Behaviour for Learning Policy and Procedures

Reviewed in July 2018 by J Lucas, P Stucken and G Parsons

Next Review – June 2020

Positive Behaviour Management Policy

Aims

The Abbey School recognises the interdependence of effective teaching and learning and students' emotional health and well-being, in equipping them to be active, independent learners. Positive student attitudes combined with creative and inspirational teaching with effective classroom management ensures students make outstanding progress.

This policy aims to:

1. Develop a school ethos that seeks to invoke a sense of community and create positive working relationships between all

2. Encourage, support and inspire everyone to achieve their potential

3. Promote and encourage positive attitudes in generating a safe, calm and productive environment

Objectives

(Aim 1: To develop a school ethos that seeks to invoke a sense of community and create positive working relationships between all*)*

    1.1 To develop pupils' sense of responsibility and communal identity

    1.2 To ensure consistent presentation of awards and short, medium and long term rewards that encourage and recognise curricular and extra-curricular achievement, personal and community support, and significant behavioural improvement

    1.3 To develop pupils' extra-curricular interests, skills and talents to enhance their self-esteem and positive view of the school community

(Aim 2: To encourage, support and inspire everyone to achieve their potential)

    2.1 To encourage the use of a range of teaching & learning styles that engages and challenges pupils of all abilities.

    2.2 To reinforce a set of positive behaviours that provides the backbone to support effective teaching and learning.

    2.3 To provide a clear understanding of the expectations of students and staff with regard to classroom management in developing positive relationships.

(Aim 3. To promote and encourage positive attitudes in generating a safe, calm and productive environment)

    3.1 To ensure the consistent application of behavioural procedures and work practices that are positive and productive respectively, and the result of consultation with appropriate sections of the school community.

3.2 To apply classroom management practices that anticipate, pre-empt and thereby forestall disruptive, anti-social, and irresponsible behaviour.

3.3 To apply consistently and fairly a range of sanctions that take into account the needs and circumstances of the individual while bearing in mind the rights of the community.

3.4 To monitor, review and evaluate the Positive Behaviour Management Policy as a school community.

1. Rewards

The rewards system is pivotal in providing a backbone for creating a positive school ethos. It aims to develop a community that values education by encouraging students to be willing participants to school life.

All members of staff are expected to participate fully within this system to ensure fairness to all students and a balanced ratio of rewards to sanctions.

"Schools that rely heavily on punitive measures to deal with poor behaviour will experience more of the same!" [*Bill Rodgers*]

"Catch them doing something right!" [*Kevin Dickens*]

1(a) House Points

House Points can be given at any time by any member of staff for good work or effort in lessons, for homework or demonstrating a positive and supportive attitude at any time. The House Points are allied to the enterprise skills as part of our Business and Enterprise Status. The house totals are used in competition in assemblies and are published on the plasma screens/VLE/computers.

Awarding House Points:

- All students are given a uniform card at the beginning of each term on which the House Points are recorded. The form tutor transfers the points on to SIMS that keeps the totals for each student.

- Staff can award House Points directly on to SIMS.

- Staff can award House Points via Award cards (they are worth 5 HP) for Super Star/Academic /Tutor – see below for definitions.

Students can view their point totals on the VLE. The more points they achieve, the more progress they make towards achieving a Top Frog Award. Their progress is mapped out through a series of status icons.

1(b) Tutor Time Awards

Tutors see their group each morning. The tutor records student uniform /attendance /equipment weekly – this in turn is rewarded by the tutor through the consistent distribution of house points.

A weekly award of 5 HOUSE POINTS is given if a successful week is achieved.

1(c) Super Star Award

Students may be awarded a Super Star Award as a reward for doing something special within the school and/or local community. This might be helping out at an Open Evening, supporting another student, acting responsibly within the community or helping a member of staff.

The award gives the student five house points and the certificate is given to the student by their Head of Year.

1(d) Academic Achievement Award

Students may be awarded an Academic Achievement Award as a reward for completing outstanding work or making an outstanding contribution to a learning activity. The award gives the student five house points and the certificate is given to the student by their Head of Year in assembly.

Staff complete the Award Cards with the students' full name, tutor group, reason for award and signature. These are then handed into the main school office where the House Points will be uploaded. The card is given to the student via their Head of Year in due course so they can take it home to show parents.

During (termly) House Week – Tutors must ensure that all house points are on the SIMs system from uniform cards.

As students reach certain milestones they receive certificates in assembly.

