

Sandy Upper School and Community Sports College

Behaviour Management Policy

(please see also the Rewards and Sanctions policy)

Rationale

We will encourage and assist all students to behave well in order to maximise their achievement and attainment at school. We believe students will do this when:-

- Adults in the school model the behaviours we want to see
- There is an expectation that good behaviour is a key to success
- Staff support them in managing and improving their behaviour, where necessary, in a calm, consistent and respectful way
- Positive relationships are promoted throughout the school community regardless of age or status
- Learning and teaching reflects the interests and needs of the students. Lessons are well planned, resourced and imaginative and meet the students different needs and learning styles ensuring engagement and enjoyment in their learning
- They are valued, praised and rewarded for positive behaviour
- Sanctions for unacceptable behaviour are clearly understood and applied fairly and consistently

Roles and responsibilities

Students

All students should expect to adhere to the school code of conduct and school rules and make correct behaviour choices in the school community and its environment; this includes when travelling to and from school and when on school visits. They should treat all members of the school community, visitors and wider community, with respect at all times; they should also respect the environment of the school and not intentionally damage school property, nor do so unintentionally through boisterous inappropriate behaviour. Students are expected to arrive at school 'Ready to Learn' (Appendix 1), including wearing the correct uniform correctly. Older students are expected to be good role models to younger students.

Staff

All staff should:-

- Treat students and each other with respect.
- Model the behaviours they wish to see in students
- Use verbal praise and encouragement often.
- Create and sustain a positive, supportive and secure environment.
- Ensure lessons are good by adhering to the Teaching and Learning Procedures
- Apply consistently and calmly, without shouting, the school rules, the stepped behaviour procedures(Appendix 2) and associated behaviour management procedures(Appendix 3). (There may be occasions where staff may need to raise their voice to ensure the safety of students but this should not be strategy in dealing with individuals)
- Apply the curriculum area policy with regard to rewards and sanctions
- Challenge, calmly and consistently, any inappropriate behaviour regardless of the location, time of day etc. in the school community
- Try to resolve behaviour problems in their classroom themselves where possible
- Seek help with behaviour management of students where their own strategies are not successful

Form Tutors

Form tutors are expected to monitor the behaviour and academic progress of their tutees across the school. All incident slips reporting poor behaviour are copied to form tutors at the end of the day. The behaviour log for the form is provided by Student Support each week and form tutors can access this themselves through the website. Where students appear in 'On Call' more than three times in any one week, the form tutor should discuss this with the student and place the student on green report to them. Parents will already be aware that their child has been 'on call' from letters home and a stamp in their planners, but engage them in the process by asking them to sign the card each day.

Further escalation should be reported to and discussed with the Key Stage Manager. The parents should be contacted by the form tutor and told that the student is being moved onto amber report. If this does not improve behaviour then the KSM will become involved.

Parents

We expect parents to support us in meeting the aim of the policy, by:-

- Accepting and supporting actions the school takes to help their child improve his/her behaviour; this could include support, sanctions and rewards
- Attending meetings to agree strategies to support students in improving their behaviour
- Discussing behaviour problems with their child and seeking solutions

Behaviour management procedures

Our behaviour policy states that we expect students to adhere to our code of conduct and school rules and that they will make the right behaviour choices. However, students are not adults and arrive at the school with varying abilities to manage their own behaviour; we do not expect students to have learned everything else by this point and so we should not expect perfect behaviour from all students. For this reason, our policy also expects staff to support students in managing and improving their behaviour where this is necessary.

Staff should adhere to the procedures outlined to ensure the consistent approach that is required to encourage good behaviour from all students.

In classrooms

Students should be met and greeted as they enter the room in a positive way. In order to manage your own class's entry and to take ownership of the area around your classroom, this is best achieved by standing in your doorway with a starter activity or agreed settling procedure known to your students. Other students should be encouraged to move on to their own lessons quickly.

