

BEHAVIOUR MANAGEMENT POLICY

ETHOS

The Behaviour Policy of Combe Pafford School is a statement of good practice that covers all aspects of a school that contribute to the development and maintenance of good behaviour and a positive ethos.

The essential prerequisite for the success of this policy is a **consistent commitment** from **all staff** to operate within the agreed framework. **Consistency** is the key to the behaviour strategies being successful and this will be monitored on a regular basis by the Senior Leadership Team.

AIMS

To encourage adherence to an agreed set of principles of behaviour by pupils.

To support effective teaching and learning.

To contribute to mutual respect.

To gain the agreement and support of teachers, non-teaching staff, Governors, parents and carers.

IMPLEMENTATION

It is operational following consultation with teaching staff, support staff (including M.T.A.s), pupils, parents, carers and Governors.

This Behaviour Management policy will also run alongside and compliment the Anti-Bullying Policy statement and its guidelines for staff.

Staff should follow the Behaviour Diamond displayed in every classroom ensuring that pupils understand the consequences of behaviours which disrupts the learning and the rewards they can receive for positive behaviour.

Systems for managing behaviour:

THE POSITIVE BEHAVIOUR PYRAMID

The Positive Behaviour Pyramid provides an overview of pupils whose behaviour needs monitoring and support through a range of strategies and interventions. This will be monitored by the person responsible for behaviour and will be updated every half-term through discussion of pupil behaviour at Phase meetings.

The intention is that through positive interventions, therapy and plans, pupils at the top of the pyramid are moved back down the pyramid as their behaviour improves. See appendix one.

Behaviour Diamonds

Each Phase has a Behaviour Diamond which clearly sets out a system of rewards for positive behaviour and consequences for disruptive behaviour. These are displayed in all classrooms and explained to the children. See appendix two.

Pupil Report Books

If a pupil's behaviour shows worrying signs of deterioration their tutor should monitor this on a green tutor report.

If the pupil's behaviour shows no sign of improvement, they should be referred to the Head of Phase who should monitor their behaviour on an orange report book.

If the pupil's behaviour gets worse, they should be referred to the Headteacher who will monitor their behaviour on a red report book.

Lunchtime Reports

If a pupil's behaviour is poor during lunchtimes, they should be placed on a lunchtime report. The pupil will have to attend a different lunchtime club each day as set out by the tutor and have it signed by the staff member in charge of the club.

Individual Behaviour Plans

Individual Behaviour Plans are created for pupils with the most challenging behaviours. The parent/carer will be invited in to discuss the plan and it will be explained to the pupil by the Phase Leader and the tutor. The plan will be reviewed frequently and either be signed off if it has been a success or amended if it needs to continue.

The Basic Code of Conduct

- Regular attendance
- Be punctual.
- Work hard and to the best of your ability
- Act sensibly
- Treat EVERYONE and EVERYTHING with respect.

IN CLASS

MAKE IT EASY FOR EVERYONE TO LEARN AND FOR THE TEACHER TO TEACH

Attend every lesson and arrive on time.

No hats, scarfs, coats, hoodies or gloves should be worn in class.

Begin and end the lesson in a polite and orderly way.

Listen carefully and follow instructions.

Work hard, try your best, even when you find something difficult.

Ask for help when you need it and help each other when it is appropriate, but don't distract or annoy anyone.

Put your hand up to answer a question and be sensible at all times.

Mobile Phones must be handed in to your tutor at morning registration and can be collected at the end of the day. Pupils who do not hand their phone in can have their phones confiscated for up to 24 hours.

Do your homework as well as you can and hand it on time.

OUT OF CLASS

MOVE QUIETLY AND CALMLY ABOUT THE SCHOOL

Line up sensibly outside classrooms ready for the lesson.

Walk to lessons rather than running, pushing or barging past others.

Take external routes to your next class if it is not raining.

Being ready to help by opening doors, offering to carry things.

For safety, in corridors and on stairs, keep to the left like on roads.

Line up sensibly in the dinner queue and patiently wait your turn.

If you have changed your footwear for breaktime or lunchtime always make sure you change back into the correct shoes for lessons.

IN GENERAL

SPEAK POLITELY TO EVERYONE

Use a low voice, as shouting is often rude.

Use language that is neither abusive nor offensive.

Offer to help others and be polite to visitors.

LISTEN TO OTHERS AND EXPECT TO BE LISTENED TO

Try to understand other peoples' point of view.