Certificates	House Points
Bronze	50
Silver	100
Gold	150
Platinum	200

1(e) Top Frog Awards

Once students reach 250 House Points they receive a personalised Top Frog Award, which is presented by a Deputy Headteacher in House Assembly.

1(f) The School Fête

To give House Points more value to the students, the school runs a rewards fête where the students can use their points to take part in the activities or buy items from the stalls.

1(g) Rewards Trips

At the end of each academic year, students with the most House Points and the fewest referrals are selected to attend a rewards trip. Coaches are subsidised as a reward.

2. Opportunities to Contribute to the School Community

Students are given opportunities to contribute to the school community to develop their self-esteem, leadership skills and give them an opportunity to express their views on school life. These include:

- KS5 Subject Specialist Leaders
- Prefects
- Peer Mentors
- Librarians
- House Council and School Council including Swale Youth Forum

3. The Curriculum

The curriculum plays a very important part in supporting this policy. A relevant and appropriate curriculum for each child that is both interesting and suitably challenging is vital to the engagement and motivation of our students.

Members of staff need to ensure that students focus on learning and make the maximum amount of progress in all areas. Students need to appreciate the importance of learning and progress and its relevance to their future lives.

Staff must ensure their lessons are well planned with a range of suitable and challenging learning experiences that engage the students and stimulate that natural love for learning that is inherent in young people.

4. Positive Behaviour Management in the Classroom

4(a) Home Partnership Agreement

This document is contained in the student planner and is signed each year by the Form Tutor, Parent/Carer and Student. It outlines each party's responsibilities and provides the framework for students' positive behaviour.

4(b) Students' Responsibilities

Positive attitudes enable teachers to teach and students to learn. We expect all students to:

- Arrive on time for school and lessons, dressed in full school uniform with everything they need to work
- Speak to staff and other students with respect
- Walk calmly around the school keeping noise to a minimum
- Follow instructions immediately and without argument
- Take responsibility for their own behaviour and learning making positive contributions to lessons and completing all homework set
- Work to the best of their ability

4(c) Staff Responsibilities

Members of staff are responsible for the behaviour management in their classrooms.

Members of staff are responsible for addressing any poor behaviour that they witness or are informed of.

They are responsible for developing their own skills and practice for managing students' behaviour and developing positive working relationships with students.

They are responsible for taking a full and active part in CPD in regards to Behaviour Management and should seek out opportunities to develop their skills when necessary.

4(d) Classroom Routines

To maintain good order and a calm working atmosphere, staff are encouraged to establish consistent classroom routines.

At the beginning of the lesson:

- staff will meet their class in the corridor and allow students into the room as soon as they arrive
- when a member of staff is not present, the students line up quietly outside the room
- students must be silent while the register is completed
- bags should be under the table or out of the way and coats, hats and gloves should be removed on entry to the classroom
- planners and equipment should be on the desk

At the end of the lesson:

- students should clear their own desk and floor area of litter
- students should be dismissed in an orderly manner, one row at a time, by a member of staff
- chairs must be tucked under the table as students leave the room

Between lessons:

- staff are expected to supervise the corridor near their teaching room to ensure quiet movement around the school

At the end of the day:

- chairs to be put on the desks and windows are to be shut and cupboards closed or locked

4(e) Positive Language in the Classroom

All staff should be aware of the language they use in the classroom and around the school, remembering that they are modelling the behaviour expected of the students.

They should be aware of the spectrum of AEN students in their care and adapt their language accordingly.

Staff should use a raised voice as a tool for effective behaviour management, remembering that this is only effective if used sparingly.

Staff should refrain from issuing threats to students that they are unable to follow through.

A non-confrontational, firm and consistently fair approach is very effective.

4(f) Managing Poor Behaviour in the Classroom

When managing poor behaviour, adopt an assertive manner, e.g. a relaxed intrusive approach as opposed to "most intrusive" (shouting) or "least intrusive" (non-effective or weak). Please follow this line of practice:

- calm yourself before dealing with incidents
- avoid unnecessary confrontation
- focus on the primary behaviour (tactically ignore secondary behaviour, especially mannerisms from students)
- use rule reminders, e.g. "What is our rule for chewing gum?" or "What is our rule for movement around school?"
- use positive corrective language including "please" and "thank you" when asking a student to do something
- give simple choices, e.g. "Work quietly with your friend or I will have to ask you to move". "Put the ball in your bag or on my table".
- direct questioning, e.g. "what are you doing - what should you be doing? (Avoid why questions - children do not always understand why they do or say things.)
- always follow up and follow through incidents; certainty is better than severity

4(g) Managing Challenging Behaviour

Staff should avoid direct confrontation with students at all times. Members of staff should concentrate on the primary behaviour that initiated the problem and tactically ignore the secondary behaviour; this can be dealt with later.

