

WHOLE SCHOOL BEHAVIOUR POLICY

POLICY

RATIONALE

At Wyvern Community School we believe that promoting positive behaviour is the responsibility of the school community as a whole. This is crucial to enable us to provide high quality teaching and learning so all students can grow in knowledge, skills, understanding and confidence to be young people whom we, and their parents, may be proud.

The policy is based on the following principles:

- The Wyvern Way - the teacher is in charge.**
- The Fair Play Code - be part of the team, take responsibility, play by the rules and aim high.**

The purpose of this policy is to maintain good order within the school.

The policy ensures there are sanctions for students who disrupt lessons and show lack of respect for others, whilst rewarding those students who meet our expectations by behaving well, working hard and contributing to the life of the school. The policy is based on our core values of respect, fairness and inclusion. It incorporates the relevant provisions of the Education and Inspections Act 2006.

AIMS

- To ensure the highest standards of behaviour.
- To ensure that students are challenged in their learning and trained to develop into autonomous, independent learners for life.

OBJECTIVES

- To raise levels of attainment in all subject areas at Key Stages 3 and 4.
- To ensure consistency within and across faculties in creating a climate for learning.
- To raise student expectations of their own performance.
- To develop independent learners for life.
- To ensure vulnerable pupils (SEN, CLA, EAL students) are supported and included.
- To promote self discipline and respect for others.

This policy is closely interlinked with the Teaching & Learning Policy, Assessment for Learning and Marking Policy, Inclusion Policy, Anti-Bullying Policy, Racist & Homophobic Policy and Attendance Policy.

REWARDS AND SANCTIONS

Rewards and sanctions are administered through the use of an electronic behaviour recording system (e-behaviour) using BROMCOM. A detailed guide to e-behaviour is available to all staff and updated guidance is given via CPD, the staff bulletin and e-mails

Parents are sent an updated report of their child's e-behaviour record with every newsletter. The record forms the basis of behaviour discussions between staff, students and parents.

REWARDS

Wyvern recognises that rewarding good work, behaviour and excellent attendance is very important. The range and variety of rewards reflects an ethos that values a range of achievements, encourages students to take responsibility and be proactive citizens.

SANCTIONS

A hierarchy of sanctions is used to deal with disruptive behaviour - see attached flow chart.

The parents of students detained through isolation are contacted by a phone call. The school has a statutory right as detailed in the 2006 Act to exercise these powers.

REPORTS

The report system is designed to monitor students. The report system involves a partnership with parents who should also use the system to monitor their child's progress. Usually a student will be on report for at least a week. The reports will be recorded in the student's personal file. If a student is failing on report sanctions should be used (eg a short detention for poor reports). Persistent failure on report will result in the student being moved on to the next level of reporting and possibly the next wave of intervention.

EXCLUSIONS

The most serious sanction the school employs is exclusion. The school has a formal system which allies fixed days of exclusions with formal PSP meetings with parents. (See Guidance 3.)

ROLES AND RESPONSIBILITIES

All staff are responsible for ensuring that this policy is consistently and fairly applied, and teaching students how to behave well. Staff will provide mutual support and model the high standards of behaviour expected from students.

The Governing Body, Headteacher and staff will monitor behaviour data to ensure that its application promotes equality for all students.

Students are responsible for meeting the behaviour expectations of the school, for following the Wyvern Way and taking responsibility for their actions.

We want parents and carers to take responsibility for their child's behaviour inside and outside the school and work in partnership with us to maintain high standards of behaviour.

MONITORING AND EVALUATION

E-behaviour data will be monitored by staff at all levels to identify trends and evaluate effectiveness of the policy. Intervention will be directed as necessary by Progression Leaders, Year Leaders and Inclusion Manager (see Intervention spreadsheet).

Student voice will be consulted via Student Voice assemblies, School Council, Senior Students and Peer Mediators. Parents will be able to monitor their child's behaviour through termly e-behaviour records.

Behaviour data and evaluation will be presented to governors (Pupil Support) and full governors. Regular professional development will be provided on behaviour so staff feel empowered to manage behaviour and provide a climate for learning.

