



# **BEHAVIOUR MANAGEMENT POLICY**

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## 1. **Opening Statement**

A 'happy' school is a disciplined school. Order and stability contribute significantly to the development of the individual pupil and are prerequisites to logical, creative and aesthetic experiences. There is a need for strong leadership by the Headteacher/Deputy and a clear definition of acceptable behaviour should exist which also needs to be reflected in the 'ethos' of the school.

It would be idealistic to expect excellent behaviour to be achieved constantly and therefore a strong, fair and firm behaviour management code of practice must exist to ensure that our high standards are maintained and are an example to all, promoting a calm, secure learning environment for our pupils. A school is a microcosm of society and, therefore, it cannot ignore the accepted patterns of behaviour that pervades the wider social context. However, within the school there is a need for:

- Commitment to the school by staff, pupils, parents/guardians and governors.
- Effective communication within the institution.
- Setting of expected standards of behaviour and a consensus established on essential values and norms.
- Ensuring that the School Positive Behaviour Programme is consistently applied.
- Teachers to expect high standards of work and behaviour from pupils.
- Teaching to be challenging and stimulating.
- Pupils to be involved in active learning - sometimes known as experiential learning.
- The curriculum to be relevant.
- Good relationships to exist with mutual respect shown both between teachers and pupils and pupils and pupils.
- Praise and encouragement to be a natural part of everyday life within the school.
- The philosophy of trust, responsibility and self-discipline to be evident within the school.

## 2. **Positive Behaviour Programme**

The aim of the Positive Behaviour Programme is to help ensure the best possible conditions for successful teaching and learning. It looks to encourage and reward pupils wherever these conditions apply as well as recognising good effort and contributions that take place in the classroom. The programme is followed by all teaching staff and the main Rules, Rewards and Consequences shown below, are on display in classrooms and in the Student Planner.

### 2.1 **Classroom Rules**

- Follow all directions first time.
- Arrive on time and properly dressed and equipped to every lesson.
- Keep hands, feet, objects and unkind words to yourself.
- Listen respectfully to either the teacher or the person(s) asked to speak.
- Raise your hand before asking or answering questions.

- Bring your equipment and planner to every lesson.
- NB: Follow the Department Code where these apply.*

## 2.2 Rewards

- Oral praise.
- Merit Stamp.
- Lunch Pass.
- Note home to parents in Student Planner.
- Positive Flag recorded by teacher.
- Positive referral to Head of Department – congratulations card sent home (years 9-13).
- Merit certificates/Awards
 

30 Merits = Bronze Certificate
75 Merits = Silver Certificate
100 Merits = Gold Certificate + Voucher
- Parental contact – congratulations letter for 3 or more positive flags in a fortnight.

## 2.3 Consequences

- Oral warning.
- Relocation within classroom if appropriate.
- Interview with teacher.
- Red Flag in lesson.
- Detention.
- Relocation to another classroom.
- Parental contact – referral to Head of Year.
- Red Flag behaviour letter to parents for 3 or more behavioural concerns in a fortnight.
- Senior staff called for, parent contacted.
- Daily report.
- Inclusion.
- Exclusion.

***NB: DO NOT SEND ANY PUPIL TO HEAD OF YEAR/SENIOR STAFF WITHOUT SUPERVISION.***

## 2.4 Positive Behaviour around the School

Striving for Excellence in all aspects of School Life:

- Follow all directions the first time (from all Staff and Prefects).
- Respect the School Environment and the property of others.
- Move safely and sensibly around the campus.
- Keep hands, feet, objects and unkind words to yourself.

## 3. Rewards

Praise and encouragement are a natural part of everyday life within the school. However, formal reward recognition systems are also in place, e.g. Positive Flags for academic achievement or effort, Years 7-9 receive Merit Stamps and Years 10-13 congratulations postcards. The Form Point reward scheme recognises and celebrates achievement, unity and teamwork within form groups.

There also exists a series of further public rewards, as success deserves acknowledgement. Recognition is published in the weekly Bulletin of achievement in sport, music, drama, debating, raising funds for charity etc. In addition awards are made in weekly assemblies and in termly Celebration of Success Assemblies. Exceptional pieces of work, trophies or photographs are displayed. A termly school newsletter is published celebrating pupil achievement and school development.