Do not interrupt and do not answer back.

Be silent when required.

KEEP THE SCHOOL CLEAN AND TIDY SO THAT IS ALWAYS A WELCOMING PLACE, WHICH WE CAN BE PROUD OF.

Take care of displays.

Keep the walls and furniture clean and unmarked.

Put all litter in bins (even if this means you carrying it until you find one).

Wear the correct uniform at all times.

Use the toilets and showers in an acceptable way.

Report any damage you see to a member of staff.

Do not take food or drink out of the Dining Hall during break time or lunch time.

No food or drink on the astro turf

BEHAVIOUR GUIDELINES FOR STAFF

CLASSROOM MANAGEMENT

Effective classroom management skills can be developed through training; Inset; experience and appropriate support from colleagues. Personal reflection on practice, for the purpose of improvement will be of great importance. In addition, well-prepared and stimulating lessons, in which pupils are aware of the lesson objectives, help to secure good standards of behaviour.

GUIDANCE FOR STAFF

- Be punctual; ensure pupils are lined up quietly outside the classroom before admitting them to help an orderly start.
- Be prepared for the lesson and ensure that the pupils know the lesson objectives.
- Know your pupils - by name and attainment.
- Model the standards of courtesy and attitude expected by pupils.
- Ensure that all pupils are enabled to participate fully in the lesson.
- Emphasise the positive, including praise for good behaviour as well as for good work.
- Make fair and consistent use of reprimands and target the right pupil.
- Criticise the behaviour and not the person.
- Avoid sarcasm and threats that are not carried out.
- Make fair and consistent use of sanctions; avoid humiliation and (unless necessary), whole group sanctions.
- Follow the Behaviour Diamond (as explained earlier) consistently to manage behaviour ensuring that each step is followed in sequence and that pupils understand how it is applied. If you have followed the Behaviour Diamond and you feel you need further support to deal with a disruptive pupil, send your Learning Support Assistant to find the senior member of staff indicated on the Emergency Behaviour Timetable.
- Report poor behaviour to the Tutor of that pupil before going to the Phase Leader and then a member of the Senior Leadership Team.
- If it is subject specific behaviour report it to the subject leader.
- Keep to time in the lesson and finish on time and ensure an orderly exit.
- Analyse the classroom management performance and learn from it.
- Do not use personal mobile phones in a classroom or in view of the pupils.
- **The House of Behaviour Management** (See Appendix Three) sets out the structure which staff should follow when dealing with behaviour and also the rewards which are used for positive behaviour.

At break times and lunch times there is a rota of staff who are on duty to monitor behaviour of pupils and ensure that rules are followed.

This timetable is updated and circulated as necessary.

In the case of wet weather duty staff and Mealtime Assistants are clear where they need to go to supervise the pupils.

These arrangements are updated and circulated as necessary.

Arrangements for arrival at and departure from school are made clear to staff and pupils and these are updated and circulated as necessary.

There is a separate document called 'Managing Behaviour During Unstructured Time' which shows how we manage behaviour during unstructured time. This document is updated every term to reflect the changes in the break time and lunch time clubs and duties that staff are responsible for every day. This can be viewed upon request.

Seclusion/isolation rooms

Disruptive pupils may be placed in an area away from other pupils for a limited period. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. We must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

We will ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. We will also allow pupils time to eat or use the toilet.

Removal

Pupils may be removed from the classroom where necessary and only when other strategies have been attempted first.

This may be in response to serious misbehaviour

Removal should be done for the following reasons;

To maintain the safety of other pupils

To allow the pupil to regain calm

To give the pupil opportunity to be managed to safely continue with their work

Pupils should not be removed for long periods of time

Pupils should be given the opportunity to continue with their education outside of the classroom

Pupils should not be locked in the room of their removal

Detentions

Sometimes following a serious incident, pupils may have an after-school detention which will be managed by the Phase Leader of that child. Parents/Carers will be contacted in advance and the child will stay with the Phase Leader after school to complete work and discuss the behaviour which has led to the detention.

We will use restorative justice in our approach to resolve situations

Internal Exclusions

Sometimes following an incident, pupils will be Internally Excluded for a set number of lessons. Pupils who are internally excluded will complete work that has been set by their teacher and take part in restorative justice when necessary. Parents/Carers will be informed of this on the same day.

We will use restorative justice in our approach to resolve situations.

Records of detentions and Internal Exclusions are kept.

