

# Ysgol Y Grango

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## Achievement and Behaviour Policy 2013



**Excellence for all**

**Excellence from all**

**Nid da lle gellir gwell**

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## **School Ethos**

At Ysgol Y Grango it is believed that all students can learn behaviour that is appropriate and right within the constraints of cultural norms. For this to take place acceptable behaviour should be modelled and explained to students. The best way to achieve appropriate and cooperative behaviour that enables the school to function as a learning institution is through reinforcing positive behaviour by highlighting and rewarding the good behaviour, and taking action to prevent and stop inappropriate behaviour through the sanctions, procedures and disciplines highlighted in this policy. As a school we strongly believe in the statement that "*working together we achieve more*" and it is with this in mind that the school recognises the importance of working with parents, carers and guardians, other agencies and more importantly recognising the contribution our students can make in the development of a safe, well ordered learning environment.

## **Principles**

The Governing Body, in conjunction with the Headteacher, believe that in order to enable high quality teaching and learning to take place, cooperative and appropriate behaviour in all aspects of school life is necessary. This policy embraces the concepts of "Every Child Matters". This policy, therefore, should contribute significantly to the elements of staying safe, being healthy, enjoying and achieving and making a positive contribution as it seeks to create an inclusive caring, learning environment. This policy promotes the following principles;

- All members of Ysgol Y Grango have a right to feel safe
- All members of Ysgol Y Grango have a right to respect
- All members of Ysgol Y Grango have a right to learn, free from disruption, anti-social behaviour, bullying and any form of harassment
- The school promotes values including honesty, fairness and respect for truth and justice, within a caring and nurturing environment
- The policy promotes self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring quality and fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Encouraging a positive relationship with parents, carers and guardians to develop a shared approach which involves them in the implementation of the school's policy and associated procedures
- Promoting a culture of praise and encouragement in which all students can achieve

This policy sets out how we expect our students to behave in school and how the school will try to encourage and reward all its students. The policy has three key elements;

- Conduct in the classroom
- Conduct in the school buildings and grounds
- Waves of behaviour management

## **Conduct in the classroom**

As a school, we believe that:

- The work and progress of all students in lessons is important
- The teachers should encourage and reward the efforts made by students in lessons
- Ysgol Y Grango should reward achievement
- All students must have the opportunity to concentrate and do well in lessons.

### **Classroom Standards**

Students will, therefore, be expected to observe the following standards:

- Arrive on time, properly dressed, following uniform and make-up and jewellery rules
- Form an orderly queue outside the classroom
- Sit quietly at the start of a lesson to mark the start of the lesson when a register will be taken
- Bring the correct equipment and any homework properly completed
- Show respect by being silent when the teacher is speaking to the class
- Follow any instructions given by the teacher
- Show respect for other students by listening and putting hands up to contribute to class discussions
- Not touch other students or their property.
- At the end of lessons, the class will be dismissed promptly as soon as all students are still and quiet
- Staff will praise students when they see good behaviour
- Staff will tell students clearly what is expected of them
- Students will remember what is asked of them
- Rules are consistent, fair, and will be kept
- Rules will be regularly reviewed with staff and students
- Responsibilities and expectations will be matched to individuals and their development
- When students have worked hard to support others, in or out of school, they will be commended – celebration assemblies

### **Rewards**

- Good behaviour should be consistently rewarded
- Staff will praise a student/class immediately upon their good behaviour and say why they are pleased
- Staff will regularly inform Progress Leaders via SIMS Behaviour Log and the students parents of praiseworthy actions and effort
- All staff will use SIMS and merit award system for Key Stage 3
- Exemplary behaviour or achievement will be commended by staff using merit award system for Key Stage 3. Nominated students for achievement/effort in Key Stage 4.
- Exemplary behaviour/achievement/excellent attendance is also rewarded with an end of year trip

### **Unacceptable behaviour**

Students will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other students and staff they may have offended; show they can keep to the school rules; or make suitable reparation.

### **Positive Behaviour Management Policy**

Discipline is a teacher led activity whereby we seek to lead, guide, direct, or manage a student's behaviour. It aims to lead a student towards self-control and personal accountability.

### **Goals of Discipline**

- To develop students' self-discipline and self-control
- To enable students to be on task with their learning
- To enhance a students' self-esteem
- To encourage accountability for behaviour
- To encourage individual students to recognise and respect the rights of others
- To affirm cooperation as well as responsible independence in learning
- To promote the values of honesty, fairness, and respect for others
- To enable rational conflict-resolution

Staff at Ysgol Y Grango work within a framework of preventative, corrective and supportive approaches to discipline.

