop activity x it is distracting others from their learning. You wouldn't want to stop them from learning
- If this behaviour continues I will be writing a note in your planner
- You must complete your work, if you don't it must be completed at
- I will need to discuss this situation with you at the end of the lesson/break/lunch
- I have asked you to stop activity x if you are still in 1 minute I will need to contact your parents to discuss the issue, it is up to you
- Please wait outside until I can discuss this with you further
- If you continue this behaviour I will be recording it on an 'Incident Report' and further consequences will follow

Even when being assertive with some pupils continue the praise/diversion techniques with other children. Be assertive with the poor behaviour when required but do not make it the centre of attention.

During every interaction with pupils it is to be remembered that some of them may mirror your actions and behaviour. An abrupt or confrontational approach may soon be matched by another reflected back to you. In the same way a calm and controlled approach will often have the effect of calming and controlling an angry pupil.

There are several benefits to the above approaches-

- They empower the staff to take control, directly intervene and effectively manage the behaviour in their class
- Almost all these interventions take place in the lesson time without giving yourself or others more work (detentions)
- Any extra input e.g. contacting parents may take up some extra time outside of the lesson but this time should be repaid with improved behaviour in future lessons
- They reduce the risk of inflaming situations with punitive consequences too soon
- Other pupils will see that the staff are taking control and dealing with issues- no one is getting away with anything

FURTHER INTERVENTION STRATEGIES

Some behaviours are completely unacceptable. These include disrespect and/or defiance of **any** member of staff, use of inappropriate language (including racist or homophobic language), intimidation and bullying and any aggressive behaviour. These behaviours will lead to the use of a 'Further Intervention Strategy' immediately.

The 'Further Intervention Strategies' must also come into play if there are repeated low level behaviour issues from an individual pupil across a series of lessons. Staff will have applied many of the 'Early Intervention Strategies', spoken to the pupil one to one (probably on more than one occasion) and to the parents. This will be recorded on one or more 'Incident Reports' (Appendix 1). Pupils will have been warned that the following steps will happen.

Some of these interventions, but not all, include the support of other staff.

- Lunchtime detention
- After school detention
- Weekend detention
- Blue Card Report (following discussion with Form teacher)
- Yellow Card Report (following discussion with Key Stage Assistant Head)
- Red Card Report (following discussion with Head of School)
- Internal exclusion
- Fixed term exclusion
- Managed move
- Alternative provision
- Permanent exclusion

CONSEQUENCES

DEMERITS

These are given out if a pupil has not got correct equipment, incorrect uniform or if their attitude or behaviour is unacceptable (e.g. running around school, shouting, being disruptive, not following instructions). Names are recorded outside the staff room and also on SIMS. If a pupil has 3 demerits in a week they have one hour after school detention with member of SLT.

DETENTION

Detention is a serious measure and should only be applied after many of the 'Early Intervention Strategies' have been tried. Any detention should involve a phone conversation between the member of staff placing the child in detention and the parent informing them of the reasons for the detention. This conversation should include discussion on the interventions used so far and requesting parental support in stopping the behaviours from happening again. For lunchtime detentions this conversation may take place after the detention but for after-school detentions it must be before. Lunchtime detentions will last 30 minutes and are carried out by the issuing member of staff in the first instance. Further detentions involving the same pupil and member of staff will then involve a member of the SLT. During detention pupils will complete work and be encouraged to reflect on their behaviour and how to improve it. Following 3 lunchtime detentions in any term with SLT, further detentions will be after school. Following 3 after-school detentions in any term, further detentions will be on Saturday morning.

OTHER INFORMATION

REPORTS

Blue Card Report is a monitoring process with specific pupil targets to be supervised by the form teacher. Yellow Card Report is an 'Intensive Support' programme monitored by the Key Stage Assistant Head. The pupil will report to the Assistant Head before school, at break, lunchtime and after school. Any problems since the last meeting will lead to instant detention that break, lunchtime or after school (this is separate to the detentions listed above). Red Card Report is similar but monitored by the Head of School. Parents must be kept fully informed about the implications of the report systems. If a pupil returns from exclusion they will be placed on Red Report Card to support them on their return, and to keep the communication between home and school going.

Some pupils struggle to meet the high behaviour standards set by the school because they have specific behavioural, mental health or home issues. If the behaviour of these pupils cannot be appropriately managed using the systems above they will be placed on the 'Target List' and a pastoral support plan will be put in place. This will usually be in conjunction with a pastoral contract and Green Card Report and last a minimum of 6 weeks. The pastoral contract will state specific support and consequences and be drawn up following a meeting with parents and pupil. Green card will include some assertive mentoring from the lead teacher and the use of outside agencies. The consequences will be in line with, but not necessarily the same order, as those noted above.

EXTERNAL INTERVENTION STRATEGIES

The following interventions could be applied at any stage, often following guidance from the Assistant Head SEND/Inclusion.

- Referral to the hub which may lead to support from :
- Behaviour Support Team (CEIT)
- Educational Psychologist
- Referral for Statement/Top Up funding
- Referral to EOTAS
- Referral to alternative curriculum provider

TEACHING ASSISTANTS

Teaching assistants play a key role in behaviour management particularly when the child they work with has specific behavioural, mental health or home issues. They should apply the 'Early Intervention Strategies' as listed above for all pupils in support of the class teacher. If a pupil is causing significant disturbance to the learning of others they should be removed from the lesson by the TA following communication with the class teacher. If the pupil complies with instructions to leave they should be supervised by the TA in a spare classroom or the SLT office. This should be recorded on an incident

sheet. This is a system where all pupils get the chance to complete work without any interruptions. If there are any problems with this process a member of the SLT should be contacted immediately.

