



Behaviour Policy

2022-23

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.

These high expectations 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.

Building positive relationships underpins effective behaviour management in schools, and we seek to embed these in our school routines using the Establish - Maintain - Restore (EMR) methodology, drawing on evidence bases championed by the Education Endowment Fund (EEF).

Establish	Maintain	Restore
<i>Intentional practices to cultivate positive relationships; building trust, connection and understanding</i>	<i>Proactive efforts to prevent the relationship quality from diminishing over time; ongoing positive interactions</i>	<i>Intentionally repairing harm to the relationship after a negative interaction; reconnecting.</i>
<ul style="list-style-type: none"> • Form class activities at the start of term • HoY support for form tutors to hold 1:1 conversations • Clear boundaries set out from the start • Parental contact that is regular and establishes connection. 	<ul style="list-style-type: none"> • Verbal praise • Merit points awarded • Postcards sent home • Regular feedback on work completed 	<ul style="list-style-type: none"> • Incident Narratives used to reflect on behaviours • Restorative conversations held same day • Parental contact establishing strong connections

Rewards and Praise:

We will incentivise those pupils who demonstrate positive behaviours in and around the 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

Pupils

- Be **Ready, Respectful** and **Safe** 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
- Use non-confrontational resolutions to classroom disruption
- Deal with classroom disruption consistently using policy guidelines and professional judgement;
 - 1st time a pupil disrupts:** Clearly communicated verbal warning
 - 2nd time a pupil disrupts:** Note in planner to be signed by parents
 - 3rd time a pupil disrupts:** SLT/HoY removes pupil from the lesson.
- Communicate all interventions and relevant information to relevant staff (Behaviour support/CT/HoY) via the Pastoral Concern Log.
- Contact parents and guardians for issues within their own lessons.

Form Tutors

- Model positive behaviours
- Use non-confrontational resolutions to classroom disruption
- Deal with classroom disruption consistently using policy guidelines and professional judgement;
 - 1st time a pupil disrupts:** Clearly communicated verbal warning
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 - 3rd time a pupil disrupts:** SLT/HoY removes pupil from the lesson.
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- Contact parents and guardians for issues within their own lessons.

Parents/Carers

- Model positive behaviours at home and in school.
- Support the school in helping improve pupil behaviour
- Contact school with any questions/queries

Heads of Year/Senior leaders

- Engage with parents at the earliest opportunity to allow transparency of school decisions and systems of support
- Provide consistent support for pupils where behaviour doesn't meet expectations
- Liaise with outside agencies where appropriate to support pupils, families, and school.

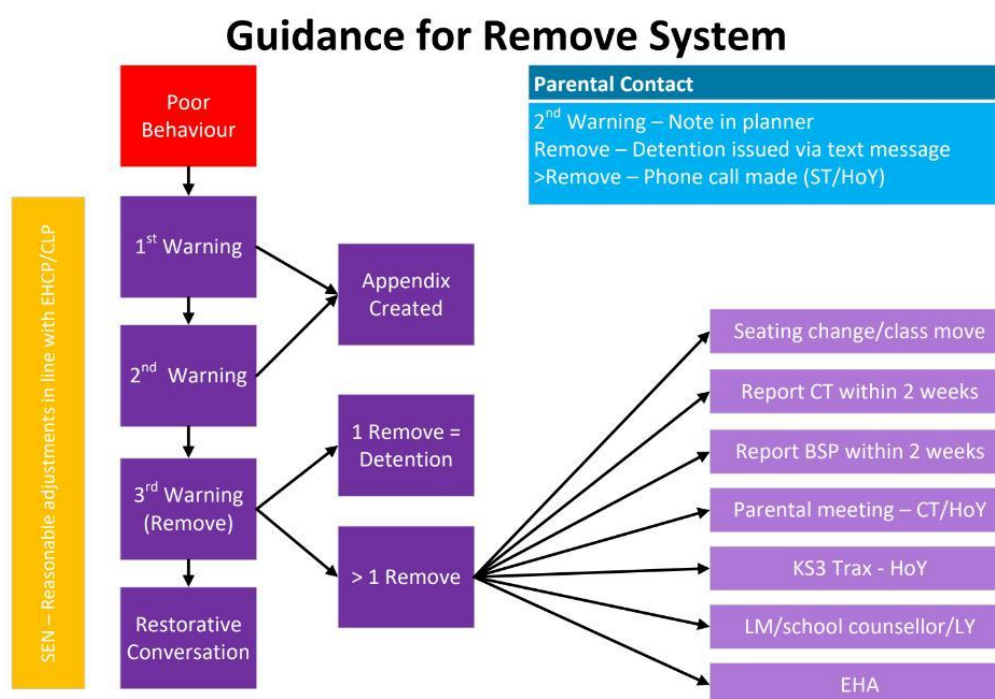
Appendix A - guidance for staff

provides specific guidance for issuing warnings and holding restorative conversations.

