Darland High School Policy

Behaviour Policy

Date of first adoption by Governing Body. Sept 2012.

Signature of Chair of Governors ………………………………………………….

1st Review (no later than two years after first adoption) ……………………..

Signature of Chair of Governors …………………………………………………..

2nd Review (no later than two years after first review) ………………………….

Signature of Chair of Governors …………………………………………………

3nd Review (no later than two years after first review) …………………………

Signature of Chair of Governors …………………………………………………

Darland High School Behaviour Policy February 2015.

"Good behaviour is a necessary condition for
effective teaching and learning to take place"
(H.M.I. report to DFEE – 1997)

This Policy is divided into the following sections:
Aims
Standards of Behaviour and School
The Curriculum and Learning
Classroom Management
Classroom Rules
Rewards
Sanctions
Monitoring Behaviour
Responsibilities (who does what)
Monitoring and evaluating the policy
Links with other Darland High School Policies

Aims
The Governing Body and staff of Darland High School accept this principle and seek to create an environment in the school, which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.
1. To create an environment, which encourages and reinforces good behaviour.
2. To promote self-discipline and positive relationships.
3. To ensure that the school's expectations and strategies are widely known and understood.
4. To encourage the involvement of both home and school in the implementation of this policy.

Standards of Behaviour and School
The adults encountered by our students at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on students.
As adults we should aim to:
1. Create a positive climate with high expectations, enshrined in the School Motto; **Aspire, Apply, Achieve**.
2. Emphasise the importance of being valued as an individual within the group.
3. Promote, through example, honesty and courtesy.
4. Provide a caring and effective learning environment.
5. Encourage relationships based on kindness, respect and understanding of the needs of others.
6. Ensure fair treatment for all regardless of age, gender, race, ability and disability.
7. Show appreciation of the efforts and contribution of all.

The Curriculum and Learning
The school believes that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual students, the active involvement of students in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.
It follows that lessons should have clear objectives, understood by the students, and differentiated to meet the needs of students of different abilities. Marking and record keeping can be used both as a

supportive activity, providing feedback to the students on their progress and achievements, and as a signal that their efforts are valued and that progress matters. Achievement points should be awarded, where appropriate, to acknowledge effort, achievement and progress within lessons – these should be recorded on SIMS.

Classroom Management

Classroom management and teaching methods have an important influence on students' behaviour. The classroom environment gives clear messages to the students about the extent to which they and their efforts are valued. Relationships between teacher and student, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way the students behave. Overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the students to work in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Getting the start of the lesson right is crucial to setting the tone for the next hour, hence the following key expectations from staff at Darland.

- Teachers should be at the door of the classroom at the start and change over of lessons.
- Students should line up outside lessons before being allowed in by the teacher.
- Uniform is to be checked by teachers on entry and exit. Uniform cards should be signed as necessary by classroom teachers to record uniform infringements. Blazers may be removed once permission has been granted by the teacher.
- Students should have all necessary equipment for the lesson.
- Should it be necessary for a student to leave the classroom during a lesson, they should have a signed note in their planner to authenticate this.

Classroom Rules
The following rules are displayed in every classroom and are printed in student planners
1. Arrive on time with the correct equipment and be ready for work – pencil cases and planners should be placed on the desk at the start of the lesson.
2. Place all coats and bags in the designated areas.
3. Ensure that all electronic gadgetry including mobile phones and MP3 players are switched off and kept in your school bag.
4. Behave politely and show consideration and respect for all others and yourself.
5. Listen carefully and follow the instructions of the teacher.
6. Give full attention to your work and the teacher.
7. Take care of the learning area and everything in it.
8. Carry out all your classroom and homework to the best of your ability and complete it on time.

Rewards

Emphasis should be on rewards to reinforce good behaviour. Rewards have a motivational role, helping students to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. Praise can be earned by the maintenance of good standards as well as particularly noteworthy achievements. The year system is the main method used in the school for the celebration of rewards, achievements and praise.
Students can be rewarded in the following ways:
- ☐Verbal praise, in a variety of contexts. The most effective praise is targeted praise, for particular actions.
- A phone call home to a parent is a powerful way of communicating praise.
- ☐Collective or individual praise in assemblies (e.g. good behaviour on a school visit).
- The award of Achievement Points on the school's computer system – SIMS. These Points can be given for a variety of achievements, from good effort in class, to representing the school. Parents are informed of the number of Points achieved by their child on a termly basis. When any student reaches 30 Achievement Points, they are awarded a bronze star pin badge which is to be worn on their blazer, for 50 Achievement Points they are awarded a silver star

pin badge and for 100 Achievement Points, they are awarded a prestigious gold star pin badge (see Appendix i – Achievement Badges)