ZERO TOLERANCE

The school holds a zero tolerance towards extreme defiance and insulting comments towards any staff member. Any pupil who refuses to follow the specific instructions a member of staff or makes any derogatory comments to them will be internally excluded in a booth in the SLT office for the rest of the day. If this behaviour is repeated within any half term it will lead to an exclusion from school. The parents of pupils involved in this process will be contacted by a member of the SLT.

Any pupil who assaults a member of staff will be excluded from school.

RECORD KEEPING AND COMMUNICATION

Record keeping is vital and is the responsibility of all staff. All behaviour events (good and bad) are recorded on SIMS by staff and the form teacher keeps an overview, putting in interventions if necessary (eg report card, meeting with parent) Text messages are also sent to share positive experiences and are also used to inform parents of detentions.

An aim of this policy is to involve parents at an early stage in any behaviour issues. Teachers are encouraged to phone parents to communicate concerns and seek support. If at any time this is not constructive staff are advised to end the conversation as politely as possible, fill in an 'Incident Report' and inform a member of the SLT immediately.

BEHAVIOUR OUT OF THE CLASSROOM

The highest standards of behaviour are expected from pupils as they travel from lesson to lesson and while at play. All teachers and teaching assistants monitor behaviour around the school before the start of the school day, during break, lesson change over and after school (including bus duty). At lunch times they are supervised by Lunch Time Supervisors and at other times by teaching staff and teaching assistants who follow a rota system.

Pupils who choose not to follow the rules in the yard or between lessons will be dealt with by the staff on duty. They will report serious or repeated problems on an 'Incident Report' and issue demerits and detentions if necessary. It is expected that pupils who struggle to behave appropriately in the yard will have to spend their breaks inside until the staff feel they can be trusted to behave appropriately. Any serious incidents will be referred to, and dealt with, by a member of the senior team.

The school continues to show a great interest in the behaviour of its pupils outside of school. This particularly applies on the way to and from school, anytime a pupil is wearing the school uniform or where an incident involves mainly pupils from the school. The school has the right to take action should it feel an incident warrants it.

FROM POLICY TO PRACTICE

Whole School Behaviour Responsibilities

All Staff

- Build positive relationships with all pupils
- Use all relevant intervention strategies
- Focus on good behaviour (what you want the pupil to do) in all your comments
- Award Merits when appropriate
- Report any issues to form teacher and head of key stage on a 'Incident Report' stating exactly what you have done to stop the incident from happening again

Class Teacher

- Maintain a tidy, organised, dynamic learning environment

- Deliver appropriate, differentiated, stimulating lessons
- Motivate pupils using targets and regular feedback on progress
- Speak directly to parents and form teacher about any behaviour problems
- Speak to Head of Key Stage about any recurring behaviour issues, send them appropriate records
- Speak directly to the Executive Headteacher or Head of School if you feel any issues require more support

Form Teacher

- Monitor and celebrate all successes in your class. Share weekly house point totals with pupils
- Liaise with the subject teachers of your class, speak to parents directly if there are issues with behaviour in more than one subject
- Place pupils showing concern on form 'Blue Card' following contact with their parents

Assistant Headteachers

- Monitor and celebrate the successes in your key stage
- Organise termly treats which are earned by pupils across the term
- Support other teachers in their responsibilities
- Speak to parents about any major concerns with behaviour
- Place pupils on 'Yellow Card' if they have already completed 'Blue Card' and not made enough progress. Inform parents by phone or face to face
- Speak to the Executive Headteacher or Head of School about any major or recurring acts of inappropriate behaviour which may lead to exclusions from school
- Keep records of behaviour, interventions and completed cards
- Refer pupils for 'Target Group'
- Liaise with SENCO to gain extra learning support assistant time for pupils
- Contact outside agencies for added support – AHT Inclusion
- Consider and support referral for Statement/EHCP and top up funding – AHT Inclusion

Head of School

- Monitor and celebrate whole school successes in assemblies
- Place pupils on 'Red Card' if they have already been on 'Yellow Card' and not made enough progress – meet parents face to face to explain the situation
- Develop pastoral support programmes for 'Target' pupils'
- Speak to the Executive Headteacher about any major or repeated acts of poor behaviour which may lead to exclusions from school
- Take over from the Assistant Headteacher at any time if a pupil or parent needs extra support
- Deal directly with any parents who are unsupportive of the school systems

Executive Headteacher

- Support all staff in their behaviour management roles
- Liaise with Governors with regard to behaviour issues
- Provide funding to support behaviour systems
- Liaise with outside agencies to ensure effective support
- Deal directly with any parents who are unsupportive of the school systems
- Exclude pupils from school if they continue to show unacceptable behaviour after they have been offered support

Incident Report

Pupil(s) _____ Class: _____

Date: _____ Time: _____ Staff Member: _____

Nature of Incident-	Comments-
Repeated disruption to the learning of others	
Inappropriate language	
Intimidation and/or bullying	
Defiance	
Aggression	

Action taken to prevent the problem from occurring again-

Action	Outcome
1 to 1 discussion	
Note in planner	
Phoned parent	
Detention	
Other	

Further Comment/Recommendations-

APPENDIX 2 - Intervention List

		staff/date	staff/date	staff/date	staff/date	staff/date	staff/date	staff/date	staff/date	staff/date	staff/date
1 to 1											
Note in planner											
Contacted Parents-	Letter										
	By phone										
	Face to face										
Lunch/break time detention											
After school detention											
Weekend detention											
Blue Card Report											
Close support	Yellow Card Report										
	Red Card Report										
Specific Pastoral Contract											
Alternative Curric. Provision											
Internal exclusion											
Fixed term Exclusion											
Managed Move											
Permanent Exclusion											