

Behaviour Policy Reviewed May 2016

Rationale

This 'Behaviour for Learning' policy acknowledges the rights and expectations of the pupils, their parents and the school body itself. Pupils respond best and learn best within a calm and orderly environment. Effective behaviour systems further the aims of the school and safeguard the rights of the pupils and staff.

Purpose

This behaviour policy ensures that the pupils, parents and staff are aware that there exists a consistent approach to maintaining a happy, efficient, and successful school. Pupils have the right to be educated in a safe environment, without disturbance, to their highest capability. They should feel secure and confident throughout the school day. Staff should be able to deliver planned activities without disruption from pupils. This policy is written to protect these rights.

Aims

- To ensure that the school is a happy, safe, orderly environment that encourages learning.
- To ensure that behaviour management is consistent across the school.
- To actively celebrate and reward good behaviour.
- To promote and assist the moral development of pupils through the encouragement of the idea of school as a community.
- To help pupils understand that their actions have consequences, both positive and negative, and to help pupils learn to be responsible for their actions.
- To support the early identification of pupils whose behaviour may adversely affect their learning and the learning of others, and to act quickly to rectify the situation.
- To work actively against behaviour that damages ethos of the school and the rights of pupils and staff.

General Rules

1. Listen carefully to instructions;
2. To be respectful, courteous and supportive to pupils, staff and visitors;
3. Look after school property and keep our school free of litter and graffiti;
4. Walk on the left in a quiet and orderly manner;
5. Stay on site during school hours;

Pupil manifesto

The following principles were derived from the Pupil Parliament and are displayed in every classroom.

1. We will attend school on time every day.
2. We will bring all the correct books and equipment (checked during Form Period).
3. We will participate in all lessons, contributing effectively to the learning.

4. We will complete all homework tasks by set deadlines and to the best of our ability.
5. We will behave positively to ensure the learning is effective.
6. We will contribute to new initiatives and strategies to develop teaching and learning.
7. To enhance learning, we will make use of all technologies to support our learning within school.
8. We will spend appropriate time reflecting on feedback given by our teachers.
9. We will act upon all advice and targets given to support our literacy and numeracy skills.
10. We will only drink water or flavoured water in class.

The school adopts a Restorative Approach within an Assertive Discipline Framework

Restorative approaches provide an alternative to the belief that punishment will change behaviour and achieve compliance. It is an educative approach, helping those involved to learn how to change. Restorative approaches can assist the repair and development of relationships between pupils and adults. The approach is respectful of the dignity of all concerned. (See Appendix 1)

Role of the Classroom Teacher

The classroom teacher will use restorative practice within an assertive discipline framework, which emphasises that pupils can choose a positive course of action and have the opportunity to modify their own behaviour. Barry Comprehensive School places a strong emphasis on praise and reward and seeks to promote the positive actions associated with school life. We are committed to maintain a high level in standards of behaviour through assertive discipline, making sure we reward the positive whenever possible. The following sanctions are available:

1. Send pupil to work in a different class with another teacher.
2. Class teacher break-time detention.
3. Class teacher lunch-time / after school detention (parents informed).

Reward systems are often defined by the specific subject area but these should include:

1. Verbal praise
2. Positive 'Sims' entry
3. Quick notes
4. Departmental lunch passes
5. Departmental certificates
6. Contact home through letter or phone
7. Pupil of the week/month recognised in assembly
8. Priority on school trips
9. Commendations on presentation evening to celebrate achievement
10. Departmental prizes

Praise should be used far more often than warnings in the classroom situation. Opportunities for praise should be actively sought by all staff, both teaching and non-teaching. It is essential that all positives are recorded on 'Sims' (the school's management information system).

A whole school, systematic approach to sanctions, however, is expected by all teaching staff in line with assertive discipline principles. Classroom rules are to be enforced within a framework of fairness and consistency in line with the classroom behaviour levels:

Level 1 Break a rule – **Action:** Reminder of rule

Level 2 Second time – **Action:** Warning given

Level 3 Third time – **Action:** Entry on 'Sims' behaviour. Pastoral Team informed via 'Sims'

Level 4 Fourth time – **Action:** Discuss with the teacher at the end of the lesson / entry on 'Sims' behaviour / possible loss of break / Pastoral Team informed via 'Sims' / Teacher or department contact home.

Level 5 Fifth time – **Action:** Entry on 'Sims' behaviour / Pastoral Team informed verbally and via 'Sims' input / Teacher or department contact home.