The policy will be reviewed annually and revised as necessary.

PROCEDURES

REWARDS

- ☐ Frequent use of verbal praise and encouragement.
- ☐ Positive written comments on work, both formative and summative.
- ☐ Letters home and postcards of praise.
- ☐ Enhanced status - School Council, Seniors, Sports Council, Peer Mediator, office helpers.
- ☐ Prominent displays of students' work.
- ☐ Presentations at annual Awards Evenings.
- ☐ Positive points on the e-behaviour system to reward behaviour, participation and citizenship. Once the student reaches key numbers of points, 75, 150, 300, 500, 750, 1000, he/she can cash in their points for a prize. The prize increases in value as the points get higher. The prizes have been selected by students. Year 10/11 Senior Students are responsible for managing the 'rewards shop' by ordering and issuing the prizes.
- ☐ Additional rewards for tutor groups as determined by the Year Leader to encourage inter-tutor group competition.
- ☐ Rewards trips, eg for students with no negative points.

FAIR PLAY CODE

(Please see attached E-Behaviour Process flowchart.)

- ☐ All incidents of poor behaviour (both in and out of the classroom) are recorded on our electronic register, and are given negative points.
- ☐ A student who refuses to settle to work will be given a 'yellow card'.
- ☐ If the student continues to disrupt the lesson despite the teacher's request to focus on learning, he/she will get a red card and be parked (placed) in another lesson.
- ☐ All parkings will result in a break time detention on the following school day.
- ☐ A student who fails to turn up to the break time detention will be given a lunch time detention.
- ☐ Failure to turn up to the lunch time detention will result in a day in the Internal Exclusion Room.
- ☐ A student who is parked twice in one day will be placed in the Internal Exclusion Room.
- ☐ We will provide parents with evidence from the electronic register of ALL incidents of behaviour that their child has been involved in and keep them informed by letter, phone calls or meetings as necessary.
- ☐ A serious incident, eg physical violence, verbal abuse, must be recorded by staff on a 'Serious Incident Log'.

REPORTS

Tutor Report

Students identified as having problems by Form Tutor and/or Year Leader. This may be concerns about behaviour or academic progress. Parents should be informed by letter or telephone. Parents should be given the opportunity to come into school to discuss these concerns.

Year Leader Report

These are more serious concerns about behaviour and/or academic progress. If a student fails on form tutor report they should be placed on Year Leader report. When students are placed on this report their parents should be informed and called in for interview.

Assistant Headteacher Report

Very serious concern about student's behaviour and progress. The Assistant Headteacher should work closely with Year Leader in placing students on this report. Parents should be called in for interview. Student should be placed on behaviour contract.

Headteacher's Report

Students will normally be placed on this report if they have failed at the other levels of report. In exceptional circumstances, some students can be fast-tracked to this level.

ILC/Inclusion Worker's Report

For students who failed to respond to the above system and where a positive comment report helps motivation and self esteem.

EXCLUSIONS

Isolations

- ☐ For serious offences, students are isolated until 3.30 pm in the Internal Exclusion Room.
- ☐ Recommendation made to the Headteacher by the Assistant Headteacher (working with Year Leader).
- ☐ Headteacher approves isolation and sets the number of days.
- ☐ Headteacher's PA types letter of exclusion which includes interview date for parent and student on return. Interview with Assistant Headteacher.
- ☐ Interview - target setting and completion of PSP for student. Student placed on stage of exclusion if appropriate.
- ☐ 'Interview form' completed and forwarded to YL + other relevant staff. Headteacher's PA informed if placed on stage of exclusion.
- ☐ Letter home if placed on stage of exclusion.
- ☐ Student placed on report to Assistant Headteacher for at least one week.

Alternative Provision

- ☐ For very serious incidents the Headteacher will request a three day placement for the student(s) at The Larch Centre.
- ☐ Inclusion Co-ordinator will ensure necessary administration is completed and the

- Inclusion Manager will liaise with parents.
- ☐ Head's PA will process the appropriate paperwork.
- ☐ PSP interview with parents, student Assistant Headteacher on return to school with student placed on appropriate stage of the exclusion procedure.

