Idsall School Behaviour for Learning Policy

Sponsorship & Review

1	Sponsor

Mrs Jennie Reeve, Senior Learning Manager

2	Written & Approved

July 2018

3	Next Review Date

July 2020

Idsall School

Behaviour for Learning Policy

Context

Positive behaviour and full attendance are essential components of an effective teaching and learning environment. A whole school behaviour system is the first fundamental in providing the platform for improving teaching and learning. This policy provides a whole-school supportive and consistent disciplinary framework within which all staff, pupils, parents and carers can contribute to the development and maintenance of an environment where learning will flourish.

The feature that marked those schools with sustained improvement in attendance, behaviour and attainment was the consistency with which staff, having an agreed policy, applied it. Pupils benefit if they know that the consequences of misbehaviour are the same whenever or wherever it takes place, that attendance and punctuality are expected by all teachers, and that concentration, effort and high standards of presentation are required in all classes. In too many schools, however, pupils had learnt how to circumvent rules and to exploit differences in teachers' approaches …

(Paragraph 32 from Ofsted Report 'Behaviour and Attendance in Secondary Schools 2001)

This policy statement recognises that management systems by themselves do not provide all the answers to establishing high standards of behaviour. We are most likely to be successful when we reinforce management systems with high expectations of learning, which value individuals and celebrate their progress.

Similarly, while it is important that boundaries are made clear and sanctions are in place, the emphasis on establishing a whole school policy should be on praise, recognising positive behaviour and the development of self-discipline.

Idsall School is committed to the promotion of positive behaviour and in supporting pupils to develop their social, emotional and behavioural skills. The aims and values of the school underpin this commitment:

Aims and Values

E Glandibus Quercus

"Great oaks from little acorns grow"

Our School comprises a community of students, staff, governors and parents. Our motto reflects our belief that we want everyone within our School to reach their full potential.

As a school we <u>aim</u> to:

- Be a school where everybody feels safe and happy
- Be a school where students work hard to achieve their maximum potential
- Deliver high quality teaching and learning that is valued and enjoyed
- Monitor and assess progress regularly to improve performance and produce a positive culture of high achievement and celebration
- Offer students activities and opportunities that develop a sense of self - worth, healthy well - being, enjoyment and belonging

As a school community we <u>value</u>:

- Each other, ourselves and our differences
- Kindness, honesty and respect
- Hard work and determination to be the best we can be
- Independent learning, organisation and self - reliance
- Courtesy and good manners

<u>We will not accept</u>:

- Bullying in any form
- Behaviour that hinders the learning of others

Policy Objectives

- To ensure that pupils, parents and staff are fully aware of the level of behaviour intervention and support that is currently being actioned, and the levels of intervention available at the school's disposal.
- To encourage positive behaviour and full attendance, with all pupils and adults working to agreed standards
- To set expectations that all pupils will be encouraged to learn the social, emotional and behavioural skills required for citizenship
- To maintain a school environment where pupils are encouraged to attend regularly and behave appropriately because they feel they are valued members of the school community, and that they are safe, secure and at ease.

Implementation
The school's *Code of Behaviour* sets out our expectations for pupils' behaviour. This document is presented to pupils and their parents when they join Idsall School.

Implications for the School Curriculum and Organisation

- All involved in the planning, delivery and evaluation of the curriculum should recognise that the quality of teaching and learning has a significant impact on pupil behaviour.
- Good behaviour can be taught. Expectations of learning behaviour should permeate the curriculum. High expectations in the classroom, consistently applied across the school, should establish good behaviour as the norm.
- Pupils also learn by example. We have a responsibility to model what we expect.
- Pupils respond better to praise and encouragement then punishment. Teaching styles and classroom management should reflect this.

The Individual Development (ID) curriculum and Year Group assemblies will be used to teach and promote the social, emotional and behavioural skills necessary for adulthood. All subject areas will provide opportunities to develop and teach these skills so that, through positive behaviour and full attendance, all pupils can learn and make progress.

Effective implementation of Behaviour for Learning (BFL) needs:
- a leadership team that is personally and professionally committed to BFL
- a willingness to prioritise BFL resource needs in terms of staff time and energy
- **all teachers** – including those who have good classroom management skills – using BFL procedures – with a focus on positive re-enforcement of behaviours.

Roles and responsibilities
The promotion of positive behaviour is the responsibility of all members of the school community, including parents and carers.
The policy will not have an impact on the learning ethos of the school unless everyone applies it comprehensively and consistently.

Specific roles are as follows:

The governing body

- defines the principles underlying the school's behaviour and attendance policy
- ensures that all aspects of the policy promote equality for all pupils and address individual need
- monitors and evaluates the implementation of the policy by receiving reports and data
- supports the practical strategies of the policy by holding disciplinary and attendance panels for pupils and their parents when there are serious concerns.

The Headteacher and the Senior Team

- frames a policy, which promotes positive behaviour and good attendance
- provides structures and training to support staff in ensuring the policy is consistently and fairly applied
- ensures that the policy promotes equality for all pupils and addresses individual need
- monitors sanctions and rewards to ensure that they are consistent and so that both progress and concern can be highlighted effectively
- supports the practical strategies of the policy by : dealing with serious referral issues, setting up and leading teams i.e. Student Support Team, providing communication systems with parents and outside agencies, providing appropriate class groupings and timetable arrangements, allocating appropriate resources to support the systems

Teachers and Teaching Assistants

- ensure that the policy is consistently and fairly applied
- exercise classroom management that encourages positive behaviour
- prepare lessons that support all pupils in their learning so that vulnerable pupils do not feel excluded
- model in their own actions the expectations that the school has for pupils
- as Form Tutors or Subject Teachers act in the first instance in dealing with low level disruptive behaviour and in identifying early causes for concern
- through lesson content encourage the development of social, emotional and behavioural skills

Pastoral staff

- provide support programmes for identified individuals and groups
- liaise with subject leaders on appropriate courses of action
- communicate with parents / carers re concerns and provide advice or support for families
- monitor individuals or groups to allow for early intervention and review of support provided
- evaluate support for individuals through reports to the Senior Team and Governors
- support staff involved in disciplinary, attendance or reward procedures by providing clerical and administrative assistance

Pupils

- have a responsibility to report incidents of bullying or intimidation
- have a role in offering support to their peers
- can contribute to the policy and give feedback through student voice opportunities
- are expected to behave in line with school policy

Parents and carers

- take responsibility for their child's behaviour and attendance
- support the school's aims, values & policy on positive behaviour management
- support the school in carrying out sanctions and celebrating success
- communicate with the school when issues arise

Discipline system
A fair and consistent system of rewards and sanctions is applied to ensure that positive behaviour and discipline is maintained and an orderly atmosphere is achieved in which effective teaching and learning can take place.

