

Bishop Barrington School Behaviour Policy

Rationale and Aims

The key aim of this policy is to promote the high standards of behaviour needed to create an orderly community in which effective learning can take place. We expect high standards of behaviour from all our stakeholders including: students, staff, parents/carers, governors and all agencies involved in the work of the school.

The policy is based on the key rationale that:

- We all value education
- We are an inclusive school and recognise that all students have the right to be educated in a mainstream school closest to their home
- Everyone at Bishop Barrington has both rights and responsibilities in supporting the development of a learning community, in which everyone can achieve their personal best, help others reach theirs, and feel valued, secure and confident.

Principles

Good behaviour will be promoted by creating and maintaining:

- A welcoming and caring ethos, characterised by positive relationships and mutual respect **based upon our restorative approach to resolving conflict**
- A school climate focused on effective teaching and learning policies with inspiring and motivating teaching **and pupils as independent learners**
- The celebration of excellence in attitude, effort and achievement
- An appropriate and relevant curriculum that includes all students
- Fair and consistent expectations which are shared by all
- Frequent positive reinforcement
- An emphasis on partnership with all stakeholders
- An emphasis on self-discipline **and respect** with the opportunity to reflect on and learn from mistakes
- The fair and consistent use of sanctions and rewards

Draft – to be approved by SRC committee Autumn Term 2011

- An effective pastoral system which actively promotes student welfare **and regulates the conduct of our students**
- Effective supervision before and after school, during breaks, lesson changeovers and lunch times
- Effective procedures for reporting, recording, monitoring and evaluating information **relating to student conduct**
- Effective procedures for the early identification of students who may need extra help and support to improve their behaviour
- An effective programme to help students develop personal and social skills, particularly in PSHEE, **SEAL and through form tutors**
- Effective staff training **through CPD and climate meetings**

Expectations

The school's Code of Conduct outlines the simple rules students are expected to follow. This is drawn up in consultation with staff, students and governors. It is reviewed annually.

The Code of Conduct is issued to all parents before the students start at the school. It is also displayed in classrooms, and is included in the student planner.

Each department has established guidelines, based on the Gold Classroom and tutor time blueprints. These are displayed in all classrooms, so that students and staff (including support staff, supply staff and cover supervisors) are fully aware of the department's expectations.

The school's uniform and attendance policies are also issued to parents/carers before students start the school. They are also included in the student planner.

SUPPORT

The school recognises that some students will need a lot of support in order to fully participate in school life and reach their true potential. We provide support internally and also liaise with other agencies to allow students the opportunity to develop emotionally, socially and academically.

This support begins by close liaison with our feeder primary schools allowing early identification of students with behavioural, learning, personal and social difficulties and strategies that have been used to help them prior to KS3.

Anti Bullying

Bishop Barrington School adopts a zero tolerance approach to bullying. We have been awarded anti-bullying accreditation. In an effort to help those students who may not feel able or confident about talking to an adult we now have trained peer mentors. They are easily identifiable around the school as they wear "**Buddy**" badges at all times. The mentors are introduced to Year 7 students when they begin their education at Bishop Barrington. They provide an opportunity, on a daily basis, for students to discuss problems or concerns. **We take bullying seriously and will take the necessary steps to ensure all students feel safe from bullying and know how to report any incidents and to who**

Rewards

The school uses a range of strategies to positively reinforce good behaviour and reward success:

- Praise and positive feedback on work, effort, attitude and behaviour, both in the classroom and around the school
- '**Vivo miles**' are awarded to students for effort and achievement in accordance with established criteria.
- **Progress and attitude to learning are rewarded and celebrated in whole school termly assemblies. As are good attendance and punctuality, sporting achievements, community service and other relevant successes**
- There are 2 reward trips during the academic year organised to reward students who achieve good standards of behaviour, attendance, punctuality, uniform and equipment.
- Students, whose behaviour has been particularly challenging, are also rewarded if progress has been made and maintained.

The Gold Classroom – Key Stage 3

In the classroom

A system of sanctions is used in the classroom to promote good behaviour, **self discipline and respect** and modify unacceptable behaviour.