### **Preventative discipline**

- Clear classroom rules
- Clear expectations about work and consistency of approach
- Attractive environment
- Well-planned room
- Adequate resources
- Appropriate curriculum organisation

### **Corrective discipline**

When a student behaves inappropriately, the following responses are considered appropriate:

- Tactically ignoring some behaviours
- Simple directions or warnings
- Defusing conflict and de-escalation
- Restating classroom rules
- Giving simple choices
- Using time out

### **Supportive discipline**

It is the teachers' responsibility to take steps to re-establish a good working relationship:

- Follow up disruptions later
- Encourage students whenever possible
- Develop contracts (Role of Progress Leaders)
- Develop and maintain a climate of respect
- Apply a 'team approach' to solving discipline problems
- Recording of SIMS Behaviour log, inappropriate behaviour so it can be monitored and responded to by the Learning Leaders, Progress Leaders and SLT

### **Guidelines for staff**

These provide the more detailed guidance on positive attitudes and responsibilities expected of staff at Ysgol Y Grango. They should be used as the basis for consistent and reasonable dealings with students. The priority is that all staff should encourage and maintain the highest possible standards of work, recreation and behaviour as is inherent in the schools' basic aims. Positive expectation is essential.

In general terms, all individuals within the school community need to recognise the rights and needs of others. Staff should always speak reasonably to students, and the students in turn should also adopt a well-mannered and considerate attitude towards the staff.

Outright confrontation and no win situations should be avoided, as a controlled reprimand can be most effective. If a solution cannot be resolved, however, then it may prove desirable to involve a Learning Leader → SLT.

### **In the classroom**

It is essential that students are provided with a stable, supportive, learning environment. This can and will be achieved by:

#### **Preventative Discipline**

- Creating and maintaining a positive learning atmosphere
- Carefully preparing stimulating lessons to generate responsible behaviour and to earn respect
- Being prompt to the classroom and beginning lessons on time
- Keeping everyone occupied and interested for the whole lesson
- Extending and motivating all students so that they are all given opportunities to achieve their own full potential
- Marking work promptly and constructively in line with Marking and Assessment Policy
- Setting homework consistently according to the timetable
- Encouraging creative dialogue
- Maintaining an attractive, clean, tidy room
- Providing interesting wall displays; including students own work

#### **Supportive Discipline**

- Reward system and nomination
- Homework club/use of Learning Coaches - This is initially for those pupils who are frequently having difficulty getting homework/coursework completed on time or many need other additional support. Other students may opt into this process if they wish
- Contact with parents recorded by staff for Learning Leaders and Progress Leaders
- Mentoring – used as a method of support. Inclusion Room, Tutors, Learning Coaches, Progress Leaders, Learning Leaders, SLT.
- Governors/Disciplinary committee
- Classroom observation as part of the Performance Management process

### **Positive Behaviour Management System**

#### **Reward System**

The aim of the reward system is to recognise effort and success at all levels in all areas of school life. Always try the positive approach before learning sanctions. All staff have a responsibility to give praise, during lessons and at other times, when they are with students.

Regular recognition of effort, performance and behaviour is important in developing pupils' confidence and self-esteem. There are many ways to reward students who are succeeding or improving.

- Using the reward point system to reward good effort and attainment for Key Stage 3
- Using the nomination system via departments to reward achievement and effort in Key Stage 4
- Making constructive remarks in exercise books and files
- Recognising success of differing kinds in assemblies and form time – appropriate positive comments during whole school assemblies
- Displaying work in classroom and corridors
- Being as positive as possible when interviewing students and when writing reports
- Sending letters of encouragement and praise to parents
- Ensuring that the Headteacher, Deputy Head, Assistant Head, and Learning Leaders are actively given opportunities to praise individuals for good work and/or effort
- Supporting the award system at Prize Giving Evening
- Stickers in planners or books Postcards – either given directly to pupils or sent through the post
- Positive comments in the student planner

### **Supporting learning – equipment**

All students at the school are expected to come to school prepared for a day's work. It is important, therefore, that students arrive at lessons with the appropriate equipment. Not having the correct equipment can be regarded as a "Wave 1" low level disruptive behaviour. Form Tutors need to ensure, on a weekly basis, that all students have the correct equipment.

### **Conduct in the school buildings and grounds**

As a school, we believe that:

- We should respect and constantly work to improve the environment of the school
- There should be a calm and orderly atmosphere in and around the school buildings

Students will, therefore, be expected to observe the following standards:

- Wear school uniform correctly at all times
- Keep to the left on all corridors and not push or run, as this is a danger to others. Follow one-way systems.
- Place all litter in the bins provided
- Eat lunches and snacks in the school dining room, and nowhere else in the buildings and grounds
- Treat toilet facilities with respect
- Show respect in the community
- At breaks and lunchtime only go to the designated areas
- Follow guidelines for lunchtime and breaks

Incidents of vandalism, bullying, disorderly, abusive or defiant conduct in the buildings or grounds will be referred directly to Progress Leaders or SLT for action through the school's discipline code.

### **Rewards for positive effort, conduct and attendance**

As a school, we believe that:

- Effort and achievement by students in lessons should be recognised and rewarded
- Good attendance and punctuality by students should be recognised and rewarded
- Significant improvements in effort, behaviour or attendance by individual students should also be recognised and rewarded
- Service to the school or the local community by student should be recognised and rewarded

### **The rewards system will operate as follows:**

#### **Merits (recorded in planner)**

<b>Reason</b>	<b>Evidence</b>
Excellent work	Evidence of academic excellence
Effort	Evidence of commitment and effort
Improved work	Response to targets set
Improved behaviour	Response to targets set
Improved attendance	Response to targets set

15 merits = 1 ticket into the  $\frac{1}{2}$  termly draw for £5 gift vouchers.