This whole-school discipline policy covers all aspects of school life.

- BFL in the classroom
- BFL around school
- BFL towards the individual
- All punishments/consequences are given through a central school system. Staff cannot work outside BFL.

Praise and Rewards
Pupils are encouraged to behave well and to play a full and active part in school life through a range of rewards, both informal (such as giving praise for appropriate behaviour or effort) and formal (such as awarding merits). In all classrooms there must be a focus on positive re-enforcement of behaviour, rather than the immediate issuing of sanctions.
Examples of informal and formal rewards which staff are encouraged to use for achievement, effort, positive behaviour and high standards of work, include:
- frequent general praise and recognition used in lessons
- recognising achievement in assemblies
- pupils' work displayed
- a letter sent home commending progress
- merit points
- Pin badges being issued for accumulation of merit points
- A variety of rewards being issued and random draws for extra rewards taking place
- Headteacher commendations

Sanctions
Sanctions are designed to promote positive behaviour rather than to punish and as such should be seen as a deterrent rather than an end in themselves. Sanctions, therefore, have to:
- be fair in scale and in how they are administered
- take account of individual circumstances when necessary
- be consistently applied by all staff

In using sanctions, staff should:
- make it clear that they are condemning the behaviour not the person
- avoid early escalation to severe sanctions so that the most serious or persistent behaviour can be dealt with appropriately
- avoid group sanctions that punish the innocent as well as the guilty (i.e. whole class detentions.)
- make clear that a sanction has been applied and record it on the system

An overview of how the sanctions system works is given in Appendix 1.

As far as possible teachers deal with problems which occur in the classroom by employing a range of positive behaviour management strategies **(Appendix 2)**, including verbal reprimands, moving the pupil to a different seat, by detaining the pupil at break or lunchtime or by applying the school demerit system. (**Appendix 1).**

If a pupil persists in behaving in class in a way which is disrupting the work of others referral is made to the Subject Leader who will liaise if necessary with parents and/or Year Leaders.

A range of sanctions may be employed **(Appendix 1)**, including:
* Communication with parents
* Litter Bug (lunchtime litter collection supervised by school prefects for Years 7-10)
* Lunchtime subject detention (often used when homework is not completed)
* After School Detention
* Withdrawal from lessons
* Exclusion from school

Support Systems for Pupils

Some pupils will need extra support to manage their behaviour so they can avoid escalating problems and possible exclusion. The school will provide, in addition to the regular teaching of positive behaviour, rewards and sanctions, the following structures designed to ensure early identification of pupils at risk and their support.

Guidance and support

The school monitors pupils whose behaviour or attendance causes concern and organises appropriate support to meet their individual needs.

When a pupil's standard of work or behaviour is causing particular concern then one of a range of Monitoring Report books may be used to monitor daily progress more carefully by the staff and parents. These books provide opportunities for praise and support to be given, and where necessary sanctions applied.

If pupils' problems are identified as having a SEN aspect, referral to the school's SENCO will be made or referral to the school's Support for Learning base for short periods of additional support.

For any pupils whose behaviour is deteriorating rapidly a range of Pastoral Support Interventions will take place. This will follow the behavioural intervention system format and structure defined within **Appendix 3,** and must utilise a number of interventions, such as those listed in **Appendix 4.**

The school will act as part of a wider community of support. Some pupils will benefit from referral to an outside agency.

Support Systems for Staff

Whilst it is the responsibility of all staff to deal with low levels of misbehaviour, there will be a need sometimes for support in managing more serious situations. Inexperienced staff may also need support and advice. In order that all staff are able to implement this policy effectively the school will:

- provide guidance for staff on strategies they can employ to promote positive behaviour and respond to misbehaviour**. (See Appendix 2).**
- communicate clearly the way in which behaviour issues are referred and to whom
- identify the way in which more senior staff will support behaviour issues
- provide regular training particularly for staff either new to the school or the profession on positive teaching strategies
- use other professionals and consultants from outside the school to give advice and training
- employ a range of staff within the school to support the work of teachers in creating a positive learning environment

Staff may seek support and advice from a variety of sources within the school, e.g. from a trusted colleague or friend. This "low level" support is encouraged because sharing a problem is a sign of confidence, not an admission of failure. Support will also be available from Subject Leaders or Year Leaders depending on the nature of the difficulty. Advice and training can also be offered by the Head of Support/Inclusion who has particular expertise in strategies for promoting positive behaviour and preventing misbehaviour.

The forms of support that will be provided once a difficulty has been identified are varied and will be applied in a manner appropriate to the incident, as follows:

- advice from senior staff on how to apply the sanctions within this policy in a given situation
- support from senior staff in dealing with difficult situations by isolation, referral, withdrawal or the like when these are deemed temporary