Step 1 - WARNING

Step 2 - WARNING

Step 3 - FINAL WARNING AND DEPT. SANCTION

Step 4 - REMOVAL FROM THE CLASSROOM

Steps 1 and 2 require no further action by the classroom teacher. However, if a student is repeatedly receiving 2 warnings they should be referred to the HOD.

Step 3 requires the completion of an Incident sheet, on SIMS, which should be forwarded to the HOD for their information. It will then go to the PLO office where the information will be recorded. **Departments will issue a sanction and contact parents/carers should the student's behaviour continue to be of concern. For Wave 2 strategies see Appendix.**

Step 4 requires the same action as step 3 by the classroom teacher. The student will be removed from the lesson by one of the PLO's (Pupil liaison officers). **Students should NOT be sent to the PLO office rather the PLO should collect them from the classroom. The student will be offered a restorative meeting to resolve the issue, counseled, warned, given extra work, have privileges withdrawn, be placed on report, isolated, included (Achievement Centre or Youcan Centre), excluded and/or parental contact made depending on the severity of the incident. A decision will be taken as how best to work with the student to improve their behaviour.**

Pupils who misbehave in less than two areas of the curriculum will be closely monitored by the respective departments and support/sanctions put in place through subject specific strategies.

Pupils who continually fail to meet the school's expectations for behavior in more than two areas of the curriculum will be allocated a Key Worker and placed on Wave 3 intervention strategies. This involves parental contact and a Pupil Support Programme (PSP) being instigated.

The Gold Classroom – Key Stage 4

In the classroom

Our Key Stage 4 strategies are based on an expectation that all students are fully conversant with the behavior expected in school and are able to take responsibility for their own learning. A more tailored approach is therefore adopted to protect the teaching and learning across the curriculum. Repeated failure to conform will lead to early parental contact and removal from lessons if there is no improvement. Tailored timetables will be adopted if it is deemed appropriate.

Serious Incidents

The warning system is in place to ensure a fair, staged and consistent approach in the classroom. However, any student who displays dangerous or threatening behaviour will immediately reach Stage 4. These students should be referred, via the PLO, **to a member of the Gold Team**. As these incidents are likely to result in inclusion or exclusion it is essential that an Incident sheet is completed as soon as possible after the incident. This should provide a detailed account of what has taken place. The names of any witnesses should also be included.

The safety and well being of all our students and staff is paramount.

The use of more serious sanctions (inclusion/exclusion) will only be considered where other strategies have already been tried or where an incident is exceptionally serious. Parental contact will always be made. **On site inclusion takes place in our Achievement Centre. Off site inclusion is at the Youcan Centre, which is also our designated site for 6th day provision for exclusions.**

The school's SRC (Governing Body) will see students and parents if all support and/or sanctions have failed to change or modify poor behaviour and a permanent exclusion is therefore a possibility.

Around the school

The same standard of behaviour that is expected in the classroom should also be demonstrated around the school. Any students acting inappropriately should be challenged by staff with the same proviso that dangerous or threatening behaviour will immediately reach Stage 4.

Outside the School

The school has a statutory power to discipline students for misbehaviour outside the school premises "to such an extent as is reasonable". Any non-criminal bad behaviour or bullying which is repeated or witnessed will be dealt with in school using the appropriate sanctions.

Contact with parents

We try to inform parents at the earliest possible stage of any concerns. Our aim is to work with parents and involve them in any strategies to improve behaviour. This includes frequent informal contact by telephone, in addition to the more formal contact by letter and at interviews and review meetings.

Reports to monitor behaviour are reviewed by parents on a daily basis. Furthermore, reports for all students include comments on effort and behaviour as well as progress.

Parenting Contracts

This is a formal written agreement between a parent and the school's governing body. Parenting contracts can be used if a child has been excluded from school (including fixed term exclusions). However, they are purely voluntary.

The purpose of a parenting contract is to improve the pupil's behaviour at school and address any underlying causes. It is not a punitive measure against the parent. A parenting contract will not always be an appropriate

Draft – to be approved by SRC committee Autumn Term 2011

course of action and should only be used if the parent wishes to address their child's poor behaviour in school but needs support to do so effectively. It is the responsibility of the **Gold team** to implement parenting contracts and inform the governing body.

