Positive Behaviour Policy

Rationale

At Stanchester Academy we believe that high standards of student behaviour and good discipline support the aims of the school, safeguard the rights of students and are an essential pre-requisite for effective teaching and learning:

- Each student has the right to learn in order to make the best possible progress.
- Each student has the right to move around school without fear of physical danger, hurtful name-calling, threats, bullying, hate crime, sexual harassment, or interference with his or her property.
- Each teacher has the responsibility to provide an effective teaching programme, appropriate to the needs of the students in each class, and accordingly, has the right to expect co-operation of students and the support of parents and Governing Body in delivering that Curriculum.

Students will behave in a manner consistent with the expectations listed above. Responsible behaviour reflects well on students, their parents and the school; and promotes a positive image both of individual students and the school to parents and other members of the community.

Aims

Our aim is to promote positive behaviour and attitudes, based on mutual respect between all members of the school community, thus developing in our students: self-discipline, personal responsibility, high self-esteem and a pride in the school both inside and outside the classroom environment. In carrying out this aim we will create a pleasant and successful learning environment for all, which will ensure that effective teaching and learning takes place.

Developing a Positive Classroom Environment

In order to secure outstanding classroom behaviour there are three elements which need to work together:

1. The consistent application of the school's policy by all teachers;
2. The skill and awareness of the individual teacher;
3. The extent to which students learn to control and manage their own behaviour.

1.   The consistent application of the school's policy by all teachers

There are a number or areas where consistency is vital to support the development of excellent behaviour:
- **The beginning and end of lessons.**
  Teachers should meet and greet students at the door. The room should be set up and a task ready ('self-starter') for students on entry – students should be challenged if uniform is not acceptable. Students who arrive late need to know there will be follow up. Teachers should also have a clear end to the lesson routine. Failing to end lessons

promptly or keeping students behind and making them late for lessons is also likely to be disruptive. A fresh start every lesson.

- **The use of praise and rewards**
  Teachers should praise the behaviour they want to see more of and should praise students doing the right thing more than criticising those who are doing the wrong thing. Teachers need to understand the school's rewards system (all linked to the Stanchester 6C's) and ensure they award points every lesson for every group by writing the names of those to be rewarded on the rewards board. All reward points need to be logged on the reward system. Teachers who do not make use of this agreed rewards system devalue the system in the eyes of the students.

- **The use of sanctions**
  Expectations are to be set and clarified each lesson.
  Teachers should know the different stages of the behaviour policy, follow progressive warnings, and follow the non-negotiables in their lessons (see staff planner page 4).

- **The management of discussion and questioning**
  There should be strategies to ensure that students wait their turn, listen and do not interrupt others.
  The development of the six Cs – Caring, Collaboration, Challenge, Critical, Commitment and Creative – should be built into lessons and modelled.
  Teachers should have clear routines for transitions and for stopping the class.
  It is important for teachers to teach children the class routines.

2. **The skill and awareness of the individual teacher**

   There are some aspects of behaviour management that may lie outside the school's system but depend on the ability of the teacher to be aware and adapt to different situations. These may include:
   - Learning students' names quickly. This is enabled by the use of seating plans in staff portal. This must be in place for every class and reviewed regularly. It should contain information on students' with SEND, pupil premium and target levels/grades.
   - Staying calm, using positive language and holding restorative conversations. It is really important to restore the relationship prior to the next lesson.
   - Developing an awareness of what is going on throughout the classroom. It is easy to get absorbed with a group. It is vital to look up constantly to check that each group is on task.
   - Getting lessons off to purposeful starts, on time and task ready on entry.
   - Anticipating situations where poor behaviour might develop. Think about seating, transitions and times when concentration might be interrupted. Discuss with colleagues if you are unsure.
   - Be aware of any students that have 'time-out' cards.
   - Recognising that behaviour strategies work differently for different people. Be ready to adapt and reflect on how well things have worked.
   - Modelling appropriate behaviour. Whilst insisting that classroom rules are applied consistently, teachers should follow them as well, for example, ensuring that a students' views are listened to.

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- Having a plan for children who are likely to misbehave and ensuring you follow the progression of warnings and sanctions.
- Having a copy of the whole school 'positive buddy timetable' on the classroom wall or to hand on the teacher desk to ensure a clear exit strategy for students when needed.
- Ensuring that all resources are prepared in advance in order to be able to give the lesson your full attention.
- Differentiation for all.

