
Policy Document

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 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 to 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 of 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 who arrive late

Policy Document

need to know there will be follow up. Failing to end lessons promptly or keeping students behind and making them late for lessons is also likely to be disruptive.

- **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 (new system linked to the Stanchester 6 C's being launched during 2017/2018) and ensure they award points every lesson for every group by writing their names on the rewards board. All award 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 stage one systems in their lessons.

- **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.

Having clear routines for transitions and for stopping the class.

Teaching 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.
- 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.
- 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.

Policy Document

- 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 department 'buddy timetable' on the classroom wall 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.

It is important to support the development of these skills in new and inexperienced teachers through the school's continual 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. This will be developed by each teacher having to video themselves once a year and reflect on what they observe. It is also important that staff have the opportunity to see how experienced practitioners develop these skills themselves.

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

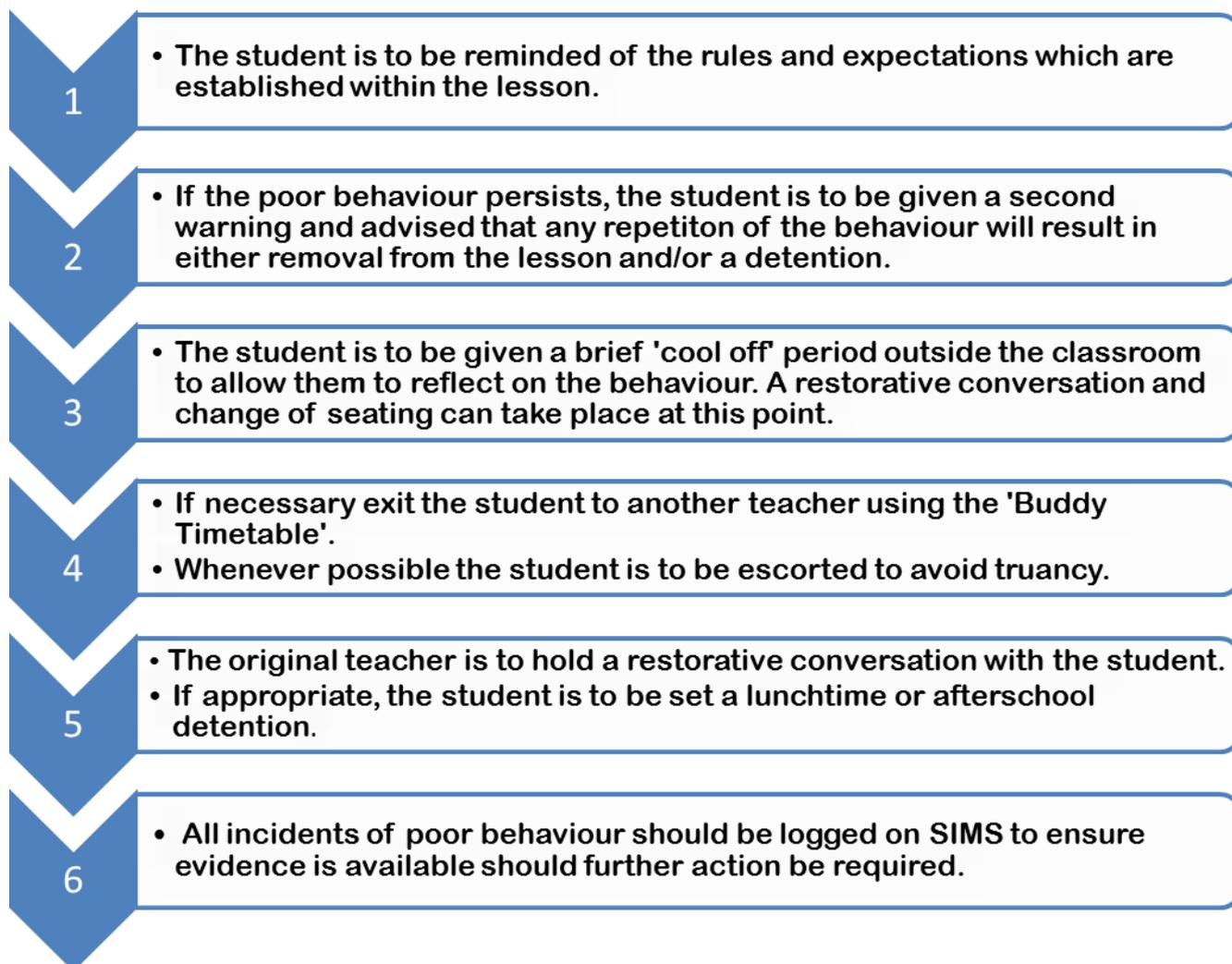
This is much more likely to be in evidence when policy is being consistently applied and teachers are skilled.

The following strategies might support the active engagement of students in securing outstanding behaviour:

- The Code of Conduct (Appendix 1) is made fully clear 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, 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.