#### **Passport to the prom**

In Year 11, students will be required to demonstrate good attendance and punctuality, and an excellent behaviour record. Any Year 11 student having an internal or external exclusion on their record will not be invited to the prom.

#### **Attendance and Punctuality**

If students are to achieve then their attendance and punctuality should be regarded as critical in this respect. This policy, therefore, encourages good attendance and punctuality through the rewards system. The following procedures should be followed:

- Certificates for Progress Files will be issued at the end of each term to all students achieving the target attendance and punctuality figure of 95%. This is undertaken by Pastoral Administrator
- Tickets for a  $\frac{1}{2}$  termly attendance prize draw will be entered for £5 gift vouchers in Year 11

#### **Progress File**

All students will be issued with a progress file in Year 11. This will provide an on-going record of their academic achievements and contributions to our school and local community throughout their school careers. Students will, of course, take the file with them when they



leave as a unique record of their own achievements. Parents, carers and guardians can, of course, see the file at the Progress File Presentation Ceremony.

### **School Uniform**

School uniform regulations are published each year in the School Prospectus and in the the Student Planner. It is the responsibility of parents, carers and guardians, and students to ensure that the correct uniform is worn at all times both in school and during the journey to and from school. Uniform regulations will normally be reviewed annually. Fashion, however, can develop new styles of clothing and attire very quickly. In circumstances where changes in fashion challenge the published uniform list the Headteacher in discussion with the SLT will reissue guidance to Parents, Carers and Guardians should the need arise.

Form Tutors will monitor uniform on a daily basis in registration periods and refer to the appropriate Progress Leader any student who is persistently failing to comply with uniform standards.

### **Uniform – key points**

Trainers may be worn at lunchtimes by students wishing to use the tennis court/all weather pitch. Students must change back into shoes for lessons. Shoes must be worn at all other times during the school day, including the journey to and from school. Trainers will only be allowed as an alternative to shoes on receipt of a medical note.

- Outdoor coats must be taken off when lining up outside classrooms before going into lessons
- Ties must cover the fastened top button of shirts or blouses
- Shirts/blouses must be tucked into trousers or knee length skirts
- Jewellery, other than a wrist watch and one stud in each ear, poses a health and safety risk and is not allowed in school
- Make-up which is in any way prominent or excessive is inappropriate for school and is not allowed, this includes extreme hair colour and nail varnish.
- Baseball caps are not allowed in school
- Leggings are not allowed in school
- Appropriate flat shoes due to Health and Safety issues

### **Prohibited items**

The following will not be allowed in school:

- Chewing gum
- Matches, lighters or smoking materials including vapour/electronic cigarettes
- Fireworks
- Alcohol
- Illegal substances
- Solvents and aerosols
- Any kind of weapon, real or imitation

Students may have the following items in school but the school accepts no liability or responsibility for these items:

- iPods/MP3 players/iPads

- Mobile Phones/Tablets

The above items should be kept out of sight and switched off during lessons and registration, and during movement around the school. Students are not allowed to use such devices at any time. It is vital that students hand in these high value items i.e. phones, MP3 players etc. when engaging in PE/Drama. This ensures these items are kept securely.

Students who fail to comply with the above rules will have their mobile phone etc confiscated. The item will then be held and registered in the school office, who will contact home. The item will then be returned to the parent, carer or guardian at the end of the day, having been first signed for.

### **Teaching Appropriate Behaviour**

It is the responsibility of all staff within the school to teach appropriate behaviour as the opportunity arises. It should not be assumed that students understand the expectations of their behaviour in a given classroom, although a consistency of approach does help students understand the boundaries of expectation.

### **Valuing Appropriate Behaviour and Discouraging Anti-social Behaviour**

At Ysgol Y Grango appropriate behaviour is recognised and acknowledged as it occurs. As we are an inclusive school, all students have equal access to praise and commendation when they make progress in behaving appropriately. Through the work with school council we know that rewards are perceived by students as being rewarding to them and based on things they value. Rewards should be used consistently by both teaching and non-teaching staff.

It is important that all students have equal access to rewards and when they are awarded students should clearly know what they are being given for. It is hoped that our rewards procedures will encourage students to take responsibility for their own behaviour.

Students achieve success in learning social behaviour at different rates. At times staff may be required to make it absolutely clear that a student's behaviour is unacceptable. It is important that the member of staff finds ways of communicating this clearly to show respect for the student whilst completely rejecting the behaviour. In other words, reject the behaviour, not the student. Student self-esteem can be maintained if punishment is seen to be fair.

Ysgol Y Grango uses a wave approach to deal with inappropriate behaviour and sanctions. This is explained to students in Tutor period and re-enforced during lessons and assemblies.

Although a consistent approach should be taken with regard to behaviour management, mitigating circumstances can be considered by the Headteacher, SLT, and Governors.

Parents, carers and guardians should be informed and involved when there is serious misbehaviour. This can be done by phone. For very serious behaviour issues this should also be done by letter.

Finally, the school will not use sanctions to humiliate students, nor will the school apply sanctions indiscriminately to whole groups of students.

