



# Behaviour Policy

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# Behaviour Policy

## RATIONALE

Students, staff, parents and members of the wider community are entitled to feel valued, respected, safe and secure. They share the responsibility for fostering a culture of learning and personal development. This should ensure that our school is well-ordered and based on principles of good relationships and clear, consistent practices. This policy, in the context of whole school values and vision, sets the tone and lays out clear guidelines which when implemented, increase the likelihood that the purposes below will be achieved.

**Positive behaviour is a more likely outcome where teaching and learning occurs in a positive environment. The result should contribute to enhanced learning for all students, an improved quality of life for all who work and learn here and a positive image of the school in the community.**

## PURPOSE

- To create an atmosphere free from discrimination, disruption and intimidation which protects the right of all students to successfully pursue their education in an atmosphere of mutual respect and consideration
- To ensure a consistency of approach across the staff team in how we promote good standards of behaviour, attitude and achievement and respond promptly and appropriately to misbehaviour
- To develop students' capacity to manage and take responsibility for their own behaviour and thereby to participate fully in the life of the school and the wider community
- To ensure a proactive rather than reactive approach to managing students' behaviour through implementation of appropriate strategies for dealing with challenging behaviour when it occurs
- To support staff in ensuring they can meet their responsibilities in relation to behaviour management and a safe learning environment in classrooms and the wider areas of the school
- To support other school policies which seek to ensure a welcoming and safe school environment and a motivating curriculum for all students

## PRINCIPLES

All staff and students have a responsibility to ensure that great lessons are common practice. In order for great lessons to work, we follow three core principles:

<b>Prepared</b>	Be prepared for learning and willing to learn Be in the right place at the right time
<b>Engaged</b>	Listen carefully without interruptions Follow instructions first time
<b>Respectful</b>	Be polite and show respect Use positive and appropriate language Be safe and sensible Be a positive ambassador for the school at all times

The Core Principles are the guiding principles by which the highest possible standards of academic and personal achievement will be ensured at Queen's Park High School.

These principles will be displayed in all classrooms and corridors and will be used in all dialogue between students and staff in regards to Behaviour for Learning.

## **GUIDELINES**

### **Study Skills and Attitudes Grades – SSA**

Lesson Monitor is a behaviour management system that will be used in every lesson. The motivation behind using Lesson Monitor is to improve attitude to learning and behaviour by providing live data, improving and defining accountability and improving the recording of attendance and punctuality.

Students will be judged in each and every lesson in terms of their study skills and attitude and there are positive and negative implications linked to each SSA grade. A broad outline against which teachers and students can make judgements about their study skills and attitude is over the page and a copy of the poster to be displayed in all classrooms and in planners is provided in the appendix.

The SSA system provides key data that is used to inform teachers and pastoral staff to automatically reward students for making a positive contribution.

Weekly analysis pivot tables will be created and distributed to all staff in order to analyse individual student/ classroom/ curriculum area data. These will be a focus in line management meetings and will also be used to inform the Pastoral and Senior Leadership Team's interventions in relation to the agreed procedures.

### **How to apply SSA grades**

- Registers need to be taken on SIMS within the first 10 minutes of a lesson.
- At the start of a lesson, students will be marked present with a / or absent with N
- Throughout the lesson teachers look for evidence to inform the SSA grade they will issue to a student at the end of a lesson. A focus on the positive behaviours should be sought and encouraged (*First attention for best conduct*). Our aim is to ensure that the vast majority of students are awarded a grade 1 or 2
- Clear advice on how a student can achieve a SSA grade 1 should be outlined on the learning intentions template which should be shared with all classes at the start and during lessons
- If a student receives a SSA grade 3 this indicates poor behaviour where there has been low level disruption to learning and teaching which the student has already been warned about. For every SSA 3 grade that is given, a behaviour point will be added on SIMS identifying the principle (Prepared – Engaged – Respectful) to which the behaviour relates and an imposition will be issued by the class teacher (conversation, time taken, work to be completed at home etc.)
- If a student receives a SSA grade 4 it means they have been a persistent disruption to learning and teaching. This may involve removal from the classroom for a short period of time or within the Faculty to another classroom. In all instances this will result in a conversation/detention with the class teacher (minimum 15 mins) and with the Curriculum Team Leader if appropriate. The SSA grade should be reported on SIMS and 2 behaviour points will be added.