Roles and Responsibilities

Form Tutors (See Gold Form Tutor Standards)

All students have a form tutor, who usually stays with them throughout their school career. The form tutor has daily contact with their tutor group and is responsible for setting the climate during morning registration. Form tutors are encouraged to build up relationships with their students and contact parents if they have any cause for concern. The form tutor has an important role to play as they are often the first point of contact for students who have personal and/or emotional difficulties. It is the responsibility of the Form Tutor to ensure that any student concerns are passed to the PLO's, **Gold Team and/or Senior teachers**.

Form tutors non contact time should be used to contact parents, review attendance or behaviour problems and generally ensure that any problems with students in their form class are addressed appropriately.

Pupil Liaison Officers (PLO's)

The PLO's have a wide ranging role in the school. Their overall remit is to:

- work with students who are experiencing difficulties
- liaise with staff, parents/carers, external agencies to provide targeted support
- provide a point of contact for parents/carers who wish to discuss student issues
- liaise with Form Tutors to discuss individual and group concerns
- update and monitor the behaviour tracking system allowing them to identify students who may need more targeted support
- meet regularly with **the Gold Team** to discuss students, discuss strategies and evaluate their effectiveness.

- Work closely with the 'Youcan Centre' to facilitate the external Inclusion process.

The Achievement Centre

This is an on-site Learning Support Unit. The staff work closely with the PLO's and teachers to provide additional support for those students whose difficulties constitute a severe barrier to learning. These include: attendance problems, bullying, low self esteem, family problems, poor behaviour in class etc. The aim of the Centre is to provide targeted support, both long and short term, so that students feel more confident and capable about their ability to achieve.

The Centre Manages:

- the organisation and delivery of Fixed Term Inclusion (on site)
- the delivery and management of agreed strategies
- liaison with outside agencies and internal staff to support intervention strategies
- help to integrate individual students
- collection, collation and analysis of Achievement Centre data to ensure strategies are informed, viable and are making a difference to students' achievement and well being.

Students will be informed when they should attend the Achievement Centre for help and support. This is not a 'drop in' centre therefore no students should be allowed out of lessons unless it has been agreed before hand. If a student is extremely distressed etc. then they should be referred to the PLO or a member of the SLT.

Guidelines for Detentions

1. Any detention outside normal school hours requires 24 hours notice to parents in writing
2. Within school hours no notice is required
3. The school can give a detention out of school hours at the following times:
 - Any school day where the pupil does not have permission to be absent

- **Weekends, except the weekend preceding or following the half-term break**
- **None teaching days e.g. Inset days**

Guidelines for Confiscation

1. **Mobile 'phones if switched on in any area of the school; jewellery (other than 1 pair of small ear studs and a watch); earphones, MP3 players etc. that are being used inappropriately around school e.g in lessons, will be confiscated and handed in at the main office. They can be collected by the student if it is the first confiscation in a term. A second confiscation requires a parent/carer to collect the item(s).**
2. **Prohibited items e.g. knives, alcohol, illegal drugs and stolen items will be confiscated in line with the Education and Inspections Act 2006.**

Behaviour is a whole school issue. We believe that all stakeholders share responsibility for the development of an effective learning community.

Within this general responsibility:

- Teaching staff and subject leaders have a responsibility for managing the discipline, welfare and progress of students within their curriculum area by creating a positive and challenging environment for learning. Strategies are in place in every department to address the needs of Wave 2 students.
- The PLO's and Achievement Centre staff are responsible for managing the discipline and welfare of students, under the overall direction of the Gold Classroom Team.
- Students are encouraged to accept responsibility for their own behaviour, and for contributing to the life of the school and wider community. Issues of rights, responsibilities, rules and routines are explicitly addressed in their PSHEE/citizenship lessons. They are also regularly explored in assemblies and across the wider curriculum

Draft – to be approved by SRC committee Autumn Term 2011

- Students are given the opportunity to participate in the decision making processes through the school council
- Students are also given the opportunity to accept responsibility and help others as mentors, prefects, ambassadors, as well as more informal opportunities
- The Gold Classroom Team has overall responsibility for the monitoring and evaluation of strategies used to foster good behaviour and the impact this has on school improvement and student progress

Policy approved by Governors on: 12th October 2011

Policy review date: Autumn 2012