

**Bilbrook Church of England Middle School
Behaviour Policy**

Adopted by Governors: November 2006

This policy is divided into the following sections:

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Introduction

‘School behaviour and attendance shape the school ethos and make a statement about how the school values and includes all people in it. Positive behaviour and attendance are essential foundations for a creative and effective learning and teaching environment in which all members of the school community can thrive and feel respected, safe and secure. A well-implemented policy is an important factor in gaining pupils’ and parents’ confidence in a school and in attracting and retaining good quality and well-motivated staff.’

‘Research shows that schools are most effective where the behaviour policy is applied consistently, and a well thought-out policy lays the foundation for such consistency.’

Quotes from DfES guidance on school behaviour policies, 2003

Section 1: Principles

The principles which underpin this policy are:

- Good behaviour is the precondition necessary for the school to meet its vision: that everyone in the school community is developing as a lifelong learner.
- Good behaviour is a precondition of effective learning and teaching; and good teaching promotes good behaviour.
- We are committed to the principle of inclusion which recognises and respects diversity, and strives to promote equality.
- The principles of good behaviour apply to all members of the school, both adults and pupils; they apply during the school day and in travelling to and from school.
- Behaviour for learning can be taught, both through the curriculum and through example. Good behaviour is best encouraged through developing self esteem. Praise, reward and consistency are the key elements to developing self esteem and good behaviour.
- Natural justice dictates that poor behaviour must be punished. Punishments must be fair, proportionate to the offence, in line with school policy, and consistent across the school.
- Both rights and responsibilities have equal weight. Good behaviour is based on respect for the individual. Good behaviour is the result of all individuals in our school community accepting personal responsibility for how they behave.
- We are committed to the importance of giving particular support to more vulnerable pupils, such as those with a special educational need, looked-after children, those with physical or mental health needs, children from ethnic minority groups, migrant and refugee children, and so on. We will take action to tackle inequalities and discrimination that are identified within our school community.
- Managing the behaviour of pupils is the responsibility of every adult in the school, and good classroom management (which includes behaviour management) is at the heart of good teaching. The role of the Inclusion Manager is to support teachers in their role, but does not replace their responsibility. This policy therefore needs to be read in conjunction with the school's curriculum policy.

Section 2: Teaching and learning

It is understood by all staff that teaching behaviour is an aspect of the curriculum, and that all staff have a responsibility to teach behaviour by example. Courtesy, politeness, punctuality, respect, conflict resolution and avoidance, are all implicitly taught on a daily basis.

There are also aspects of behaviour that are taught through explicit curriculum areas, including structured units in Personal, Social, Health and Citizenship Education (PSHCE). Pupils are also supported through structured programmes of anger management, counselling and mentoring with the Inclusion Manager, or with other educational professionals, where necessary.

There are agreed classroom practices which are designed to teach positive behaviour and these are displayed in every classroom.

Section 3: Roles and responsibilities

Pupil responsibilities are to:

- Follow the code of conduct
- Agree to the school's behaviour contract
- Come to school ready and prepared to learn

Parent responsibilities are to:

- Ensure their child's regular attendance and punctuality
- Agree to the school's behaviour contract
- Work in partnership with the school to offer praise and support sanctions as necessary
- Encourage their child to bring the right equipment and dress appropriately
- Co-operate with the school to ensure that their child follows the school's positive behaviour policy
- Keep the school aware of any circumstances which may affect their child's learning
- Encourage and support their child in the completion of homework.
- Maintain regular contact with the school through attendance at parents' evenings and, as appropriate, through diaries, letters and telephone calls

Teacher responsibilities are to:

Provide opportunities for pupils to learn to the best of their ability by

- Setting suitable learning challenges
- Removing barriers to learning
- Recognising diversity
- Providing an environment in which pupils can learn
- Teaching positive behaviour through the language of choice
- Planning and preparing lessons, taking account of classroom management including behaviour management
- Teaching respect by treating pupils with fairness and consistency
- Teaching interpersonal skills by promoting positive supportive relationships within their teaching groups
- Supporting the school's behaviour policy and applying it with consistency

Form tutor responsibilities are to:

- Teach interpersonal skills by promoting positive supportive relationships within their teaching groups
- Keep a record of attendance and monitor lateness and absence
- Check homework diaries at least once a week
- Maintain positive communications between home and school
- Check uniform and that pupils have the basic equipment
- Provide guidance and assistance to individual pupils as necessary
- Support the school's behaviour policy and apply it with consistency

Subject leader responsibilities are to:

- Ensure that schemes of work suggest activities designed to suit different learning styles
- Encourage a positive learning environment in the classrooms
- Ensure that the school's behaviour and related policies are consistently applied
- Ensure that a climate of reward and praise is upheld in the teaching of the subject
- Monitor the attendance, behaviour and learning of individuals and groups of

pupils within the subject, focusing particularly on looked after pupils, pupils from minority ethnic backgrounds, pupils with special educational needs, and gifted and talented pupils

Teaching Assistant responsibilities are to:

- Support SEN students within the classroom
- Work in collaboration with the classroom teacher to remove barriers to learning for individuals and groups of pupils
- Help the teacher to create and sustain a positive culture for learning where praise and encouragement outweigh sanctions
- Consistently implement the school's SEN and behaviour policy

Key Stage Leader responsibilities are to:

- Liaise with parents, with the Deputy Headteacher and the SENCO
- Support individual pupils by:
 - organising and maintaining appropriate interventions and communicating these to parents and staff
 - tracking the pupil's behaviour/achievement
 - liaising with appropriate members of the leadership team as required
 - identifying disaffected and under-achieving pupils and using the mentoring system to best effect, and initiating pastoral support programmes as appropriate

Leadership Team responsibilities are to:

- Support staff in managing pupil behaviour by ensuring that systems for managing and monitoring behaviour and attendance exist and are consistently implemented
- Ensure that good practice is both developed and shared
- Ensure that there are appropriate staff development activities available to develop the individual and support school priorities
- Ensure that the school has systems in place to work with outside agencies
- Ensure that the school regularly communicates with parents and carers
- Provide support for staff where necessary
- Provide clear leadership and monitoring of behaviour issues
- Analyse behaviour data and devise an appropriate graduated response system
- Report to governors

Deputy Headteacher's responsibilities are to:

- Support staff with pupil behaviour
- Ensure that the behaviour policy is administered correctly
- Promote positive behaviour strategies
- Ensure the effective use of punishments as described in this policy
- Provide data on pupil behaviour, using the database in the Alpha Base
- Line manage the Inclusion Manager, and have overview of the Alpha Base
- Have overview of the informal and formal pastoral support programmes
- Liaise with the SENCO
- Liaise with outside agencies

Inclusion Manager's responsibilities are to:

- Promote and apply the school code of conduct and behaviour contract
- Day-to-day running of the Alpha Base
- Organise the informal and formal pastoral support programmes
- Promote and support positive behaviour strategies
- Encourage and develop lifelong learning skills for pupils
- Co-ordinate and manage the adult and peer mentoring schemes
- Day-to-day management of the behaviour database

Headteacher's responsibilities are to:

- Make decisions on fixed term and permanent exclusions
- Ensure that the behaviour policy is administered correctly
- Promote positive behaviour strategies
- Support staff in dealing with pupil behaviour
- Monitor and evaluate the effectiveness of the behaviour policy
- Report on the effectiveness of the policy to governors

Governing Body responsibilities are to:

- Ensure that the school's behaviour policy promotes positive behaviour
- Support the headteacher in the monitoring of attendance and exclusions of different groups of pupils including looked after children, those from different ethnic groups, and SEN pupils
- Form a Governor's Disciplinary Committee which meets on a regular basis to monitor, evaluate and review the school policy on behaviour

Section 4: Code of Conduct and behaviour contract

The school's *Code of Conduct* is summed up in the words: *care, courtesy and consideration*.

Pupils are encouraged to:

- Care for themselves, everyone else, their property and the environment
- Be courteous to everyone in and out of school
- Show consideration for all those around them in a variety of ways including ensuring a positive atmosphere in class which allows everyone to learn without disruption.

The *Behaviour Contract* describes everyone's rights and responsibilities within school. Pupils and parents are asked to sign the contract when the pupil joins the school.

The contract is set out in Appendix 1.

Section 5: Rewards

It is recognised that praise is more effective than punishment. Positive behaviour and good attendance are more likely to be fostered in a climate of rewards and encouragement. Praise and reward will be given for progress and effort as well as for achievement.

Positive recognition includes:

- Praise
- House points
- Green cards and letters home
- Praise and recognition assemblies
- End of term rewards

Rewards are monitored to ensure that they uphold the principles of inclusion and equality of opportunity.

The system of rewards is set out in Appendix 2.