### **3.1 Positive Flags**

Teachers recognise excellence in the classroom for both academic and behavioural achievements of individual pupils, using the SIMS registration system. A 'positive flag' is entered for an individual pupil in a lesson, using the '#' symbol before the departmental symbol, followed by a brief comment on the pupil's achievement.

3.1.1 Heads of Year analyse the SIMS positive flag data fortnightly, to highlight pupils with three or more positive flags. These pupils are rewarded with a letter home to parents. If a pupil receives three or more positive flags in consecutive fortnightly periods, further letters are sent to parents as detailed:

Positive Flag Letter 1 – from Form Tutor

Positive Flag Letter 2 – from Head of Year

Positive Flag Letter 3 – from Assistant Head, Pastoral Support and Guidance

Positive Flag Letter 4 – from Headteacher

### **3.2 Merit Stamps**

Merit Stamps are part of the Positive Behaviour Programme.

3.2.1 Every teacher should have a Merit Stamp appropriate to the Department in which they teach. These should be kept in a secure place.

3.2.2 Merit stamps should be placed in the boxes provided on the specific Merit Stamp pages in Student Planners.

3.2.3 Single not Multiple Stamps should be awarded.

3.2.4 The award of Merit Stamps applies to Years 7 to 9. Every effort should be made to ensure that this is a continuous policy.

3.2.5 Merit Certificates/Awards are available throughout the School Year. Heads of Year may award these in Assemblies on a regular basis or announce the recipients so that they may be collected or forwarded to Form Tutors. Their retention for Record of Achievement/Progress Files purposes should be encouraged.

3.2.6 Merit Stamp pages in Student Planner should ensure easy counting of them. Pupils should be encouraged to inform Form Tutors when they have acquired 30/75/100 stamps (see below). Form Tutors should periodically check these pages as part of their monitoring of the planner.

3.2.7 Certificates/Awards will be arranged when the following thresholds have been reached. Form tutors should update the Head of Year with the relevant names.

30 Merits	=	Bronze Certificates
75 Merits	=	Silver Certificates
100 Merits	=	Gold Certificate + voucher

3.2.8 The number of Certificates/Awards over the Academic Year will be entirely dictated by the number of pupils reaching each of these thresholds.

3.2.9 The general criteria to be applied for the award of Merit Stamps are as follows:

- Positive behaviour in line with adherence to the published classroom rules. *NB These should be awarded over a block of lessons **not** on each individual occasion.*
- Good general effort over a block of lessons.
- Positive participation in a particular lesson.
- Significant improvement in work/effort/behaviour.
- Volunteering for duties.
- The production of a piece(s) or work that represent(s) an outstanding quality for that individual pupil.
- Any subject specific criteria.

### 3.3 **Congratulation Cards**

Pupils in Years 10 - 13 who achieve exceptional examples of the above Merit stamp criteria should also be referred to the Head of Department and Head of Year who will ensure that a “congratulations post card”, completed by the subject teacher, is countersigned and posted home. (This is also part of the Positive Behaviour Programme).

### 3.4 **Seren Awards**

This award celebrates the achievements of pupils in Years 7 and 8 in all aspects of school life. Two pupils are selected each term by their form tutor. In addition, two pupils are nominated by the Head of Year and Assistant Head of Year. Pupils can only be selected once in an academic year. To achieve a “Seren Award” you should fulfil at least three of the following criteria:

- A number of congratulation cards home/merit certificates.
- Positive contribution to the smooth running of the school.
- Helpfulness and co-operation to fellow pupils.
- Staff commendation.
- Excellent punctuality.
- Excellent attendance.
- Correct neat appearance.
- Personal organisation (Student planners, equipment, homework/coursework in on time etc).
- Active contribution to Form.
- Involved in school community, sports, music, drama events, etc.
- Involved in school community, charity events and fundraising.
- Promoting the school nationally or internationally.

### 3.5 Form Point Reward Scheme

Aims:

- To reward unity and teamwork within form groups
- To create competition within each year group.

