

Student Welfare

The School Behaviour Policy

Section 1 : Introduction and Principles

We firmly believe that effective discipline and good behaviour are essential to support learning and to enable students to achieve their best. The School's Vision Statement embraces the principle that 'Other People Matter' and underpins all aspects of this policy.

We seek to create a welcoming, caring, inclusive and safe learning environment by:

- Establishing high standards and expectations of behaviour for all students to support learning. We will work to ensure that all students can maximise their academic progress and their personal, social, moral and spiritual development. We will regularly discuss and publicise our agreed set of expectations, values and beliefs. There will be positive and constructive rules for behaviour.
- Promoting self-esteem, self-discipline, and positive relations based on mutual respect. Developing the students' sense of responsibility and their stake in the school are an integral part of improving behaviour.
- Providing a safe environment free from disruption, aggression, bullying and any form of harassment. We seek to ensure fairness of treatment for all.
- Encouraging consistency of response to both positive and negative behaviours. A system of rewards and a range of sanctions are in place to support this.
The promotion of good behaviour is the responsibility of all staff.
- Promoting early intervention to support **behaviour for learning**.
- Working closely with parents, carers and other support agencies to develop a shared approach to maximising students' potential.
- Improving behaviour through an improved commitment to learning. Students behave best when they experience well-planned, stimulating learning activities, which are designed to meet specific needs.

Aims of Behaviour Policy

- To set high expectations of students' work and behaviour within the school environment.
- To develop positive attitudes and constructive relationships based on mutual respect of one another and of property.
- To promote students' self-discipline and behaviour which supports learning.
- To establish and maintain a positive, calm and safe environment in partnership with students' parents/carers and the local community.
- To adopt a fair and consistent approach to managing student behaviour.
- To minimise incidence of exclusion.

Section 2 : Rewards

2:1 The Importance of Rewards

Rewards have an essential part to play in ensuring appropriate behaviour in that they acknowledge and recognise the effort, commitment and/or success of a student. They provide an opportunity for a teacher and/or the school to make a clear and unequivocal statement to a student that his/her work is valued. In so doing we are positively reinforcing the work ethos of the school and we are determining and making known to students the values which we consider important.

We believe that rewards increase students' motivation and confidence and, in turn, increase student achievement and will improve further the quality of relationships between staff and students.

We also believe that rewards have an important role to play in encouraging good behaviour and helping to modify poor behaviour. Rewards can be linked eg to short-term behavioural targets and can be used to encourage individual and group and team success.

We encourage all staff to recognise the effort students make daily in their lessons, in their behaviour around school, in their commitment shown to extra-curricular activities and in the help and respect they offer staff and each other. Praise for these behaviours is deserved, is valued, and best of all, perhaps, encourages others to respond in a similar vein. Rewards, then, have a vital role to play in promoting individual progress, whether personal, social or academic and in promoting the ethos and values of the school.

Rewards for students range:

- from the day-to-day praise and encouragement in and out of the classroom which gives immediate recognition to a student's effort, commitment, achievement, etc – “thanks for that”.
- through structured rewards systems such as our sleuth system.
- to formal presentation occasions.

2:2 Principles

The best rewards are those which are fair, justified, frequent, give immediate recognition to a student's effort, commitment and achievement, are universally available and which encourage students to strive for more and greater success.

Formal systems should draw upon these principles but they also need to be manageable for students, teachers and support staff. Any system must also have credibility with students and parents, be seen to be fair to all students and the presentation of the award must be non-threatening whilst at the same time promoting a culture of achievement. Rewards can have a major part to play in countering under-achievement and in challenging the sub-culture in which achievement can be seen as “uncool”.

Rewards, once earned, should never be taken away as a punishment.

We should remember that rewards are relevant to all students throughout the 11 – 16 age range and that year eleven students in need and welcoming praise are no different from a year seven student. We need to ensure that the reward and the manner of its delivery are appropriate to the age and maturity of the student.

Fundamentally, rewards should be achievement and not attainment based.

2:3 Praise and Encouragement

All students, of whatever age, ability, etc value very highly praise given by a teacher. They are encouraged to answer questions and are motivated to work harder when their efforts are appreciated. The best praise is often the most simple and that which is easy to give ie a remark or gesture which conveys that the teacher recognises and values the student's contribution: "well done", "great", "good thinking" and/or a smile, a nod of approval. At all times praise must be genuine.

