



BEHAVIOUR MANAGEMENT - POLICY AND PROCEDURE

Communicating Statement

- **Published Policy Statement**

- 1.1 The school's behaviour policy has been adopted by the Governing Body and is reviewed annually.
- 1.2 The school has ensured that parents/carers are fully informed of the behaviour policy by communicating it through the school rules, school prospectus, home-school agreements, newsletters and other normally used channels.
- 1.3 The school has communicated the behaviour policy to all new and existing students through the school rules, school prospectus, pupil notice boards, student newsletters, school assemblies, and within the curriculum wherever relevant.
- 1.4 The school will seek to ensure that the policy and procedures are accessible to parents/carers and students by providing these in appropriate languages and formats where available.
- 1.5 The school will ensure that all staff are consulted regularly about the policy and its implementation.
- 1.6 The school has communicated the behaviour policy to all teaching and non-teaching staff by providing copies of the policy and through the staff training programme.

- **Acceptable and Unacceptable Behaviour**

- 1.7 The school defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all students in terms of their relationships with other students within/outside the school, teachers and other school staff and with visitors or other persons within/outside the school premises.
- 1.8 The school has identified examples of unacceptable behaviour as that which includes name calling, verbal abuse, threatening language or behaviour, intimidation, physical abuse, bullying and harassment, including racist, sexist and homophobic abuse. The school has also identified examples of low level disruption that takes place which includes examples such as, but not limited to, talking over a member of staff and any act that disrupts the learning of others.
- 1.9 The school communicates regularly the standards of acceptable and unacceptable student behaviour to students and parents/carers through the school rules, school prospectus, home-school agreement, school assemblies, parent/carer and student newsletters and letters of parents/carers.
- 1.10 The school communicates the standards of acceptable and unacceptable student behaviour to staff through the staff handbook and the staff training programme.

- **Recognition, rewards and sanctions**

- 1.11 The school will promote good and improved behaviour by students through a system of recognition and reward. This will include the use of:
 - Praise and positive feedback;
 - Commendations and awards;
 - Letter to parents/carers;
 - Extension of school privileges.
 - Rewards points being issued

- 1.12 The school will review the support available to individual students who may be at risk of disaffection or exclusion, including:
- Learning support;
 - Mentoring;
 - Individual education planning;
 - Curriculum and curriculum resources;
 - Teaching strategies;
 - Study support.
- 1.13 The school will implement a range of strategies to deal with inappropriate behaviour of students, including:
- Talking 'privately' with the student;
 - Repetition of work;
 - Verbal reprimand;
 - Referring matters to Class Teacher/Head of Year/Form Tutor/Subject Leader, SENCO, Key Stage Student Manager, Assistant Headteacher and the Headteacher (as appropriate).
 - Instituting student detentions as appropriate;
 - Withdrawal of school privileges;
 - Communicating inappropriate behaviour to parents/carers;
 - Meeting with parents;
 - reparation;
 - referral to external agencies;
 - school detention;
 - extended schooling;
 - contracts;
 - inclusion pathways; (defined as spending some or all lessons of the day with senior members of staff and not in the students normal lessons).
 - fixed term or permanent exclusion
 - Monitoring and logging on Behaviour Manager.
- 1.14 The school will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination.
- **Early Intervention**
- 1.15 The school will rationalise its response to inappropriate behaviours by means of the "Consequences system" (appendix i).
- 1.16 The school will involve external agencies where it is appropriate to do so, for the purposes of student education and guidance.
- 1.17 The school will develop measures to encourage students to take responsibility for their own behaviour and to help them to recognise the consequences of inappropriate behaviour.
- 1.18 The school will provide appropriate training for all staff in order to promote positive and consistent behaviour standards within the school.
- 1.19 Parents/carers will be contacted promptly by the school and normally within three working days to notify them of any reported serious incidents of misbehaviour in which their child has been involved.
- **Investigating cases**
- 1.20 The school will investigate, as appropriate, reported incidents of student misbehaviour.