3.5.1 Each form group works as a team to collect Form Points to achieve a collective goal. The form with the most form points at the end of the academic year, in each of the year groups 7-11, are rewarded with a days visit to an outdoor activity centre, in the last week of the Summer Term.

3.5.2 Results are published termly in Year group Celebration Assemblies and the league tables are displayed on Year group notice boards.

3.5.3 The scheme rewards pupils for:

- Excellent attendance.
- Excellent punctuality.
- Academic success/effort.
- Excellent uniform & appearance.
- Excellent use of student planners.
- Positive contributions to form tutorial activities.
- Recycling duty.

3.5.4 Heads of Year are responsible for the awarding of Form Points for:

- **Attendance & Punctuality**

Heads of Year award form points on a half termly basis. The form with the highest percentage attendance is awarded 100 points, second place 75 points and third place 50 points. In addition each pupil achieving 100% attendance or with a 100% punctuality record is awarded a further 10 points.

- **Academic Success/Effort**

Pupils in receipt of merit stamps, congratulation cards and positive flags contribute 5 points for each contribution of excellent effort or attainment, for their form group. Pupils who receive positive flag letters home will contribute a further 10 form points for each letter received. In this way pupils gain individual recognition and their achievement also contributes to their form, fostering good teamwork. *(It is hoped to expand this system to reward pupils who meet or exceed their academic targets).*

- **Uniform & Appearance**

Heads of Year & Assistant Heads of Year carry out uniform checks throughout the term. Each pupil with an excellent standard of uniform & appearance, following the school's uniform code is awarded a form point. Bonus points are awarded to a form where all pupils have excellent uniform.

3.5.5 Form Tutors award Form Points for the following:

- **Student Planners**

Planners are checked weekly by form tutors as part of the school's monitoring procedure. Excellent use of student planners, with five entries per day and weekly signing by parents are rewarded with a form point. A bonus 10 form points is awarded if each member of the form achieves this standard. A positive comment from a teacher is awarded 5 form points.

- **Form Tutorial Activities**

Pupil participation in tutorial discussion, presentations, assembly readings, tutorial duties is rewarded with form points. Form tutors record these points in the appropriate folder on the staff shared area to allow access by the Head of Year for collation.

- **Recycling Duty**

Pupils who carry out their recycling duty receive a form point. If the whole form carries out their duty, a bonus 10 points are awarded. Duty recycling points are recorded.

3.5.6 SLT, Heads of Year & Assistant Heads of Year award bonus form points for extra duties carried out by pupils.

### 3.6 **Celebration of Success Assemblies**

These assemblies are held half termly, where the form groups are informed and encouraged to focus on these key focus areas of effort, behaviour, attendance, punctuality, well kept planners and school and the wider community contributions.

3.6.1 End of term Celebration of Success Assemblies further identify and reward, via certificates, forms and their individual members.

3.6.2 Forms are regularly informed of the overall total points in the reward system and the three leading forms at the end of the year are formally recognised. Various rewards which help reinforce positive behaviour are provided. The winning form in each year is involved in a curriculum enrichment visit to a venue chosen by the school council.

## 4. **Consequences**

It would be idealistic to expect excellent behaviour to be achieved constantly and therefore the Positive Behaviour Programme must exist to ensure that our high standards are maintained and are an example to all, promoting a calm, secure learning environment for our pupils. The following consequences should be applied:

- Oral warning.
- Relocation within the class.
- Interview with the teacher.
- Red Flag in lesson.
- Detention.
- Relocation to another classroom.
- Parental contact – referral to Head of Year.
- Red Flag behaviour letter to parents for 3 or more behavioural concerns in a fortnight.
- Senior staff called for, parent contacted.
- Daily report.
- Inclusion.
- Exclusion.

4.1 Home communication 'postcards' can be used to highlight to parents areas of concern. These can be completed by the subject teacher, however,

they must then be passed onto Head of Department and Head of Year before being posted home.

4.2 It is essential that good practice in classroom management should be closely adhered to by all, in order to eliminate potential trouble spots. Prevention is better than cure.