Level 6 Serious Clause – **Action:** Pupil removed by Duty Staff with possible contact home/ lunch detention / Pastoral Team informed via 'Sims'

N.B Only Level 6 (severe clause) would warrant an unresolved input due to the severe nature of the behaviour and the level of consequence needed.

Role of the Head of Department (HoD)

Heads of Department take an active role in supporting their subject teachers through the maintenance of high standards of behaviour and learning in their subject area. Department sanctions are applied if a pupil fails to attend a teacher sanction or behaviour is not modified. The following sanctions are available:

1. Subject Leader lunch-time detention / after school (parents informed).
2. Pupil placed on 'Department Report' (parents informed).

Role of the Pastoral Coordinator (PC) and Role of Senior Learning Mentors (SLM)

The role of Pastoral Co-ordinators in the Behaviour Policy is to support all pupils within a specified year group from a framework of quality care, support and guidance in terms of a pupil's approach to uniform and jewellery; and the general behaviour of pupils outside of the classroom situation.

The role of Senior Learning Mentors is to support all pupils within a specified year group from a framework of quality care, support and guidance in terms of a pupil's approach to learning within the classroom. The SLM will support HODs where department level sanctions have failed to secure the required improvements and where a coordinated response is required, or in instances of extreme behaviour where an immediate and more robust response is required.

The following sanctions are available to the PC and SLM:

1. After School detention (parents informed). If appropriate, written tasks will be provided by the school for the detention period.
2. Pupil placed 'On Report' with Pastoral Team – daily (parents informed).

3. Parents invited into school to discuss behaviour plan.
4. Pupil placed in Inclusion Room (parents informed). NOTE: Pupil will receive work from subject tutors during lessons but will not have access to other pupils at break or lunchtimes.
5. Pupil placed on internal exclusion with Pastoral Staff or Senior Leaders (parents informed). NOTE: If a pupil is disruptive in the Inclusion Room then the pupil will have a fixed term exclusion.

Role of ALNCo

The role of the ALNCo is to liaise with the Pastoral Team and SLT Link partner and where necessary start the procedures for behaviour support. The ALNCo also oversees the use of Individual Behaviour Plans (IBP) for pupils who cause concern. Some of the pupils who have IBPs also receive social skills support from the Pupil Support Coordinator. The IBP is based on the findings of Behaviour Assessment Profile (Appendix 2) for the pupil, which is completed by subject teachers of the pupil, who is placed on Red Report. An IBP will also be established for students following an exclusion, if deemed necessary.

Role of Senior Leadership (SLT)

The role of senior leadership is to support the Pastoral Team where a more centralised response is needed to behaviour issues; this will mean that current sanctions and strategies have failed to secure the necessary improvements and in cases of extreme behaviour where a particularly strategies are needed. SLT are responsible for the implementation of policies, the monitoring and evaluation of strategies. The following sanctions are available:

1. Pupil placed on internal exclusion with Pastoral Staff or Senior Leaders (parents informed). NOTE: If a pupil is disruptive in the Inclusion Room then the pupil will have a fixed term exclusion.
2. Fixed Term exclusion (LEA informed). NOTE: A pupil will always have a reintegration meeting, involving parents, following a fixed term exclusion.
3. Pupil placed on a 'bespoke' or 'alternative' timetable.
4. Refer to Inspire to Achieve. This is based on high exclusions, poor attendance and or poor engagement.
5. Governor meeting to discuss education provision
6. Referral to Pupil Referral Unit for Specialist Support.

Role of the Governing

A Governing Body subcommittee will establish, in consultation with the Headteacher, staff and parents, a policy for the promotion of desired behaviour and keep it under annual review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour throughout the school. They will also ensure that the concerns of pupils and staff are listened to, and appropriately addressed. The governing body can if necessary, sanction a permanent exclusion (LEA informed and involved).

Role of parents / carers

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour, attendance and their child's approach to learning. They will also be expected to support this policy through actively communicating with the school. Parents should also be encouraged to sign a behaviour contract outlining and agreeing with the detail of the Behaviour for learning policy. Parental support will be sought in devising a plan of action within this policy; parents should also be offered an opportunity to discuss the course of actions needed to modify unacceptable behaviour.

Role of pupils

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Pupils will also be encouraged to take responsibility for their social and learning environment, making it both a safe and an enjoyable place. Pupils are encouraged to be actively involved through pupil parliament and other working groups in any review of policy.