Students also appreciate positive comments as well as grades written on their work. These comments as well as encouragement, should also provide the student with direction as to how they can improve further. Students feel valued when work is marked and returned promptly.

2:4 Curriculum Area Rewards Systems

Each department is required to devise and maintain a rewards system, which adheres to the principles outlined below, and which is 'freestanding' ie independent of other rewards systems, which exist within school.

Guidelines

- Rewards must be available and attainable by all students regardless of age, ability, sex or race.
- Students should know how and why rewards can be achieved.
- Rewards should be allocated regularly and frequently.
- Department criteria should open up and not limit the availability of rewards.
- The system should provide for progression, eg 10 merits = 1 certificate.
- The system must be easily maintained, monitored and evaluated on a regular and frequent basis.
- Student involvement in development, review and evaluation should be encouraged.

Good Practice includes:

- linking rewards to the learning objectives of the lesson;
- link to homework, independent learning and GCSE assignments;
- making known to students the type of reward to be earned for a particular piece of work;
- use of group rewards.

2:5 Student Welfare Rewards

The welfare reward system has been designed to encourage students to develop and use good organisational skills. The 'basics' – bringing the appropriate equipment (including a bag), having their planner up-to-date, bringing their swipe card and wearing the full school uniform correctly is a priority for all. Many students get the basics right regularly and we should reward them for doing so. Some students may need help and encouragement to improve the basics and it is hoped this reward system will help them do so.

HOW IT WORKS

Tutors to delegate 2 reliable and respected students to organise the system. Each week on one day the students will receive a tick for each of the following:

1. wearing full uniform
2. bringing the correct equipment (pen, pencil, ruler) and a bag
3. having their planner and swipe card

3/3 ticks will = 1 raffle ticket

At the end of each week the tutor can allocate a raffle ticket to those students who received 3 ticks.

This will be completed each week and raffle tickets placed in a half-termly draw to win a Meadowhall voucher. The more entries a student has the more chances of winning.

The day may be randomly chosen by the tutor (assembly day excluded).

Each group tutor will be issued with a reward book in which they can record students' achievements.

Each group tutor is responsible for the collection of raffle tickets and passing them on to their BfLL regularly. Blank raffle tickets can be collected from the office (only by staff).

Section 3 : Sanctions

3:1 Procedures

Inappropriate behaviour exists in all schools and will not be prevented, but, if managed appropriately, can be minimised.

1. as far as possible problems should always be dealt with by the member of staff concerned, ie class teacher for difficulties in lessons, group tutor – difficulties during tutor period; the particular member of staff who sees problems around school.
2. referral of a student will become necessary when a problem persists and/or an incident occurs which is of a particularly serious nature.

3:2 Referral

The Classroom Situation

Flowchart – this is a guide only.

3:3 Sanctions we use

Reprimand – verbal	: anyone
Reprimand recorded on file	: anyone
Reprimand record on file and letter sent home	: through Head of Curriculum Area/ Behaviour for Learning Leader or Manager/SLT
Removal from lessons in a particular subject	: Curriculum Area/on-call : School on-call
Parents asked in	: Head of Curriculum Area/ Behaviour for Learning Leader or Manager : Senior Tutor : SLT
Detentions	: Break : Lunchtime : After school Department : Subject Teacher : Heads of Curriculum Area :Behaviour for Learning Leader or Manager : SLT
On report	: Departmental/Student Welfare
Withdrawal from lessons for a day or more	: relevant Senior Tutor
Temporary exclusion	: Headteacher
Permanent exclusion	: Headteacher

Information follows on detentions, on-report, on call, withdrawal from lessons and exclusions.

3:5 Hierarchy of sanctions

Personal implementation of any sanctions is vital in order to establish the teacher's authority with their students. It is important that the teacher uses a hierarchy of sanctions for dealing with in-class incidents.

A hierarchy might contain, for example, all or some of the following:

- non-verbal reprimand (eye contact, raised eyebrows etc)
- verbal reprimand (it's always more effective to follow a 'don't' instructions with a 'do' eg "don't turn round, look carefully at page 32")
- verbal reprimand with warning (eg "get on with your work, I know you can do it well. If I have to tell you again, I will keep you in at break for three minutes")

- ‘taking time’ from a student: this can vary from 2/5/10 minutes at break/lunchtime to the ultimate detention sanction, after-school detention. It may be that sanctions available vary from lesson to lesson – it is, for example, possible to keep a student after Period 2 but not possible after Period 3.
- no student should be placed in corridors unsupervised.
- **NB** Very occasionally it is appropriate to allow/ask a student to wait in the corridor outside the classroom. However, students should only remain there for a very short time – 2 or 3 minutes. Unsupervised students in corridors can cause considerable problems for others and does not address the problem. If the teacher feels the student is not ready to return to the class after this time, on-call should be requested.