- advice in deciding whether an incident is a straightforward case of misconduct or a symptom of more complicated underlying problems i.e. bullying, racial harassment, ADHD, SEN, etc and provide, through the Student Support Team, the process for further referral when required.
- lesson observation by senior staff or subject leaders to provide feedback on how classroom management can be improved on an individual basis.
- opportunities for staff to observe good practice in other lessons
- opportunities in weekly meetings to discuss issues and share ideas
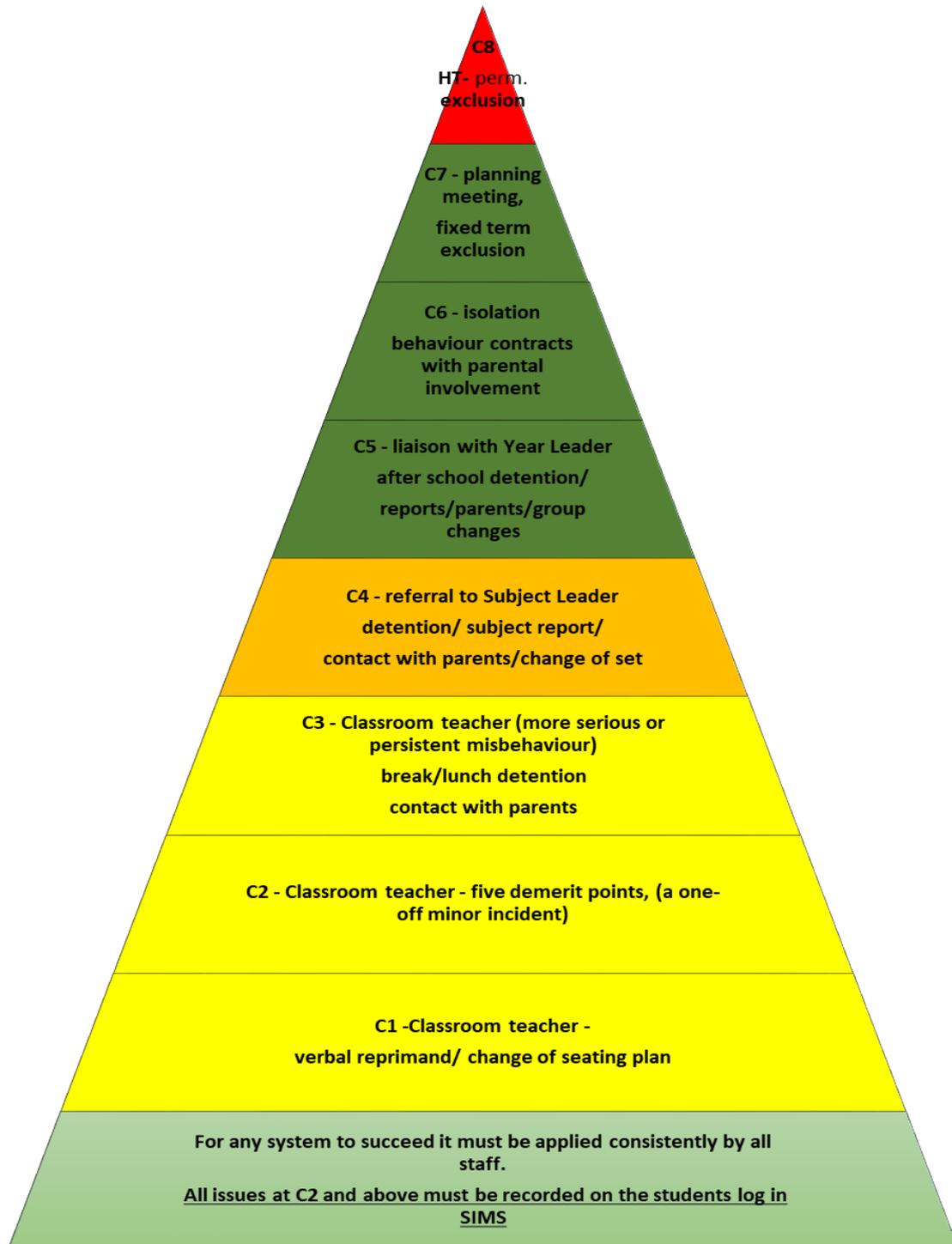
Policy Review

This policy has been developed in line with advice from the Local Education Authority. It will be reviewed following an annual audit and the regular monitoring and evaluation of behaviour and attendance.

Appendices
1. **Overview of Sanctions chart**
2. **Positive Behaviour Management / Behaviour Toolkit**
3. **Behaviour Intervention System**
4. **Intervention Strategies**

Consequences for poor behaviour
Appendix 1 of Behaviour for Learning Policy

C8

HT- perm. exclusion

C7 - planning meeting,

fixed term exclusion

C6 - isolation

behaviour contracts with parental involvement

C5 - liaison with Year Leader

after school detention/

reports/parents/group changes

C4 - referral to Subject Leader

detention/ subject report/

contact with parents/change of set

C3 - Classroom teacher (more serious or persistent misbehaviour)

break/lunch detention

contact with parents

C2 - Classroom teacher - five demerit points, (a one-off minor incident)

C1 -Classroom teacher -

verbal reprimand/ change of seating plan

For any system to succeed it must be applied consistently by all staff.

__All issues at C2 and above must be recorded on the students log in SIMS__

Level	Sanctions	Example behaviour leading to sanction
C1-C3 Classroom Teacher /Tutor Strategies		
C1	**Verbal Reprimand** **Change of seating plan**	**Minor misbehaviour, first warning**
C2	**Issue 5 demerit points** **Non uniform items such as:** **belts, jewellery, baseball caps** **etc. should be confiscated** **and sent to Key Stage Office –** **to be collected from there.** **Nail varnish and make up** **should be removed in** **registration in the morning.**	**One-off incident of low level disruption** **Late** **Eating/drinking** **Uniform** **Talking in class** **Lack of work in class** **No equipment** **Rudeness/answering back** **Homework issue**
C3	**Up to 15 mins break or lunch** **detention** **Contact with parents** **Referral to Subject Leader**	**For more disruptive or persistent** **misbehaviours such as; persistent lack** **of equipment for class, lack of** **homework/coursework, failure to comply** **with instructions, repeated infringement** **of code of conduct, lateness to lessons.** **Rudeness/answering back**
C4 Subject Leader Strategies	**Detention** **Discussion with parents** **Subject Report** **Change of group** **Liaison with Year Leader**	**Failure to respond to the above, more** **serious incident or repetition of above;** **subject leader will support class teacher** **in enforcing these sanctions and will** **discuss issues with Year Leader where** **appropriate.**
C5-C7 Year Leader Strategies		
C5	**After School Detention** **Litter Duty** **Contact with parents** **Reports**	**Smoking** **Truancy (one hour for each hour of** **lessons missed)** **Persistent lateness** **Misbehaviour across a range of subjects** **Persistent lack of homework/coursework** **Continuing poor behaviour in lessons** **Failure to complete "On Report" in an** **acceptable manner** **Use of mobile phone/MP3player (item** **confiscated, sent to Key Stage Office,** **collected from there by parents)** **Bullying** **Chewing gum** **Physical fighting (not major harm or risk)** **or inciting a fight** **Bad language (not directed at staff)** **Direct contravention of school rules** **Selling things**
C6	**Removal to isolation unit** **Behaviour contracts with** **parents (contract carried over** **into next school year)**	**Repeated smoking** **Repeated demerit detention or pastoral** **after school detention (4th or 8th occasion** **– 1 day, 12th occasion – 2 days)** **Refusal to attend detentions** **Fire alarm/criminal damage/vandalism**