4.3 Once the matter has been referred to a Head of Year/member of Senior Management, parents of the pupil may be contacted in an attempt to resolve the concern. The importance of the home/school partnership is seen as vital, when dealing with youngsters in all sections of the school. Report cards are used to monitor either academic or behavioural problems.

4.4 Pupil review meetings are held for persistent offenders. In some circumstances the Head of Year will draw up a Pastoral Support Plan, involving all parties: pupil, parents and staff. Referral may be made to Educational Psychologist/Behaviour Support services via the AENCO. Once applied, this contract will be reviewed at relevant intervals, until it is deemed appropriate to terminate it.

4.5 Where appropriate, after school detention is used as a sanction.

#### 4.6 **Red Flags**

4.6.1 All teachers are required to record classroom incidents of poor behaviour/inadequate work/lack of equipment etc, on the SIMS registration system. A 'red flag' is entered for an individual pupil, with a brief description of the incident. The appropriate departmental code is entered at the start of the comment to aid the filtering of information process, and the comment is followed by a code to indicate which Positive Behaviour Programme consequence was issued by the subject teacher.

<b>Action Taken</b>	<b>Code</b>
Oral warning	<b>W</b>
Moved within the classroom	<b>M</b>
Note to parents in planner	<b>P</b>
Relocated to another classroom	<b>R</b>
Home communication card	<b>HC</b>
Break detention	<b>BD</b>
Lunch detention	<b>LD</b>
Curriculum detention	<b>CD</b>

4.6.2 Curriculum areas should have in place clear positive behaviour strategies/ procedures to deal with behaviour incidents in their curriculum area. The Curriculum Leader together with Subject Leader/s should monitor behaviour within their departments to ensure the smooth delivery of the curriculum to all pupils. Pupils should only be referred to the relevant Head of Year, after departmental procedures have been implemented.

4.6.3 Heads of Year analyse the SIMS red flag data fortnightly, to identify pupils with three or more behavioural red flags. This early intervention is deemed essential to identify patterns of poor behaviour and support pupils in making improvements before escalation of behaviours. These pupils receive a letter home to inform parents. If a pupil receives three or more behaviour red

flags in consecutive fortnightly periods, further letters are sent to parents as detailed:

Red flag letter 1 – informs parents

Red flag letter 2 – one after school detention, fortnight on yellow report card

Red flag letter 3 – two after school detention, meeting with parents

Red flag letter 4 – one day inclusion.

#### 4.7 Daily Report Cards

Daily report cards are used to support pupils in making the necessary improvements to their behaviour to ensure that they, and their peers, are able to learn in a calm and secure environment. Parents are informed, by the Head of Year, when a pupil is placed on report. Report cards are coloured in line with the school positive behaviour consequences:

- **Blue** – monitoring. Parental/pupil request.
- **Yellow** – pupil is placed on yellow report card for a period of a fortnight for monitoring of a specific behavioural issue.
- **Orange** – if no improvement is observed whilst on yellow report card the pupil is escalated to orange report card.
- **Red** – pupil has not responded to support systems put in place and is at risk of Inclusion.

4.7.1 If a pupil receives a '3' on yellow report card or loses their report card, lunchtime detention is put in place. A '3' on orange report card warrants an after school detention and a '3' on red report card, the pupil could be placed in inclusion.

#### 4.8 After School Detention Procedure

After school detention is to be used as an alternative to exclusion or as a sanction to reinforce our high expectations of behaviour.

4.8.1 Pupils are to be placed in detention following a discussion with the parent/guardian of the child.

4.8.2 Pupils are placed in detention by the relevant Head of Year.

4.8.3 There is an expectation that the parent/guardian will pick up the pupil after the detention.

4.8.4 After school detention takes place on Tuesday & Thursday, 3.45 – 4.45pm in Forge (F1) and Griffin Library. Supervision is on a rota basis involving members of SLT, Heads of Year and Curriculum Leaders. The member of staff on duty should collect the register and pupil work from Forge or Griffin Office and return it to the appropriate office at the end of the session.

#### 4.9 After School Punctuality Detention

- Pupils who are persistently late for school and/or lessons are placed in a Friday after school punctuality detention.
- Teachers record 'minutes late' on the SIMS registration system. Heads of Year analyse the SIMS 'minutes late' data and contact parents to arrange the detention.