Fixed Term Exclusion

- ☐ Through our involvement with the Behaviour Improvement Programme, Wyvern seeks to avoid FTEs through the use of Isolation and Alternative Provision (AP). However, FTE will be used if AP arrangements are not possible and at the discretion of the Headteacher.

Permanent Exclusions

Permanent exclusion is used rarely and for significant, usually recurring, offences. These might include:

- ☐ Serious bullying or physical assault on a student.
- ☐ Physical assault on staff.
- ☐ Persistent defiance.
- ☐ Persistent disruption of the education of others.
- ☐ An extreme single act.

Stages

Students causing concern will be placed on a stage as follows. This triggers intervention strategies (see Guidance 4).

ILC students causing concern will be placed on a stage of exclusion as appropriate, as by being an ILC student it is accepted that they are already causing behaviour problems.

Stage 2

Students causing initial concern as recognised by Year Leader and/or member of Leadership Team. Student placed on report to Year Leader. Parents brought in for interview by Year Leader. Targets set and agreed. Intervention package of support from BIP/Inclusion Manager.

Stage 3

Student causing serious concern. Stage prior to student appearing before **Governors' Disciplinary Panel**. Students on report to Assistant Headteacher. Parents and student interviewed by Assistant Headteacher and Inclusion Manager. Possible ILC support. Targets set and agreed.

Stage 4

Student appears before **Governors' Disciplinary Panel**, at the Town Hall wherever possible. Student and parents/guardians warned about possibility of permanent exclusion. ILC support.

Stage 5

Permanent exclusion. Parents/guardians have right of appeal.

JHM
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| GUIDANCE 1 |
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CLASSROOM BEHAVIOUR MANAGEMENT STRATEGIES

| Strategies | Rationale |
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| It is important to arrive at the lesson first. | Establish control as students arrive. Reinforce entrance <u>routines</u> , focus on appropriate behaviour. |
| Teacher controls where students sit. | Teacher retains control. |
| Students take out all equipment. Bags packed away and students begin work immediately with appropriate starter activity. | A consistent approach by the whole school. Students <u>ready to learn</u> . Disruption is limited. |
| Be specific in describing objectives and outcomes. | Students have clear knowledge of what they will be able to understand. Students are clear about expectations. |
| Set a range of tasks that maintain pace, variety and challenge. 'Pace' is defined as no dead time. | Lack of challenge can result in low levels of attention and engagement. Pace reduces likelihood of boredom/ inattention. |
| Introduce short, time targeted tasks. Avoid too much direct instruction; 15 minutes per hour is considered a maximum. | Research suggests "no task should be longer than the chronological age of the group plus one minute", eg 12 minutes for Year 7, 17 minutes for Year 11. |
| Effective use of praise, positive feedback and positive languages. | Focuses on what students are doing well and reinforces good behaviour. Raises self esteem and elicits higher standards. |
| Lessons conclude with a plenary session. | Assessment of learning that has taken place. |
| Students dismissed in an orderly fashion Teachers remain alert to corridor behaviour. | Ensures smooth transition between lessons and improved behaviour in lessons. |

GUIDANCE 2

PRINCIPLES AND PRACTICES RELATED TO MANAGEMENT OF STUDENT BEHAVIOUR

The following is not an exhaustive list but does cover the majority of types of behaviour likely to cause nuisance, upset, hurt or damage. It may be necessary to be flexible in the application of sanctions to suit individual circumstances. However, this should be achieved without prejudice to the underlying principles of the whole school approach. We should remember to concentrate on ‘unacceptable behaviour’ and not to damage relationships and students’ self-esteem.