		Swearing at staff Fighting – more major event Unprovoked physical assault Racial or sexual harassment Persistent bullying Behaviour contract broken Pre-meditated or repeated misbehaviours Repeated use of mobile phone Use of mobile device to video record within school, (but not shared) Gross disobedience, offensive or insolent behaviour to staff Repeated refusal to follow instructions or defiance (e.g. refusal to hand over phone etc.) Deception /lying/theft Contravening internet use policy Infringement of the uniform policy, which cannot be addressed instantly or student sent home Persistent refusal to comply with school code of uniform and behaviour
C7	Planning meeting with parents & SLT Planning meeting with LEA or other agencies Referral to SLT for fixed term or permanent exclusion	If Year Leader has already met with parents twice for similar issues If pupil is on the verge of exclusion Defiance /Persistent refusal to follow instructions In cases of repeated Internal Exclusions, especially if no change in behaviour is evident, consideration should be given to escalating to C7 Bringing inappropriate items into school Use of mobile device to video record within school, when containing images of staff and/or considered to bring school into disrepute and/or shared Criminal damage Physical aggression towards staff Unprovoked physical violence causing actual bodily harm Drugs related incidents/under the influence of banned substances Critical incidents e.g. Significant cyber bullying Setting off the fire alarm 5th smoking incident 16th demerit or pastoral detention
C8	Referral to Headteacher for permanent exclusion	As C7 above for a very serious one-off incident or persistent defiance and failure to respond to school support and sanctions

All issues at C2 and above must be recorded, (simple, factual statement) on the students log in SIMS.
Please note:
- demerits cannot be given twice in the same lesson for the same offence.
- if a pupil is attracting several demerits in the same lesson, then it is more than low level disruption and the next level of sanction should be applied. Overuse of points in one lesson renders them ineffective in following lessons since the pupil knows they are already in detention and have nothing left to lose.
- for a demerit system to be effective it needs to be mirrored with a merit system. You should use a culture of positive re-enforcement.

Clarification for use of the C system – Behaviour in the Classroom

- For any issues - a single warning with a clear potential consequence is enough.
- The system does not work up from the bottom; the C ranking is only to illustrate a flow of severity.
- It is the teacher's choice to use the terms C1 or C2 in their conversation; they do not have to be used for a sanction "to count".
- At the C2/C3 level the teacher will ensure that the consequence is appropriate to the issue using their professional judgement. One does not have to follow the other.
- Rebuilding relationships with students – "allowing them to come back", "drawing a line in the sand" is a key element of behaviour management.

In responding to inappropriate behaviour, staff must take into account a range of circumstances relating to the student. These might include the student's previous behaviour, factors affecting the incident, home circumstances, peer pressure, the acceptance of responsibility and the exhibition of remorse. Repeated incidents of inappropriate behaviour can be cumulative and may be addressed in more severe terms. Emphasis will be placed on **consistency** and fairness in applying sanctions. Integral to the policy is the aim to bring about in students an acceptance of their responsibility for their own behaviour. Sanctions will be certain, predictable and allow the opportunity to repair and rebuild the relationship whilst creating learning opportunities for both students and staff.
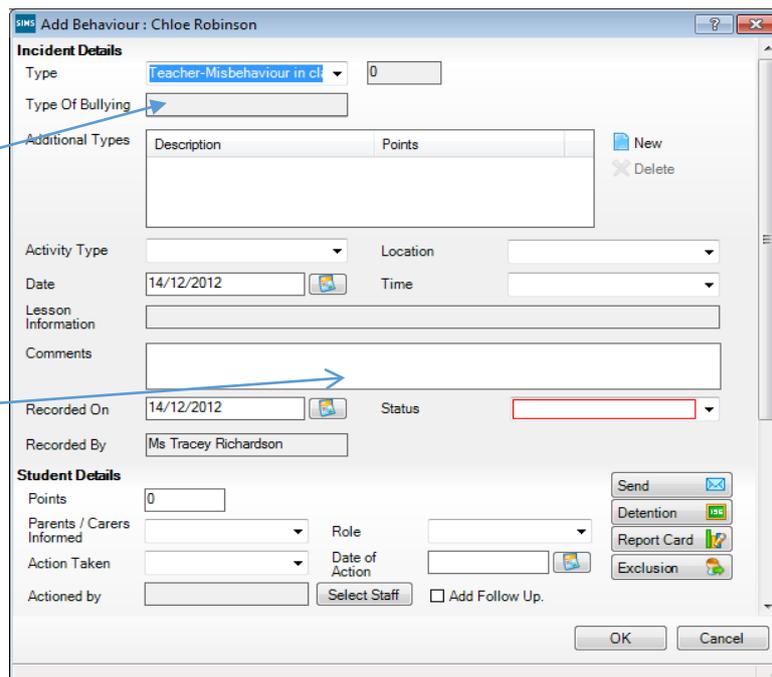
Recording Consequences on SIMS

