

# Behaviour Management Policy

-To be read in conjunction with new staff induction, photographic images, ICT acceptable use, child protection, equal opportunities, race and bullying policies.

## 1. Rationale

The Governing Body and the staff of Somervale School believe that in order to enable effective teaching and learning to take place and for students to meet their full potential, good behaviour in all aspects of school life is necessary. The intention is to promote 'Success for All' in a supportive environment through the application of *The Somervale Way* – a code of conduct devised by the pupils and posted in every room - as a fundamental feature of this policy.

## 2. Purposes and Objectives

1. to promote good behaviour and attitudes to learning that enables all students to achieve their potential.
2. to enable all staff to teach to an appropriate level of challenge that enables the school to raise achievement.
3. to promote self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
4. to ensure fairness of treatment for all
5. to encourage consistency of approach to both positive and negative behaviour
6. to promote early intervention and to promote inclusion at all levels in line with the Every Child Matters agenda.
7. to provide a safe environment free from disruption, violence, bullying and any form of harassment
8. to encourage a positive relationship with parents/carers which develops a shared approach to the implementation of Somervale School's Behaviour Management Policy and associated procedures
9. to demonstrate to students how acceptable standards can be achieved
10. to encourage students to take responsibility for the reporting of any unacceptable incidents of behaviour
11. to promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community,
12. to ensure that staff are able to apply the Policy in a consistent and fair way

## 3. Monitoring, Evaluation and Review

1. The leadership team will monitor behaviour through the collection of behaviour data from student information slips (SIM slips). These can be collected from the staff room.
2. Evaluation will be through Parental Questionnaires, interviews with students, parents/carers and Outside Agencies
3. Review will be ongoing and part of the role of the Governors' Student and Learning sub-committee

## 4. Guidelines

1. Staff need to apply the procedures as outlined in the Appendices in a fair and consistent manner which allows each student to be treated as an individual and allows for the application of a common sense approach.
2. The rationale for the Policy needs to be communicated to all students and parents/carers in a positive way.
3. A school ethos of encouragement and involvement is central to the promotion of good behaviour. The School Council will have an important role in the achievement of a positive ethos.
4. A Reward System will be integral to the school ethos and will place an emphasis on praise, both formal and informal, to individuals and groups.
5. The use of sanctions needs to be characterised by clarity as to why the sanction is being applied and what changes in behaviour are expected to avoid future sanctions. There needs to be a clear distinction between sanctions applied for serious and less serious offences.
6. The school will work positively with external agencies to ensure appropriate support that meets the needs of all students.

## **5. Responsibilities**

1. The Governing Body will establish, in consultation with the Headteacher, staff and parents/carers, the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents/carers and will be made available on the school web sit, is non-discriminatory and the expectations are clear. The Governors will support the school in maintaining high standards of behaviour.
2. The Headteacher will be responsible for the implementation and day today management of the policy and procedures. The Headteacher will also provide support for staff faced with challenging behaviour.
3. Staff, both teachers and support staff, will be responsible for ensuring the policy and procedures are followed, consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential.
4. The Headteacher and staff will ensure there is no differential application of the policy and procedures. They will also ensure that the concerns of students are listened to and appropriately addressed.
5. Parents/carers will be expected to take responsibility for their child both inside and outside the school. They will be encouraged to work in partnership with the school.
6. Students will be expected to take responsibility for their own behaviour and will be made fully aware of the policy, expectations and procedures through the school diaries and the pastoral system.
7. Key dates.

Date: Term 4 2006

Review Date: Term 4 2007

## **Appendices**

Managing Student Behaviour Flow Chart.

Guidance on detentions.

Detailed guidance on Implementing the policy.

Exit Reflection Form

Routines, rewards and rituals.

Rewards

Somervale Way.

Home School Agreement.

Tutor Handbook

Student Diary

## APPENDIX 1

### MANAGING STUDENT BEHAVIOUR FLOW CHART

#### Planning for good behaviour

See routines, rituals and rewards for practical strategies

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#### Stage 1 – Teacher action (record steps on the steps grid)

1. Warn student
2. Move places
3. Detention
4. Exit student **with exit slip, work reflection sheet and apology letter** according to faculty timetable.

Later the teacher will:

- a. Impose a detention and call home
- b. Reintegrate the student before the next lesson e.g. remind them of expectation
- c. The subject team leader may need to be present to mediate between the member of staff and the student, depending on the level of disruption.

