

Darland High School Behaviour Policy

“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

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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 any protected characteristic.
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.

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.

Darland follows the 'Pivotal' method of behaviour management. This is a wider strategy to be used in all Wrexham schools in dealing with behaviour and aims to equip staff, at every level, with the tools to enable them to effectively manage behaviour – both in lessons and around the school campus. 'Pivotal' centres around cultures, behaviours and beliefs –around expectations, consistency and relationships. The key notion being, '*when adult behaviour changes, everything changes*'.

There are 5 key principles which underpin the 'Pivotal' style. These are known as 'The 5 Pillars of Behaviour Management' and consist of:

- **Consistent, Calm Staff Behaviour**
- **Relentless Routines**
- **Give First Attention to Best Conduct**
- **Script Difficult Conversations**
- **Invest in personal, restorative follow up**

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. These underpin the 'Relentless Routines' aspect of the 'Pivotal' ethos.

Classroom Routines

- Teachers should be at the door of the classroom at the start and change over of lessons in order to 'Meet and Greet' students.
- 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 where relevant. Blazers may be removed once permission has been granted by the teacher.
- Students should have planners and pencil cases on their tables throughout the lesson.
- The register should be taken in silence.
- 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.

Tutor Time Routines

- Form tutors to discuss any relevant issues with form class as directed by Progress Coordinators.
- Achievement / Behaviour Points to be shared with students.
- ATL data to be shared and discussed with students when relevant.
- Attendance data to be shared with students.
- As well as following the procedures outlined above as per Classroom Routines, Form Tutors should adhere to the publicised timetable of activities for form time. An example is shown below:

	Monday	Tuesday	Wednesday	Thursday	Friday
YEAR 7	Assembly	Collective Reflection	Numeracy	Numeracy	Form Time
YEAR 8	Collective Reflection	Assembly	Numeracy	Numeracy	Form Time
YEAR 9	Collective Reflection	Numeracy	Assembly	Literacy	Form Time
YEAR 10	Independent Work / Homework	Collective Reflection	Independent Work / Homework	Assembly	Form Time
YEAR 11	Independent Work / Homework	Collective Reflection	Independent Work / Homework	Form Time	Assembly

Assembly Routines

- Register to be taken and uniform to be checked.
- Form tutors must escort forms to the venue (Main Hall or Sports Hall) and line them up outside.
- When directed, form tutors to **lead students into the venue in silence.**
- Form tutors to remain with tutor group throughout the assembly and monitor behaviour.
- At end of assembly form tutors to lead form class out of assembly when directed by Progress Coordinator. **Students to leave the venue in silence.**

Classroom Rules

- In line with the Pivotal system, there are 3 words which underpin the expectations for all students at all times whilst in Darland, whether this be in lessons or around the campus. These 'rules' are displayed on all classroom doors and in various places throughout the campus. These are:
 - **Ready** – (For example, students should ensure they are ready for their learning – have the correct equipment, have completed necessary tasks and homework etc.)
 - **Respectful** – (For example, being respectful to staff, other students, to the environment, to the learning of others etc.)
 - **Safe** – (For example, behaving sensibly, acting in an appropriate manner, using equipment sensibly, putting all coats and bags in designated areas at the start of lessons etc.)

Rewards

Emphasis should be on rewards to reinforce good behaviour. Rewards have a motivational role, helping students to see that good behaviour is valued. (See separate Rewards Policy). 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.

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. **In line with the 'Pivotal' system of behaviour management**, 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 and allocate ATL3 or ATL4
- **THIRD:** 30 minutes silent Faculty lunchtime detention plus behaviour points and allocate ATL3 or ATL4
- **FOURTH:** 30 minutes Faculty after-school detention plus behaviour points and allocate ATL3 or ATL4
- **SEVERE CLAUSE:** Senior staff called for and allocate ATL4

Attitude to Learning – (ATL) – Lesson Behaviour Monitoring

A system of monitoring behaviour was launched in 2017. In place of a normal registration mark, all students are now given a grade for each lesson they attend. The grades given are the 'Attitude To Learning' grades (ATLs), which appear on the students half termly Progress Reviews. Each student starts each lesson with an ATL grade 2, the expected standard. At the end of the lesson, the teacher can then adjust the grade to an ATL 1 if the pupil has excelled, or downgrade to an ATL 3 or ATL 4, if the student's behaviour and attitude has been found wanting.