1. From register, select pupil, then select
"Behaviour Management" from menu on right.
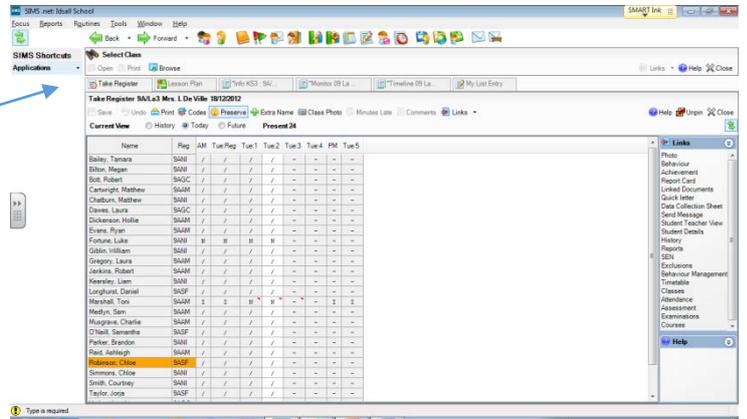
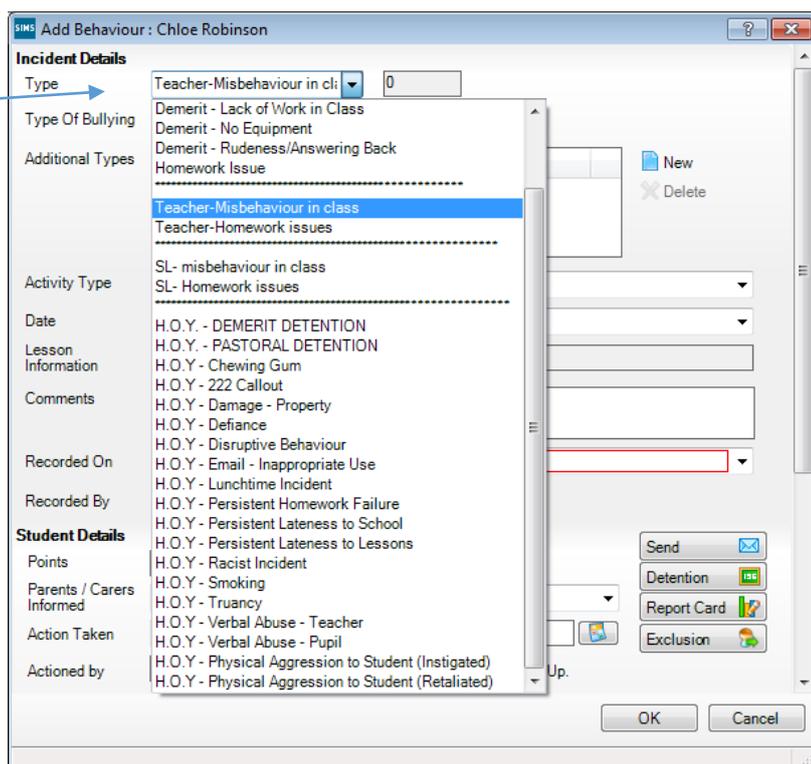**2.** Behaviour Management screen Section 3 **"Behaviour"** select **"New"**
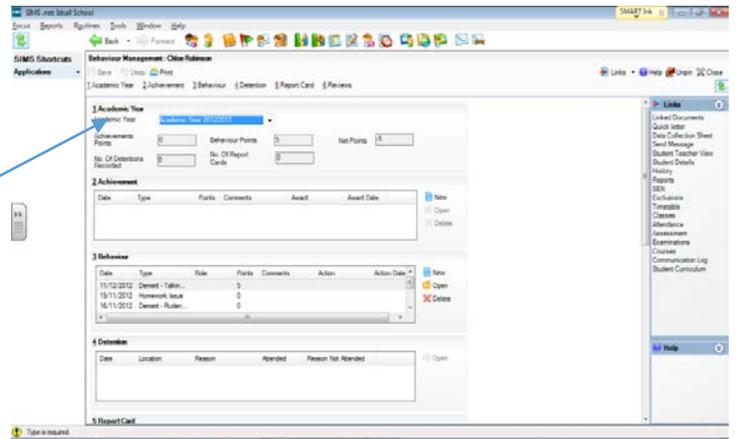
3. Incident Details Screen, Select dropdown menu for **"Type"**
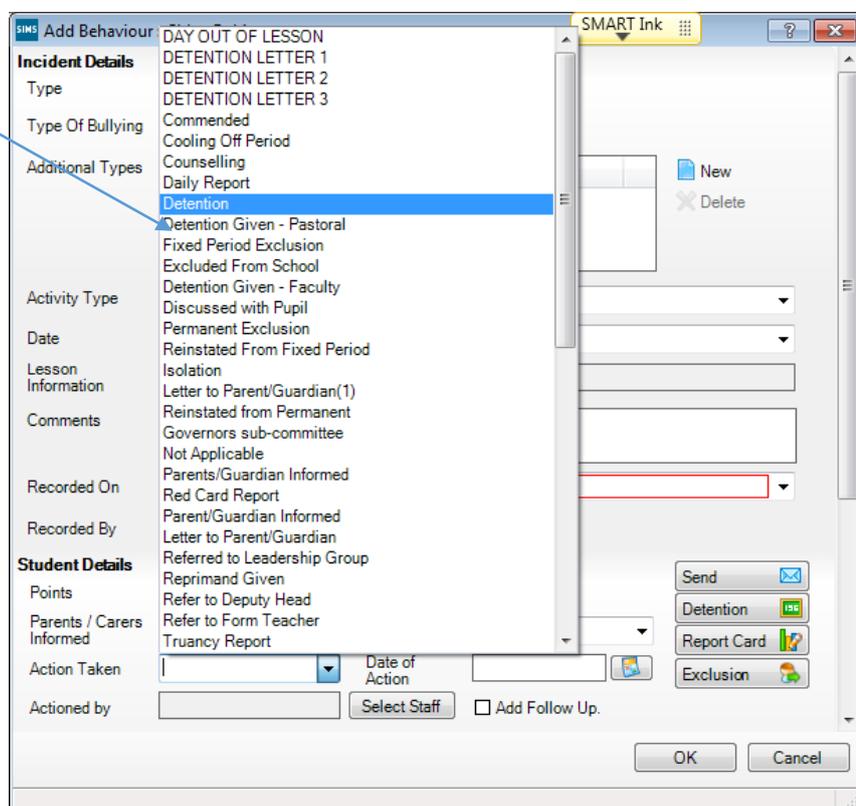
4. Various options to add more detail BUT KEEP IT **FACTUAL!**

5. Select "Teacher" or "Subject Leader (SL)" ,as appropriate.

6. Select the action you have taken.

Appendix 2. Positive Behaviour Management / Behaviour Toolkit

Positive Behaviour Management

Aim: to build a "tool kit" with a bank of case studies and effective tips/strategies for positive behaviour management.