- Teachers are encouraged to make phone calls to discuss ongoing problems and concerns around students whose behaviour is persistently poor in their lessons (SSA 3s or 4s). Support should also be sought from the Curriculum Team Leader when all reasonable options have been pursued by the classroom teacher in collaboration with parents – subject report may be used at this stage.
- \$ is used when a student has needed intervention by the member of staff On Call (Serious incident). A standard contact will be made using e-mail for students whose behaviour has been so disruptive that extra support from a member of the on call team has been requested. This should be followed up by a phone call home by the class teacher to inform parents of the detail around the issue. The student will receive a 1 hour detention after school if the student walks out of a lesson or refuses to respond positively and has to be removed from the curriculum area.
- At the end of every lesson, the classroom teacher goes back into their register in order to award students with a grade that reflects their behaviour and attitude to learning (A2L) in that lesson.
- Any teacher that gives a 4 or \$ for A2L and behaviour in their lesson must also transfer appropriate detail onto CPOMS so that Curriculum Team Leaders and Group tutors are kept informed. These grades will also be monitored by SLT.

### Basic Classroom Procedures for Staff

1. **Meet and greet the students at the door**
  - a. Students line up and are welcomed in
  - b. First attention for best conduct – praise students who are ‘Prepared, Engaged, Respectful’
2. **Relentless routines - It is agreed that the first 10 mins of a lesson sit outside the realms of the BfL policy.** During this time staff will use seating plans, positive verbal and non-verbal communication alongside various settling activities that are developed in normal lesson planning. If, after this, a student acts in a way that is disruptive to learning or the learning climate during a lesson, they will be given several chances to improve their behaviour as follows:

	Response	Additional info	
<b>Stage One (Reminder)</b>	Short verbal or non-verbal reminder	De-escalate, assertive, clear, non-threatening	
<b>Stage Two (Caution)</b>	Verbal reminder linked to the key principles	“I’ve noticed that...”  Move away from the audience if appropriate, use supporting statement	
<b>Stage Three (Last chance)</b>	Verbal instruction (Scripted) to attend a 2 minute conversation re:	Conversation needs to take place at a separate time e.g. break or lunch. Outcome of	SSA 3  (record behaviour on SIMS linked to principles)

	behaviour (time owed)	conversation will shape next steps or the need for anything further	
<b>Stage Four</b> <b>(Time out)</b>  <b>CPOMS with action, copy to CTL</b>	Department response – space for student to work away from the classroom	Restorative conversation to be had with subject teacher and CTL where relevant at break or lunchtime. Subject teacher to make a call home	SSA 4  (record behaviour on SIMS register and provide details on CPOMS)
<b>Stage Five</b> <b>(Extended time out)</b>  <b>CPOMS with action, copy to CTL)</b>	Removal from next lesson to work elsewhere within the curriculum area	Meeting with parents and possible subject report if repeated behaviour	
<b>Stage Six</b> <b>(Individual intervention/support)</b>	CTL to liaise with the Key Stage Leader		

## CPOMS

CPOMS is used as a means of logging and tracking issues around attendance, behaviour, safeguarding and other wider pastoral issues. Used effectively and efficiently, it will provide school with a wide range of data and create the chronology necessary to ensure appropriate support is targeted and evaluated. Behaviours which are logged in CPOMS do not need to be emailed or logged via paper or communicated in any other format. CPOMS has the facility to attach documents (for example witness or student statements) and staff will all have appropriate levels of access and training to ensure its effective use. Please ensure statements are signed and dated

## Rewards

Students who receive SSA grades 1 and 2 in their lessons will be automatically rewarded with achievement points on a weekly basis (2pts for SSA 1 and 1pt for SSA 2). These points will be added to other automatic allocations for 100% weekly attendance and punctuality.

Teachers are encouraged to award achievement points (1 pt) for other excellent contributions above and beyond the normal expectations and CTLs should reward those who are making excellent academic progress on a half termly basis. Students will also be rewarded for wider contribution to school life and the guiding principle should be that behaviour for learning is **managed positively** with the vast majority being praised and rewarded for their efforts, attitude and progress. Key Stage Leaders and SLT will also reward students for their contribution, effort and participation.