Policy Document

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

STAGE ONE**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 student will start at the beginning of the flow chart each lesson
- The HoD is available for advice and support.
- Each of the steps should be actioned by the class teacher.

Policy Document

Stage 1 Form – Classroom Teacher

The Classroom Teacher should record strategies and consequences for students causing frequent concern before they are moved to stage 2.

Student name

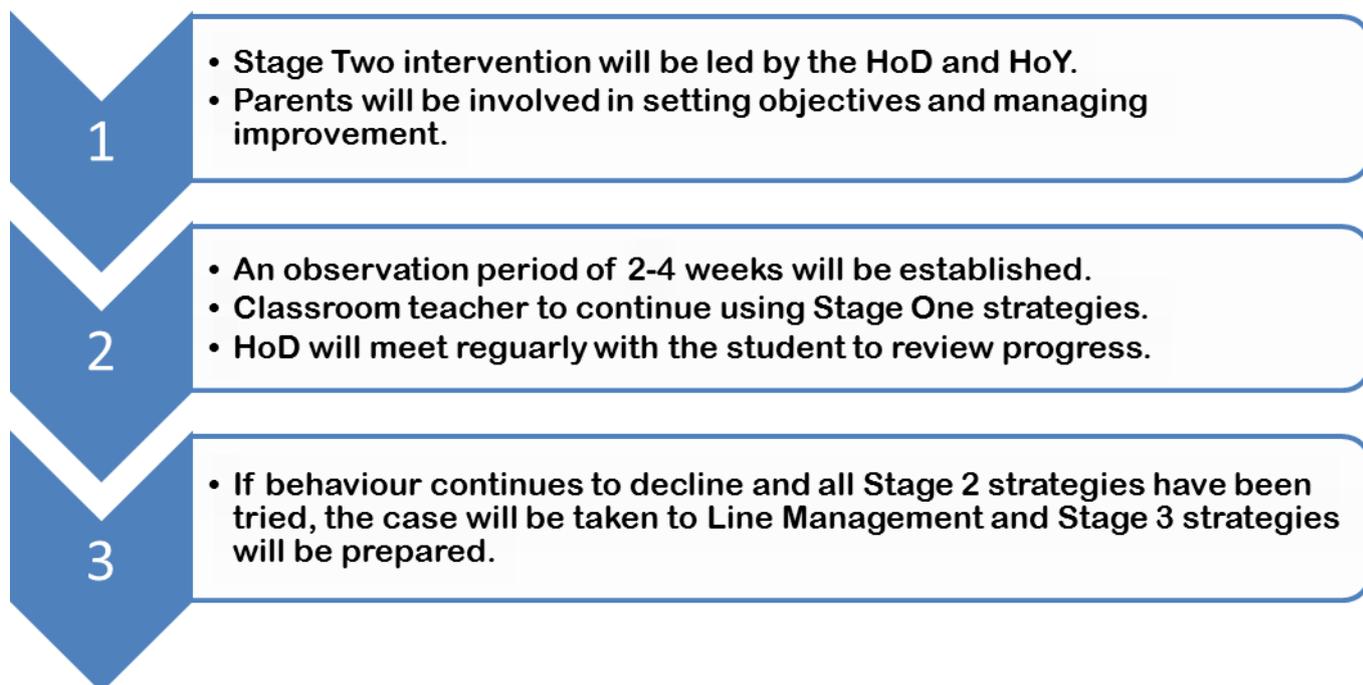
Tutor Group.....