Techniques to defuse, avoid and manage conflict

Techniques identified at last meeting	Examples
Start/end of lesson	Clear outcomes at start Positive upbeat start Introductory activity so that those on time can get on straight away Bellwork? Starter (10 questions on board or give me 5 things from last lesson,) Homework set in middle or beginning so not rushed. End – pack and be seated or stand behind chairs to be dismissed. Tell me what you have learned in the lesson.
Seating	Double horseshoe – gives all pupils clear views of teacher/resources/board and ease of individual/pair/group work Have seating plan - boy/girl? Seat attention needers near the back. Place disrupters amongst strong, well behaved pupils. At beginning of Year 10, seat a 9A boy beside a 9& girl. Group work – any group that works well are then allowed to sit together
Tone of Voice	Noisy teacher = noisy class. Avoid all shouting matches – they will win! Try to be quiet, calm demeanour. To a pupil, you are a model of legitimate behaviour within the school gates. Resolving conflict calmly is one of the most important behaviours to model.
Conflict avoidance	Deprive of audience De-escalation not escalation, calmness, predictability and certainty are key skills to model. Being a good listener & giving a right of reply is a powerful skill. Quiet one to one Set out rules, expectations Consistent style Consistency of all staff e.g. uniform Opportunities to observe colleagues teaching

	Reminding pupils of code of behaviour e.g. putting hands up
	Make the behaviour unacceptable, not the pupil. Making the behaviour wrong allows for changing to better behaviour. Linking poor behaviour to a pupil's identity or personality inhibits positive change. Linking **good** behaviour to a pupil's identity builds self esteem.
	Lateness, minimise disruption
	Defuse, avoid, manage so that issues don't get bigger – some teachers choose to ask an *off task* pupil, what they think they have to do (*teacher is fully aware that this pupil will not be able to answer the question so is setting the pupil up to fail).* This also sets the pupil up for whole class humiliation and in an effort not to lose face in front of peers may choose to slag off teacher. Whilst pupil should have been listening it is also true that this is now a no win, confrontational situation.
	Give children space, never back them into a corner
	Allow silences, children sometimes need to think, don't do it for them.
	Give pupils a choice or a way out of situation - always follow up on pupils' *choices* with the consequence. Following up shows that you care, that what you say is important.
	Pre-arrange time out with a colleague – if a pupil is particularly disruptive, it is helpful to have an arrangement with a colleague whereby they can be sent to an alternative classroom to cool off. Always follow up a time out situation with an interview, in private; this can help prevent a similar situation arising again.
	Acknowledge a child's anger but defer discussion about it until it is convenient/appropriate. *"I can see that you are upset we can discuss at the end of lesson/break/day."* Teaching child to control emotions but not ignoring the fact that they exist.
	After any disruption, re-establish a working relationship with the pupil/group/class ASAP – demonstrates that mature people ignore the unnecessary and resume normal working ASAP.
	No public humiliation – they will say much worse in front of an audience, talk to them on their own so they can say sorry
	A pre printed slip for teachers to fill out if keeping pupils late or allowing out
	Set out your stall – lay down your rules, especially when taking over from another teacher
	Ensure they know the rules
Personal touch	Treat as slightly wayward nephews/nieces – firm, but with humour/engage with their own topics in life
	Talk to pupils in the corridor – find their interests, enquire after them.
	Treat pupils as you would want them to be rather than as they are – they will live up (or down) to your expectations.
	Bring humour to situations – humour can lighten a mood
	Greet by name
	Build rapport – positive relationships are at the heart of everything you do.

Presence	Never talk over a class
	Ownership of classroom, circulate around
	Expect disciplined behaviour – wait in a confident way for unruliness to subside. Be mobile, scan the room.
Awareness of individuals	Keep an eye on the average and those achieving all the time
	Differentiate between habitual offenders and first timers – deal with "off task" pupils separately, a quiet direct "*do you understand what you have to do?"* question can often refocus the hardiest of "off task" pupils far more effectively than a public dressing down.
	Awareness of SEN/IEPs – if there are learning limitations, sensitive pairing with another, more able, pupil or group may help to support the pupil.
	A high percentage of pupils exhibiting anti-social behaviour have learning difficulties of one kind or another.
Language	Tone of voice, calm and persuasive, not arrogant or condescending
	Speak in a low, confident voice. Reserve a raised tone as a last resort, low, confident commands can have a greater impact than shouting, which gives an undesirable role model.
	Speak assertively, not aggressively.
	Avoid making threats, state facts and make statements
	Use non-confrontational language, many teachers use sardonic/sarcastic approach which can in turn bring about an unwanted, negative/disaffected pupil response.
	Not shouting
	Be relentlessly polite – do not use "stupid" using please and thank you when talking to pupils.
	Very oral commentary of what is going on e.g. "You are out of your seat and I would like you to sit down." "I do not expect anyone to talk when I am talking. Put your hands up if you want to talk."
	Ask pupils to answer the question you are asking rather than what they think you are asking, e.g. the answer to, "*what were you doing just then? Is not – "it wasn't me miss!"*
	Use the "I" message: *I am disappointed that …, I was very surprised when …; I would like to know your reasons for …. I need you to …*
	Use the "you" message: *You have achieved …, you make me laugh when …, you are excellent at …*
Pace	A snappy pace – a real bullet point approach at the beginning so no opportunity for messing around
	Don't talk too long at pupils – keep the lesson going – short timed tasks.
	Do not interrupt the flow of your lesson by tackling latecomers immediately. Involve them quickly and speak to them at the end or when convenient but without an audience.
	Use time to control a situation – wait and watch if pupils are acting out and whether individually or en masse. Invariable