Rewards will also be used as an incentive to those who are being reintegrated into school following a period of absence or exclusion etc. and for those in the SIG group to meet short term targets by the appropriate member of the pastoral or Senior Leadership Team.

## **On Call**

A member of the leadership team will be on call each lesson to support with emergencies or significant behaviour issues. **On call should be used only when other strategies have been exhausted, including removal to another classroom within the curriculum team area.** The guiding principle for staff on call will always be to **support the student's positive reintegration into a lesson.** This may require a short period of time out or conversation with the member of staff on call.

On call staff can be contacted via email to the group email address.

## **Significant Intervention Group (SIG)**

Students, whose behaviour is consistently negative across a range of subjects over a half term, will be placed into the SIG process. Students will be identified by their Key Stage Leader. The SIG process relies on the accurate and detailed data provided through SIMS and the consistent application of SSA grades by all staff.

The SIG process has clearly defined levels and students will move up and down depending on their success in meeting their individual targets.

Students will be put into the SIG process for a six week period with targets being agreed and signed by student and parents. A meeting will take place at the end of the 6 weeks where it will be decided if students move up to the next level of intervention, or whether they are to move down the process, or out of the SIG group.

## **Fixed Term and Internal Exclusion**

Where a student's behaviour is serious enough to warrant exclusion, a process must be followed so that a decision can be made. Serious incidents should be logged in the appropriate section of CPOMS where they will be visible by Group tutors, Key Stage Leaders and SLT. A teacher/Curriculum Leader should also ensure that witness statements are taken and logged in CPOMS and that there has been an opportunity for the student involved giving their own account of the incident. Without the student's own account, decisions around exclusions cannot be made and it is the responsibility of the reporting teacher and/or Curriculum Team Leader to ensure that students have had the opportunity to do this. All statements given by staff and students must be signed and dated as a matter of course.

Based on the evidence provided, the Key Stage Leader will make a recommendation for exclusion to the SLT link using the appropriate exclusion paperwork. A decision will then be made by the SLT link about the type of exclusion given to the student.

## **Internal Exclusion**

Students will be excluded from normal lessons and will be placed in 6<sup>th</sup> Form lessons for the period of their exclusion. Students are monitored at all times during the school day. Teaching staff will be informed of any planned internal exclusion by the end of the working day before the internal exclusion takes place and should then ensure that work is provided to the

supervising member of staff. Students will be supervised throughout their break and lunchtimes. (See Internal Exclusion Policy and Procedure)

### **Step Out**

Working in liaison with two other local high schools, the school will provide an opportunity for students to 'step out' and receive their education at another institution for a fixed period as an alternative to fixed term exclusion for persistent issues. The purpose of 'step out' is for students to have a chance to reflect on their negative behaviours whilst continuing to receive an education and to give both the school and student a period of time out to plan the next steps to positively engage.

### **Fixed Term Exclusion**

Fixed term exclusion will be used where other strategies have not had the desired effect or impact and where the student's behaviour meets the statutory criteria for a FTE. Following a FTE, students will be expected to attend a readmission meeting with a senior member of staff and parent/carer where agreements and contracts will be made to support the student to reintegrate positively into school. This may include wider interventions from the pastoral or Learning Support teams and a possible period of reintegration.

### **Permanent Exclusions**

The criteria for making an exclusion permanent is very clear and the final decision lies with the Headteacher. Where a permanent exclusion is considered, a clear chronology of behaviours, strategies and impact will be required. The necessity of evidence of a student's own views of any negative behaviour is paramount in a permanent exclusion and this should all be available via CPOMS if staff are logging all issues appropriately.

### **CONCLUSION**

Student progress and achievement is paramount and supporting students' behaviour and attitude by providing clear working guidelines and expectations which are consistently applied will ensure that positive behaviour for learning is integral to our work at Queen's Park High School. We therefore expect that all teachers and support staff at Queen's Park High School will comply with the principles and guidelines outlined within this policy to ensure a fair approach for all of our students and the opportunity for them to all make progress in lessons by managing behaviour effectively and positively.

