

Brecon High School



Behaviour for Learning Policy

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Behaviour For Learning Policy

“If we are not modelling what we are teaching, then we are teaching something else” -
Helen Flanagan

Introduction

At Brecon High School, we strive to provide an environment where each and every pupil has the opportunity to learn and develop as an individual. The secret to good learning is good behaviour that is managed pro-actively. Our Behaviour for Learning policy is based upon developing respect within our pupils which will prepare them for life within their community and the world of work. When enforced, it enables teachers to teach in a cohesive and respectful learning environment whilst also ensuring that pupils can learn without distraction in a nurturing atmosphere. Positive relationships between pupils and all staff are the key to ensuring that everyone within our learning community is able to work to their full potential and enjoy being here.

The key to this policy lies in the hands of the staff that will use it on a daily basis. All staff **must** use this policy in a consistent fashion in order to ensure that our pupils are receiving the same messages, experiences and treatment within every classroom in the school, as well as from every member of staff around the school site. All staff **must** encourage, praise, reward, discipline, and control pupils in and around the school. **The moment pupils see this is not the case will be the point at which this policy breaks down.**

1. Policy Aims

- All pupils are happy, feel valued in the community and achieve their best
- All pupils demonstrate respect for others, and the working environment
- All pupils show tolerance and respect for the opinions and beliefs of others
- All pupils are included within the learning experience, whatever their needs, differences or problems
- No one is socially excluded from our learning community

2. Policy Principles

- **All** individuals take **personal responsibility** for their actions and the effect that these have on the people around them
- Staff clearly demonstrate that they know their pupils and their needs. Differences should be recognised and needs met effectively.
- High expectations from all – for all
- Effective communication across the school and with parents/carers

3. Staff Responsibilities

There are a number of expectations students should expect from staff. All staff should:-

- Arrive at lessons on time to meet and greet students and supervise a calm exit from the classroom.
- Take the register within the first 10 minutes of the lesson and late arrivals recorded and dealt with swiftly.

- Use the BHS Lesson Planning tool and their Planning for Progress DR ICE document to plan engaging and motivational lessons that build on interest within their subject area.
- Ensure that learning intentions are clear, lessons are well organised, interesting and appropriate and work is sensitively differentiated.
- Set clear expectations, be fair and engage pupils while applying a positive approach towards discipline.
- Use a consistent approach in dealing with behaviour, in accordance with the classroom discipline plan, and recognising achievement and effort.
- Demonstrate to pupils courteous, considerate, polite and pleasant behaviour at all times and should never use any form of abusive or humiliating remarks. (ref: Appendix A: A Behaviour Management Guide for Staff)
- Manage any poor behaviour in a calm and controlled manner, and support and encourage pupils to make a positive fresh start at the start of each lesson.
- Ensure that they update their understanding and skills in managing behaviour effectively by taking advantage of professional development opportunities.

4. Praise and Rewards

At Brecon High School, we strive to provide an environment where each and every learner has the opportunity to learn and develop as an individual. The key to good learning is good behaviour that is managed pro-actively. Supporting this is the pro-active use of praise in order to develop the emotional resilience that learners need to take on the challenge of learning. When used in its entirety, it enables teachers to recognise success and celebrate this with the learner, not to the learner. It is important that we recognise, acknowledge and reward individual achievements by pupils. Praise points should be applied consistently and in the majority of cases should outweigh sanctions.

The following examples of areas considered to be worthy of individual recognition are:

- Acknowledging good, regular or improved attendance.
- Participating in, and showing commitment to, extra-curricular activities.
- Service to the school or local community.
- Good or outstanding effort displayed in the classroom.
- Good or outstanding academic achievement in classwork and/or homework
- Improved attainment
- Improved effort with their work
- Improved behaviour either inside or outside of the classroom

Opportunities to celebrate can be sought in form time, Year Group assemblies, and/or whole school events.

<p>Teachers are entitled to teach Learners are entitled to learn Everyone is entitled to respect, support and acceptance</p>

5. Managing behaviour inside and outside of the classroom – The School Rules

The school endeavours to provide a safe learning environment where all pupils can feel and be safe, enjoy and achieve. The school has developed a set of rules which will equip our pupils for good learning and set them up for the world of work. These school rules and classroom rules are known as the 3Rs and are all based on;

Respect, Responsibility and being Ready to Learn.