Start date of Concerns

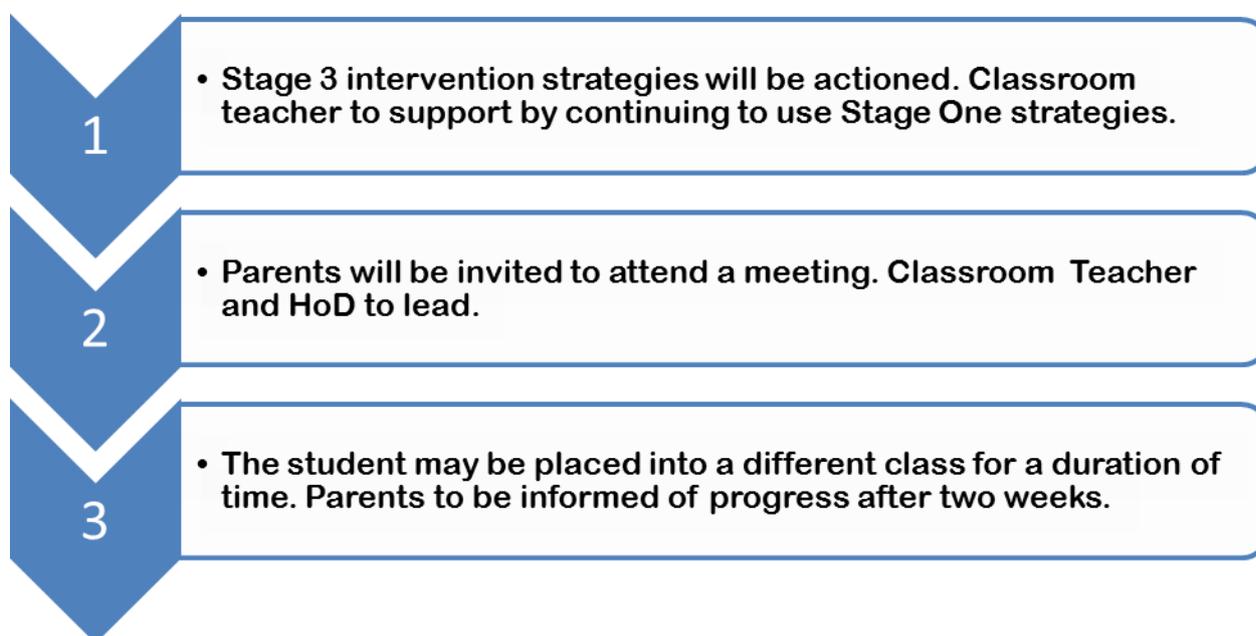
Subject Teacher

	Strategy / Consequence	Check
L	Tactically ignore behaviour or use nonverbal communications	
L	Verbal warning given and reinforcement of classroom expectations with rule reminders	
L	Additional support for tasks given during lesson	
L	Focus on praise, positive comments and rewards	
M	Phone call home to parents to share your concerns and next steps.	
M	Review and change seating plan	
M	Review appropriateness of level of work, lesson planning and differentiation	
M	Brief restorative conversation during lesson to explain concerns	
M	Restorative conversation at end of lesson to explain concerns	
M	Brief cool off period in room or outside door with a corridor pass	
M	Seek advice from colleague where student is succeeding	
H	Lunchtime or after school detention	
H	Relocate student for part of lesson with HOD or Buddy	
H	Seek support of coaches or observe colleagues with the same student/group	
H	Pass to HOD for Stage 2 and recommend subject report.	

STAGE TWO



STAGE THREE



Policy Document

Stage 2 Form – HoD

Student name **Tutor Group**..... **Start date at Stage 2:**.....
Department

The HoD should complete this form for all students at stage 2 as a record of strategies and consequences used. If there is no progress made following 2-4 weeks on Stage 2, or there is a rapid decline in progress during Stage 2, then you should seek the support of your line manager for Stage 3.

Strategy / Consequence	Date	Outcome / further information
Review of Stage 1 strategies with the classroom teacher and revisit as necessary		
Phone calls to parents to inform, review progress and seek support		
Limited withdrawal from normal lesson to other class within the department or 'Buddy' class		
Restorative conversation between student, teacher and HoD		
Positive reinforcement of positive behaviour. e.g. good phone call home		
Parents invited in for a meeting.		
Student on department monitoring / contract to HoD. Report to HoD at start and end of each lesson		
Detention at lunchtime or after school with HoD supporting teacher		
Referral to Internal Exclusion		
HoD/Coach to observe lesson to offer guidance and support		
HoD/SENCo coaches to support teacher with lesson planning or differentiation		
Referral to coach for support for teacher with learning and teaching		
Other, please state		

Policy Document

Stage 3 Form –HoP/Associate Leader

Student name **Tutor Group.....** **Start date at Stage 3:.....**

This form should be completed for Stage 3 students as a record of strategies and consequences.

Strategy / Consequence	Date	Outcome / further information
Seen student for regular 'learning chats'		
Logging behaviours and actions and analysing patterns.		
Hot spotted lessons		
Supported HoD(s) with meetings with the student		
Placed 'on report' to monitor behaviour and learning and followed flow chart of sanctions		
Reviewed student 'round robin' and discussed with parents in a meeting. Action plan created and reviewed.		
Raised concerns at Student Welfare meeting.		
Referred student to Internal Exclusion		
Referred to SLT for fixed-term exclusion		
Discussed student with SENCO to check support/provision		
Reviewed timetable and provision with GG		
Completed PSP with parents, student and GG		
Discussed possibility of a managed transfer with MC		
Referred student to PEVP panel (MC)		
Other		

Policy Document**Developing a Positive School Environment**

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.

Examples of Out of Classroom Incidents**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 HoP.
- If there are previous incidents, the Pastoral Co-ordinator will alert the HoP 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 HoD support if needed. e.g. restorative meeting and detention to make up missing work. Classroom teacher should log incident.
- 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
- Refer student to PC to be placed in HoP lunchtime detention.

Policy Document**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 in SIMS
- Further written details of incident will also need to be provided by staff member within 24 hours.
- HoP to consider circumstances and discuss with staff member a suitable consequence.
- Referral for Internal Isolation.

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 HoP 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 in isolation and away from each other whilst PC collects statements
- HoP or SLT to apply consequences depending on circumstances – Internal Isolation 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.
- The Associate Leader will pass the weekly behaviour logs to HODs and HoPs by year group in order that they can analyse and follow up.

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.



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:

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