If necessary, the student should be asked to leave the room to calm down. **A child should be left no longer than 5 minutes outside a room.** It is highly inadvisable to send more than one student out of a lesson at the same time as they do not see being sent out as a punishment and students can gain the upper hand in numbers. It can create problems for other staff. If necessary seek support from a Head of Learning/Subject or colleague and temporarily park a student in another classroom.   Members of staff should be aware that there may be other students already in the corridor from other lessons.

4(h) Consistent Application of Sanctions

If a student fails to meet the high standards set by the school and its staff then they will be issued with a range of sanctions. (See Appendix 3).

Staff are expected to use specific phrases to highlight to pupils when they are not meeting expected standards. These common terms will be used as 'a reminder' and 'a warning'. In the first instance a pupil will be 'reminded' about their behaviour and/or the expectation.

- 'I am giving you a reminder about running in the corridor'
- 'I just want to remind you about disrupting the learning in our class'
- 'You are getting a reminder about our rule concerning chewing gum'

If a pupil continues to misbehave i.e. does not respond to the reminder, they are given a 'warning'.

- 'I am now giving you a warning for running in the corridor'
- 'You are still being disruptive – I am now giving you a warning'
- 'I have reminded you about ... and this is now a warning for your behaviour'

If a pupil continues to be disruptive they will then be issued with a C1 sanction. This sanction will result in a 10 minute 'call back' detention with the class teacher. This is logged on SIMS as C1 via the register on SIMS, in the same way as reward points are.

If a student continues to misbehave and does not follow the warnings then they will be issued with C2 sanction and detention. This detention can last between 15 and 20 minutes and take place either before school, during break or lunchtime or after school. The sanction will be logged on SIMS and overseen by the member of staff who issued the detention.

The hierarchy of consequences and sanctions (C1 – C5) is clearly illustrated in Appendix 3. This is not an exhaustive list but gives an idea of possible behaviours and sanctions.

Logging sanctions in SIMS will enable senior and middle leaders to run reports and identify those individuals who are persistently disruptive and are affecting the behaviour for learning of whole classes. Sanctions can then be applied to pupils who accumulate too many points over a given timescale (day/week/term etc.).

5. Making Referrals

Referrals are made through the school's management information systems. The member of staff will detail the behaviours exhibited by the student and list the action they have taken at the time. The referral will automatically be directed to the Form Tutor and, where applicable, to the person monitoring the student 'On Report'. Any further action will be added by the relevant member of staff.

The list of referrals makes up a Behaviour Log that is kept on the student's record for the time they are in school and nine years thereafter.

The Behaviour Log provides information for members of staff supporting students, parents and disciplinary meetings.

Staff should ensure that referrals
- are grammatically correct and free from spelling errors
- do not contain names of other students
- contain staff initials not names
- do not make unprofessional comments about the student

6. Pastoral Support Systems

6(a) Sanctions
There are a number of effective sanctions that are used to support a child's behaviour.

- Warning
- Verbal Reprimand
- Referral
- Meeting with Student
- Community Service
- Break or Lunchtime Detention
- After School Detention
- Reconciliation Meeting with Head of Learning/Subject or Head of Year
- On Report
- Internal Exclusion
- Fixed Term Exclusion
- Twilight School / Part-Time Timetable
- Governors' Disciplinary Panel
- Permanent Exclusion

The consistent application of sanctions is dealt with in Appendix 3 – Consequence Chart (C1-5)

6(b) On Report

Students are placed on report following a range of referrals in different subject areas. The On Report system serves as a way of monitoring a student's behaviour more closely whilst giving the student a high level of counselling from experienced members of staff at different levels.

Students may be placed 'On Report' for the following reasons:

- To help the student to manage their own behaviour and attitude to work during registration and lessons
- To support the student after they have received an Internal/External Exclusion
- To identify specific Behaviour and/or Learning Targets. These are modified to suit each individual student and support the target/s written in the planner.
- To monitor Attendance and Punctuality

The school uses two types of report – Learning and Behaviour – and the most appropriate report is chosen by the member of staff in considering the student's needs.

If a student is exhibiting poor behaviour in a single subject area, they may be placed on subject report by the Head of Learning/Subject Leader who will liaise with parents/carers and the Head of Year.

