



Behaviour Policy  
2017

## **BEHAVIOUR POLICY**

### **Rationale:**

As a staff we are educators; if a pupil can't read or spell we teach them how. Therefore, if a child can't behave well we must put steps in place to teach them how to meet our behaviour expectations. This policy will establish our expectations of behaviour for our pupils, and detail the support we will offer for those individuals who struggle to maintain these standards.

Where pupil behaviour fails to meet the code of conduct, the class teacher will be the initial point of contact for parents and pupils alike. Effective communication here is essential – parents will be notified at the earliest opportunity of any issues in school, and pupils will be given adequate time and opportunity to improve their behaviour. Any sanction deemed necessary will be followed by a restorative measure to ensure that poor behaviour does not persist. We maintain high expectations at all times.

### **Code of Conduct:**

Our code of conduct sets out our expectations of behaviour for our pupils, and accompanies our staff code of conduct through which we demonstrate those expectations.

#### **We respect our school by:**

- Picking up after ourselves
- Taking care of our equipment
- Walking on the left

#### **We respect our learning by:**

- Being on time to lessons
- Having our equipment ready

#### **We respect our community by:**

- Being kind and considerate
- Speaking respectfully to everyone

These are underpinned by the three school rules displayed clearly on the front of pupil planners: **Ready, Respectful, Safe**. These rules clarify for pupils in simple terms how they're expected to behave in school. Staff will refer to these while holding conversations with pupils where necessary.

### **Rewards and Praise:**

We will positively reward those pupils who demonstrate positive behaviours in and around school. There are a variety of methods that can be utilised by staff to reward positive behaviours, including, but not restricted to:

- Verbal praise
- Merit points
- Curriculum postcards
- Celebration assembly certificates

## **Pursue the behaviour you want**

The pupils will reflect the behaviour you draw attention to in your classroom. The old adage is to “Catch them being good”; using positive praise we can consistently frame the pupils in the image we would want to see. **There’s power in a postcard, and we look to use these praise postcards to frame behaviours and work that is over and above expectation.**

## **PIP ‘N’ RIP**

### **Praise in Public, Reprimand in Private**

Praise the positive behaviours you want to see. Where behaviour doesn’t meet your expectations, hold a conversation with the pupil that goes to redress their behaviour in the first instance. This will be undertaken at all levels. The key to these conversations is framing the pupil in the positive light we know they can exhibit:

#### **The 30 second script:**

- I noticed you are... (having trouble getting started/struggling to get going/acting inappropriately)
- It was the rule about... (lining up/staying on task) that you broke.
- You have chosen to... (move seats/stay back at the end of the lesson/receive your first warning)
- **Do you remember last week when you...** (arrived on time every day/received that postcard/won that Nobel prize)
- **That is who I want to see today.**
- Thank you for listening.

These 30 second scripts can go a long way to reduce the disruption in lessons, build a positive relationship and to allow pupils to reset their behaviour. <sup>1</sup>

### **Roles and Responsibilities**

All members of our school community have a role to play in maintaining excellent levels of behaviour by our pupils. These are set out as follows:

#### **Pupils**

- Follow the Code of Conduct at all times
- Respond to advice immediately and appropriately
- Where necessary, actively seek to improve their behaviour at all times.

#### **Subject Teachers & Support Staff**

- Model positive behaviours
- Deal with classroom disruption consistently using policy guidelines and professional judgement;
  - 1<sup>st</sup> time a pupil disrupts:** Clearly communicated verbal warning
  - 2<sup>nd</sup> time a pupil disrupts:** note in planner to be signed by parents
  - 3<sup>rd</sup> time a pupil disrupts:** SLT/HoY removes pupil from lesson.
- Communicate all interventions and relevant information to relevant staff (Behaviour support/CT/HoY) via Gmail/SIMS.
- Contact parents and guardians as appropriate; update SIMS communication log where appropriate.