## **Physical Restraint – Summary Reference**

When student behaviour presents a serious danger of them causing significant harm to themselves to others, or to property, or there is a major threat to good order, approved staff may need to take physical control until such time as the student is able to take back control of themselves. The details of how this could be conducted are explained in the schools *Physical Restraint Policy*.

## **Policies and Procedures Exclusion – Summary Reference**

Where the behaviour of a student seriously violates the school rules, or where the continued presence of the student is a serious threat to the safety of others, it may be considered necessary to exclude that student, either permanently or for a fixed term. The full details of this are continued within the Exclusions Policy, which reflects both the requirements of the law and the LA Exclusions Protocol.

## **The Role of School Organisational Factor in the Prevention of Behaviour Difficulties**

The school behaviour policy recognises the importance of organisational factors in creating positive school ethos. Generally, behaviour is a result of the interactions between what an individual student brings to the situation and the situation itself. Student behaviour can be greatly influenced, both positively and negatively, by school factors, such as the way the school is organised and the quality of classroom management.

The Ysgol Y Grango curriculum utilises a setting and pathway approach to create a curriculum that is adaptable, appropriate and accessible. Within the 14-19 age range, extended pathways and alternative provision are available to students.

One way systems, allocated movement time and designated areas for students have all been established to support appropriate student behaviour. The school has appointed a team of cover supervisors to provide arrangements.

The SLT encourage subject areas to review the content of the curriculum to ensure its relevance. Differentiation is expected. The Headteacher, governors and SLT have placed great importance on the physical environment, valuing the resources available to and the investment in resources for students.

The vertical house system of pastoral support in Key Stage 4 for students, has encouraged mixing of age ranges, creating peer support and a "family" approach to the care of students.

## **Working with Parents, Carers and Guardians**

Managing behaviour at Ysgol Y Grango is more likely to be effective if we can work with Parents, Carers and Guardians as genuine partners in the education process. Parents, Carers and Guardians need to be assured that the school's way of managing behaviour is well thought out, fair and effective. It is important to have clear procedures for contact between Parents and School staff.

The school places clear emphasis on the importance of working with parents, carers and guardians as partners and will ensure that Parents, Carers and Guardians are informed

about school procedures for acknowledging appropriate behaviour or reacting to inappropriate behaviour through:

- The Student Planner
- Regular Newsletters
- Letters home
- The school website
- Text messaging service
- Parents, Carers and Guardians consultation evenings

### **Steps of working with Parents, Carers and Guardians**

<b>Step 1</b>	Classroom Teacher	<ul style="list-style-type: none"> <li>• The Student Planner</li> <li>• Regular Newsletters</li> <li>• Letters home</li> <li>• Parents', Carers' and Guardians' evenings</li> </ul>
<b>Step 2</b>	Learning Leader	<ul style="list-style-type: none"> <li>• Phone call</li> <li>• Letters home</li> <li>• Report Cards</li> <li>• Meetings with Parents, Carers and Guardians</li> </ul>
<b>Step 3</b>	Progress Leaders/Assistant Progress Leaders	<ul style="list-style-type: none"> <li>• Engaging with external agencies</li> <li>• Phone call</li> <li>• Letters home</li> <li>• Meetings with Parents, Carers and Guardians</li> <li>• Report cards</li> </ul>
<b>Step 3</b>	SENCO	<ul style="list-style-type: none"> <li>• Contact with Parents, Carers and Guardians</li> <li>• Information about the involvement of outside agencies</li> </ul>
<b>Step 4</b>	Senior Leadership	<ul style="list-style-type: none"> <li>• Contact with Parents, Carers and Guardians</li> <li>• Internal and external exclusions</li> <li>• Managed transfers</li> <li>• Alternative t/t arrangements</li> </ul>

### **Roles and Responsibilities**

Behaviour management within the school is a collective responsibility, although the hierarchy of line management which is clearly defined in the school should be followed for behaviour issues.

### **Detention**

The Education Act 2011 provides significant scope for schools to apply the disciplinary penalty of detention. Schools now have much greater flexibility to impose detentions without parental consent, which should help both in strengthening their authority and in using this key sanction in ways that are suitably responsive to local circumstances. However, it is important that these enhanced powers are used responsibly to local circumstances. However, it is important that these enhanced powers are used responsibly, taking appropriate account of a range of issues relating to the welfare and rights of staff, students and parents. This is particularly important where the detention would involve the child staying late or coming into school on a day when they would not normally be present. Despite the government removing the need for schools to provide Parents, Carers and Guardians with a minimum of 24 hours' notice with regard to student detentions we are still going to do this unless a pre-agreement has been set up for some students in certain circumstances. The reason we are maintain the minimum of 24 hours' notice is on the grounds of health and safety, and safeguarding. 24 hours' notice should enable all Parents, Carers and Guardians to make adequate arrangements for the safe journey home of students who have been detained.

### **Detention – Key points**

School staff have a statutory power to put students age under 18 in detention after school sessions.