It is important to support the development of these skills in new and inexperienced teachers through the school's continual professional development programme (CPD). Peer observations and learning walks can usefully focus on these aspects of classroom management and bring to teachers' attention aspects of their practice that they are unaware of. It is also important that staff have the opportunity to see how experienced practitioners develop these skills themselves. Staff are encouraged to seek advice from colleagues that share the same groups.

3.   **The extent to which students learn to control and manage their own behaviour**

This is much more likely to be in evidence when policy is being consistently applied and teachers are skilled.
The following strategies might support the active engagement of students in securing outstanding behaviour:

- The Code of Conduct (Appendix 1) is made fully clear (a copy can be found in the student planner) and students are given a role in refining and prioritising them.
- Students are given responsibility for planning and leading learning episodes and are given active roles in group discussion.
- Students own their learning and are working harder than the teacher. They are actively contributing to the lesson, listening, are sensitive to the contributions of others and they show resilience when tasks are challenging.
- The teacher gets to know and understand the individuals and recognises their participation.

Whenever possible all incidents of poor behaviour should be logged, dealt with and actioned efficiently using the following procedures.

STAGE ONE

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Stage 1

Unacceptable classroom behaviours:

Teachers will provide student with clear warning and time to correct if any of these occur:

- Defiance
- Talking / movement out of turn
- General disruption (noise, throwing etc)
- Name calling / use of derogatory terms

If the following occur a behaviour slip is completed and sent to the student office:

- Swearing (persistent/targeted)
- Late to lesson (to make up missed time)
- Poor break / lunch behaviour
- Out of bounds / truancy

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Stage 1 Sanction

If the student does not respond to the warning and time to correct their behaviour:

- Send to the allocated buddy
- Complete behaviour slip—one to go with student and one to go to student office
- Automatic lunchtime detention
- Automatic letter home to inform parents
- Teaching staff log on SIMS
- Restorative conversation to happen with student prior to next lesson

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It is important to remember that:

- The desired outcome is for the student to modify/improve their behaviour.
- The focus must be on applying strategies to prevent a student from moving through the flowchart.
- The Curriculum Leader (CL) is available for advice and support.
- Each of the steps should be actioned by the class teacher.

STAGE TWO

Stage 2 - **Failure to comply with stage 1**

- Failure to attend LTD = 2nd chance then after school detention. Failure to attend this will result in an inclusion referral.
- Poor behaviour when buddied at stage 1/2 = CL to inform HoY—inclusion referral.
- A second offence leading to 2nd buddying = planned longer term lesson removal — CL to meet/discuss with parents and liaise with HoY.
- Failure to correct behaviour after stage 1/2 = report and meeting with parents—CL with HoY.

STAGE THREE

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<u>Immediate escalation to Head of Year</u>

<u>Stage 3</u>

If the following occur in or out of lesson, refer to HOY to investigate and decide upon sanction:

- Drug and alcohol related behaviours
- Physical assault
- Swearing directly to a member of staff
- Serious peer on peer abuse
- Racist or homophobic incident
- Stage 4 = Behaviour Support Plan possibly following fixed term exclusion

Parents informed of all above.

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Inclusion referrals can be completed by either a Curriculum Leader, Head of Year or a member of SLT.

<u>Developing a Positive School Environment</u>

It is important to have clear behaviour expectations outside the classroom and around the school. Students need to be aware and reminded of expectations when moving around the school site and during less structured social times. For more detail please refer to the duty protocol document.

<u>Examples of Out of Classroom Incidents</u>

Out of bounds
- If the situation is unresolved because the student has not come back when spoken to, then the incident should be logged on an Out of Class Incident in SIMS. A description of what has been done already must be included or sent as additional information. The member of staff should seek to resolve the situation with the support of the Pastoral Co-ordinator (PC) or HoY.
- If there are previous incidents, the Pastoral Co-ordinator will alert the HoY for further action.

Student out of lesson without permission
- Inform student office as soon as possible via phone call or student sent with corridor pass.
- If near start of lesson, PC will walk site once to look for student and assist. Reintegration into lesson if appropriate. If student is not found, PC will phone home.
- If nearer end of lesson, PC will, check student is present in the following lesson.
- If present in following lesson – PC will refer incident back to classroom teacher to apply appropriate consequence with Curriculum leader support if needed. e.g. restorative meeting and referral for SLT detention for truancy .Classroom teacher should log incident.