Remove:

Where restorative approaches have not been successful, and 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 may 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 3.45PM**; parents will be notified by phone/text. If the remove occurs during P5, or 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, Form Tutors 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 form tutor, subject teacher and the pupil where the barriers to behaviour are identified and broken down; this will be communicated to parents.
- Remove may also be used in another context. If large numbers of a class are showing low levels of the same poor behaviour (constantly talking for example), a teacher will warn the whole class twice and then tell them that the next person who continues with this behaviour will be removed from the lesson.



Detentions

<u>Detention</u>	<u>Held by</u>	<u>Reason</u>	<u>Restorative Measure</u>
Report checking	Duty Staff (Lunchtime)	<ul style="list-style-type: none"> Monitoring book check (ref positive report, BSP) 	<ul style="list-style-type: none"> Immediate target setting for afternoon lessons.
Remove detentions (Mon, Wed, Thu, Fri, 3.15-3.45)	HoY/SLT	<ul style="list-style-type: none"> To address behaviour that warranted removal from the lesson. 	<ul style="list-style-type: none"> Conversation with HoY/SLT holding the detention to clarify future expectations.
Teacher detentions (up to 30 minutes) Break time/Lunchtime	Subject staff (at their discretion)	<ul style="list-style-type: none"> Failing to complete classwork to an acceptable standard. 	<ul style="list-style-type: none"> Work is completed, and learning gaps are closed.
After School Detention (40 mins) Logged on SIMS Room 1	Duty Rota	<ul style="list-style-type: none"> Incomplete/missing homework x 3 Failure to attend class teacher detentions 	<ul style="list-style-type: none"> Homework support offered; resources supplied to complete homework. Restorative meetings with CT to re-establish expectations.
HoY/HT Detentions (1Hr) At HoY/HT discretion	HoY/HT	<ul style="list-style-type: none"> More serious behaviour incidents Behaviour incidents that occur outside of school Escalating cases of previous misdemeanours. 	<ul style="list-style-type: none"> Behavioural support referral Outside Agencies are involved where required.

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 Form Tutors 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: 3 x 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 form tutor at the end of each day.

Maintained by: Form Tutor

This report will look to address persistent low-level disruption by praising the positive aspects of a pupil's behaviour in lessons and providing an **immediate target setting at the end of each lesson where reds have been awarded**. The reason for the report should be specific to the pupil, and red/green allocated for lessons based solely on these 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 more serious behaviour incidents
Maximum Time Frame:	4 weeks
Formative Measure:	Individual meeting with behaviour support; specific targets agreed with parents (and SENCO where appropriate); SEMH referral made
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. An SEMH referral will be made to support the pupil in making better decisions, providing a framework of support alongside more formal monitoring of their behaviours.

The effectiveness of a BSP relies on identifying the underlying causes of the student's negative behaviours. These barriers to learning are identified through a specific session with our Mental Health and Wellbeing coach, which are then communicated to parents and all stakeholders.

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.

More Serious Behavioural Incidents

Where more serious behaviour incidents occur, we will look to deal with pupils consistently and subjectively in line with the incident, the individuals involved and historical context to the specific incident. Heads of Year and Senior leaders will utilise their knowledge of the pupils and their discretion.

All serious behavioural incidents will trigger an SEMH referral so we can support pupils appropriately to make better decisions.

Any decision to internally exclude a pupil will be made in conjunction with a member of SLT. Where a pupil is internally excluded, consideration will be given to the appropriate level of monitoring required when the pupil returns to lessons.

Where a pupil is externally excluded or following a referral to outside agencies, the report received will form the targets for their BSP, and the details of the exclusion will be recorded on CPOMS.

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 (KS2)
- TRAX (KS3)
- Educational psychology referrals
- Bungalow Referrals

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 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 the pursuit of a managed move to a specialist behavioural unit.

Serious Behaviour Process

When dealing with behaviour leaders will look at the circumstance of behaviour, historical context and provide a proportionate response that has both sanction and a supportive measure to bring about change.

Behaviour Examples	Sanctions	
Homophobic/ sexist/racist/ intimidatory	HoY/HT detention – take into account any mitigating circumstances	
	Internal exclusion – proven instigation/involvement	
	Fixed term exclusion – instigator/perpetrator	
Instigating a fight/ assault	Proactive Management	
Bullying (+cyber)		
Continual defiance		
	Restorative conversation	SENCO/SEN register assessment
	Silverdale outreach (KS2)	Early Help Assessment
	Police/External Education	Ed Psych referral
	SST referral/managed move (KS3)	Bungalow referral (KS3)

Permanent Exclusion:

If needed, the Headteacher may issue a permanent exclusion. This is used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. When taking this action the Headteacher will refer to the DfE document "Exclusions from mainstream schools, academies and pupil referral units in England" (Sept 2022)