- 1.21 The school will ensure that relevant staff receive adequate and appropriate training in the conduct of any investigations, including the recording of evidence and the taking of witness statements.
- 1.22 The school will provide adequate non-contact time for the conduct of investigations.
- 1.23 The school will notify the police and other relevant bodies of incidents where appropriate to do so.
- 1.24 The school will complete investigations within a reasonable timescale and not normally exceeding three days.
- 1.25 The school will ensure that appropriate feedback from any investigation undertaken is provided to relevant persons together with recommendations for action.
- 1.26 A copy of the results of all investigations undertaken will be held on record until such time as the student leaves the school: Where an investigation finds that there is no case to answer, the report will be held by the school but will not be kept within the student's file.

Developing Capacity

- **Training and professional development for all staff**

- 2.1 The school has a comprehensive behaviour management training programme which has been reviewed to ensure that it is appropriate to the needs of staff and the circumstances of the school.
- 2.2 The school reviews regularly the health, safety and welfare of its entire staff and provides for professional and personal support (including counselling and training).
- 2.3 The school provides relevant information and training on behaviour management matters to all groups of staff, including:
 - Lunchtime supervisors;
 - Support staff (e.g. learning support assistants, classroom assistants);
 - Other school staff (e.g. canteen staff, buildings/ground maintenance);
 - Newly qualified teachers during their formal induction period;
 - Students undertaking programmes of initial teacher training;
 - Supply teachers;
 - Class teachers;
 - Management/leadership group.
- 2.4 The school will provide for the training and development of all staff on behaviour management matters through induction training for all new staff, whole-school INSET and specific planned/tailored training.
- 2.5 The school undertakes annual reviews of the continuous professional development needs of all staff.
- 2.6 The school provides opportunities for staff to develop their knowledge and skills in relation to such issues as:
 - Implementing the school's behaviour policy;
 - Logging and recording of incidents;
 - Lunchtime supervision;
 - Classroom management;
 - Educational visits;
 - Learning styles;
 - Legislation affecting behaviour management (e.g. detention, exclusion, child protection, student restraint);
 - Pastoral support;
 - Equal opportunities and anti-discrimination;
 - Techniques for promoting positive behaviour.

- 2.7 The school ensures that all staff job descriptions include appropriate reference to the school's behaviour policy.
- 2.8 The Governing Body is advised of the implications of the behaviour policy for their own practice and relevant committees recognise their responsibilities under the terms of the policy and any other Regulations and Government guidance.

- **Referral**

- 2.9 The school will undertake reviews of students' needs prior to identifying suitable educational plans, strategies and alternatives for students.
- 2.10 The school undertakes regular monitoring and review of its internal and external arrangements for student referral and support.
- 2.11 The school has a database of the main points of referral outside the school (including student counselling, education welfare officers, educational psychologists, voluntary sector, health authority/trust, social services/child protection, and police).
- 2.12 The school maintains appropriate records on the use of referrals, using the relevant referral forms.
- 2.13 The school ensures that the class teacher/form tutor is informed in full of the outcome of any referral.

- **Resources**

- 2.14 The school will use the 'Behaviour Management' system as a means of recording inappropriate behaviour.
- 2.15 The school has access to appropriate specialist child and family support services (where available), including:
- Behaviour Support Service;
 - Pupil Referral Unit;
 - Multi Agency Team (MAT)
 - Education Psychology Service;
 - Health Services (including mental health);
 - Social Services;
 - Drug Counselling Agencies;
 - Learning mentors;
 - Other specialist external agencies as and when they become available.
- 2.16 The school has a pastoral support programme, and has reviewed the need for mentoring, counselling and peer mediation.

Meeting Needs

- **Needs assessment/reviews**

- 3.1 The school has identified a named person(s), for each student whose behaviour is disruptive, to undertake assessments and reviews of the needs of the student.
- 3.2 The school provides appropriate training for named person(s) responsible for the conduct of assessments and reviews.
- 3.3 The school ensures that adequate time is given during the normal school day for the conduct of student assessment and reviews and of the development and implementation of the pastoral support programme.