5.1 School Rules and Classroom Rules

Respect

Respect your teacher, classmates, all visitors and school property.
Follow the instructions of all members of staff, immediately.
Foul or offensive language is not to be used in or around the school.
Listen carefully, and be silent, when other people are speaking

Responsible

Arrive on time to school, and to all lessons, ready to learn.
Abide by the school internet and Computer access policy, including the use of social media outside of school hours.
Follow the school Mobile phone policy
Take responsibility for your own behaviour and how it impacts on the learning and wellbeing of fellow class mates - do not disrupt the learning of others.

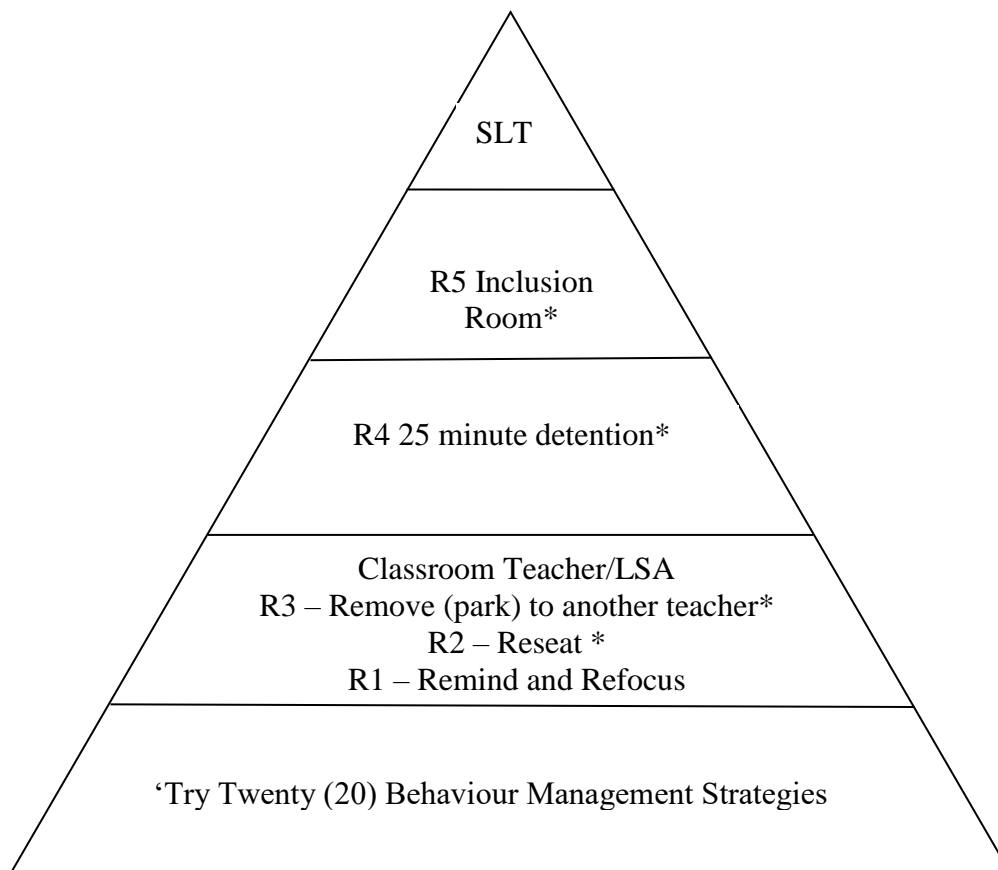
Ready to Learn

Come equipped for school – pen, pencil, ruler, calculator, books and correct uniform, including correct PE kit.
Complete all work and homework to the best of your ability and hand it in on time.
Engage fully in all classroom activities including group and oracy activities.

5.2 The Re-engagement Ladder

We want all learners to enjoy school and flourish in a learning environment that is stimulating and challenging. However, we acknowledge that there will be times when misbehaviour will exist. The school then implements a **re-engagement** system that demonstrates to all learners that actions need to be corrected and relationships repaired. This is known as the school Re-engagement Pyramid/The R Pyramid.

The Re-Engagement Pyramid



*R2 – will receive a consequence of a short breaktime/lunchtime detention with the class teacher – this will be either on the same day or the following day

*R3 – will receive a consequence of a longer breaktime/lunchtime detention with the class teacher – this will be either on the same day or the following day. *R4 – will receive a lunchtime detention with an AOLE or PGM. *Only a member of SLT or PGMs can place a pupil into the Inclusion Room

Try Twenty (20) strategies

Staff should ensure that they use a number of the 'Try Twenty (20) Strategies' prior to using the formal Re-engagement ladder.