	pupils will start to simmer down of their own accord especially if you congratulate those who are sitting waiting for lesson to begin/continue.
Praise	Use of names – learn names as quickly as possible.
	Praise and reward on task behaviour wherever and whenever it is appropriate
	"Catch" them being good
	Personal one to one praise more valued than generalised
	Use of praise to all pupils when deserved not just those who normally behave badly
	Low key, not necessarily in front of whole class, positive praise on the quiet to individuals sometimes works best
	Be pro active in rewarding or celebrating success
	Help pupils take responsibility – ask an *off task* pupil what would help them to do the work. Ignore silly responses and keep refocusing them until they are prepared to consider a sensible way of doing the work.
	Refocus the class – if a pupil is behaving inappropriately one strategy for bringing them back on task is to focus on a pupil who is acting/working appropriately – give the child public praise but avoid embarrassing them (not always appropriate, depends on age/class)
	Reward as soon as possible after giving a sanction
	Look for any positive behaviour and give praise rather than take it for granted. Some pupils do not have guidance on what is socially acceptable behaviour at home.
Non verbal	Circulate around, ownership of classroom; a teacher who remains the other side of a desk is inadvertently using the desk as a "barrier" to hide behind.
	Stance in room
	Stand near them – use proximity
	Relax! – the more relaxed your body posture, the more authority and control you convey to those around you.
	Use deliberate silence to bring a class back "on task". If you are in the middle of explaining something and pupils start talking and fidgeting – wait.
	Tap on their desk if off task
	Praise – thumbs up, eye contact, expression
	Smile!
	Tactically ignore where possible. Acknowledging off task behaviour by paying it public attention in whatever form can give some pupils the pay off or notoriety they are looking for.
Consistency	Use penalty points for lateness, equipment, uniform
	Follow up what you say you will do
	Fair, firm, well organised!

	Zero tolerance, if they mess around then they do not receive any help Make sure you are consistent with whole school policies Use the system Structured, same routine when entering classes. Expectations and consequences are clear – expect normal good manners i.e. don't allow swearing. Remain consistent at all times, this gives children a form of security, helps them to understand what is required of them. Some pupils come from homes in which emotions, boundaries and circumstances are constantly changing. In school we can seek to provide a more consistent, secure environment. Give small definitive sanctions consistently – use rewards roughly on a 4:1 ratio. Make pupils aware that they have chosen to behave so as to receive the sanction – it is not your imposition but their choice.
Environment	Clear boards and display Key answers/words on wall Long term v. short term displays Displays on NC levels Pupils work displayed as well as informative displays An ordered classroom – litter free Leave class as they would like to find it, chairs under, board cleaned etc.
Activities	Using Maths games as a reward for good behaviour Games – putting them in groups in order to score points for their team but they do not know which team they are in. Change activities frequently if the lesson is flagging – plan for this beforehand. Give a lot of short tasks rather than one long one.
Personal standards	Role model e.g. I will: *Be at my classroom door when my pupils arrive* *Have marked my books* *Show my pupils respect* *Keep my temper when provoked*

Appendix 3 Behaviour Intervention System

<u>Behaviour Intervention System</u>

Queries:

Is there a way of us knowing when they are at 3 behaviour points so we can try and intervene?

How does the tutor know that they have hit 5 – can we be included in that flagging system?

If the student's behaviour improves and the situation does not escalate to the next level do they go backwards through the process or do the reports just stop. Is there a role for the PP team to monitor if this is the case e.g. SDL to teachers during the week to catch issues before they escalate

How is improvement going to be recognised – is there a trigger for a praise postcard?

Stage 1 – Accumulation of 5 Behaviour Points / Repeated Concern re Punctuality or Uniform	
Phone call home by tutor Log of phone call recorded Green report for 2 weeks – monitored by tutor **No improvement / failure to complete = after school detention**	PP Intervention: PP Team to meet with the student once report has been issued to review objectives. Lesson observation to be planned to target the most challenging lesson(s). Feedback to be shared with Tutor / LM. Report to signed by PP team at the end of that lesson. Tutor to communicate with PP team if concerns are flagged on the report during the week so this can be reviewed with the student.

-

Stage 2 – Accumulation of 10 Behaviour Points	
Phone call home by Student Support Manager Log of phone call recorded Yellow report for 2 weeks - monitored by Student Support Manager **No improvement / failure to complete = Internal Isolation**	PP Intervention: LM to update the PP team prior to making phone call home (opportunity to identify support strategies). PP Team to arrange a further lesson observation and a follow up debrief with the student – feedback to LM / Tutor

Stage 3 – Accumulation of 15 Behaviour Points	
Phone call home by Learning Manager Log of phone call recorded Yellow report for 2 weeks - monitored by Learning Manager **No improvement / failure to complete = Internal Isolation**	PP Intervention: PP Team to target lessons based on previous weeks reports content – planned support in lessons / reactively attending lessons to get a snapshot of what is happening. PP team to liaise with class teacher / LM.

	PP team to devise / implement personalised intervention (e.g. anger management support strategies)

Stage 4 – Accumulation of 20 Behaviour Points	
Meeting with Student, Parent, Learning Manager and Senior Learning Manager Log of meeting and agreed actions Orange report for 2 weeks - monitored by Senior Learning Manager **No improvement / failure to complete = Internal Isolation 2 days**	PP Intervention: PP team to be involved with LM in discussions to prepare for the meeting including identifying additional support strategies. PP Team to attend at the meeting with parents. Pp team to review the report 2 weekly with the student and sign to indicate input. Personalised intervention to continue.

Stage 5 – Accumulation of 25 Behaviour Points	
Meeting with Student, Parent, Senior Learning Manager and SLT link for Pastoral Log of meeting recorded Behaviour contract agreed Red report for 2 weeks - monitored by / reporting to SLT link **No improvement / failure to complete = Fixed Term Exclusion 1 day**	PP Intervention: PP team to be involved with LM in discussions to prepare for the meeting including identifying additional support strategies. PP Team to attend at the meeting with parents. Pp team to review the report 2 weekly with the student and sign to indicate input. Personalised intervention to continue.

Stage 6 – Accumulation of 30 Behaviour Points	
Meeting with Student, Parent, Head teacher, Governor Representative Log of meeting recorded Final warning given Consideration given to number of points needed for permanent exclusion if not 30 **Red report for 2 weeks – reporting to the Headteacher**	PP intervention: PP team to support meeting preparation (i.e. providing evidence / reports on intervention given).