Section 6: Sanctions

It is recognised that sanctions are necessary as a punishment, as a deterrent, and as a starting point for changing poor behaviour. They are most effective when:

- they are closely linked to the offence
- they are administered as soon as possible
- they are consistently applied by all staff
- they teach positive behaviour and are not used solely to punish
- they punish the behaviour and not the person
- they are fair and take account of individual circumstances
- they do not punish the innocent as well as the guilty

The majority of behaviours dealt with by teachers are low level, high frequency disruption. Important elements in classroom management therefore are that:

- Pupils are made aware of personal choices and that they are responsible for their actions
- Staff use positive strategies to avoid a further incidents before giving another consequence
- Consequences/sanctions should be certain, consistent and fair
- In giving any sanction staff should always look for the least intrusive strategy in which the aim is quickly to re-focus the pupil on the task without escalating the situation

There is a progressive system of sanctions. Sanctions include removal to the Alpha Base, half hour and one hour after-school detentions, subject reports, school reports, isolation, fixed term exclusions, and ultimately permanent exclusion from school. The sanctions process often begins with the 'cross' system, linked with yellow, and for more serious offences, red cards, and detentions. Crosses on the board can be given in a lesson for any of the reasons given below:

- Minor incidents after a warning has been given
- Disruption of the lesson
- Rudeness to staff or pupils
- Breaking school rules
- Failure to complete class work satisfactorily

Depending on the nature of the incident, the teacher can decide to place the pupil at any point on the cross system. Persistent behaviour problems will lead to further punishments, and intervention strategies to correct the pattern of poor behaviour.

When a pupil is given a detention, parents are informed at least 24 hours in advance. If the day is not suitable then it may, at the school's discretion, be re-arranged to be more convenient for parents. Parents are required to be responsible for their child's return home following a detention.

Pupils are put in isolation by a member of the leadership team, and parents are informed. Pupils in isolation spend their time supervised by the Inclusion Manager in the Alpha Base. They will be given work to do by subject teachers. They will spend time reflecting on their poor behaviour and they will discuss with the Inclusion Manager strategies to avoid this behaviour in future. At this point, decisions will be made about the appropriateness of any other support strategies, including the possible involvement of outside agencies.

The sanctions process is set out in Appendix 3.

Sanctions are monitored to ensure that they uphold the principles of inclusion and equality of opportunity.

Section 7: Exclusions

The school follows the DfES guidance (2004) on exclusions, and works very closely with the local authority. At all times, the aim is to act fairly, with consideration for issues of equality and inclusion.

Exclusions are the most extreme form of punishment and are used:

- In response to serious breaches of the school's discipline policy, AND
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

An exclusion will either be for a **fixed term** (up to a maximum of 45 days per year), or it will be **permanent**. The exclusion will be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to re-integrate into school. The exclusion begins (ie Day 1) at the point where the headteacher decides to remove the pupil from the premises.

A decision to exclude will include the following considerations:

- Whether the proposed exclusion is for a suitably serious reason
- Whether all the relevant facts have been fairly considered
- Whether all appropriate colleagues have been consulted and all reasonable alternatives to exclusion have been explored

The reasons for exclusion include the following:

- Physical assault against another pupil or against an adult
- Verbal abuse/threatening behaviour against a pupil or against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related incidents
- Damage to school or personal property
- Theft
- Persistent disruptive behaviour
- Failure to accept the authority of the headteacher
- Other incidents not covered by the other categories

Where a pupil is showing signs of behaviour problems, the school initiates a programme of support. This could be a behaviour plan, a pastoral support programme (PSP), or part of an individual education plan (IEP) for a pupil with special needs. The responsibility for these strategies lies with the deputy headteacher, working in conjunction with the head of year, the inclusion manager, and the SENCO (where relevant). Every effort is made to provide positive behaviour strategies to give the pupil the opportunity to improve.

A decision to exclude a pupil permanently is a very serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will normally be used as a last resort.

There will, however, be exceptional circumstances where in the headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against a pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

Governors will follow the national guidelines on considering an exclusion and, where necessary, deciding whether to uphold the exclusion or to direct reinstatement.

The school operates a process of re-integration of the pupil following a fixed term exclusion. In all cases this includes a meeting with parents before the pupil returns to normal class. This meeting will set targets for the pupil and the pupil will be on report for at least one week. In some cases a more detailed contract may be set up between the school, the pupil and the parents. In some cases, there may be agreement to involve other agencies with the pupil and, where relevant, the family. The purpose of these strategies is to support the pupil in behaving properly in school.

Section 8: Support Systems

For pupils

In addition to lessons which are well paced, which set suitable learning challenges and remove barriers to learning, some children will need additional support.

Some of the children experiencing social, emotional and behavioural difficulties will be identified through the school's SEN screening system. The school follows the SEN Code of Practice and has a staged intervention process. The school's pastoral teams holds regular meetings to review academic progress and to identify pupils most at risk.