3:6 Recording of incidents

It is vital that staff, at all levels in the process, ensure that details of incidents including the **date** and **details of action taken** are given to the HOCA, who will pass on either:

- 1) to admin – for entry into file
- 2) to Behaviour for Learning Leader or Manager for further action.

The sleuth form should be used.

Incidents requiring school on-call should be recorded by the subject teacher on a sleuth form and subsequent action taken.

Some incidents will be sufficiently recorded on the sleuth sheet. Others will need a fuller written account from the teacher involved.

3:7 Detentions

General Principles

Used sensibly, detention is an important sanction and can be one of the most effective. As it is a sanction which is administered directly with the student by the teacher concerned, it has an ‘empowering’ effect.

Whole-class detentions are bad practice and usually impossible to justify to students and to parents. They should not be used. It is far better, if necessary, to punish eleven misbehaving students rather than risk alienating their fifteen ‘innocent’ classmates.

Detentions should be supervised by the teacher concerned wherever possible.

Students should be given work to do in detention, not ‘lines’.

Practicalities

Detentions set cannot be for the next day (eg the earliest a detention can be served, for an incident on Tuesday, is Thursday). It is good practice, wherever possible, to remind the student of the detention on the day it is to be served. Teachers should keep in mind a hierarchy of sanction within the detention system – not all detentions need, for example, to be for an hour. The point might equally be made for a 15 minute detention.

Heads of Curriculum Area should keep a ‘register’ of detentions set within the department. If a student fails to attend the detention, the teacher concerned should see the student and establish why that was. In the case of a genuine failure to remember, the teacher may decide to give the student a second chance. If wilful avoidance has occurred, the matter should be referred to the Head of Curriculum Area (for in-class incidents) or Behaviour for Learning

Leader or Manager (for other incidents). Repeated failure to attend should be referred to the relevant Senior Manager. Parental objections to detention should be referred to the relevant Senior Manager.

If staff keep a student in detention at break or lunchtime, the student must be able to go to the toilet and, at lunchtime, to eat.

3:8 Students ‘on report’

The Purpose of Report

To bring about an improvement in specific behaviour described across a number of subject areas. Several key points are worthy of note:

- (a) to stress “improvement” and not complete success;
- (b) to stress “specific” – it is not useful to simply identify behaviour as satisfactory. Equally, once specific, other concerns that emerge should not blur the progress being made;
- (c) to stress that the decision to place on report should be made after knowledge that this behaviour is across a number of subjects;
- (d) to recognise that the report targets must be realistic for the student to achieve – otherwise report becomes self-defeating;
- (e) to be confident that the behaviour we are working to change is a serious distraction to others.

All reports are individually targeted to address specific behaviour. We use the traffic light system of reporting described below.

The position of Report in the sanctions hierarchy

Placing a student on report should be regarded as very serious and the decision should be taken only by Behaviour for Learning Leader or Manager in consultation with their line manager.

Time Limit

For the majority of students two weeks on report appears sensible. However, the system is flexible to respond to individuals’ needs.

The Process

Stage 1 Concern expressed by several members of staff/sleuth negatives.

- Behaviour for Learning Leader or Manager sees student. Warn of concern.
- Initiate a progress check for two weeks time.
- Inform family – invitation in.

Stage 2(1) Progress check reveals improvement.

- Behaviour for Learning Leader or Manager sees student – review;
- Inform parent;
- End.

(2) Progress check reveals concerns:

- Behaviour for Learning Leader or Manager sees student with parent – review;

- Identify clear objectives for student, formulated into an IEP;
- On report for two weeks – Green/Amber decision made.

Stage 3(1) Student on targeted report improves:

- Behaviour for Learning Leader or Manager sees student – review – remove from report;
- Student Support Leader contacts parents;
- End.

(2) Student on targeted report shows some improvement but not enough:

Further action might include:

- (a) extend report
- (b) remove from lesson
- (c) give detentions, etc
- Behaviour for Learning Leader or Manager sees student – review;
- Informs parents.