Detentions are lawful when we have:

- Informed students and Parents, Carers and Guardians that the school uses detentions as a sanction
- and that we give Parents, Carers and Guardians 24 hours' notice of detentions that take place outside school sessions

### **Subject Detentions**

The class teacher has initial responsibility for detention; other sanctions such as keeping behind after lessons or during lunch may have just as great an impact as detention.

If a student fails to attend a detention set by the class teacher this should be referred to the Learning Leader.

Should a parent withdraw permission for after school detention, the student will do three lunchtime detentions.

### **Whole School Detention**

Whole School Detention should be regarded as a more severe sanction. Administration for this process is undertaken by Progress Leaders. Students can only be placed in detention by Learning Leaders and Progress Leaders when other courses of action have failed.

In **ALL** instances students should be placed in Subject Detentions in the first instance. The exception to this is when students fail to attend departmental sessions, do not conform to school uniform rules or their behaviour outside lessons is not to the level.

Staff placing students in detention should ensure adequate work is provided. This should be subject specific for students placed in detention as a consequence of incidents in that subject area.

Progress Leaders need to monitor the regularity that some students are being detained, it may be that other methods may be appropriate.

### **Governors Disciplinary Committee**

The purpose of this group is to intervene, set targets and attempt to halt the progress of individual students towards permanent exclusion. Students facing the panel will have already moved through the report system and are likely to have experienced a period(s) of fixed term exclusion from school.

Parents, Carers and Guardians will be asked to attend all interviews with students.

### **Zero Tolerance**

The school will follow the step's process with all students and will use a range of other strategies of intervention and mentoring. It will also work closely with other agencies and the governors'. However, with all the best intention sometimes a student may fail to engage positively with the expectations of behaviour. At this point, the Headteacher may place a student on the zero tolerance list. This will then involve the following actions:

- Parents, Carers and Guardians will be informed that the student has been placed on the list and what the consequences of this action may be
- All staff are informed that the student has been placed on the list. This will be done via e-mail and morning briefing
- All forms of poor behaviour, no matter how small will be reported to the Progress Leader as soon as possible via email and Behaviour Log
- Any breach of school behaviour policy will result in an internal or external fixed period exclusion
- Outside agencies will also be informed as required

This is a serious action and is intended as the final stage of behaviour management. During this process discussion and negotiation will take place with the authority. Managed moves may be undertaken if they have not already begun under previous waves.

### **Monitoring and Evaluating the Impact of the Behaviour Policy**

This policy is a working document, subject to revision in the light of changing circumstances and the impact of actual practice. The Headteacher has the responsibility for ensuring that the policy is monitored and formally evaluated.

The monitoring of behaviour within the school is an important aspect of the QA process. Progress Leaders and Learning Leaders need to include reference to behaviour as specified by the QA procedures. On an annual basis behaviour in the school will be evaluated by the SLT and Governors and modifications to this policy will be made. The Governors have produced a framework which describes the school's ethos through its comprehensive aims and objectives. The policy actively promotes the principles of equality of opportunity for all students and has been drawn up following consultation with:

- Governors
- Senior Leaders
- All Teachers
- All non-teaching staff
- Parents, Carers and Guardians
- Students
- The wider community

The success criteria for the school's behaviour policy will be:

- A reduction in the number of incidents of poor behaviour that impinge on the learning of individuals or groups/classes of students
- The number and type of exclusions in respect of the rates of reduction
- The number of lessons which when observed are judged to be good or outstanding - 80% minimum (given the link between lesson quality and the behaviour of students.)

### **Introduction to the recording processes**

Tracking all aspects of students' behaviour is important if the school is to be truly proactive in finding strategies to improve the learning of all students. Even quite low level disruptive or inappropriate behaviour can not only be detrimental to individuals, but to the class or group as a whole. Poor learning habits can also develop if these issues are not tackled proactively and consistently by all teachers and within the different levels of leadership across the school. This sets into context the philosophy behind the recording system outlined here. By working together as a team, passing information on through the appropriate systems and following up issues, the school will successfully tackle low level problems that over time can develop into more detrimental habits and patterns.

As a school we now have a considerable amount of information on each student held on SIMS. Low level, serious, persistent, repetitive and cumulative poor behaviour needs must be logged in detail on SIMS.

Each day Progress Leaders and SLT will run a report to monitor the daily behaviour incidents.

### **Using the data collected**

Progress Leaders and Learning Leaders run daily reports on behaviour so that they can identify individuals that are developing or have behaviour issues. They then follow up with these students, their Parents, Carers and Guardians. This information is also used by the SLT in relation to both fixed term and permanent exclusions and referral to outside agencies.

Progress Leaders and Learning Leaders will also be better informed and can better support staff in their curriculum areas and houses with regard to behaviour and achievement issues.

