



## Behaviour Policy

# 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. It is displayed in all classrooms, and is presented clearly on the front of all pupil planners.

## **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

## **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

## **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:** verbal warning/name on board

**2<sup>nd</sup> time a pupil disrupts:** note in planner to be signed by parents

**3<sup>rd</sup> time a pupil disrupts:** Senior Leadership Team/Head of Year removes pupil from lesson.

- Communicate all interventions and relevant information to relevant staff (Behaviour support/Class Teacher/Head of Year) via Gmail/SIMS.
- Contact parents and guardians as appropriate; update SIMS communication log where appropriate.

### **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 Senior Leadership Team/Head of Year. 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 Senior Leadership Team/Head of Year; 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.

## 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>Incident</b>	<b>Possible consequence</b>	<b>Restorative response</b>
Homophobic/ Racist Behaviour	1 day internal exclusion	Conversation with affected parties; led by Head of Year. 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 Head of Year/DSL where required. Overall guidance is found <a href="#">here</a> ; 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 Head of Year 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 Senior Leadership Team. The list above is indicative of the school's response and is not conclusive or 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 Senior Leadership Team. Failure to respond to a pastoral support plan will result in pursuit of a managed move to a specialist behavioural unit.

## Detentions:

Detention	Reason	Restorative Measure
Report checking Music Room	<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</li> <li>Failure to attend class teacher detentions</li> </ul>	<ul style="list-style-type: none"> <li>Homework support offered; resources supplied to complete homework.</li> <li>Restorative meetings with Class Teacher to re-establish expectations.</li> </ul>
Head of Year/Head Teacher 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 misdemeanours.</li> </ul>	<ul style="list-style-type: none"> <li>Behavioural support referral</li> <li>Outside Agencies involved where required.</li> </ul>