Management of behaviour in your classroom will be made easier if the Learning and Teaching Procedure is followed alongside remembering the basic premise that you are the adult in the situation who should model the behaviours we wish to see such as :-

- Speaking politely, calmly and quietly to students even when faced with a potentially challenging student who may not yet have learned the same self control.
- Not shouting but changing your tone of voice to suit the need
- Diffusing situations with calm consistent responses
- Placing students outside the classroom for a cooling off period and then speaking calmly with them without an audience
- Ignoring secondary behaviours where appropriate(see Appendix 3)
- Smiling
- Praising more than chastising; most students behave well most of the time but are often overlooked
- Thanking students for positive behaviours
- Tactical ignoring

There are many other strategies and tools available; please ask for support and training if you feel you need this, rather than struggle alone.

Once the lesson is started, where a student behaves in a way you consider to be unacceptable despite one or two requests to correct it, you should issue a first formal warning and refer to the stepped behaviour chart (Appendix 1) on your wall as a visual reminder. It should be made clear that if they continue to defy your request they will be moved. The stepped behaviour procedures should then be followed as Appendix 2. These procedures have been shared with students and parents and they will rightly challenge any sanctions we impose if these have not been followed, except where a student's behaviour has been outrageous or likely to affect the safety of others.

Where a student does have to be removed by 'On Call', it is very important to your future relationship with them and their consequent behaviour, that you arrange a readmission meeting to your lesson through your CAL if appropriate. Nothing is gained from bearing grudges against a student, and indeed this will make matters worse, but much can be gained from a quiet chat on another day when the heat has gone from the situation. It also demonstrates clearly to the student that you are still in control of the situation.

Where students continue to be problematic for you, please seek guidance and support from your CAL in the first instance.

In the rest of school

All teaching staff and some support staff are 'on duty' on particular days to manage student behaviour around the site, at the start of school, break, lunchtime and the end of school. However, there is an expectation that we are all 'on duty' throughout the school day and, if we are to support each other and ensure consistency, it is important that none of us walk past students engaged in inappropriate behaviour, wearing incorrect uniform, breaking school rules etc. without challenging them. This can range from one student being on the corridor without a pass during lessons, to a large group of students engaged in boisterous and/or unsafe behaviour. The former is perhaps easier for most of us to deal with; the latter could be quite daunting for some staff. However, there are ways of dealing with this:-

1. Speak calmly but firmly to the students asking them to stop or move on. Allow waiting time for them to conform and try not to respond to comments; repeat your request if necessary, again without shouting or losing control; if they will still not conform, state that by failing to do as you have asked they have chosen for this to go further and WALK AWAY. Do not engage in an argument. Immediately report to an appropriate senior colleague naming any students you know who were involved. Remember that we have a number of CCTV cameras installed which we use to successfully follow up on these types of incidents.
2. If you don't feel you can approach them yourself, report the problem to the office and request that a senior member of staff be called to intervene
3. If an individual in the group is mostly to blame ask them to follow you to the office away from the crowd. If they choose not to follow, don't argue, but remind them that you will follow this up and there will be further consequences.

Of course, you should not put yourself at risk and should walk away from any situation where you think this may be the case. Please refer to the Physical Restraint Policy for guidance.

All staff should be aware of the school rules and code of conduct, both of which can be found in the staff handbook. A list of key rules and standard sanctions can be found in the Rewards and Sanction Policy(NB *Jan 08 – at time of writing, not yet available. Due to be completed Feb 08 following discussion by working group and consultation with stakeholders*)

Monitoring and Evaluation

The use of stepped behaviour procedures and the Behaviour Support Room will be monitored, along with the numbers of exclusions and information will be available for form tutors, KSMs and senior staff for discussion with individual students and for analysis and consequent intervention with staff and students. The County Behaviour Log will be used to analyse the effectiveness of the strategies employed

Governors

This policy will be monitored and evaluated and reported to the governing body. The governing body will review the policy annually

Appendix 1

LEARNING TO LEARN

An important part of Learning to Learn, is getting "ready" to learn.