### Appendix 1a: Steps as a result of negative behaviour

<p><b>Step 1:</b></p> <ul style="list-style-type: none"> <li>• Low level behaviour. Use your professional judgement</li> <li>• Uniform issues</li> <li>• Missed homework deadline</li> <li>• Incorrect equipment</li> <li>• Late to lesson</li> <li>• Eating/chewing</li> <li>• Talking at the wrong time</li> <li>• Lacking in focus</li> </ul>	<p><b>Possible strategies:</b></p> <ul style="list-style-type: none"> <li>• Staff should speak to the student, a quiet word</li> <li>• Verbal warning</li> <li>• Note in planner to inform Tutor and Parent, Carer or Guardian</li> </ul>
<p><b>Step 2:</b></p> <ul style="list-style-type: none"> <li>• On-going prevention of teaching from occurring</li> <li>• Persistent repetition of wave 1</li> <li>• Swearing – not at a member of staff</li> <li>• Refusing to cooperate with a class teacher</li> </ul>	<p><b>Possible strategies:</b></p> <ul style="list-style-type: none"> <li>• Class teacher to record on SIMS</li> <li>• Subject Leader to run a SIMS report at the end of the day in order to gain an overview</li> <li>• Department detention</li> <li>• Separate from other students, within the classroom</li> <li>• Departmental monitoring</li> <li>• Student may wish to use a time out card and report to the SSC if this has been previously arranged</li> <li>• It is the responsibility of the Learning Leader to make the Form Tutor aware by means of the planner the nature of the action taken</li> <li>• Progress Leaders/Assistant Progress Leaders to place student on monitoring card</li> <li>• Break/lunchtimes removed</li> </ul>



<p><b>Step 3:</b></p> <ul style="list-style-type: none"> <li>• Refusal to cooperate with Learning Leader</li> <li>• Damage to school property</li> <li>• Truancy</li> <li>• Persistent lateness</li> <li>• Stealing</li> <li>• Bullying</li> <li>• Disrespectful comment to a member of staff</li> <li>• Smoking on site</li> <li>• Minor altercation</li> <li>• Progress Leader/SLT to decide appropriate action</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to Learning Leader</li> <li>• Detention</li> <li>• Meeting to be held with Parents, Carers and Guardians – Learning Leaders</li> <li>• Incidents recorded on SIMS, Learning Leaders to run a daily report in order to gain an overview</li> <li>• ESW involvement may be appropriate</li> <li>• Student on monitoring card for a two week period</li> <li>• An assessment will then be made in consultation with student, Parent, Carer or Guardian.</li> <li>• Isolation in the Inclusion Unit</li> <li>• Intervention by a Learning Leader/IEP/Behaviour contract/discussion with Progress Leaders/appropriate outside agencies may need to be contacted</li> </ul>
<p><b>Step 4:</b></p> <ul style="list-style-type: none"> <li>• Refusal to cooperate</li> <li>• No improvement on wave 3</li> <li>• Serious verbal/physical assault of students/staff</li> <li>• Serious vandalism</li> <li>• Supplying/taking of banned substances</li> <li>• Organised theft</li> <li>• Persistent bullying</li> <li>• Record on SIMS</li> </ul>	<p><b>Possible strategies:</b></p> <ul style="list-style-type: none"> <li>• Record on SIMS</li> <li>• After school detention</li> <li>• Contact Parent, Carer or Guardian having informed the Progress Leader/SLT. First arrange a meeting with Learning Leaders, Parents, Carers or Guardians to report on student's behaviour</li> <li>• Monitoring card</li> <li>• Parent, Carer or Guardian contract</li> <li>• 1 to 1 learning mentor support</li> <li>• Internal/External exclusion</li> <li>• Enlist help of outside agencies</li> <li>• Permanent exclusion</li> <li>• Parents, Carers or Guardians asked to contribute to the cost of any repairs that may be required</li> <li>• Added to the zero tolerance list</li> </ul>

### **Appendix 1b: Steps as a result of positive behaviour**

<p><b>Step 1:</b></p> <ul style="list-style-type: none"> <li>• Good behaviour</li> <li>• In line with departmental policies – effort/behaviour/contributions/homework</li> </ul>	<p><b>Possible strategies:</b></p> <ul style="list-style-type: none"> <li>• Verbal praise. Reward point. Record on SIMS. Note in planner to inform Tutor, Parents, Carer or Guardian</li> </ul>	<p><b>Tracking and Recording:</b></p> <ul style="list-style-type: none"> <li>• Note in Teacher Planner and reference in tracker report for repeated good behaviour</li> </ul>
<p><b>Step 2:</b></p> <ul style="list-style-type: none"> <li>• Excellent attitude to studies</li> <li>• Responding to reports from class teacher</li> <li>• Responding to daily reports on SIMS</li> </ul>	<p><b>Possible strategies:</b></p> <ul style="list-style-type: none"> <li>• Praise from Progress Leaders</li> <li>• Merits Key Stage 3</li> <li>• Key Stage 4 – nominated for celebration assembly draw</li> </ul>	<p><b>Tracking and Recording:</b></p> <ul style="list-style-type: none"> <li>• Recorded on SIMS</li> <li>• Issue of certificates – SIMS record. Individual recording by staff</li> <li>• Issue of Governor's Reward – SIMS record</li> </ul>
<p><b>Step 3:</b></p> <ul style="list-style-type: none"> <li>• Charity events</li> <li>• House research</li> <li>• Sport's Day</li> </ul>	<p><b>Possible strategies:</b></p> <ul style="list-style-type: none"> <li>• Postcard home</li> <li>• Praise from Learning Leader</li> </ul>	<p><b>Tracking and Recording:</b></p> <p>Issue of certificates – SIMS record. Student services recording on SIMS:</p>