Behaviour Report

The behaviour report uses a clear five step scale to give an indication of the student's behaviour in each lesson. The language is designed to match the 'Consequences of Negative Behaviour' chart.

The Behaviour should be graded as follows -

✓: Well Behaved	WG: Warning given
C1: 10 min Call back	C2: 15-20min Detention
C3: HoL/HoY Involvement.	

Learning Report

This report focuses on the student making a positive contribution to the lesson with regards to learning. Students are scored using U S A as to their success in meeting the learning objective for the lesson (Under; Satisfactory; Above). If behaviour is poor, a referral is made and the teacher also circles 'R'.

Focusing students on their learning will ensure there is little opportunity for poor behaviour. It demonstrates to students that the overriding intention of a teacher is to teach so that they learn to the best of their ability.

The Reporting Procedure

Tutor monitors student's referrals and takes decision to support with Green Report. **Tutor** may seek advice from **HOY**.

Tutor notifies **Parents** and logs the event and contact on SIMS.

Tutor monitors report during Registration Periods.

After successful period of time, usually 2-4 weeks, Student comes off report and **Tutor** contacts **Parents** and logs the event and contact on SIMS.

Tutor Report

Persistent failure on Green Report, students may move to Senior Report on decision of **HOY** following discussion with **Tutor**.
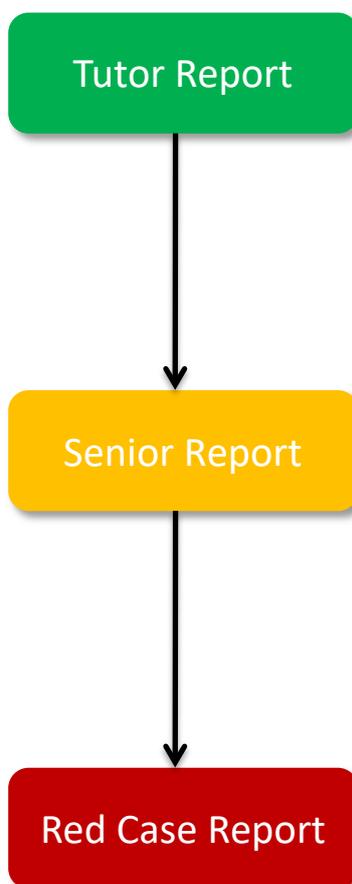
HOY may place any student directly on Amber Report at their discretion. **Parents** are involved at the outset.

HOY logs event and note of contact on SIMS. An Amber Case File is made up.

Lower School students report to B12 at the end of each day.

Upper School students report to the appointed person at the arranged time each day.

After successful period of time, usually 2-4 weeks, Student comes off report or moves back to Tutor Report. **HOY** contacts **Parents** and logs the event and contact on SIMS.

Senior Report

Persistent failure on Amber Report, students may be assigned a **Red Caseworker** on decision of Behaviour Management Panel following In-School Review.

Parents are involved at outset. **Red Caseworker** logs events and notes any contact in their case file. Contents of Amber Case File are passed on to the **Red Caseworker**.

Red Case Students follow the same procedure as above, but report to their **Red Caseworker** at least three times a week.

After successful period of time, Student is discussed at In-School Review and moves back to **Tutor** or **HOY** Report. **Red Caseworker** contacts **Parents** and logs the event and contact on SIMS. Contents of Red Case File are passed back to B12 or Upper School Office to be placed in Amber Case File for future reference.

Red Case Report

It is not ideal for a student to remain on report for a long time. However, if specific targets have been identified and it is felt that there is real value for the student to remain on report then this can be done.

6(c) Detentions

Students can be asked to serve detentions at break or lunchtime as a way of dealing with unacceptable behaviour, and often allows time for the teacher and the student to resolve the problem.

The Purpose of Detentions

To demonstrate to the student that he/she has crossed a line

To give the student the opportunity to complete their work to the required standard

To create the opportunity to attempt to repair the relationship

Formal detentions are served after-school from 3.20. Students may be detained after-school for up 40 minutes, providing parents have been given 24 hours' notice of this. Staff will complete a standard letter outlining the behaviours exhibited and the date, time and location for the detention.

Once the student has sat the detention, the member of staff will make an appropriate entry on the student's behaviour log.

In exceptional circumstances telephone arrangements for detentions may be made by the Head of Learning/ Subject Leader or Head of Year where delay will impede progression towards a positive resolution.

Heads of Year also hold detentions at lunchtimes and on specific days after school. These are administered by the School Office.