*The teacher completes a Student Information Memo. Top copy to be kept in Faculty file and yellow copy to be placed in the grey box in the staffroom for Office staff to log.*

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#### Stage 2 – Subject Team Leader

If the student is exited again within a fortnight the Head of Faculty/Subject will

1. Impose a faculty detention
2. Contact parents (e.g. by phone, letter or meeting)
3. Place the student on faculty report card with targets for two weeks
4. Reintegrate the student before the next lesson

If the disruption continues the Subject Team Leader should withdraw the student from lessons for a period of time and meet the parents in school.

*The Subject Team Leader should complete a Student Information Memo. Top copy to be kept in Faculty file and yellow copy to be placed in the grey box in the staffroom for Office staff to log.*

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#### Stage 3 – Line manager

If the student still continues to disrupt lessons the line manager will use one of more of the following strategies:

1. Place the student in Leadership Team detention
2. Meet the parents in school
3. Place on faculty report card stage 2 (to line manager) with targets

*The Line Manager should complete a Student Information Memo. Top copy to be kept in Faculty file and yellow copy to be placed in the grey box in the staffroom for Office staff to log.*

#### Poor behaviour out of lessons

Teachers should deal with minor matters themselves. They should pass more serious matters to the student's tutor or their pastoral team leader.

In all cases appropriate action should be taken according to the behaviour and a pastoral slip completed and passed to the pastoral team leader.

As above, persistently poor behaviour should be referred to the line manager by the Heads of College.

### **Poor behaviour in several subjects**

**Heads of College will monitor the behaviour of their students through the incidence of student information slips. If they believe that there is a clear pattern they will intervene and one or more of the following strategies:**

1. Impose a Head of College detention
2. Contact parents (e.g. by phone, letter or meeting)
3. Place the student on report card with targets for two weeks
4. Refer the matter to the behaviour support coordinator
5. Refer the matter to their line manager

### **High tariff offences**

These are defined as offences such as:

- Direct aggressive verbal abuse of a member of staff
- Violence or serious threats of violence against another student or member of staff
- Vandalism to school property
- Seriously endangering the health and safety of staff and students
- Persistent defiance of school authority
- Alcohol or illegal substance abuse

These should be referred to a member of the leadership team who will decide what action to take.

The Headteacher will make decisions regarding fixed term or permanent exclusion. The decision to impose a fixed term exclusion of up to three days is delegated by the head to other members of the leadership team but he must be informed immediately of such decisions and the B&NES policy must be strictly adhered to.

## APPENDIX 2

### **GUIDANCE ON DETENTIONS**

1. Detentions take place as follows and teachers need to keep to these guidelines.
2. **Please note that parents need 24 hours notice in writing of the imposition of a detention after school.** Letter blanks are available in the staff room
3. Students must not be kept after the end of school bell for more than 5 minutes maximum.

#### **Teacher detentions**

Break (10 minutes max), lunch time (20 minutes max), after school (one hour max)

#### **Heads of College detention**

Lunch time (20 minutes max) or after school (one hour max)

#### **Late, smoking & jewellery detention**

Fridays after school (30 minutes)

#### **Faculty detentions**

Lunch time (20 minutes max) or after school (one hour max)

#### **Leadership team detention**

Thursdays (one hour)

## DETAILED GUIDANCE ON IMPLEMENTING THE POLICY

### Stage 1 – Teacher action (record steps on the steps grid)

It's important that this is used rigorously and consistently. Don't threaten and later fail to act – insist they comply, and circle your actions on the steps grid. This should be used as a process before reaching the stage of exiting a student. The principle of certainty rather than severity is key.

The steps are:

1. Warn student – briefly describe what they are doing wrong, the behaviour you want and the consequences if they don't do it.
2. Move places – have somewhere ready. If two are misbehaving together, move them both to avoid a 'why just me?' argument.
3. Detention – or even 'you'll be last to leave'. Keep it small.
4. Exit student **with exit slip and work** according to faculty timetable. You can't expect the other teacher to set them work so have some ready. Before the student starts to complete their work they need to fill out the reflection sheet and to write a brief apology note to their teacher on the two sheets provided.

You **must**:

Impose the detention as threatened above

Reintegrate the student before the next lesson e.g. remind them of expectation

If you don't do this you will find behaviour deteriorates rapidly.

*Then complete a LEVEL 1 Student Information Memo. Top copy to be kept in Faculty file and yellow copy to be placed in the grey box in the staffroom for Office staff to log.*

### Stage 2 – Subject Team Leader

The STL will need to create a subject team exit timetable which everyone can have to use. STLs should be mindful of the problems sometimes faced by supply teachers and act as far as possible to prevent these from happening.

The steps that the STL takes are self explanatory.

### Stage 3 – Line manager

These stages are straightforward too.

EXIT REFLECTION FORM

Student name ..... Tutor group .....

Date ..... Lesson .....