Searching, Screening and Confiscation

The Headteacher has the authority to search a pupil or their belongings if they have a reasonable suspicion that they have on their possession any of the following items;

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco
- Fireworks
- Pornographic images
- Any other articles which may be used to cause harm or commit an offence

The Headteacher may also authorise other school staff to conduct a search if necessary.

'Searching, Screening and Confiscation' will be undertaken under the guidance published by the DfE

Online conduct outside of school

- We recognise that pupils can conduct themselves in a negative manner online when outside of school.
- Pupils and parents/carers are made aware that if a pupil's behaviour online affects another pupil/s then a consequence will be put in place following an investigation
- Pupils who are discovered to have had a negative impact on another pupil through their online behaviour will be internally excluded for one or two lessons depending on the seriousness during which time they will have an educational intervention to help them understand the impact of their behaviour. This could include advice on how to use social media safely. Parents and Carers are also sent a guideline on how to keep their child safe online and when using specific social media.
- Restorative justice will then be used to resolve the issue.
- Any online misbehaviour should be reported to the DSL who will lead an investigation into the incident and deal with it accordingly.
- Incidents involving nude or semi-nude images and/or videos should be referred to the DSL who will take action according to the latest KCSIE guidance and the Safeguarding and Child Protection Policy.
- Pupils are not permitted to use their mobile phones during the school day.
- They must hand them in to their tutor at the start of the day and can collect them at the end of the day.

Child on Child abuse

- Following any case of Child on Child sexual violence or sexual harassment online or offline we will follow the general safeguarding principles set out in the latest KCSIE guidance and in our Safeguarding and Child Protection Policy
- The DSL should be informed of any such incidents and will lead on these. Each incident will be considered on a case-by-case basis.
- Staff are made aware that Child on Child sexual violence or sexual harassment are never acceptable and should always be challenged and not dismissed as banter or part of growing up
- Staff should model respectful behaviour across the school and strive for high standards of conduct between pupils and staff.
- Victims or perpetrators of this behaviour will be supported accordingly.

- Victims should be reassured that they are being taken seriously and will be kept safe.

Suspected Criminal Behaviour

In cases where a member of staff or headteacher suspects criminal behaviour, we will assess whether we need to report this to the Police. If the incident is referred to the Police, we must make sure we take appropriate action but must not interfere with any Police action taken.

Suspensions and Permanent Exclusions

Suspension is seen as a last resort after all other attempts to modify behaviour have failed. Suspension serves several purposes, including:

- To maintain high standards of behaviour in school
- To ensure the safety and well-being of all staff and children.

Under exceptional circumstances, the Headteacher may issue a suspension or permanent exclusion. It is also possible for the Headteacher to convert a suspension to a permanent exclusion, if the circumstances warrant this.

If the Headteacher suspends a child, they will inform the parents immediately, giving reasons for the suspension. Parents will be informed that they can appeal against the decision to the governing body. The Headteacher will follow the DfE guidelines and will inform the relevant LA.

After suspension, a reintegration meeting will take place with the pupil and parents, where a support plan will be agreed. We would expect to see a reduction of the problem behaviour at the point of the child returning to school. If not, the Headteacher will need to consider further suspensions and where there is not an improvement, consider permanently excluding the child. Permanent exclusion is very rare and is for violence and behaviour which puts children and or staff at risk or consistently disrupts the learning of others. The clerk to the Governors receives a copy of the exclusion letter and an official exclusion form is sent to the LA. The Governing Body will be informed regularly of the number and types of exclusions.

POSITIVE BEHAVIOUR SUPPORT PYRAMID

Specialised Interventions

Individual Behaviour Plans
Thrive Action Plans
CBT
Pastoral Support Team
Individualised Timetables

Behaviours

Aggressive to pupils and staff
Out of lessons
Negative use of free time
Regularly disrupting learning
Impacting on other pupils
Going off site
Refusal to follow instructions
Physical interventions
Need for Emergency Behaviour Support
Parents/Carers called
Internal Exclusion and Detention

Secondary Interventions

Systems for non-responders
Consequence System

Behaviours

Low-level disruption
Needs time out
Does not always follow instructions
Sometimes rude

Universal Interventions
Consistent Classroom Practise
Wider systems for all

85% of all pupils

Behaviour Diamond

You've done something amazing in your lesson!

The teacher puts you forward for Pupil of the Week!