<ul style="list-style-type: none"> <li>• Tutor time activities</li> <li>• Supporting other students</li> <li>• Attendance</li> <li>• Assisting with Year 6 students</li> <li>• Year 7 induction</li> </ul>	<ul style="list-style-type: none"> <li>• 7 merits nominations</li> <li>• Record on SIMS</li> <li>• Praise from SLT</li> <li>• Year and whole school assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• 100% attendance certificates</li> <li>• 100% attendance and punctuality certificates</li> <li>• Headteachers' commendations</li> <li>• Progress Leader certificate</li> <li>• Exceptional educational progress</li> </ul>
<p><b>Step 4:</b></p> <ul style="list-style-type: none"> <li>• Supporting school functions</li> <li>• Open evenings</li> <li>• School productions</li> <li>• Whole school charity events</li> </ul>	<p><b>Possible strategies:</b></p> <ul style="list-style-type: none"> <li>• Record on SIMS</li> <li>• Merits</li> <li>• Commendation certificates</li> <li>• School newsletter</li> <li>• Yearly event</li> <li>• Praise from SLT</li> <li>• Governor Award recommendation</li> </ul>	<p><b>Tracking and Recording:</b></p> <p>Issue of certificates – SIMS record. Student services recording on SIMS</p> <ul style="list-style-type: none"> <li>• Certificates for "helping" – services to the community</li> <li>• Recognition active community participation</li> <li>• Recognition of fund raising for good causes</li> <li>• Recognition of sporting performance/contribution</li> <li>• Recognition of artistic performance/contribution</li> </ul>

## **Appendix 2: Roles and Responsibilities**

<b>Member of staff</b>	<b>Roles and Responsibilities</b>
Class Teachers	<p>Class teachers have a key role to play in ensuring that effective teaching and learning is delivered in their classroom. This can only be achieved by effective classroom management, wave 1. The class teacher is therefore responsible for ensuring that low level disruption is dealt with quickly and effectively by ensuring that all students are clear about the standards expected within their classroom and that they will deal with low level disruption in the best interest of both the individual and the group.</p> <p>Effective procedures at this level will in the main, lessen acceleration in poor/unacceptable behaviours. An atmosphere of mutual respect is of key importance.</p>
SENCO	<p>It is the responsibility of the SENCOs to liaise with Progress Leaders/Learning Leaders in order to ensure that there is effective communication regarding the needs of individual students. At these meetings SENCOs/Progress Leaders/Learning Leaders will share good practice and any referrals deemed necessary with outside agencies.</p>

Form Tutors	Form Tutors play a pivotal role in the care, guidance and support of their tutees. It is their responsibility to foster positive relationships with both the students and their Parents, Carers or Guardians. In the first instance this is achieved by a weekly check of the Student planner, student checklist, tutorial time discussions and mentoring sessions. These can be developed further at Parent, Carer or Guardian yearly consultation evenings. It is their responsibility to draw to the attention of their Progress Leader concerns regarding late marks, attendance and behaviour. They have a personal overview of students in their care. It is advisable that the tutor shares concerns with Parents, Carers or Guardians in order to lessen any acceleration of poor behaviour by fostering close home/school links.
Progress Leaders	It is the responsibility of the Progress Leader to monitor both learning and behaviour. This should be done by: <ul style="list-style-type: none"> <li>• On a daily basis running a report on SIMS in order to gain an overview of house/individual behaviour/achievements</li> <li>• To maintain an up to date Student Support Record (SSR) on students whose behaviour is of concern</li> <li>• Maintain positive/regular links with the Student's Parents, Carers or Guardians</li> <li>• When deemed appropriate to hold meetings with Parents, Carers or Guardians and students</li> <li>• To place a student on a monitoring card, following a discussion with Parents, Carers or Guardians</li> <li>• To engage with their link SLT and keep them up to date with their students</li> <li>• Prepare statements for outside agency intervention</li> </ul>
Learning Leaders	It is the responsibility of the Learning Leader to ensure that they have an overview of behaviour and learning within their department. Good practice and effective strategies should be shared at department meetings or meetings with individual staff. <ul style="list-style-type: none"> <li>• Learning Leaders need to run a SIMS report at the end of each day. This will provide them with an overview of incidents recorded by teachers within their department.</li> <li>• Departmental issues should be dealt with by the Learning Leader</li> <li>• It is their responsibility to liaise with the Parents, Carers or Guardians of a student at the earliest point of intervention in order to prevent any acceleration/deterioration in behaviour that is detrimental to learning</li> <li>• To share/meet with Progress Leader</li> <li>• To participate in joint meetings with Parents, Carers or Guardians and student</li> <li>• To inform and ensure work is provided for after school detentions</li> <li>• To support staff who are experiencing classroom management issues</li> <li>• To ensure accurate records are maintained on SIMS of both incidents/action and outcomes</li> </ul>
SLT	The SLT have the responsibility to ensure that: <ul style="list-style-type: none"> <li>• Accurate and up to date records are maintained</li> <li>• They have an overview of both Year/Department issues and the levels of intervention currently in place</li> </ul>