The ATL descriptors are as follows:

Attitude To Learning Levels

- 1 = Outstanding**
- 2 = Good (Standard expected)**
- 3 = Needs Improvement**
- 4 = Poor**

All ATL1s have an associated Achievement Point allocated to them – see below

ATL 1 - (Achievement Points +1)

- ATL1 – Outstanding Work**
- ATL1 – Resilience**
- ATL1 – Lead Learner**
- ATL1 – Independent Learning**
- ATL1 – Book is outstanding**
- ATL1 – Impeccable Behaviour**
- ATL 1 – Positive Contributions**

ATL 2

The standard expected of all learners

All ATL3s have an associated Behaviour Point allocated to them – see below

ATL 3 – (Behaviour Point -1)

ATL3 – Late without a note

ATL3 – Lack of equipment

ATL3 – Inappropriate language

ATL3 – Refusal to complete work

ATL3 – Failure to follow instructions

ATL3 – Disruptive behaviour

ATL3 – Gave up on classwork

If staff allocate an ATL3 to students, then they must also ensure a relevant sanction is employed too. Students must be told the reasons for awarding an ATL3 and the way in which their behaviour must change in order to reach the standard expected ATL2.

All ATL4s have an associated Behaviour Point allocated to them – see below

ATL 4 – (Behaviour Point -2)

ATL4 – Removed from Classroom

ATL4 – Seriously disrupting the learning of others.

ATL4 – Producing no work in the lesson.

If staff allocate an ATL4 to students, then they must also ensure a relevant sanction is employed too. Students must be told the reasons for awarding an ATL4 and the way in which their behaviour must change in order to reach the standard expected ATL2.

Detentions

The School runs ~~four~~ several different detentions every week to manage behaviour. For all detentions apart from break detentions, and lunchtime detentions, 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)
3. **Uniform detention.** This takes place in Room 18 every breaktime and is for students who fail to produce their uniform card on request, or, who have accrued 5 signatures on their uniform for transgressions in the uniform policy.
4. **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.
5. **Headteacher's Detention.** This takes place between 3:20pm and 4:00pm every Friday and is held in the Lower School Canteen. Progress Coordinators and Senior Staff place students in

Headteacher's Detention for more serious transgressions which take place outside lessons, or when students fail to attend other detentions.

Seclusion Room – (Internal Isolation Room) -

For serious behaviour transgressions (and in some cases as an alternative to external fixed term exclusion), students are placed in the Seclusion Room. 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 Seclusion Room. A letter is handed to the student to pass to their Parent/Carer on completion of any time in the Seclusion Room, this is reinforced with a copy being sent in the post and a final copy being placed in the student's file. All referrals to the Seclusion Room are passed to the Assistant Headteacher for authorisation – this ensures consistency of application.

Seclusion Plus

This is an extension of the Seclusion Room but takes place on an alternatively timed school day between the hours of 10am until 4pm. The Seclusion Room will be closed to other students when Seclusion Plus is in operation. A meeting will occur between the Progress Coordinator, the Behaviour Learning Mentor from the Seclusion Room, the Parent/carers and the child, prior to the allocated time in the Seclusion Plus Room. In some cases this can be an alternative to an external fixed term exclusion.

Seclusion – (Temporary Transfer)

For students who have undertaken repeated spells in the school's Seclusion Room, it may be organised for students to undertake a spell in Seclusion at another school – namely Ysgol Rhosnesni or Ysgol Clewedog. Darland, Ysgol Rhosnesni or Ysgol Clewedog have formed an alliance whereby it can be arranged for a student to undertake their designated Seclusion sanction at one of the three partnership schools. A meeting will occur between the Assistant Headteacher – Pupil Progress & Wellbeing from the parent school, the parent and the child before the 'Temporary Transfer' takes place and all necessary paperwork will be completed. In some cases this can be used as an alternative to an external fixed term exclusion.

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. Parents will receive a total of Behaviour & Achievement Points for their son/daughter every half-term on their Screenings.

Progress Coordinators, working with the Behaviour for Learning Mentors, monitor the Behaviour Points for students in their year and impose the following sanctions:

- 30 points = student is placed in the Seclusion Room. ~~IEU~~ for half a day
- 50 points = student is placed in the Seclusion Room. ~~IEU~~ 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 – Pupil Progress and Wellbeing

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 and the Learning Coaches.

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.

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. Form tutors will monitor the ATL (Attitude to Learning) grades of their tutees on a daily basis. They will set up their SIMS Homepage in order to monitor students who attain ATL1s and ATL 3s and ATL 4s. They will utilise this information in form times to counsel their students. 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

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 5 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 Lates 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.
13. Under the direction of the Assistant Headteacher – Pupil Progress & Wellbeing, liaising with the TRAC team in order to organise interventions for relevant students, e.g with regards to attendance, behaviour, social and emotional and careers support.
14. Day to day administrative support with regards to students with attendance issues.
15. Regularly liaising with the ESW.
16. Where necessary completing and submitting safeguarding referrals to MASH.
17. When requested, undertaking welfare checks on specific 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.
2. Fortnightly meetings of Progress Coordinators and Behaviour for Learning Mentors,
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
- Rewards Policy