(3) Student shows no improvement:

- Behaviour for Learning Leader or Manager discusses with relevant Senior Tutor.
- Parents informed.

The nature of the failure has to inform the next stage – ie move to amber with Senior Tutor, move to red with SLT.

Possibilities:

- (a) increased monitoring/punishment
- (b) withdrawal from lessons
- (c) referral to Behaviour Support team.

Stage 4(1) Student on extended report improves:

- Behaviour for Learning Leader or Manager or informs student;
- Senior Tutor informs parents;
- End.

(2) Student on extended report does not show improvement:

- Behaviour for Learning Leader or Manager discusses with relevant Senior Tutor;
- Parents informed.

The nature of the failure has to inform the next stage.

Possibilities:

- (a) increased monitoring/punishment
- (b) withdrawal from lessons
- (c) referral to Behaviour Support team
- (d) referral to Assistant Headteacher/Deputy Headteacher
- (e) exclusion.

It is clearly intended that very few students should get to this point.

Other reporting systems in school

We recognise the value of departmental reports and encourage their use, certainly prior to referral to Student Support leader. It is important, however, that information about students on departmental report should be passed to the welfare system so that coordination is possible.

Dealing with repeated offenders – apparently successful whilst on report but who then return to inappropriate behaviour.

Some students will inevitably need the “prop” report offers and will return to the system. However, the report should be used only after the failure of other sanctions.

3:9 On Call

If a student’s continued presence in the classroom is deemed unacceptable by the teacher (see ‘*Hierarchy of Sanction*’ above), that student should be sent ‘on call’.

For each period of the week, a middle or senior manager is designated the ‘on call’ teacher. On-call timetable details the name of that member of staff. Staff requesting on call should send a reliable student to inform the LRC who will contact the on-call staff.

The on-call teacher will determine the immediate course of action and subsequent action should be initially at the subject level. However, where students are repeatedly sent on-call from a number of subject areas the Behaviour for Learning Leader or Manager and SLT will also intervene.

Each Head of Curriculum Area should keep an on-call log, noting incidents and actions taken.

3:10 Sending Home

A member of the SLT may decide to send a student home for the remainder of the school day. This would normally occur in the following circumstances:

- to avoid further problems during the day (eg where there has been a violent incident)
- if a student is under threat from another student and, therefore, to ensure personal safety
- to emphasise to a student and the parent the seriousness of an incident and pending *either* an interview with the parent *or* a decision on exclusion.

In all cases, a student can only be sent home from school if the parent consents and is able to collect the student or agrees that the student can make his/her own way home. If such consent is not given, or if it is not possible to contact the parent, the student must remain in school.

3:11 Exclusion

Exclusion of a student from school is the most serious form of action available to us. Hence:

- we must use it sparingly and at all times, be satisfied that it is the most appropriate sanction to use and that all other avenues have been considered.

Key Issues

The term ‘exclusion’ is concerned only with the exclusion from school of students for **reasons of discipline.**

Only the Headteacher can exclude a student and, in his absence, a Deputy Headteacher.

An exclusion occurs when a student is debarred from attending **beyond the day** on which the exclusion occurred.

‘Sending home’ (see above) does not count as exclusion.

Thorough and accurate documentation is essential at all times.

Headteachers must comply with a direction from the Governing Body or from the LEA to reinstate a student.

Types of Exclusion

There are only two forms of exclusion:

- (a) for a fixed period of time
- (b) permanent – when it is envisaged that the student will not return to this school.

1. Exclusion Letter

This must be sent to the parents of any student excluded for a fixed period or permanently.

Contents:

- date and time of exclusion
- reasons for exclusion (these must be specific and accurate)
- length and type of exclusion
- inform parents that representation may be made to the Governors and/or the LEA
- invite parents to discuss situation
- arrangements for collecting school work (in addition, it is good practice to send work home through the post. A copy of the covering letter and a certificate of posting should be kept on file).

From September 2007 – inform parents of their responsibility to ensure that their child is not present in a public place in school hours during the first 5 days or any fixed time exclusion.

- 2. For permanent exclusions, Form EP1 should be completed immediately.
- 3. For permanent exclusions a meeting of the Students’ Sub Committee must be called within fifteen days.
- 4. For temporary exclusions exceeding 5 days (single or aggregate) in one term a meeting of the Students’ Sub-Committee must be called within 50 school days.