- Written or verbal communication with home praising high standards of behaviour. (e.g Phone calls home or Behaviour Postcards).
- End of year outings, which reward high standards, including behaviour.
- Form Tutors in each year group should award 'Praise Postcards' to 3 tutees within their tutor group on a fortnightly basis in acknowledgement of achievements, improvements or outstanding contributions to over the past fortnight, whether in a personal, academic or sporting context. These postcards are handed to the students personally for them to take home to parents.
- At the end of every term, prize draws take place in assembly and rewards are distributed to acknowledge students with the most achievement points in each year group, students with the 100% attendance for the term and for students who have maintained a 'clean' uniform card (a card which has no signatures in for uniform infringements during that term).
- In addition to rewarding achievements, individuals and tutor groups are recognised and rewarded for their attendance. Trophies and chocolates and certificates are awarded on a fortnightly basis, in every year assembly to acknowledge the tutor groups with the highest number of Achievement Points for the fortnight and also highest attendance levels of the fortnight.
- Students who attain 100% attendance for each term, in assembly, will be awarded a pin badge in year group colours, to be displayed on their blazer. If a student attains 100% attendance throughout each of the 3 terms, then they will be awarded the bonus, prestigious 'Platinum' attendance badge to wear on their blazer (See Appendix ii for details of attendance badges).

Uniform Cards

Guidelines for managing uniform concerns

- Form tutors to check uniform each morning and check the uniform monitoring card.
- All staff to support the policy and challenge pupils who do not have the correct uniform, and then sign the card accordingly.
- Progress Coordinators to provide exemption stickers for those students who have a legitimate reason for not having the current uniform.
- When a member of staff is the fifth signatory they take the card from the student and pass it onto the main office. The student will then be given a lunchtime detention. If possible they provide a new card or the student collects a new card from the office.
- A student who has no card is reported to the office and they are dealt with in the same way as a card with five signatures (i.e. automatic lunchtime detention)

Office guidelines for managing uniform concerns
Section A
- Staff to pass UMC (Uniform Monitoring Card) to the office.
- Office staff place it into the tray for the day in which the detention will be set (the next day) Friday offence will be a Monday detention.
- At 8.30am the following morning these names are placed on the lunchtime detention list for that particular day (included on the list will be those students who were reported to the office for not having a card).
- At 12.35pm the appropriate Progress Co-Ordinator will collect the file and oversee the 15 minutes lunchtime detention – usually in Room 18.
- Students who are known to be absent will be transferred to the next day.
- Students who fail to attend the detention will be inserted into the appropriate section of the detention file. These students will be internally excluded the following day in the Seclusion Room.

- Students failing to attend will be entered into the 'Seclusion for Uniform' file and be identified on Sims.
- They will be told to go to the Seclusion Room at 9.20am by Form Tutors/PC or they will be collected during lesson 1.
- They will stay till lunchtime, they go directly on the bell if it is their first offence and they have behaved well. They will go later if they have not cooperated or it is a repeat offence.
- Regular offenders will have contact made with parents

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a strong need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

The use of sanctions should be characterised by two features:

1. It must be clear why the sanction is being applied.
2. It must be made clear what changes in behaviour are required to avoid future punishments.

Sanctions in lessons

All Faculties at Darland High School follow the same system of stepped sanctions. Initially transgressions of the classroom rules are dealt with by the class teacher, with referral to the Faculty Coordinator for students who reach the Third or Fourth step.

FIRST: Warning

SECOND: Time out (in or out of the classroom) plus behaviour points to be recorded on SIMS.

THIRD: 20 minutes Faculty lunchtime detention plus behaviour points to be recorded on SIMS.

FOURTH: 30 minutes after-school Faculty detention plus behaviour points to be recorded on SIMS.

SEVERE CLAUSE: Senior staff called for

These detentions should be recorded for monitoring purposes

Students who *persistently* reach the third and/or fourth step should be referred to the relevant Progress Co-Ordinator.

Detentions

The School runs different detentions every week to manage behaviour. For both the Faculty Co-Ordinator's Lunchtime and After School detentions, as well as the Headteacher's detention - a letter must be issued to the students to give to their parents at least 24 hours before the detention.

1. **Faculty Detentions.** Each Faculty runs at least one lunchtime and / or one after-school detention, for students who reach step 3 in their lessons.
2. **Lates detention.** This takes place in Room 18 every break and is for students who arrive in school after registration has closed in the morning. (09:05). This detention is staffed by a Behaviour For Learning Mentor.
3. **Lunchtime detention.** This takes place between 12:35pm and 12:55pm every day in Room 16. Progress Coordinators and Senior Staff place students in lunchtime detention for transgressions which take place **outside** lessons.
4. **Uniform detention –** This takes place between 12:35pm and 12:55pm every day in Room 18. Students who receive 5 signatures on their uniform card or who have lost their uniform card will be placed in this detention.
5. **Headteacher's Detention.** This takes place between 3:20pm and 4:00pm every Friday and is held in the dining hall. Progress Coordinators and Senior Staff place students in Headteacher's Detention for more serious transgressions which take place outside lessons (including smoking), or when students fail to attend other detentions.