Redirect Behaviour, Change of Task, Positive Adult Talk – Always find a Positive Comment, Change of face, Caring Presence, Provide Responsibility, Distraction Partial Agreement, Pupil given clear choices, Reminder of Past success, Use of Knowledge of pupil to avoid conflict, Use of Humour, Stay Calm, Allow Time, Consistent Approach, Ensuring Clear Routines, Teacher Movement Around the Classroom, Visual Smiley Face on Board, Use of Non Verbal Cues, Show you are Human

R1 = Remind, Refocus.

Teachers use a wide range of strategies to support positive behaviour. This should include **reminding** the learner of the class expectations and **refocusing** the pupil. If a learner does not respond then the teacher issues a R1. This is a formal warning to the learner that their behaviour needs improvement.

Minor disruption of the learning of others.

Minor inappropriate / silly comments.

Not doing what is asked, when asked

Pupils should be informed that they are receiving a R1 by staff saying phrases like:

1. Name, you are not ready to learn because you are speaking when you should be listening therefore I am giving you an R1 reminder that you need to refocus and stop talking

2. Name, you are not ready to learn because you are not following the instructions that you have been given therefore I am giving you an R1 reminder that you need to refocus and get on with the work as per my instructions

R2 = Reseat within the classroom.

If the learner does not respond to the teacher issuing an R1 the learner should be reseated within the classroom. An R2 should be issued for:

Repeat of any R1 behaviour.

Repeated disruption of the learning of others and poor behaviour.

Repeated inappropriate behaviour or challenge of the classroom teacher.

Pupils should be informed that they were receiving an R2 by staff saying phrases like:

1. Name, you are not ready to learn because have continued to talk over myself/ other pupils despite receiving an R1 warning therefore I am now giving you an R2 so you will need to move to sit in a seat of my choice.

2. Name, you are not ready to learn because you are have continued not following the instructions you have been given therefore I am giving you an R2 so you will need to move to sit in a seat of my choice.

R3 = Remove – AOLE Parking.

Staff make use of an AOLE Parking Rota.

Breaktime detentions overseen by the **classroom teacher** to discuss with the pupil the reason as to why they were placed in AOLE Parking. (When an **R3** has been issued). A restorative conversation should be held between the classroom teacher and pupil.

Persistent R1 and R2 behaviour.

Using offensive language which is not directed at the member of staff.

Persistent disruption or refusal to follow instructions.

Pupils should be informed that they were receiving an R3 by staff saying phrases like:

1. Name, you are still not ready to learn because have continued disrupt the lesson despite being given a warning and being reseated. You have now reached R3 and you will now be removed from the lesson to allow others to learn, and be placed in detention during your next breaktime

R4 = Remain

25 minute lunchtime detention held by the AOLE/PGM . If the pupil is in detention for failure to attend a restorative meeting with a member of staff, part of this detention should be used for the member of staff to have this restorative conversation with the pupil with the support of the AOLE Lead.

Refusal to follow instructions of Parked member of staff.

Disruption while parked

Serious and open defiance

Missing a Parking Detention

Pupils should be informed that they were receiving an R4 by staff saying phrases like:

1. Name, you are still not ready to learn despite being removed from the lesson you were disrupting. You have now reached R4 of the behaviour plan and you will now be placed in detention with AOLE name during lunchtime

Tackling pupils who refuse to be parked

Pupils who refuse to be parked will sent to the Inclusion room for 5 periods.

- The 5 periods may occur within the same day or be spread over 2 days. However, the 5 periods will be consecutive and will include any associated break or lunchtime.
- Whilst in the Inclusion room, pupils must hand in their mobile phone to the supervising member of staff, complete the work set and complete a reflection sheet.
- If a pupil refuses to complete their time in the Inclusion room in accordance with the rules, the pupil will be referred to PGM/SLT and parents will be contacted to collect them from school and the 5 periods of Isolation will be completed the next day

R5 = Inclusion Room*

The Inclusion room is covered by Wellbeing staff and is based within the Wellbeing Centre. The use of the Inclusion room can be immediate and pupils may be placed within the room for single lessons, morning, afternoon or whole day sessions depending upon the incident. This decision must only come from SLT or relevant PGM. **Parents should be informed if their child has been placed in the Inclusion Room.**

Learners who have been involved in a serious incident for which there is an on-going investigation or learners who have not responded to other strategies and whose actions necessitate isolation from the rest of the community. An R5 should be issued for:

Physical Assault on a pupil.

Intimidating / aggressive behaviour towards peers / staff.

Verbal abuse.

Refusal to be Parked.