- Assistant Head, Pastoral Support and Guidance, and Heads of Year supervise punctuality detention on a rota basis.

#### 4.10 Inclusion

The school's Learning Support Provision is used as an alternative to exclusion. The Learning Support Leader works with pupils to address their behavioural issues. It is seen as a supportive and calm environment in which pupils can reflect on their behaviour and analyse the reasons for difficulties. Strategies for improvement are put in place and agreed behaviour targets are set. Pupils complete their academic work whilst in inclusion to ensure they do not fall behind in their learning. In consultation with the Learning Support Leader, teachers set/provide appropriate work to engage pupils.

4.10.1 SLT and Heads of Year place pupils in inclusion following the procedure outlined:

- Head of Year, in consultation with Assistant Head, Pastoral Support and Guidance, discusses inclusion as an appropriate consequence.
- Head of Year contacts the Learning Support Leader, to agree on an appropriate day. He/she records this on the booking system on staff shared area.
- Head of Year contacts ext 240 to organise a letter home to parents to inform them of the inclusion. Head of Year contacts parents by telephone.

4.10.2 The Learning Support Leader provides a regular written summary on each pupil who attends the inclusion room and emails to SLT and Heads of Year.

4.10.3 Heads of Year action further referrals if necessary based on the Learning Support Leader's discussion/reflection with pupils, e.g. referral to Youth Worker, Anger Management, for ongoing pupil support etc.

4.11 **Exclusion** (Ref Exclusion from schools and Pupil Referral Unit Jan 2004 No: 1/2004). Exclusion is seen as a very last resort, **only** used in serious disciplinary instances by the **Headteacher**.

#### 4.11.1 Setting and Marking Work during Exclusion

- In all cases of more than a day's exclusion, work will be set and marked. The pupil's Head of Year will arrange for work to be provided. Letters to parents and pupils outline that work is to be collected from Forge Office and returned to the school for marking. On a pupil's return it is expected all work will be brought in and completed.
- If a pupil's fixed term exclusion is fifteen days or longer then the Assistant Head, Pupil Support and Guidance, will liaise with the LEA to make additional educational arrangements.

#### 4.11.2 Receiving Pupils Back into School

Following any fixed term exclusion:

- Pupils and their parents are to attend a pre-arranged interview with the relevant Head of Year and a member of the Senior Leadership Team.
- Pupils are placed on an orange academic/behaviour report card for one week, followed by a week on yellow report card, to support their

re-integration into school life. It will be considered whether a Pastoral Support Plan is required.

- It will be considered whether involvement of agencies such as the Learning Support Leader, Youth Work in Schools, Anger Management support or other outside agencies would be appropriate.
- Pupils sign a return from exclusion book.

#### **4.11.3 Lunchtime Exclusions**

If a pupil's behaviour is particularly difficult at lunchtime and all other sanctions have been used, then a lunchtime exclusion will be treated as equivalent to a quarter of a school day exclusion.

### **5. Regulations for Pupils**

#### **5.1 Attendance and Punctuality**

5.1.1 Attendance is a legal requirement and the only reason for absence is illness. Any pupil who has been absent must, on return to school, bring a note from parents explaining the absence.

5.1.2 Special permission must be obtained by pupils who wish to accompany parents on holiday. A form requesting permission must be submitted beforehand.

5.1.3 Pupils are expected to be punctual. Late pupils must sign the late book at the School Office in Griffin Site School and Forge Site School.

5.1.4 Pupils may not leave the premises without the specific permission of their Head of Year or a Senior Member of staff. After obtaining this, they must sign out. All pupils (except those who go home to lunch), are expected to remain on the school premises during the midday break. Certain privileges are granted to sixth form pupils.

5.1.5 Outside school hours, pupils are not permitted to remain on the premises unless:

- they are taking part in a school activity, or
- they have received permission from a member of staff.