Senior Leadership Detentions may be set on Monday until 4.30 pm for students who have committed a serious breach of the school's expected behaviour; have repeatedly committed similar offences; or have failed to comply with school procedures. These detentions are authorised by an SLT member and arranged by the school office.

6(d) Red Caseworkers

Regularly throughout the term the Behaviour Management Leadership Group will meet to discuss students causing concern. At these meetings the various levels of support for students will be identified, discussed and implemented.

Appropriate students may be allocated a red caseworker.

The red caseworker will:
- monitor the student's behaviour and progress in lessons
- keep a Red Case File which contains all of the relevant paperwork appertaining to that individual
- be the number one point of contact for parents
- liaise with staff to provide support
- attend any meetings relating to the student

Red Case Files might contain:
- Student Personal Information
- Basic Assessment Data
- Other Staff Involved
- Other Agencies Involved
- Intervention Summary Sheet
- Parental Contact Notes
- Back to School Interviews
- Copies of Green Form Referrals
- LAC/Statement/CHIN Reviews
- AEN Intervention Information
- Notes from In-School Reviews
- Copies of Investigations and witness statements

The main focus for a red caseworker will be to deal with the student as an individual and offer mentoring and coaching in order to help the student to improve his/her behaviour.

The school believes that an individualised approach, which is consistently administered, will enable the student to form a positive working relationship with a senior member of staff and be encouraged to improve his/her attitude and behaviour in lessons and around the school in general.

It is anticipated that some students might be with a red caseworker throughout their entire school career whilst others, having improved their behaviour, will no longer need this high level of support.

6(e) Removal of Students from Lessons

Students may be removed from lessons for serious breaches of the school's code of conduct standards, or blatant failure to comply with requests of staff, including the Head of Learning/Subject Leader.

This includes:
- Persistent and uncontrollable disruption to the learning of others
- Physical assault on a student and/or member of staff.
- Blatant, aggressive and threatening behaviour towards another student or member of staff.
- Criminal damage of personal or school property.

Head of Learning/Subject Leader should send a responsible student to the office and ask for a Pastoral Support Officer to be sent to the classroom.

Staff should be mindful that it is unrealistic to expect several difficult students to be removed at the same time, and departments must seek mutual support within their team in using this facility as a last resort. Smaller departments may seek support from larger ones that are in close proximity to them.

In general, students will be returned to lessons where possible, knowing that some action will be inevitable. However, students committing a serious breach of the school's expectations or continuing to act unreasonably will be kept in Attendance and Behaviour at the discretion of the Student Support Services Manager (SSSM), seeking advice from SLT when required.

The SSSM does have authority to liaise with parents in sending a student home if the situation is serious enough. The SSSM must notify the relevant members of SLT once this is done.

Members of staff are asked to respect that sometimes difficult decisions are made by the SSSM and SLT in the best interests of students, staff and the school community.

6(f) Internal Exclusions

Students are placed in Internal Exclusion for serious breaches of The Abbey School Home Partnership Agreement (see Appendix 1). This may include misconduct, dangerous/reckless behaviour, persistent disobedience, rudeness or inappropriate appearance.

Students in Internal Exclusion can start and end their day at school at different times. They work quietly throughout the exclusion period completing appropriate work, and where possible this will be the work that they should have done in class.

Assistant Headteachers will request an internal exclusion by submitting a form to the Head of School who will liaise with the Headteacher. The School Office Assistant responsible for exclusions will complete the formal paperwork and notify parents.

6(g) Exclusion

Exclusion from school is seen as a most serious sanction and the school does everything in its power to avoid this. However, there are certain circumstances that warrant exclusion.

These are usually very serious incidents, involving violence or abusive and threatening behaviour.

In all cases the Headteacher gathers evidence and advice from members of staff who are working with the student. The Headteacher may, in his absence, delegate responsibility for fixed-term exclusions to the Head of School, but the Headteacher alone makes the decision to proceed with a permanent exclusion.

Fixed-term exclusion is usually applied up to five days. Following exclusion, parents are required to attend a back to school interview with a senior member of staff, where support and a reintegration plan will be discussed.

If the student is subject to further exclusions, parents are invited to a Governors' Disciplinary Meeting where incidents are fully discussed and plans for the future are made. This would outline the behaviours expected of the student and explain that failure to meet these expectations may lead to the student attending alternative provision.

The school has a separate Exclusion Policy (see Appendix 9) that details the rationale and procedures for exclusion.