From September 2007:

- 5. Any student excluded for more than 5 days must be provided with full time education.

Internal Organisation

(a) A student may be excluded only by the Headteacher and this will follow discussions with appropriate colleagues.

- (b) Information on the exclusion will be sent to:
- the relevant Senior Leader

- Behaviour for Learning Leader or Manager
- Group Tutor
- Subject teachers
- LEA) if more than five days
- Chairman of Governors) or permanent

(c) During a period of exclusion the student is debarred from participating in any school organised activity. Only public examinations are exempted and here special arrangements must be made.

Subject teachers must provide work for the student during this period. This is to be sent to the main office from where it is collected by parents/other adults.

(d) The outcome of permanent exclusions should be reported to:

- (1) Senior Leadership Team
- (2) Behaviour for Learning Leader or Manager and Group Tutor;
 - record on student's file
 - inform subject staff
- (3) Office Staff
 - when a student needs to be taken off the school roll. A student should only be taken off roll when the period allowed for parental appeals has elapsed.

Conclusion

Exclusion is not a panacea for problems of discipline. It is a sanction which should be used sensibly and sparingly – it is not to be avoided at all costs but nor should it be used so frequently that it is devalued. It is likely to be used for:

- (a) serious flare-up incident; and
- (b) for persistent incidents when all other sanctions have failed.

In most cases we would hope that a student will see the exclusion as a very serious warning which, in turn, will lead to an improvement in behaviour. If this is to be achieved we need to ensure that all parties to the exclusion appreciate fully the significance and possible consequences of an exclusion. Where this is unsuccessful, a permanent exclusion may be necessary.

3:12 Withdrawal from lessons

A student who has been involved in a relatively serious incident or series of incidents in school may be withdrawn from lessons for a half-day, a full day or even two days. It would be unusual to apply this sanction for a period longer than two days.

This sanction should be used as a step just short of exclusion from school and might be termed 'internal exclusion'.

This step will be taken by Behaviour for Learning Leader or Manager in consultation with the relevant Senior Leader.

Whilst students are withdrawn from lessons, they may be supervised by Behaviour for Learning Leader or Manager, perhaps in isolation or within the Student Behaviour for Learning Leader's normal lessons, by Senior Tutors or Senior Leaders or by members of the Inclusion Team within the Student Support Centre. Every effort should be made by the member of staff supervising the withdrawal to have relevant work passed to the student by the teachers from whose lessons the students has been removed.