**You must answer the questions below before you will be allowed back into the lesson that you have been exited from. Try to give the answers real time and thought. Remember each person's disruption of class means loss of learning time which affects everyone not just yourself. We all have a right to learn!**

1. What did I do to get exited from the lesson?

2. What did I hope to get from behaving in this way? Did it work?

3. How could I have handled the situation differently?

4. What do I need to do to make things right and to be allowed to return to class?

5. I would like to apologise to my teacher by writing a note to say sorry below.

## APPENDIX 5

### **Routines, Rituals and Rewards.**

- A practical list of strategies that should be used to build positive relationships with students.
- Arrive before the class and have resources, board work and learning objectives ready before the start of the lesson.
- Greet class at the door and welcome them into your room with a positive greeting or a comment that makes each student feel individually important.
- Use a seating plan to ensure good order and to enable all students the best opportunity to learn. **Refer to the Somervale Way.**
- Explain the reasons and benefits of the seating plan both for yourself and students.
- Check that students have their school diaries by placing them on the table or holding them in the air (easier to see this way.) **Refer to the Somervale Way.**
- Set homework at the start of the lesson (this gives you the remainder of the lesson to check that all students have written it down.)
- Insist that all students are still and silent before you take the register (sitting on hands works well.)
- Provide time limits for all activities, e.g. "You have three minutes to be sat down, books, diary and pencil case out." Time them by your watch like a countdown. **Refer to the Somervale Way.**
- Use the register as a way to welcome each student into your room by saying "Good morning 11R Jones" or "Good afternoon Mr Jones," in response make eye contact with each student and address them by their name with good morning.
- Use eye contact whenever possible to avert poor behaviour.
- Always insist that students are silent when a member of the group or yourself are speaking. **Refer to the Somervale Way.**
- Project your voice in a firm and certain tone that conveys calmness and enthusiasm but ensures that students understand that you mean what you say and that you will follow through with your expectations.
- Make your learning objectives explicit at the start of the lesson.
- Use starter activities as a regular part of your lesson.
- Once students are working move around the room and use your presence to ensure that students are on task.
- Smile and use humour when appropriate.
- Do not leave the classroom when you have a class.
- Keep your room and desk tidy. (Set the right example.)
- Leave the room with the tables straight, chairs under and the board clean.
- Use a consistent system of praise, verbal praise, letters home, star student of the lesson alongside the whole school system of rewards. Refer to Teachers Toolkit and Staff video library for new ideas.
- Use praise frequently and at every opportunity.

## APPENDIX 6

### REWARDS

We have developed a system of praise and rewards as outlined below.

- Merits written in the student diary leading to Bronze, Silver and Gold certificates.
- Verbal praise.
- Telephone call home.
- Key Stage 4 postcard home
- Letters home.
- Subject certificate at the end of each term.
- Nomination for the Somervale Achievement board.
- Nomination for the subject awards for the end of year celebration evening.
- Nomination for the Headteacher's award for the celebration evening.
- Best diary certificates and vouchers at the end of the year.
- 100% attendance awards and vouchers at the end of the year.
- Bronze, Silver and Gold certificates for attendance every term.
- Multi days for the tutor groups with the highest attendance and least number of lates per term.
- Responsibility certificates.

## Home School Agreement

### The School

The School will do its best to:

- Ensure that its aims and aspirations become a day to day reality
- Meet the learning needs of each individual and give them a desire to learn at school and beyond
- Help those who are struggling and experiencing difficulties
- Praise success and promote an atmosphere in which hard work and good behaviour are respected
- Keep parents well informed and consulted about general school matters and about their children's progress
- Act consistently and justly
- Provide and explain a clear behaviour policy
- Care for each child's safety and happiness
- Promote good attendance and punctuality
- Work with parents to solve any problems which could harm a child's progress at school.

### Parents/Carers

I/We will do our best to:

- Send my child to school regularly, on time, in school dress and properly equipped
- Support the school's policy and procedures for behaviour
- Keep the school informed about any matters which might affect my child's work or behaviour
- Inform the school on the first morning of my child being away from school
- Keep my child at home if he/she is too unwell to attend school
  - Provide a quiet space for homework, support my child in completing homework and check regularly that it is being done and sign the diary weekly
- Help my child to learn to meet his/her responsibilities
- Attend parents' evenings in order to work with the school to support my child's learning

### The Pupil

I shall do my best to:

- Attend school regularly, in school dress and on time
- Stay on the school site
- Work in class without disrupting others
- Behave well and obey the school rules
- Respect teachers and other adults
- Look after the school environment
- Go to all lessons on time
- Bring the equipment I need to school
- Do all my classwork and homework as well as I can.