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<sup>1</sup> Scripts taken from Paul Dix at Pivotal Education

### Class Teachers

- Promote positive behaviours during class collective worship.
- Monitor persistent low-level disruption by their pupils through checking planners each week.
- Provide early intervention/mentoring support for those pupils who are failing to follow the code of conduct.

### **Remove:**

Where a pupil disrupts the learning in a lesson on three separate occasions, or demonstrates behaviour that places themselves or others in the room at risk, they can be removed from the lesson by SLT/HoY. These pupils will be dealt an **immediate sanction** by sitting an **after school detention that night until 4.05PM**; parents will be notified by phone/text. If parents cannot be contacted, the detention will be served the following day,.

- Following the remove, the pupil will return at the end of the lesson (or at the earliest opportunity) and complete a restorative meeting with the teacher, mediated where necessary by the SLT/HoY; all work will be completed so no learning is lost.
- Following the remove, class teachers will hold a meeting with the pupil to identify the barriers to behaviour. Advice will be given, and the pupil will act on this immediately to improve their behaviour. Parents will be notified where appropriate.
- If a pupil is removed by the same member of staff twice in a half term, a meeting will be held between the class teacher, subject teacher and the pupil where the barriers to behaviour are identified and broken down; this will be communicated to parents.

### **Holding Restorative Conversations**

Restorative approaches teach behaviour. Where a pupil's behaviour needs to be addressed, holding a restorative conversation can reframe their behaviour, allow the pupil to reflect on changes that can be made and ensure that everyone starts the next lesson with a clean slate and without animosity. Done right, they can be incredibly powerful and create a positive relationship between staff and pupil.

The key with a restorative conversation is to not react emotively to pupil responses; allow the pupil to recount their version of events, remembering that between your truth and their truth is *the* truth. The following questions can allow you to address the issue at hand and bring about a resolution without confrontation.

- 1) What happened?
- 2) What were you thinking at the time/since?
- 3) How did this make people feel?
- 4) What can we do to put things right?
- 5) How can we do things differently in the future?

Think about your positioning in the room, focus on the issue at hand (don't bring up previous misdemeanors that aren't relevant) and plan the conclusion of the conversation. <sup>2</sup>

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<sup>2</sup> Structure and advice taken from Paul Dix at Pivotal Education

## **Behavioural Support & Formal Monitoring:**

Where pupils continue to fail to demonstrate improved behaviours in school we will put in place further support structures to ensure they can improve. Decisions to place pupils on any form of formalised behaviour monitoring should be taken by Class teachers in collaboration with parents and Heads of Year; the extent of this monitoring should be subjective depending on the individual.

### **Daily Positive Reporting**

Could be prompted by: persistent low level disruption to learning, or three or more removes within a half term.

Maximum Time Frame: 2 weeks.

Formative Measure: Individual, specific targets set by CT at the end of each day.

Maintained by: Class teacher

This report will look to address persistent low level disruption by praising the positive aspects of a pupil's behaviour in lessons, and providing **immediate target setting at the end of each lesson where reds have been awarded**. The reason for report should be specific to the pupil, and red/green allocated for lessons based solely on this criteria.

This report will look to improve the pupil's behaviour within 2 weeks. At the end of the 2 weeks a decision will be made by all involved parties as to the best course of action.

### **Behavioural Support Plan**

Could be prompted by: failure to respond to Daily Positive Report, or following incidents of more serious behaviour.

Maximum Time Frame: 4 weeks

Formative Measure: Individual meeting with behaviour support; specific targets agreed with parents (and SENCO where appropriate).

Maintained by: Head of Year

A Behaviour Support Plan (BSP) is put in place where less formal measures have failed to improve a pupil's behaviour. The effectiveness of a BSP relies on identifying the underlying causes of the student's problem behaviours; our behaviour support officer will seek to identify the barriers to behaviour in a 1:1 meeting with the pupil. The results of this mentoring session will be recommended to the heads of year and shared with parents; these will then form the formal targets for the pupils BSP (SENCO will be consulted on targets where appropriate).

A student's behaviour may deteriorate before it improves when a BSP is introduced; rewards and reinforcements used to promote positive social behaviour must be immediate and at a high frequency in the early stages of a BSP for maximum success, especially with younger students.