3.4 The school ensures that teachers receive adequate non-contact time to provide support to individual students.

- **Curriculum flexibility**

3.5 The school's curriculum is appropriate to the needs of students in line with Government guidelines.

3.6 The school's curriculum provides an opportunity for students to talk about behaviour issues and to formulate personal and group strategies to minimise and avoid conflict.

- **Student Involvement**

3.7 The school encourages students to take responsibility for their own learning and behaviour.

3.8 The school encourages students to take responsibility for developing a positive behaviour culture within the school through such measures as peer mediation, involvement and strategies for self-discipline.

3.9 The school provides opportunities to students' for positive involvement in the life of the school and community.

3.10 The school ensures that parents/carers are informed promptly of any concerns regarding their child and are given the opportunity to be involved in responding to their needs.

3.11 The school provides opportunities to encourage parental involvement and support for the behaviour policy.

- **Community Involvement**

3.12 The school liaises with a range of bodies as appropriate, including the LA, health services, police, voluntary sector, religious bodies and social services.

Reviewing Effectiveness

- **Record Keeping**

4.1 The prompt and accurate reporting of incidents is considered particularly important to the effectiveness of the school's behaviour policy.

4.2 The school maintains accurate records of behaviour incidents using examples in the behaviour management system held on SIMS.

4.3 The school has advised all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and has advised staff of the correct procedures for recording statements.

4.4 All staff have access to SIMS for the logging of incidents and monitoring of trends as appropriate.

4.5 The school deploys appropriate clerical staff to undertake routine administration and record keeping.

- **Monitoring and Evaluation**

4.6 The school monitors behaviour incidents in order to identify issues and trends.

4.7 The school makes effective use the Behaviour Management system to support the implementation of its procedures.

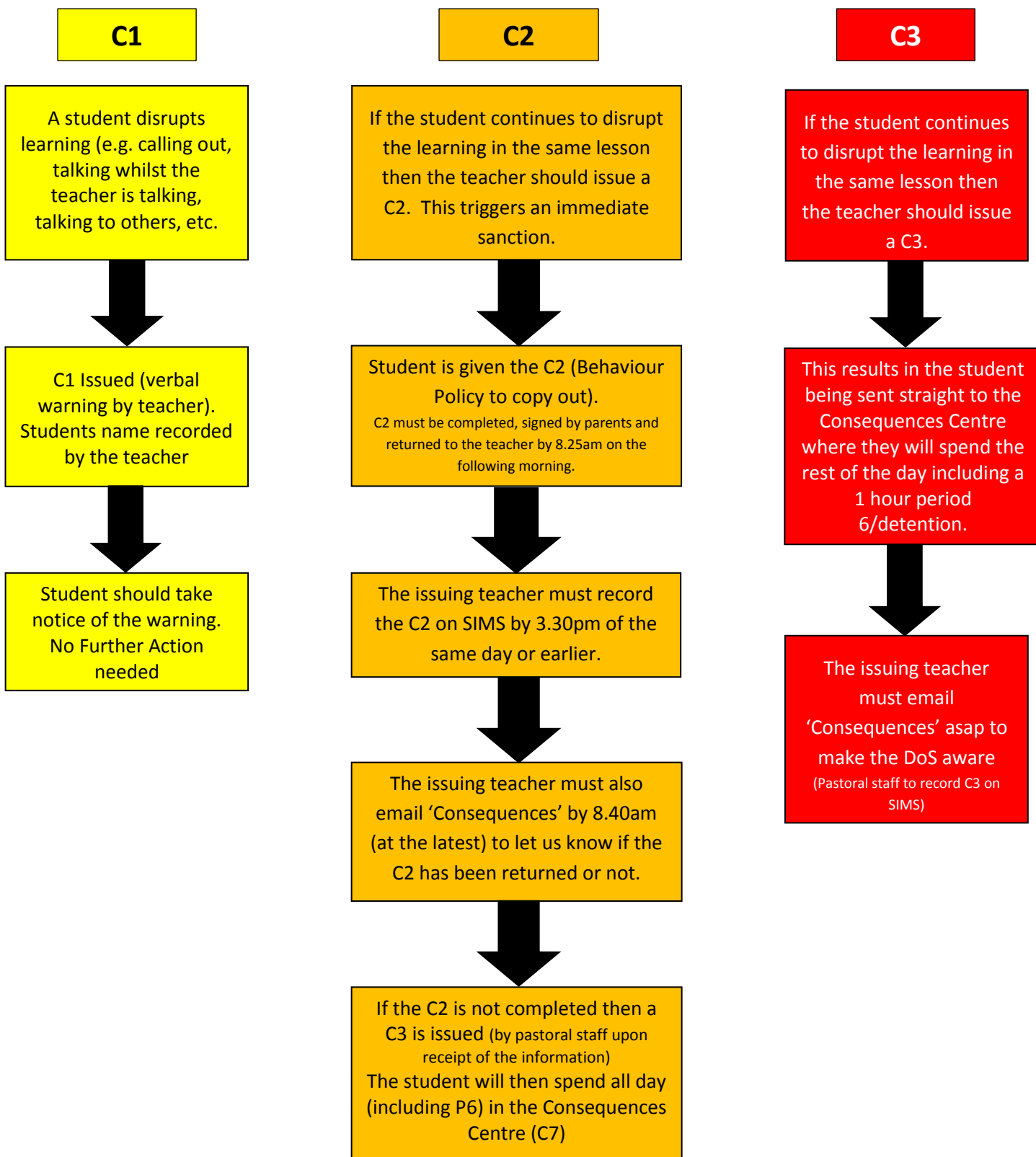
4.8 Staff receive individual and collective feedback (as appropriate) on behaviour management issues, trends and the outcome of referrals.