	<ul style="list-style-type: none"> <li>• They offer support and guidance to Progress Leader/Learning Leader</li> <li>• To make a decision regarding a fixed term exclusion and complete necessary paperwork</li> <li>• Incidents, when they are asked to remove a student are brought to the attention of Learning Leader/Progress Leader by logging incident on SIMS</li> <li>• The SLT may decide that certain students who have not responded to WAVES 1, 2 &amp; 3 may need to be deemed zero tolerance. If that is the case the following action needs to take place;</li> </ul> <p><u>Zero Tolerance</u></p> <ul style="list-style-type: none"> <li>• Meeting with Progress Leader to discuss decision</li> <li>• Parents invited to school, where a review of all previous intervention strategies are discussed</li> <li>• Parents, Carers or Guardians are made aware that their son/daughters behaviour is now of grave concern</li> <li>• Internal/External Exclusion is the next stage</li> <li>• Copy of exclusion policy is made available</li> </ul>
Headteacher	<p>The Headteacher will gather all appropriate documentation/evidence before calling upon Governors to hold either a G.D. meetings or in an extreme case a meeting of Governors to proceed with a permanent exclusion.</p> <p><u>Outside Agencies</u></p> <p>The behaviour in school can be the result of concerns related to their emotional well being. This can be made apparent by discussions with staff. The decision to enlist the assistance of outside agencies is the Progress Leader/SLT. The Progress Leader/SLT will make this decision having held meetings with the appropriate Learning Leader. Contact details will be logged on the behaviour log on SIMS.</p>



### Appendix 3: Reporting as a result behaviour

	Teacher/Form Tutor	Learning Leader	Progress Leader	Senior Leadership
	Step 1	Step 2	Step 3	Step 4
<b>Negative Behaviour</b>				
SIMS	FT – Uniform FT – Equipment T – Missed Homework T – Late; minutes on Register T – Talking/very low level disruption if repeated after verbal warning	T – Persistent or repetitive accumulation of Wave 1, added to by the Learning Leader	Persistent or repetitive accumulation of Wave 1 & 2, assessed to by the Progress Leader	SLT Rota – serious behaviour, additional comments made to the Wave 1 – 3 record.
Level of recording	<u>Incident Details</u> <ul style="list-style-type: none"> <li>Type</li> <li>Subject</li> <li>Status</li> </ul>	<u>Incident Details</u> <ul style="list-style-type: none"> <li>As Wave 1, plus;</li> <li>Comments</li> <li>Additional staff involved</li> </ul>	<u>Incident Details</u> <ul style="list-style-type: none"> <li>As Wave 1 &amp; 2, plus;</li> <li>Added comments</li> <li>Additional staff involvement</li> <li>Attached documents, eg. letters home</li> </ul>	<u>Incident Details</u> <ul style="list-style-type: none"> <li>As Wave 1-3, plus;</li> <li>Added comments</li> <li>Additional staff involved</li> <li>Attached documents</li> <li>Linked exclusions</li> </ul>
Additional	T – Note in planner to inform Tutor and Parent, Carer or Guardian FT - Signed	<ul style="list-style-type: none"> <li>Letter home</li> <li>Detention recording on SIMS</li> </ul>	<ul style="list-style-type: none"> <li>Repeated detention recorded on SIMS</li> <li>Student Support Record (SSR) formed from SIMS data</li> <li>Letters home</li> </ul>	Record of GIP recorded on SIMS, documents attached
<b>Positive Behaviour</b>				
SIMS	FT – Involvement in inter activity T – Involvement in a school team T – Prizes or outstanding performance	<ul style="list-style-type: none"> <li>Identified outstanding progress</li> <li>Postcard home</li> <li>Praise from Subject Leader</li> <li>Involvement in subject extra-curricular activity each term</li> <li>School Production</li> </ul>	<ul style="list-style-type: none"> <li>Participation in an Assembly</li> <li>Charity involvement</li> <li>Sport's Day involvement</li> <li>Tutor time activities</li> <li>Assisting Progress Leader with Year 6 induction</li> </ul>	<ul style="list-style-type: none"> <li>Subject praise</li> <li>Prize giving event</li> </ul>
Level of recording	<u>Achievement Details</u> <ul style="list-style-type: none"> <li>Type</li> <li>Activity Type</li> </ul>	<u>Achievement Details</u> <ul style="list-style-type: none"> <li>As Wave 1, plus;</li> <li>Comments if required</li> <li>Additional staff involved</li> </ul>	<u>Achievement Details</u> <ul style="list-style-type: none"> <li>As Wave 1, plus;</li> <li>Comments if required</li> <li>Additional staff involvement</li> </ul>	<u>Achievement Details</u> <ul style="list-style-type: none"> <li>As Wave 1, plus;</li> <li>Comments if required</li> <li>Additional staff involvement</li> </ul>
Additional	Merits will be recorded	Recommendation for a Governor's Award	<ul style="list-style-type: none"> <li>100% attendance held automatically in SIMS</li> <li>Praise from Progress Leader recorded in planner</li> <li>School Newsletters</li> <li>Letter home</li> </ul>	Governor's Award

## **Appendix 4: Pyramid of Discipline**