This is where you start your lessons

Negative behaviour can result in these sanctions

Consequences

Verbal Warning; low-level disruption, calling out, being rude, annoying others

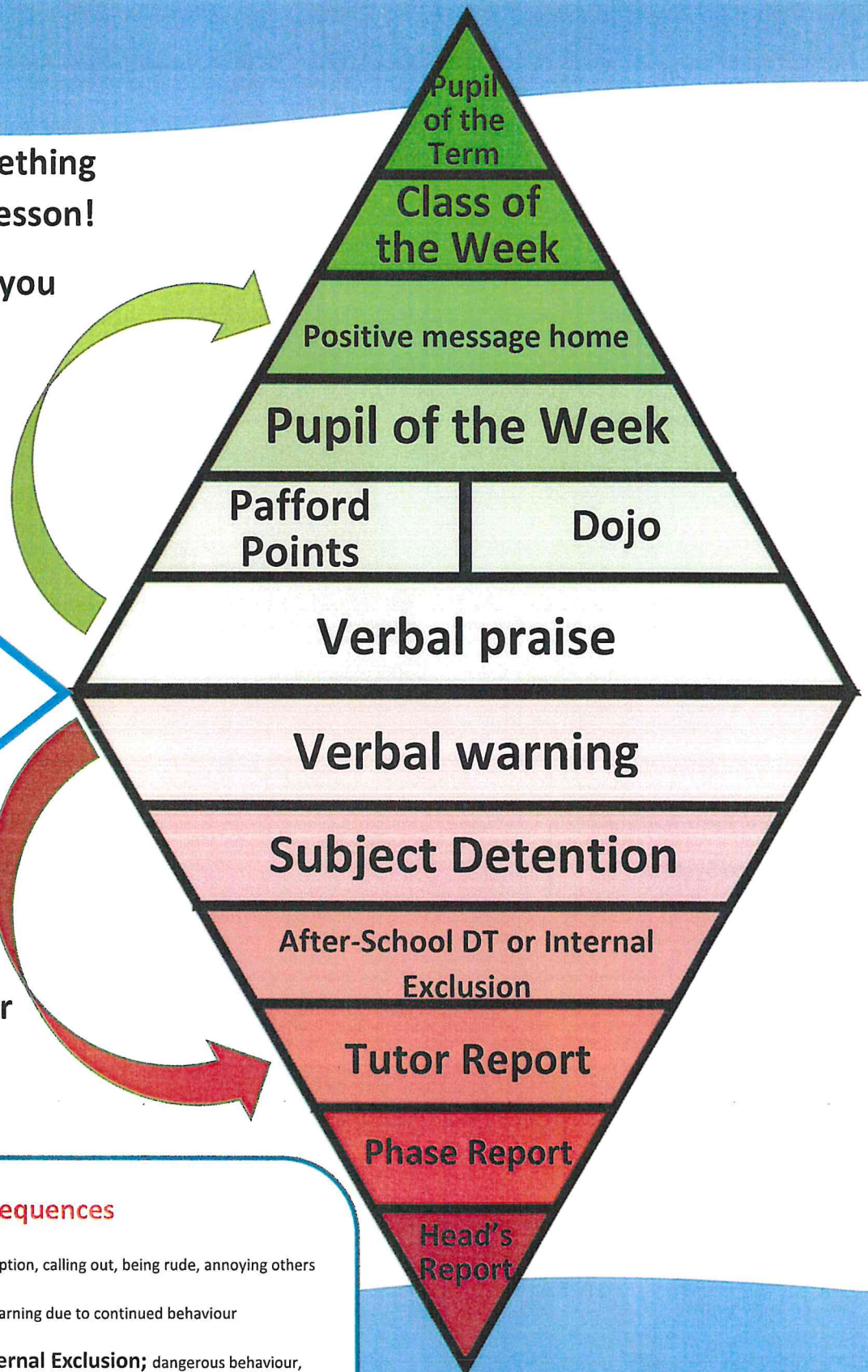
Subject Detention; a second warning due to continued behaviour

After-School Detention/Internal Exclusion; dangerous behaviour, truancy, going off-site, vandalism or misuse of school equipment, swearing at a member of staff, fighting or aggressive behaviour

Tutor Report; a persistent failure to follow the rules

Phase Report; lack of any improvement in behaviour and failure to follow the rules

Head's Report; continued poor behaviour around the school



House of Behaviour Management

Documents to support this;

- Behaviour Policy
- Managing Behaviour During Unstructured Times
- Behaviour Diamonds