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- If student has not returned to following lesson, PC to walk site once to look for student, before phoning home to alert of truancy. Then PC will log incident and refer to HoY to apply consequence for truancy.
- As soon as the student is found, a follow up phone call home must be made.

Smoking on site
- Student challenged and escorted to student office.
- Cigarettes confiscated by PC with another member of staff present to offer support or in case of need to search student possessions.
- Incident logged by PC in SIMS.
- Parents informed by PC.
- Student excluded for the rest of the school day.
- Escalating consequence for repeat offenders by SLT.

Swearing overheard by member of staff
- Warn student of unacceptable nature of swearing and have short restorative conversation.
- Log in SIMS.
- Where applicable refer student to PC to be placed in SLT lunchtime detention.

Swearing directly at member of staff in response to staff request or serious/repeated defiance of a single request by member of staff (To include walking off when challenged, despite reminders)
- Inform PC and ensure logged on SIMS.
- Further written details of incident will also need to be provided by staff member within 24 hours.
- HoY to consider circumstances and discuss with staff member a suitable consequence.
- Referral for inclusion.

Students fighting
- If play fighting, stop students and have restorative discussion with both students.
- If serious fight, find other staff member to assist with escorting both students to student office for referral to HoY or SLT (depending on severity).
- Further written details of incident will also need to be provided by staff member within 24 hours.
- Both students to be kept away from each other whilst PC collects statements.
- HoY or SLT to apply consequences depending on circumstances – Internal Inclusion or Fixed Term Exclusion.

Recording Information

- All incidents are to be recorded by staff directly into SIMS. This will result in all information on a student being held centrally in one place. It is important to remember to complete the SIMS log fully including any strategies or actions already carried out. Please log on the individual child and not by right clicking on the register.
- For serious incidents or incidents that require explanation, it will be necessary for the member of staff to provide an additional written description of the incident. This should be done so within 24 hours.
- Stage 1, 2 and 3 forms should be used to need an overview of actions taken.

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- The Assistant Principal will pass the weekly behaviour logs to Curriculum leaders and Heads of Year in order that they can analyse and follow up.

Use of Restorative Conversations

Restorative conversations are an important follow up to any behaviour incidents in order to repair the situation prior to the next lesson or to help to reduce the likelihood of a behaviour incident escalating further. Restorative conversations can happen during the lesson (1 or 2 minutes outside of the classroom at a suitable time) or during guidance time, break or lunch time. Staff are encouraged to find a suitable time to see the student, where possible, during the same school day or the following morning. The main questions used in a restorative conversation should consider:

- What has happened?
- What the impact has been on those involved – why the situation needs to improve.
- What needs to happen to put things right or make things better for the future.

Evaluation

The success of this policy will be evaluated through:

- Identification of baseline statistics (e.g. number of exclusions, incident reports, detentions, letters home, etc; attendance figures, reports and profiles; rewards
- Learning walks and lesson observations
- Surveys of parents, students and staff
- Inspections by external agencies such as OFSTED.

Appendix 1 Code of Conduct

CODE OF CONDUCT

All members of the school community should show respect and understanding for others. This Code of Conduct has been drawn up by the School Council and outlines how each student should behave to ensure this happens.

1.   Whilst in school I want to make it as easy as possible for everyone to learn. I will therefore:

- ☺ Be punctual;
- ☺ Follow the instructions of all staff;
- ☺ Listen whilst others are talking;
- ☺ Behave in an appropriate manner.

2.   Whilst moving around school I agree to:

- ☺ Walk sensibly, showing consideration for others;
- ☺ Line up sensibly as instructed by the teacher.
- ☺ Only use appropriate and positive language.

3.   I want to be proud of Stanchester and will therefore:

- ☺ Respect the school environment;
- ☺ Place all litter in bins;
- ☺ Wear my uniform correctly;
- ☺ Behave in a sensible manner when representing the school.

4.   I will always respect other people by:

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- ☺ Listening to their viewpoint;
- ☺ Trying to understand their viewpoint;
- ☺ Being polite to everyone.
- ☺ Using social media in a responsible way.