In partnership with parents, the following strategies may be used to support pupils at risk:

- Support from the form tutor
- Daily report initiated by head of year
- The pupil may be given an adult mentor who will set appropriate targets in discussion with the pupil
- The pupil may be put onto the school's in-house pastoral support programme
- The pupil may work with the Inclusion Manager on specific strategies such as anger management, avoiding conflicts, building relationships
- The pupil may move to 'School Action Plus' and receive support from outside agencies through the Pastoral Support Plan
- In certain extreme cases, pupils will be put onto flexible programmes to help address their individual needs, for instance part-time programmes with the agreement of the school's Education Welfare Officer

For staff

It is acknowledged that it is the responsibility of all staff to deal with minor and occasional Stage 1 behaviours and poor attendance at the time and wherever it occurs in the school.

However it is recognised that there will be occasions when staff will need a greater level of support. When this is the case the following support is available.

Staff who experience difficulty with a class or group can receive support from subject leaders and line managers. They can also send extremely disruptive pupils out of class to the Alpha Base. If problems persist, staff can be offered development opportunities. They may need to consider appropriate differentiation of work; the use of a pupil's Individual Education Plan (for those on the SEN register); classroom management strategies; and positive behaviour strategies. In some circumstances it may also be necessary, and appropriate, to move the pupil into another group.

For parents

The school operates a *first day absence* notification system, so that parents are contacted immediately a child is absent from school. This is to ensure that the child's absence is known to the parents and that it is an authorised absence.

Parents are kept fully informed of any concerns that the school has about their child's behaviour, and they are invited in to discuss the problems. This is to ensure that parents know about concerns at an early stage and to ensure that the school is working in partnership with parents for the good of the child.

Where outside agencies are involved, parents are always informed and their permission is sought before such action is taken.

The school has an 'open door' policy for parents to make contact with us about concerns that they may have about their child.

Where there are more serious concerns about a child's behaviour, then parents will be encouraged to access the support of relevant groups such as the Autism Outreach Team, and the Parent Partnership.

Where appropriate, parents will be encouraged to access support through the school's *Extended Schools* programme. This may include parenting programmes, healthy eating programmes, access to other professional agencies, support from health professionals, and so on.

Section 9: Monitoring and Evaluation

The identification, recording and monitoring of behaviour will be undertaken in the following ways:

- Through formal staff meetings
- Through informal discussion with staff
- Through the collection of data in the Alpha Base
- Through monitoring red and yellow cards by the deputy headteacher
- Through the SEN register
- Through the monitoring of attendance
- Through departmental data systems
- Through target-setting and school reports
- Through records of involvement of outside agencies

Reporting on behaviour will be through the leadership team to the governors' Disciplinary Committee and to the full Governing Body. The Governing Body have the responsibility to monitor and evaluate the effectiveness of the behaviour policy.

Appendix 1 Behaviour contract

**Bilbrook Church of England Middle School
BEHAVIOUR CONTRACT**

Our Rights

At Bilbrook Middle School we all have the right to:

- learn
- teach and be taught
- be respected
- feel safe and secure
- be spoken to in an appropriate manner at all times

To achieve this WE MUST at all times:

- show respect to others and to ourselves
- make sure that we are in the correct uniform
- have the correct equipment needed for all our lessons
- have the appropriate kit for Games/PE
- wait quietly and patiently to enter a room
- enter the room quietly and sensibly
- stand behind our chairs and wait quietly before being asked to sit down by a member of staff
- prepare ourselves for the lesson by getting equipment out quietly and without fuss
- use the appropriate classroom voice
- raise a hand to answer a question or if we need help. Wait our turn patiently and quietly
- listen when someone else is talking
- follow the instructions of all members of staff - immediately
- pack our things away quietly and sensibly and only when we are told to do so
- leave the room quietly and orderly
- remember that chewing gum is **NOT ALLOWED** in school at any time
- behave properly at ALL times

These rules are in place to help and protect us and it is our responsibility to make sure that we follow them.

Appendix 2 System of rewards

Housepoints

Housepoints are given out by teachers each lesson and extra housepoints can also be earned for good work/ homework, being helpful, and so on. Housepoints are recorded on a sheet which is kept by the pupil

Each week the form tutor records the number of housepoints gained by each pupil. The pupils belong to one of 3 houses and their points are added to the relevant house as well.

Certificates are awarded when the following milestones are reached:

- Bronze 100
- Silver 200
- Gold 300
- Platinum 400

The student can select from a variety of small gifts when they receive their certificate.

Students with Gold and Platinum certificates are entered into a draw at the end of each term for a selection of prizes such as an MP3 player, vouchers, days out.

At the end of each term the combined house points for the houses (Boscobel, Shugborough and Wightwick) are added together and the results announced in assembly. House captains receive a trophy in assembly.

Green Card

A green card is awarded for excellent work or behaviour. The card is given to the deputy headteacher or the Inclusion Manager and recorded. When a child has collected four green cards a letter is sent home to parents telling them of their child's good work.

Appendix 3: System of Sanctions