These formal monitoring mechanisms ensure that a pupil who is failing to maintain acceptable levels of behaviour is given targeted support for a full half term before a PSP is enacted.

### **More Serious Behavioural Incidents**

<b><u>Incident</u></b>	<b><u>Possible consequence</u></b>	<b><u>Restorative response</u></b>
Homophobic/ Racist Behaviour	1 day internal exclusion	Conversation with affected parties; led by HoY. Educative sessions where required; resources to be provided and completed during exclusion.
	2 day internal exclusion	
	Referral to FDR unit	
Bullying/cyber bullying	1-3 day internal exclusion	Conversation with affected parties; led by HoY/DSL where required. Resources available to support pupils.
	Parents informed, perpetrator isolated if required. Police alerted where necessary.	
Physical Violence (initiated by pupil)	1-5 day internal exclusion	Conversation with affected parties; led by HoY Referral to Learning Mentor and access to anger management sessions.
	Referral to FDR unit	
	Risk of permanent exclusion	

Where more serious behaviour incidents occur, we will look to deal with pupils consistently and subjectively in line with the incident and the individuals involved, with Heads of Year and Senior leaders utilising their knowledge of the pupils and their discretion. Any decision to internally exclude a pupil will be made in conjunction with a member of SLT. The list above is indicative of the school's response and is not conclusive nor exhaustive.

Where a pupil is internally excluded, consideration should be given to the appropriate level of monitoring required when the pupil returns to lessons. Where a pupil is externally excluded, or following referral to outside agencies, the report received will form the targets for their BSP.

#### **External support:**

In the rare occurrences where a pupil's behaviour has not improved following the weeks of targeted support detailed above, we will engage outside agencies to assist us in arresting the poor behaviour being exhibited. Agencies involved could include;

- Silverdale
- Moorbridge
- TRAX
- Educational psychology reviews

This list is not exhaustive, and the needs of the pupil will dictate which support is required. Working collaboratively with parents and all involved parties we will draw up strict timeframes and targets to be followed. These pastoral support plans will be monitored and maintained by a member of the SLT. Failure to respond to a pastoral support plan will result in pursuit of a managed move to a specialist behavioural unit.

## Detentions

<b><u>Detention</u></b>	<b><u>Reason</u></b>	<b><u>Restorative Measure</u></b>
Report checking	<ul style="list-style-type: none"> <li>● Monitoring book check (ref positive report, BSP)</li> </ul>	<ul style="list-style-type: none"> <li>● Immediate target setting for afternoon lessons.</li> </ul>
Lunch Detention	<ul style="list-style-type: none"> <li>● Each Wednesday with JN in room 12</li> </ul>	<ul style="list-style-type: none"> <li>● Discussion with pupils; advice given.</li> </ul>
Teacher detentions (up to 30 minutes) Break time/Lunchtime	<ul style="list-style-type: none"> <li>● Failing to complete homework</li> <li>● Failing to complete classwork to an acceptable standard.</li> </ul>	<ul style="list-style-type: none"> <li>● Homework support offered; resources supplied to complete homework.</li> <li>● Work is completed, learning gaps are closed.</li> </ul>
After School Detention (40 mins) Logged on SIMS Room 1	<ul style="list-style-type: none"> <li>● Incomplete/missing homework x 3</li> <li>● Failure to attend class</li> <li>● teacher detentions</li> </ul>	<ul style="list-style-type: none"> <li>● Homework support offered; resources supplied to complete homework.</li> <li>● Restorative meetings with CT to re-establish expectations.</li> </ul>
HoY/HT Detentions (1Hr) At HoY/HT discretion	<ul style="list-style-type: none"> <li>● More serious behaviour incidents</li> <li>● Behaviour incidents that occur outside of school</li> <li>● Escalating cases of previous misdemeanors.</li> </ul>	<ul style="list-style-type: none"> <li>● Behavioural support referral</li> <li>● Outside Agencies involved where required.</li> </ul>