#### **5.2 Uniform and Appearance**

All pupils are expected to conform with the following school regulations on dress and appearance:

- Take off outside coats as soon as you enter buildings.
- Tuck in your shirt / blouse.
- Fasten the top button of your shirt / blouse. Make sure your tie has five yellow stripes visible and tie the knot in contact with the collar.
- Watches and one small plain stud in the lower lobe are permitted. No other jewellery is allowed.
- Make-up is not allowed.
- No form of bizarre hairstyle is allowed.

5.2.1 Every item of clothing and equipment must be clearly marked with the owner's name.

5.2.2 Pupils are expected to wear their blazers/jumpers in lessons and around the school site. These can be removed **only** with the permission of a member of staff.

5.2.3 For further guidance see School Prospectus and Pupil Planner.

## 6. **Property**

No items of uniform, equipment or other personal property should be left in the cloakrooms overnight. Money, valuables etc, should not be left unattended in cloakrooms or lockers.

## 7. **Movement**

7.1 All pupils should enter and leave the school by authorised gateways and doorways.

7.2 Movement around the campus must be by means of the pedestrian ways provided.

7.3 Regulations concerning the use of the bus bay must be strictly observed.

7.4 Movement around the school on staircases and in the corridors should always be orderly. There should be no running, whistling or shouting and pupils should keep to the left.

## 8. **Regulations for the Use of Playing Fields, Courts and Hard Standing Areas**

8.1 Sensible use of the fields for recreation will be permitted during break and lunch-time only, according to weather and ground conditions. Instructions when the fields can be used will be announced as required.

8.2 The fields must not be used as a pathway between buildings or into and out of the school grounds.

8.3 The normal school rules apply to pupils using the recreation areas. In particular, dangerous games, running, shouting and horseplay are not allowed. It is expressly forbidden for pupils to bring onto the school premises any implements which could cause injury to people or property. Litter should always be deposited in the litter bins provided.

## 9. **Transport**

9.1 No pupil, apart from those in the 6<sup>th</sup> form, is allowed to bring motor-transport into the school grounds. All 6<sup>th</sup> form cars **must** be parked at Griffin car park.

9.2 Good, responsible behaviour is expected at all times on school buses.

## 10. **School Meals**

A cashless cafeteria system operates in the school selling hot meals and snacks, including healthy eating options. All pupils who bring sandwiches are to eat them in the areas set aside for this purpose.

## 11. **Books and Apparatus**

All text books are on loan. They must be carefully looked after and returned to the subject teachers as required. There should be no defacement of exercise and text books or damage of school furniture or property.

## 12. **Litter and Cleanliness**

12.1 The cleanliness of the school and its surroundings is a reflection on everyone. Litter should be disposed of in the baskets and bins provided. It is an offence to drop litter.

12.2 Litter duty is the responsibility of form members (Years 7 – 11) on a weekly basis. Each year group has designated zones. The Head of Year will provide gloves, bags etc.

## 13. **Fire Regulations**

Pupils are expected to be familiar with the fire regulations which are posted in all form rooms.

## 14. **Library**

The regulations concerning the use of the Libraries must be strictly observed.

## 15. **Illegal Substances**

15.1 Students are informed of the dangers through the curriculum and by external agencies of the dangers in taking or supplying illegal substances.

15.2 Illegal substances are not permitted on the school premises.

15.3 Pupils are forbidden to bring illegal substances to school.

15.4 Pupils are forbidden to supply others with or provide the opportunity to experiment with illegal substances.

15.5 The above regulations apply to the school grounds and immediate environment outside the school campus. All cases will be reported to the police.

## 16. **Dangerous Items**

The following items must not be brought in to school:

- any offensive weapon
- knives
- dangerous toys
- bottles
- fireworks etc

## 17. General

17.1 Smoking and card-playing are forbidden in school, in the precincts of the school or on public-service vehicles.

17.2 Pupils are not to bring ipods, mp3 players etc to school.

17.3 Mobile telephones will be permitted only with parental permission for safety and welfare during the journey to and from school, but should be turned off and placed in the pupils' bag during the school day. **Mobile phones are not to be used during the school day under any circumstances.**

17.4 Pupils are reminded that they belong to the wider community (outside of the school) and good responsible behaviour is expected at all times, as this reflects upon themselves and the school.