***Only SLT or relevant PGM can place a pupil in the Inclusion Room.**

Tackling persistent offenders

- Pupils who gain 3 or more referrals at R3 or above, in one day, will be sent to the Inclusion Room for 5 periods.
- The 5 periods may occur within the same day, or be spread over 2 days. However, the 5 periods will be consecutive and will include any associated break or lunchtime.
- Whilst in isolation the pupil must hand in their mobile phone to the supervising member of staff, complete the work set and complete a reflection sheet.
- If a pupil refuses to complete their time in Inclusion in accordance with the rules, the pupil will be referred to PGM/SLT and parents will be contacted to collect them from school and the 5 periods of Inclusion will be completed the next day

Tackling poor behaviour outside of the classroom

- Pupils who are caught eating or drinking outside of the dining room or do not meet the uniform expectations will be issued with a Red Card Detention
- The Red Card Detention slips clearly explains that the pupil has been referred to the next PGM/AOLE detention and that this will be held in Room 2-07
- Having issued the Red Card Detention staff must enter the Red Card detention on Classcharts

Staff refer to the Graduated Response of Behaviour chart, shown below, when deciding how a behaviour incident should be dealt with. **(see Appendix 1)**

5.3 Fixed Term Exclusion

Only the HEADTEACHER can make the decision to exclude. The school follows all guidance as set out in the Welsh Government document 'Exclusion from schools and pupil referral units' 171/2015. The decision to exclude a learner will be taken only:

- in response to serious breaches of the school's behaviour policy and
- if allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.

Whenever a learner is excluded, their parent/guardian will be notified immediately by a member of the SLT/PGM, ideally by telephone or other reasonable method, followed by a letter being sent home within one school day.

After any exclusion a meeting will take place involving a member of the SLT, the learner's parent and the learner to discuss the learner's behaviour record. .

5.4 Permanent Exclusion

The decision to exclude a learner permanently is a serious one. It will usually be the **final** step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the learner and will normally be used as a last resort. There may, however, be exceptional circumstances where, in the Headteachers' judgement, it is appropriate to permanently exclude a learner for a first or one-off offence in order to ensure the safety of the rest of the community. These can include:

- serious actual, or threatened violence, against another learner or a member of staff
- Sexual abuse or assault
- Supplying an illegal or prescription drug
- Bringing an offensive weapon into school, and using or threatening to use the weapon

In these circumstances, our duty of care to the rest of the school community outweighs the needs of the individual.

5.5 Pupil Reports

Where a learner is regularly reaching step R3 and R4 of the re-engagement ladder, the learner will be placed on daily reports as follows:

- R2 Report – Beige - Form tutor report.
- R3 Report – Green – Progress & Guidance Manager (PGM) report.
- White – AOLE report
- R4 Report – Blue – Behaviour for Learning Report
- R5 Report - Red – Isolation Report.

The formulation of a PSP will automatically be triggered after a second fixed term exclusion or when a pupil is placed on a R5 Report.

6. Beyond the School Gates

We recognise that often events happening outside school can impact upon the learning capacity of a learner in school. As such the school will take action against learners whose behaviour outside school has a negative or harmful effect on another learner or who damages the reputation of the school in our community.

7. School Privileges

When a pupil's behaviour falls short of the standards expected at Brecon High School, they will not be asked to represent the school at events nor will they be allowed to participate in external trips. Progress & Guidance Managers will have the final say on this.

8. Mobile Phone Policy

Our rules and expectations regarding mobile phones have been made clear to all pupils and parents.

If pupils do bring mobile phones to school, they should be switched off, kept out of sight and stored in their bags. Mobiles should be switched off as soon as pupils enter the school building and not switched on again until 3:30pm. Under no circumstances should they be taken out of their bags and used at any time in the school day.

If a member of staff sees any pupil with a mobile phone out of their bags at any time on school premises then the following procedures will take place:

- The phone will be confiscated, switched off and placed in an envelope with the pupil's details clearly marked on it and locked in a safe area within the School Reception.
- The pupil can collect the phone from Reception at 3:30pm on the day it is confiscated and will have his/her/their name recorded.
- If the phone is confiscated on 3 occasions in a half term, the phone will be confiscated and will not be returned until collected by a parent/carer.

It should be stressed that there is no reason why pupils should bring other electronic devices to school such as iPods, Nintendo switches, earpods etc. If they are seen in school, they will be confiscated and only returned to a parent/carer with an understanding that they will not be brought to school again.

Sanctions

- Pupils who do not follow the rules set out in this policy will have their phones confiscated by staff.
- On the first and second infringement of this policy, the mobile phone will be confiscated and taken to a secure place for storage. The pupil will be able to collect the mobile phone at the end of the school day (3:30pm at the earliest). A record will be made of the incident.
- On the third infringement parents/carers will be asked to collect the phone from school.
- Should a pupil refuse to hand over their phone to a member of staff, the matter will be referred to the relevant AOLE, Progress and Guidance Manager or a member of the SLT and will result in further sanctions in accordance with the Behaviour policy.