Unacceptable behaviour

| What if? Scenarios | Possible intervention strategies or sanctions |
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| Unnecessary noise, stopping others working. | Low key intervention (quiet reminder), move to another place, warnings, parking, negative points. |
| Truancy and lateness. | Tutor reminders, letter home, Senior Staff detention/IER. |
| Non-uniform or poor appearance (includes facial piercing). | Daps for trainers (Assistant Headteachers), IER for persistent offenders. |
| Dropping litter. | Verbal reminders, litter picking. |
| No homework. | Teacher reminders, detention (teacher, departmental). |
| Running/shouting inside the building. | Verbal reminders, lunchtime detention for persistent offenders. |
| Failure to attend detention. | Progress through whole school detention system. |
| Eating or drinking in corridors or classrooms. | Verbal reminders. |
| Persistent disruption. | Parking. |
| Smoking inside the building. | Isolation. |
| Smoking on the school site. | Senior Staff detention. |
| Misbehaviour on school trip/visit | IER, isolation or banning from future visits at Headteacher’s discretion. |
| Mobile phones | Will be confiscated by staff if they are causing a disturbance to lessons. The phone will be passed immediately to the Headteacher from where it can be collected by the parent, or a responsible adult. |

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| Contraband | Staff will search bags and students if there is evidence or suspicion of contraband. Two adults must be present whilst the search is conducted, with at least one being the same gender as the student. If a student is found to be in possession of contraband parents will be contacted, and there will be isolation, alternative provision or PEX of the student as appropriate. Police will be contacted as necessary. |
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Serious incidents - an incident log must be completed by members of staff involved in a serious incident. They must be filled in as soon as possible after the incident and circulated to relevant members of staff.

| What if? Scenario | Sanctions |
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| Fighting. | Isolation, Alternative Provision. |
| Verbal abuse of staff. | Isolation, Alternative Provision. |
| Bullying and intimidation. | Isolation, Alternative Provision, fixed term exclusion. |
| Serious physical assault of a student. | Possible permanent exclusion. |
| Failure to attend senior staff detention. | Internal exclusion. |
| Deliberately setting off fire alarm. | Isolation, fixed term exclusion. |
| Illegal substances or prohibited items. | Fixed term exclusion, permanent exclusion. |
| Vandalism. | Internal exclusion, isolation, fixed term exclusion. |
| Physical assault of staff. | Permanent exclusion. |

GUIDANCE 3

POSITIVE INTERVENTION

We recognise that language of the classroom is important as a means of encouraging positive behaviour and improving teaching and learning. Staff development time will continue to be provided to promote a climate for learning. Departments/Faculties share good practice in terms of what works in producing positive behaviour. Staff use a solution based brief in dealing with challenging students. Positive reports are used if appropriate to encourage positive behaviour and raise self esteem. There is an active partnership with outside agencies co-ordinated through CPM meetings.

EXTRA CURRICULAR ACTIVITIES

As a Sports College and FSES we recognise the value of extra-curricular activities in motivating students to higher standards and expectations. Students are actively encouraged to take part in the wide range of extra curricular activities at Wyvern before and after school, and during school holidays. These activities include a wide range of sports, outdoor pursuits,

educational visits and trips, aikido, D:Code:D Youth Club, music, drama and dance productions.

RESPONSIBILITIES

At Wyvern students are given a wider range of responsibilities to encourage independence. We have Year Councils, a Sports Council and a School Council. Key Stage 3 students have the opportunity to be office helpers and peer mediators. At Key Stage 4 we have Seniors who play an important part in supporting the school.

GLOSSARY

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| AP | Alternative Provision |
| BIP | Behaviour Improvement Partner |
| BROMCOM | (Electronic system for monitoring behaviour and attendance) |
| CLA | Children who are Looked After = LAC - Looked After Children |
| CPD | Continuing Professional Development |
| CPM | Consultative Planning Meeting |
| EAL | English as an Additional Language |
| FSES | Full Service Extended School |
| FTE | Fixed Term Exclusion |
| IER | Internal Exclusion Room |
| ILC | Individual Learning Centre |
| PEX | Permanent Exclusion |
| PSP | Pastoral Support |
| SEN | Special Educational Needs |
| YL | Year Leader |