Students are "ready to learn" when:

- they are seated according to the class plan
- books, planner and pencil case are ready on the table
- they are quiet and facing the teacher

As teachers we help you by:

- explaining carefully the routine from arrival at the classroom to being ready to learn
- making sure that everyone is ready to learn before starting the lesson

As students you help us by:

- preparing mentally for the lesson
- leaving problems outside the classroom
- bringing the right equipment, books and homework

When everyone is ready to learn, lessons can start on time and can focus on supporting everyone in doing their best.

Stepped Behaviour Procedures at SANDY UPPER SCHOOL

Curriculum area
detention/letter home

5th step :
If do not agree to behave move to
Behaviour Support Room

Fixed term exclusion if
behaviour continues to be poor

4th step :
Agree to behave appropriately and be
readmitted to the class

3rd step :
Stand outside classroom and remain
quiet

2nd step:
Move Seat

1st step:
Verbal Warning

If poor behaviour continues you will
move to the next step. You can
change your behaviour before that
has to happen!

Appendix 3 Guidelines for Using Stepped Behaviour procedures and Student Support

Abbreviations SS = student support, SLT = Senior Leadership Team DKSM = deputy key stage 4 manager

Situation	What	Staff responsible	Comments
1. Unacceptable behaviour after request to stop	Verbal warning given /use language of choice/ignore minor secondary behaviour *	Class teacher	e.g." I am now giving you your first warning; if you continue you will move seats/you are choosing to move seat"
2. Unacceptable behaviour continues	Student instructed to move seat/use language of choice/ignore minor secondary behaviour	Class teacher	
3. Refusal to move or poor behaviour continues	Student directed to leave the room and wait outside the door	Class teacher	
4. Student waits quietly outside door	Consider a quiet word and a last chance to make the right choice and readmit	Class teacher	A calm quiet discussion with clear choices at this stage can often resolve the situation
5. Student not able to be readmitted	Send reliable student to main office with a note to raise on call. Prepare work for the student to take away	Class teacher	An incident slip must be given to student support by the next available break
6. SS arrive	Speak with teacher, collect work and incident slip if possible	Student support/class teacher	In volatile situations it may be more appropriate to send work with another student afterwards
7. Student removed	Taken to behaviour support room	Student support	If more than one student to be removed, apparent lack of stepped behaviour procedures and/or minor behaviour issue, SLT called to intervene
8. Student in behaviour support room	Completes set work and writes a statement to explain why they have been removed	Student	SS produce letter for CA detention to parent/CAL/form tutor Stamp in planner
9. If exclusion from lesson was for relatively low level behaviour	Teacher talks to CAL and arranges for a readmission meeting with the student before the next lesson	Class teacher	If the meeting cannot be convened, student to go to CAL for the lesson until reintegration meeting arranged
10. If exclusion from lesson for serious breaches of behaviour "	Student remains in isolation room until SLT/DKSM available SS staff seek further statements from other students/staff as appropriate Full account presented to relevant SLT/DKSM ASAP to make decision about sanction. Sanction put in place and incident slip completed and recorded by SS SLT/DKSM arrange meeting with teacher and student prior to readmission to next lesson	Student Support Student support Student support/SLT	
11. Student behaviour unacceptable in behaviour support room	SLT/DKSM alerted to take student away and discuss exclusion with DH	SLT	Exclusion sanction

12. Student in SS on call more than once per day	Isolate with KSM/SLT. 12 -6 internal isolation and meeting with parents	SLT	
Student in isolation more than once per week	Form tutor green report in discussion with KSM		Form tutor/KSM monitors tutees behaviour through Behaviour log/incident slips
Student in isolation a number of times per half term	KSM arranges meeting with parents		

“Serious breaches of behaviour

Swearing **at** staff

Violence towards others

Fighting

Sustained Defiance

Racism

Suspected to be under the influence of illegal substances

Carrying offensive weapon

*** Secondary behaviours**

e.g. muttering under breath including undirected swearing

deliberate theatrics when moving seats

trying to engage in a discussion about your decision etc.