Sixth Form

The mobile phone policy applies to Sixth Form pupils with the following exceptions:

- Sixth Form pupils may use their mobile phones in the Sixth Form Study Area only during their non-contact time.
- Sixth Form pupils may use their mobile phones with headphones whilst engaging in independent study in the Sixth Form Study Area or Library only.
- Should Sixth Form pupils be observed with mobile phones in any other area of the school then they will also have their mobile phones confiscated in line with the policy.

Disclaimer

Pupils are not required to have a mobile phone in school. We support parents/carers, who make the decision that their child will not bring a mobile phone to school, by ensuring that pupils have access to school land lines to contact parents/carers in the case of an emergency. Parents/carers can, of course, also contact school via the land line should they wish to get a message to their child. This policy does, however, recognise that the majority of our pupils do own a mobile phone. Any pupil who brings a mobile phone into school does so at their own risk and the school will not take responsibility for phones that are lost, stolen or damaged.

Safeguarding

- o Whilst on school premises or during any extra curricular activities, pupils must **never** use their mobile phone to photograph or film any pupil, member of staff or visitor.
- o Using mobile phones to bully and threaten other pupils is unacceptable. Cyber bullying will not be tolerated. In some cases it can constitute criminal behaviour. If the use of mobile technology humiliates, embarrasses or causes offence, it is unacceptable and such behaviour will be dealt with in accordance with Appendix 1 of the school's Anti Bullying policy.

It is vital that we work together to ensure that our young people understand what is, and what is not, safe and appropriate behaviour when using digital devices.

9. Dress Code / School Uniform

Pupils are ambassadors of the school and are expected to dress and behave in a way that reflects the **high** standards we seek to achieve. The uniform should be smart with all items clearly marked. If students are unable to wear the uniform for any reason the school must be notified in writing by the parents.

Blazer (Boys and Girls)	Plain blue, with school crest (Years 7 -11), Plain black (Sixth Form)
Blouse /Shirt	Plain white with collar
Skirt (Girls only)	Plain black, pleated , knee length
Trousers (Boys and Girls)	Plain black, tailored. (no jeans, canvas trousers, tight fitting trousers or leggings)
Tie	Blue and Gold clip-on tie (Years 7-11), Black and Gold (Sixth Form)

Footwear	Plain black leather shoes, with sensible heels (no canvas shoes, no above the ankles boots, or any trainers)
Outer Coats	Sensible, plain black. These should be removed whilst inside the school building
Bag	A strong rucksack or holdall
Jewellery	1 wristwatch. 1 plain ear stud in each ear. 1 dress ring. All nose piercing must be covered, and as soon as possible replaced by a clear plastic post. The school cannot accept responsibility for jewellery worn to school
Hair	One, natural colour, no extreme hair styles

10. The use of praise

Staff at Brecon High School recognise that the use of praise is the most powerful tool available to staff in rewarding and reinforcing appropriate behaviour. Regular praise and encouragement is part of school life and our ethos. We recognise that praise has a strong motivating effect on pupils as well as being a means by which they can learn. Praise needs to be effective, not undermined by inappropriate use, insincerity or blandness.

When praising we use the following guidelines:

- Always give specific praise and avoid meaningless generalisations. Start with what you have observed, or with what you have heard from someone else.
- Always praise better than expected results or behaviour, doing so in front of peers can help create a culture which encourages catching pupils being good.
- Always use stand – alone praise without diluting it with criticism.
- Always praise pupil as close to the time of their positive action as possible.
- Always express your praise sincerely and with specific attention to genuine accomplishment.

Staff appreciate that effective praise:

- Is delivered appropriately upon pupil performance of desirable behaviours or genuine accomplishment
- Specifies the praiseworthy aspects of the pupil's accomplishments
- Is expressed sincerely, showing spontaneity, variety and other non-verbal signs of credibility
- Is given for genuine effort, progress or accomplishments which are judged according to standards appropriate to individuals
- Provides information to pupils about their competence, skills or the value of their accomplishments
- Helps pupils to better appreciate their thinking, problem solving and performance
- Attributes pupils success to effort and ability, implying that similar success can be expected in the future

- Encourages pupils to appreciate their accomplishments for the effort they expend and their personal gratification

There are three main types of praise that teachers most often use: **personal praise, effort-based praise, and behaviour-specific praise**. Staff may choose to deliver praise in a number of different ways e.g. orally, in a written form (in books or via Classcharts messages) and they may administer this publicly or privately.