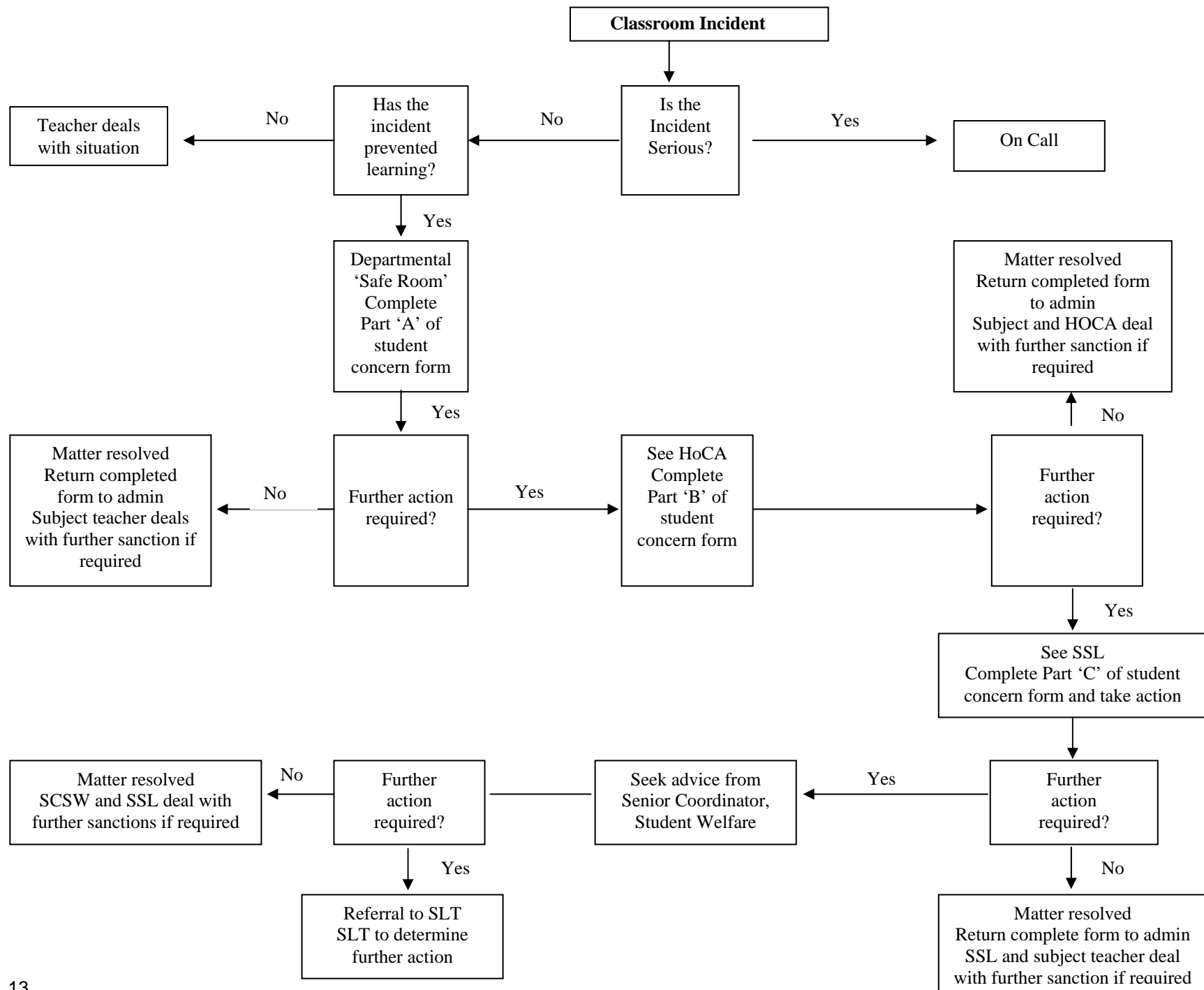
3:13 The Inclusion Team - Behaviour

The team comprises behaviour support, reengagement and learning mentor provision and will be based in the Student Support Centre. They will work with students in a variety of ways.

Students are referred to the team by Student Support Leaders after discussion with the relevant Senior Manager. Members of the team attend regular weekly Line Management meetings with Student Support Leaders and the relevant Senior Manager and in this way will be aware of emerging issues. Their work with students referred may include some or all of the following:

- classroom observation
- 1-to-1 work and counselling
- mentoring
- in-class support
- contributions to Pastoral Support Plans
- withdrawal and reintegration programmes
- alternative curriculum provision
- work with groups of students ('circle time')
- work with groups of staff or individuals on Behaviour Management techniques.

The work of this team is complemented by that of external and internal agencies. All work closely with the Behaviour for Learning Leader or Manager and the external support agencies such as the Education Psychologist and Education Welfare Officers.



Classroom Routines

Aims

- To improve the basic level of student behaviour in the classroom.
- To promote a consistency of approach in the classroom.
- For subject areas to develop their own subject specific code to work in conjunction with the school code.

What follows is a list of simply put classroom routines for students to follow and staff to consistently implement. What lies behind the routines is an attempt to ensure greater consistency across school to develop a growing awareness and understanding for both students and staff of the need to promote certain qualities so that teaching and learning can flourish.

Good Practice

- The classroom routines code is to be displayed. Students who achieve the routines should be rewarded. The routines can also be used as appropriate teaching and learning points to promote and develop the students ability to follow the routines.
- Staff and students should arrive promptly to lessons.
- Staff should meet and greet students wherever possible. Standing at the door to the classroom also enables supervision of the general movement of students in the corridor.
- Staff should determine the seating plan for each group in line with school policy.
- Students should be encouraged to develop a routine that allows lessons to start promptly and with the minimum of fuss. Learning objectives for the lesson should be shared with the students at the outset.
- A register should be taken.
- Students should place their planners on the desk.
- Homework should be set well before the end of the lesson to allow time for the students to record it accurately and ask questions.
- The school and curriculum area behavioural policies should be applied including the use of rewards and sanctions.
- Students should work until one or two minutes before the bell where possible. This should include a plenary where the meeting of the learning objectives can be assessed by students and staff.
- The teacher should dismiss students in an orderly fashion after the bell has rung.
- The teacher should stand by the door to supervise the dismissal of students and to supervise the general movement of students along the corridor.