Stage 7 – Accumulation of 35 Behaviour Points	
Refer to governors for consideration of permanent exclusion	

Behaviour Point Proposal:

- 1 Behaviour Point = Pastoral Detention / Demerit Detention / 222 call
- 2 Behaviour Points = per day of Internal Exclusion
- 3 Behaviour Points = per day of External Exclusion

End of year: Level 1 to 3 – reset points to 0. Level 4 upwards – move down 2 levels.

Behaviour Intervention System

Stage 1 – Accumulation of 5 Behaviour Points / Repeated Concern re Punctuality or Uniform

- Phone call home by tutor
- Log of phone call recorded
- Green report for 2 weeks – monitored by tutor
- No improvement / failure to complete = after school detention

Stage 2 – Accumulation of 10 Behaviour Points

- Phone call home by Student Support Manager
- Log of phone call recorded
- Yellow report for 2 weeks - monitored by Student Support Manager
- No improvement / failure to complete = Internal Isolation

Stage 3 – Accumulation of 15 Behaviour Points

- Phone call home / Meeting by Learning Manager
- Log of phone call recorded
- Yellow report for 2 weeks - monitored by Learning Manager
- No improvement / failure to complete = Internal Isolation

Stage 4 – Accumulation of 20 Behaviour Points

- Meeting with Student, Parent, Learning Manager and Senior Learning Manager
- Log of meeting and agreed actions – as per Appendix 4
- Orange report for 2 weeks - monitored by Senior Learning Manager
- No improvement / failure to complete = Internal Isolation 2 days

Stage 5 – Accumulation of 25 Behaviour Points

- Meeting with Student, Parent, Senior Learning Manager and SLT link for Pastoral
- Log of meeting recorded
- Behaviour contract agreed
- Red report for 2 weeks - monitored by / reporting to SLT link
- No improvement / failure to complete = Fixed Term Exclusion 1 day

Stage 6 – Accumulation of 30 Behaviour Points

- Meeting with Student, Parent, Headteacher, Governor Representative
- Log of meeting recorded
- Final warning given
- Consideration given to number of points needed for permanent exclusion if not 35
- Red report for 2 weeks – reporting to the Headteacher

Stage 7 – Accumulation of 35 Behaviour Points

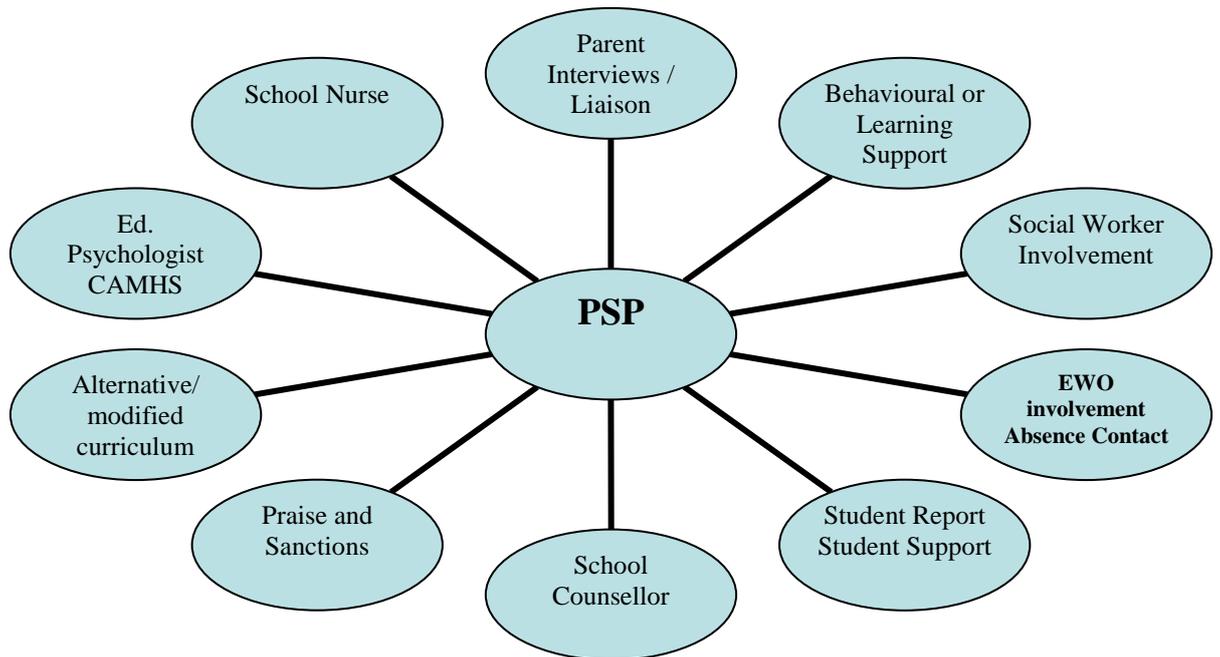- Refer to governors / headteacher for consideration of permanent exclusion

Behaviour Point Allocation:

- 1 Behaviour Point = Pastoral Detention / Demerit Detention / 222 call
- 2 Behaviour Points = per day of Internal Exclusion
- 3 Behaviour Points = per day of External Exclusion

End of year: Level 1 to 3 – reset points to 0. Level 4 upwards – move down 2 levels.

Pastoral Support Programmes
May contain the following strategies/referrals …

Parent Interviews / Liaison

School Nurse

Behavioural or Learning Support

Ed. Psychologist CAMHS

Social Worker Involvement

PSP

Alternative/ modified curriculum

EWO involvement Absence Contact

Praise and Sanctions

Student Report Student Support

School Counsellor

Intervention Considerations Checklist
– Pupils With Behavioural Concerns

Name of Pupil: _____

Intervention to Action	**Date Completed/ Reason Not Completed**
Pupil Planning Meeting	
School Counsellor Referral	
Part time timetable	
Risk assessment	
Behaviour Contract	
Year Half Move	
Offer Parents chance to move pupil to an alternative school	
External assessments as appropriate e.g. Educational psychologist, Woodlands assessment	