Seclusion Room

For serious behaviour transgressions (and in some cases as an alternative to external fixed term exclusion), students are placed in the Seclusion Room. The room is operational five days a week. Students who fail to attend the lunchtime uniform detention will be placed in the Seclusion room for 2 lessons the following day.

This is a room, supervised by a Behaviour for Learning Mentor, where up to six students work in silence following work set by the teachers of the lessons they would normally be attending. Students in the Seclusion room do not go out for break and have their lunch served in the room. Parents are given a letter to take home following allocated time in the room. Students who are in the Seclusion Room will be given a '$' mark on the register to signify their attendance in the room.

Monitoring Behaviour

Behaviour is monitored by means of the addition of Behaviour Points (between 1 and 4 depending on severity) to the student's profile on the school's computer system - SIMS. Parents receive a print out of the Behaviour Points for their child once a term. Progress Coordinators, working with the Behaviour for Learning Mentors, monitor the Behaviour Points for students in their year and impose the following sanctions:

- o 30 points = student is placed in the Seclusion Room for half a day
- o 50 points = student is placed in the Seclusion Room for a whole day. By this stage, parents will have been contacted and invited in.

Responsibilities (who does what)

Governors Disciplinary Committee

This committee is convened in order to hear appeals from parents of students who have been either excluded permanently, or excluded for a period of 15 or more consecutive school days. The Chair of Governors also signs the school's Exclusion Book, where records of all fixed and permanent exclusions are kept.

Headteacher

The Headteacher has an overarching responsibility for standards of discipline in the school. The Headteacher, or his deputy in his absence, is the only person who can authorise an exclusion (either fixed term or permanent).

Assistant Headteacher – WellBeing and Progress

In the Darland management structure, this person has responsibility for day to day management of the pastoral system, including the Progress Coordinators and Behaviour for Learning Mentors.

Progress Coordinators

The Progress Coordinators have responsibility for the behaviour and progress of students in their Year Groups. They are the main point of contact for parents for most behavioural issues. Progress Coordinators manage the system of students on close behavioural monitoring.

They also regularly utilise relevant data in order to identify those students in need of extra support and interventions – particularly in relation to their attitude to learning grades and/or their predicted levels of achievement.

Form Teachers

Form teachers perform a vital role in monitoring on a day to day basis, the behaviour and conduct of the members of their form. By taking a daily register, they monitor attendance, punctuality and address incidents of non-compliance with the uniform dress code. Once a fortnight, Form tutors receive an electronic data sheet which details various information such as Behaviour Points and Achievement Points accumulated by individuals and the tutor groups as a whole and attendance information. Tutors use this information in form time, to counsel their students and record any comments or interventions on the data sheet which is then in turn, monitored by the Progress coordinators. Form tutors also carry out a planner check and uniform each fortnight and this is also

recorded on the electronic data sheet. Form tutors are also the first point of contact for parents, although in many instances, they may refer to the Progress Coordinators.

Behaviour for Learning Mentors and Parent Liaison Officer
The mentors are non-teachers and perform a number of vital functions in supporting the behavioural responsibilities of the above people, namely:
1. Staffing the Seclusion Room for five days a week.
2. Staffing the Student Support Centre, for students on integration or on temporary exclusion from certain lessons.
3. Investigating behavioural incidents.
4. Day to day administrative support for students on Pupil Progress Monitoring.
5. Collating work for collection by parents of students on fixed term exclusions.
6. Under the direction of senior pastoral staff, attending appropriate meetings with a variety of pastoral agencies .
7. Conduct Round Robins on students in preparation for meetings with parents.
8. Maintaining behaviour logs.
9. Patrolling site for latecomers / truants.
10. Running break Late Detention and Lunch Detention.
11. Under the direction of the Progress Coordinator, meeting with parents, writing Individual Education Plans and Pastoral Support Plans for students.
12. Assist Progress Coordinator in conducting back to school interviews for excluded students.

Monitoring and Evaluating the policy.
In order that high standards of behaviour are secured, close tracking of students, as well as the various behavioural interventions and programmes for pupils need to be regularly monitored. This is achieved in the following ways:
1. Weekly meetings of form tutors led by Progress Coordinators.
2. Weekly meetings of Progress Coordinators, Behaviour for Learning Mentors and key attendance staff - two separate meetings take place. On alternate weeks Key Stage 3 Progress Coordinators meet to discuss behaviour concerns along with the ANCO and this meeting is chaired by a Behaviour For Learning Mentor. Discussions, strategies and interventions are recorded on the Behaviour Log Spreadsheet. Simultaneously, Key Stage 4 Progress Coordinators meet with Assistant Headteacher, ESW, Parent Liaison Officer and Attendance Manager to discuss attendance concerns. Discussions, strategies and interventions are recorded on the Attendance Log Spread sheet.
3. Termly reports by the Headteacher to the full governing body on exclusions, with an analysis of serious behavioural issues.
4. Formal biennial evaluation of the policy by the governors.

Links with other Darland High School Policies
- Equalities Policy
- Anti-Bullying Policy
- Substance Misuse Policy

P Agnew February 24th 2015.