In most instances, positive behaviour, effort, excellence and contribution will be rewarded via praise points administered via Classcharts. Pupils can 'spend' their praise points in the school's Virtual Shop which is stocked with items determined by pupil voice.

Each week 'Star of the Week' is awarded to the pupil in each Year group who has achieved the most praise points within the Year group whilst not receiving any behaviour points. Pupils are also awarded 'Star of the Month' for similar criteria

The rewards system also promotes and recognises excellent and improved attendance at least once every half term with pupils being awarded praise points for maintaining 100% attendance as well as attendance levels of above 96%. Pupils improving their attendance from the previous half term are also rewarded as are those who meet the two week 100% Attendance challenge set at the end of each half term.

At the end of each academic year, pupils are nominated for Academic and Contribution Star prizes which are distributed during special assemblies or a Celebration Evening where achievement is recognised and celebrated with parents.

Appendix 1

Graduated Response to Behaviour

Behaviour Level	Examples (but not an exhaustive list)	Who Deals with the behaviour	Intervention	How to record/respond
R1 Low level / occasional / 1 st instance or sporadic instances of disruption to learning or not following the expectations of the school	Lack of equipment; lateness to lessons; inadequate work; inappropriate behaviour- off task behaviour; minor defiance; failure to following instructions; inappropriate comments; minor disruptive behaviour e.g. distracting other pupils; failure to complete homework; breach of mobile phone policy; first/minor uniform policy breach; minor computer misuse; Dim defiance or defiance	Responsibility of adult(s) involved or present.	Remind and Refocus Other possible actions: -Discuss the behaviour with the pupil - Verbal reprimand – to include an explanation of the consequences of repeating the behaviour - Revised seating plan for the next lesson - Verbal/written apology - Confiscation of mobile phone	Record R1 on Clipboard
R2 Repeated non-compliance of R1 behaviours / escalation of Level 1 behaviours and refusal to comply with expectations of the school.	Continual lack of equipment; repeated lateness to lessons; continued defiance; repeated inappropriate behaviour - relating to health and safety (behaviour likely to cause injury or upset); continued failure to work/ complete homework; Damage to property – accidental; Computer misuse; scuffle; continual disruption; Lateness to school; chewing gum.	Responsibility of adult(s) involved or present.	-Teacher detention (break or lunchtime) OR -Reset Other possible actions: -Cooling off period - Community service - Phone call/email home - Warning letter -Form Tutor report for repeated incidents across subjects (FT)	Record R2 on Clipboard Issue Teacher detention Record 'attended' OR 'Not attended' as appropriate
R3 Persistent non-compliance of Level 2 behaviours / escalation of level 2 behaviours and persistent confrontational defiance of the expectations of the school.	Persistent defiance; refusal to work; missing a teacher detention; persistent disruption; persistent non-compliance with report; leaving a classroom without permission; offensive language; persistent non-compliance with school expectations; endangering the safety of others; persistent Computer mis-use; persistent failure to complete homework.	Responsibility of adult(s) involved and if appropriate, with the assistance of the member of staff on your parking rota.	-Teacher detention (break or lunchtime – minimum of 15mins) Other possible actions: - Park pupil in accordance with AOLE parking rota - AOLE report for repeated subject incidents (AOLE) - PGM report for repeated incidents across subjects (PGM) - Contact home (AOLE/PGM) -Restorative meeting - Withdrawal of pupil's privileges (e.g. trips/activities)	Record R3 on Clipboard Issue Teacher Detention Record 'attended' OR 'Not attended' as appropriate. Refer to AOLE/PGM as appropriate
R4 Escalation of level 3 behaviours, major and open defiance of school expectations	Assault on pupil; theft; disruption whilst parked; abusive/offensive language directed at staff; total refusal to co-operate, fighting; high level e-safety incident e.g. happy slapping, inappropriate images/actions; truancy - lesson/assembly; offsite, during school hours, without permission; Red card offence e.g. repeated uniform breaches, eating and drinking in banned areas, bullying; missed parking detention; refusal to be parked, refusal to hand in mobile phone, carrying out graffiti.	Responsibility of adult(s) involved with the assistance of on-call staff, the relevant AOLE, PGM or SLT, as appropriate.	PGM/AOLE Detention (25mins – Lunchtime) OR - Intervention Room (on call) OR - Internal suspension (short) OR - Fixed Term exclusion (short) Other possible actions: - Behaviour for Learning Report (PGM) -Contact home (AOLE/PGM / SLT) -Restorative meeting - Meeting with School Police Liaison Officer (SPLO) - Set up a PSP - Alternative Provision	Record R4 on Clipboard Issue PGM/AOLE Detention Record 'attended' OR 'Not attended' as appropriate. Refer to AOLE/PGM as appropriate Inform parents / carers and all staff. If in classroom, use 'On-Call', if necessary If outside classroom, inform SLT/PGM, if necessary
R5 Escalation of level 4 behaviours, extreme and open defiance of school expectations	Smoking/vaping; assault on pupil – major / unprovoked; assault on staff; carrying / use of weapon; using/carrying alcohol or drugs; theft; major damage – intentional; Refusal to go to Isolation; extreme abusive / threatening language to staff; total refusal to co-operate; school truancy; continued bullying following a formal warning; persistent lateness to school; extreme/intended verbal or physical breach of equality e.g. homophobic or racist incident.	Responsibility of adult(s) involved to inform on-call staff, the relevant PGM or SLT, as appropriate.	- After school detention OR -Internal suspension (long) OR - Fixed Term exclusion (long) OR - Permanent exclusion Other possible actions: - Isolation Report (PGM) - Contact home by telephone (PGM / SLT) -Restorative meeting - Meeting with School's Police Liaison Officer (SPLO) -Set up PSP - Report homophobic / racist incident to LA - Governor's Discipline Panel - Managed Move - Referral to PIP panel	Record R5 on Clipboard Issue appropriate sanction Record 'attended' OR 'Not attended' as appropriate. Inform parents / carers, all staff, SPLO (if appropriate) AND/ OR CA/SLA (if appropriate) If in classroom, use 'On-Call', if necessary If outside classroom, inform SLT/PGM, if necessary