## Positive Behaviour Strategies

### Creating a Positive Ethos

**Starting Lessons:** Set a positive ethos from the outset. Be on time, meet and greet at the door and settle the students. (*Relentless routines*)

Be prepared and concentrate initially on the students who are on-task and complying with the classroom guidelines (*First attention for best conduct*)

**Seating Plans:** Establish seating plans that ensure that all students know where they are to sit in the class; these are set by the teacher to promote positive behaviour and progress in lessons.

**Rules/Rewards/Consequences:** Involve students in the development of rules in your classroom that fit within the school's behaviour policy.

### Maintaining a Positive Ethos:

**Positive language:** Avoid the use of negative words such as, don't, shouldn't. Avoid directives resulting in "No": Be aware that more than 60% of all communication is non-verbal.

**Proximity praise:** Rather than giving random praise, spot the off-task student and make sure you praise the student nearby who is on task and complying. This is far more positive than simply noting the wrong behaviour. Put the names of students who are 'going above and beyond' on the board.

**Move in Move out:** If you are speaking to an individual student, don't shout across the room; move in: Once you have spoken to the student, move away, expecting compliance.

**Choice rather than ultimatum:** Remind students of the rules, provide a choice and give time to comply. (*Scripting difficult interventions*)

**Refocus:** Don't be verbally misled by arguing students. Refocus them on the issue by using a statement of understanding ('Yes, I understand, however we need to...'). Be prepared to repeat your instruction or direction up to three times (use the exact same wording) before raising the level of your response. (*Scripting difficult interventions*)

### Dealing with Challenging Behaviour

**Voice matching:** Your voice should be at the volume and intonation you expect from the student. A loud and aggressive voice will usually result in a loud and aggressive response. (*Consistent, calm, adult behaviour*)

**Remain Calm:** Remember that the first person who needs to calm down in a confrontation is you. (*Consistent, calm, adult behaviour*)

**Personal space:** Do not invade a student's personal space. Personal space is approximately the radius of an outstretched arm.

**Avoid an audience:** Avoid dealing with conflict in front of an audience.

**Time out/Change seat:** A change of environment may help to focus a student. However, the emphasis should be on time you must have a plan of how to reintegrate the student back into your teaching group. (*Restorative follow-up*)

### Statutory Information

At Queen's Park High School teachers will follow the statutory authority to discipline students for misbehaviour which occurs outside school. This applies to students identifiable by wearing our school uniform or whenever the behaviour could adversely affect the reputation of our school.

Members of staff can also confiscate, retain or dispose of a student's property if they have reasonable grounds for suspecting that a student is in possession of prohibited items, such as illegal drugs, cigarettes, weapons or stolen items. (This may follow a search of the student for prohibited items, having first followed the government guidance on screening and searching. Searches must be carried out by members of SLT and, wherever possible, involving two members of SLT.)

In some instances, staff may need to use 'reasonable force' to prevent students from hurting themselves or others, from damaging property or causing disorder. However, force can never be used as a punishment.

At Queen's Park High School 'reasonable force' could involve:

- Removing disruptive students from a classroom where they have refused to follow the instruction to do so.
- Preventing a student from attacking a member of staff or another student, or to prevent a fight.
- Restraining a student at risk of harming him/herself.

Whenever 'reasonable force' is used SLT must be informed and a record of this will be kept on CPOMS and with Key Stage Leaders. Contact will be made with the parents/carers to explain the severity of the issue.

**Queen's Park High School  
SSA Grades – A Classroom Guide**

**Be.....'Prepared – Engaged – Respectful'**

<b>1</b>	<p>All work completed to a very high standard</p> <p>Always on task</p> <p>Outstanding contribution to the lesson</p> <p>Answers and asks questions thoughtfully</p>
<b>2</b>	<p>All work completed to the expected standard</p> <p>On task</p> <p>Responds well to both staff and students</p> <p>Makes a positive contribution to the lesson</p>
<b>3</b>	<p>Sometimes off task</p> <p>Distracting others from their learning</p> <p>Little contribution to the lesson</p> <p>Not enough work completed or to a suitable standard</p>
<b>4</b>	<p>Frequently off task</p> <p>Persistently distracting others from their learning</p> <p>Disrespectful to other students or member of staff</p> <p>Little (or no) work completed</p>