- 4.9 The school monitors incidents of disruptive behaviour in terms of:
- Type of incident(including racist, sexist and homophobic incidents);
 - Critical days/times in the week;
 - Critical places within/outside the school;
 - Students involved;
 - Profile of students involved (ethnicity, Gender, age, SEN);
 - Timeliness of response;
 - Outcomes.
- 4.10 The school ensures that its student record keeping systems provide analysis of the impact of its behaviour policy on particular groups of students and in respect of special educational needs, disability, ethnic origin, gender and children in care.
- 4.11 The school assures appropriate levels of confidentiality within its monitoring and reporting arrangements.
- 4.12 The school evaluates its policy against key improvement objectives which include:
- (i) Individual measures
- Improvement of individual behaviour;
 - Academic progress
- (ii) Class/department/whole-school measures
- General behaviour patterns;
 - Balance in the use of rewards and sanctions;
 - Staff support and training needs;
 - Curriculum access and academic progress;
 - Equal opportunities;
 - Behaviour management trends over time;
 - Effectiveness of the policy in encouraging positive behaviours.
- 4.13 The school provides details of issues and trends to staff and the Governing Body as a basis for effective decision making.
- 4.14 The school ensures that behaviour issues are discussed with all parents/carers as part of the annual parents' meeting.
- 4.15 The school will report to parents' details of the implementation of the behaviour management programme.
- **Sharing and good practice**
- 4.16 The school shares information on good practice gleaned from:
- Reviews of individual practice;
 - Reviews of whole-school practice;
 - Reviews of practice in other schools;
 - Reviews of cross-departmental practice;
 - Behaviour management courses;
 - Behaviour support service;
 - Education Psychologist;
 - Human relationship courses.
- 4.17 Relevant information is shared with all members of staff and Governing Body to better inform decision making, and to assist in meeting the educational needs of all students at the school.

Signed by Headteacher _____ Dated _____ Signed by Chair of Governors _____ Dated _____

Date of Policy _____ 22nd March 2018 _____ Minute number _1825_____

Consequences Flowchart



- Students who get 3 C2s in a half-term (or any multiple of) will be issued with a C3. The pastoral team will track this.
- Students who repeatedly get C3s might, where appropriate, sit before the student council to explain their behaviour to their peers. The panel meet during PHSE slots as required.
- Students who get more than one C3 in a week, or are repeat offenders, might, where appropriate, go to C4 which ends at 4.40pm on any given day. Some students, decided on by the Pastoral Assistant Head teacher or Key Stage Managers, might not do C3 and C4 in the consequences centre, but be placed on an inclusion pathway instead.