Appendix 2

A Behaviour Management Guide for Staff

The way to good order with our youngsters – an outline of good practice.

Acceptable standards of behaviour, work and respect depend on the examples we all set.

- ✓ All have positive contributions to make

Good Order has to be worked for: it does not simply happen.

- ✓ Set high standards
- ✓ Apply rules firmly and fairly

Most important of all:

- ✓ Expect to give and to receive respect

Everyone at school is here for a purpose.

- ✓ Respect every person
- ✓ Treat everyone as an individual

Relationships are vital: relationships between everyone and at every level.

Take the initiative:

- ✓ Greet and be greeted
- ✓ Speak and be spoken to
- ✓ Smile and relate
- ✓ Communicate

'Problems' are normal where children are learning and testing the boundaries of acceptable behaviour.

Our success is tested not by the absence of problems but by the way we deal with them.

Don't react, address a problem:

- ✓ Avoid confrontation
- ✓ Listen
- ✓ Establish the facts
- ✓ Judge only when certain
- ✓ Use punishments sparingly

Removal of privileges is the most effective strategy

Do all you can to avoid:

- | | | |
|-----------------------|---|---|
| × Sarcasm | - | it damages you |
| × Humiliating | - | it breeds resentment |
| × Shouting | - | it diminishes you |
| × Over-reacting | - | the problem will grow |
| × Blanket punishments | - | the innocent will resent them |
| × Over-punishments | - | keep your powder dry, never punish what you can't prove |

Please never leave pupils outside rooms for any length of time. The 'problem' needs a solution not complicating. Seek help if you need it, and do all you can to:

- | | | |
|--|---|---------------------|
| ✓ Use humour | - | it builds bridges |
| ✓ Keep calm | - | it reduces tensions |
| ✓ Listen | - | it earns respect |
| ✓ Be polite and build relationships | | |
| ✓ Know your pupils as individuals | | |
| ✓ Carry out any threats you have to make | | |
| ✓ Be consistent | | |

Always apply school rules positively.

Maintaining Discipline

Insist on acceptable standards of behaviour, work and respect. Expect to:

- | |
|---|
| ➤ Apply school rules uniformly |
| ➤ Work to agreed procedures |
| ➤ Insist on conformity and school uniform |
| ➤ Follow up problems to their conclusion |

The majority conform and are co-operative. Deal immediately with the few who present problems.

- | |
|--|
| ✓ Establish your authority firmly and calmly |
| ✓ Separate the problem from the person |

Out and About

All informal contact contributes to standards of behaviour. Control that behaviour by taking the initiative at every opportunity. Expect to:

- ✓ Start the dialogue
- ✓ Greet pupils
- ✓ Deal with all misbehaviour – to ignore it is to condone it!
- ✓ Set high standards of speech, manner and dress
- ✓ Enjoy relating to pupils

In the Classroom

Create and sustain a positive, supportive and secure environment. Well prepared, stimulating lessons generate good behaviour and earn respect.

Expect to:

- ✓ Arrive before the class and begin on time
- ✓ Use first names
- ✓ Be prepared for the lesson
- ✓ Keep everyone occupied and interested
- ✓ Extend and motivate all pupils
- ✓ Mark all work promptly and constructively
- ✓ Set homework regularly to schedule
- ✓ Encourage creative dialogue – confidence in discussion is important
- ✓ Keep an attractive, clean and tidy room
- ✓ Maintain interesting wall displays which support pupil learning
- ✓ Remember learning should be fun
- ✓ Location learning – vary seating, layout of room
- ✓ Employ VAK strategies for learning
- ✓ Create a positive 'can do' culture
- ✓ Create challenge, not stress, in the classroom

Respecting the Environment

Our reputation for cleanliness, attractive rooms and well kept grounds is essential for our success. We must recruit from outside our catchment area, so we must offer a superior and appealing “package” or be under subscribed. Maintain high quality in our surrounding, in general spaces and in the classrooms. The visual impact always should be attractive and stimulating. Litter, damage and graffiti have no place here. Accept only the highest standards of cleanliness.

Encourage pride in the school

- ✓ Insist on a clean room
- ✓ Teach in tidiness, encouraging tidiness
- ✓ Leave desks in place and the board clean after lessons
- ✓ Clear graffiti immediately
- ✓ Remove/repair all damage, but if you cannot, tell the Site Facilitator
- ✓ Deal firmly with offenders
- ✓ Enforce the ban on chewing gum
- ✓ Keep displays fresh and attractive
- ✓ Keep your desk, shelves and cupboards tidy
- ✓ Insist on litter-free buildings and site
- ✓ Deal with offenders: to ignore is to condone!
- ✓ Do not sellotape on painted surfaces
- ✓ Ensure your classroom meets Health and Safety requirements

Checklist of Possible Actions by the Teacher

- **Frequently remind pupils about classroom rules**
- **Overlook and ignore the undesirable behaviour**
- **Spot incidents coming, take action to defuse situations**
- **Remind pupil that you disapprove**
- **Discuss the problem with the pupil**
- **Alter the seating arrangements in the room**
- **Note the poor behaviour in the student's planner**
- **Reorganise the way the group is taught**
- **Check that there is a match between the pupil's ability and the work set**
- **Look at and read the pupil's records**
- **Check whether there are medical reasons for the pupil's behaviour**
- **Check for changes in home circumstances**
- **Keep the pupil in at break**
- **Give the pupil extra work**
- **Deprive the pupil of privileges**
- **Send the pupil out of the room to cool off (5mins max)**
- **Arrange detention for the pupil**
- **Send the pupil to another teacher or to the AOLE Lead**
- **Send a letter home to parents or write a note in the student planner**
- **Use the pupil's first name more frequently**
- **Notice the pupil more often outside the classroom**
- **Praise desirable behaviour and praise small improvements in the pupil's work**
- **Avoid showing public disapproval of the pupil's work or behaviour**
- **Help the pupil with work, study skills, self-organisation, etc.**
- **With the pupil, negotiate and sign a contract for better pupil behaviour**
- **Encourage peers to include the pupil in groups**
- **Quickly re-establish a good relationship with a pupil who has been disciplined**
- **Encourage peers to ignore disruptive behaviour**
- **Enhance the pupil's status by giving them desirable jobs**
- **Ask for the pupil to be put on subject report**
- **If all else fails, ask a member of SMT to remove the pupil**

The Good Lesson Checklist

ACTION	TICK
Be prompt to your lesson	
Stand in the doorway at change of lesson time, reminding pupils to move on the left and to get to their lesson on time	
Meet and greet pupils as they arrive	
Ensure pupils' uniform is appropriate	
See pupils in with routine tasks, for example writing down the learning objectives	
Mark the register. Record any late pupils, but don't make an issue at the time, for example, 'Come in and sit down and I will see you later'.	
Have schemes of work and lesson plans on your desk.	
Ensure you have up to date pupil information in your mark book, including continuous assessment, target grades, CAT scores, report and end of key stage levels/grades.	
Keep confidential information secure at all times	
Work loosely with your teaching assistant to plan and assess learning	
Follow the 3 part lesson	
Display lesson objectives and key words	
Differentiate activities	
Make sure you leave enough time for the plenary	
Don't allow pupils to speak when you are speaking. Use the 3, 2, 1 method to gain silence and/or the hand up rule	
Set homework regularly via Classcharts	
Use praise and reward, they are more effective than sanctions	
Ensure pace and engagement	
Check pupils' understanding and look for evidence of progress	
Ensure pupils know what level they are working at and how to move to the next level/grade. Tell pupils how to improve, over and over again.	