

ST BARTHOLOMEW'S SCHOOL BEHAVIOUR IMPROVEMENT POLICY

Agreed by the Governors' Learning and Achievement Committee, Autumn 2014

Approved by the Full Governing Body, Autumn 2014

To be reviewed Spring 2016

RATIONALE:

The aim is that the behaviour of all members of our school community should be reflected in a happy school, where students and staff possess self-discipline and consideration for others, resulting in an atmosphere conducive to learning.

We aim to develop good relationships, based on respect between all members of our school community.

Teachers are the guardians of their students' right to learn, but the converse is also true: students must allow teachers to teach by behaving appropriately at school.

We encourage students to take responsibility for their behaviour, which we expect to be positive and responsible at all times.

These aims are more likely to be fulfilled and all students to behave well, if all St Bartholomew's School students feel that they are well supported and part of the school community.

We hope to achieve these aims by:

- clearly identifying the expectations that teachers and students have of each other, by having a strong emphasis on success through praise and reward in every lesson.
- adopting a non-confrontational approach when problems arise and by applying our rules firmly and fairly in a consistent manner across the whole school.
- a commitment to the pastoral structure enabling every student to engage with the process of teaching and learning.
- ensuring that every student is known in depth. The House system promotes the exercise of concern and responsibility by every member of staff.
- monitoring and recording all aspects of a student's development. This will help to develop positive self-esteem, through which a student's full potential can be achieved.
- further developing the Tutor group as a community in which students support each other.
- identifying those students who experience learning, personal, social or behavioural problems.
- ensuring that in the spirit of the Home-School Agreement, parents are active partners with the school in promoting the progress and welfare of their son / daughter.
- working with parents in helping students to overcome their difficulties and involving the appropriate outside agencies when necessary.

GUIDANCE:

For a community to work well all staff and students should understand that mutual respect is needed in order to achieve safety and harmony, which are essential for the efficient running of the school community.

The school community aims to improve behaviour through rewards, although there are occasions when sanctions are implemented in order to reinforce the need for good behaviour.

In all situations the school staff will deal with incidents in a manner and style appropriate to the level of misbehaviour, involving more senior staff as appropriate.

The school takes a firm stand on offences affecting individuals, including bullying.

When a serious incident occurs, the investigation will be undertaken in line with the guidance on "Investigating Serious Incidents".

IMPLEMENTATION:

We have common expectations for behaviour which extend across the whole school.

Details of the precise nature can be found in:

- Whole School Expectations - Noted in Student Planners and the Sixth Form Diary and displayed in all classrooms.
- Guidelines for Student Behaviour - Noted in Student Planners and the Sixth Form Diary and displayed in all classrooms.

All members of the school community should:

- have and show respect for each other, the environment and the process of learning.
- move safely and quietly about the school.
- speak politely to everyone.
- keep the school clean and tidy.
- remember, when in the wider community, that the school's reputation depends on the way they behave.
- actively promote the good reputation of the school within the community.

Teachers should always be positive in managing the behaviour of students.

Each teacher should be clear about the prior attainment and individual needs of each student and should be particularly aware of those with;

- Individual Education Plans / individual student achievement plans
- Personal Education Plans – used where a student is looked after by the local authority
- Pastoral Support Programme – used where there is a risk of exclusion.

Expectations should always be consistent across the school and across all lessons, whilst all expectations and demands should always be carried through.

All lessons should be well planned in accordance with the guidance given in the "Teaching and Learning Policy, 2012add in correct date".

STRATEGIES TO IMPROVE BEHAVIOUR:

Rewards:

- Reward as much as possible.
- Verbal praise – privately and in public
- Acknowledge / praise outside the classroom
- Written praise to the Tutor, House Head, Head of Department / Faculty and to Parents.
- Display of students' work throughout the school.
- Note to parent/carer in the planner.
- In Years 7-9, award of VIVO Rewards a commendation, noted in the student planner, leading to

- The award of Good Work prizes, Bronze, Silver, Gold and Platinum awards, House and School Colours.
- Formal public recognition in House, Year and whole school assemblies.
- Make a referral for praise to a Deputy Headteacher or Headteacher.
- Congratulatory messages and inclusion of reports of events in Bartholonews
- Positive communications home from Tutor, Subject Teacher, Head of Department / Faculty, Head of House, Assistant Head, Deputy Head and Headteacher.
- Points awarded for effort in and out of class for Year 10 and 11 students, leading to certificates issued each half-term. Prize draw with vouchers for winners at each award – The 15 Club leading to the annual award of the three House Championship Shields and the House cup .
- Good attendance allows full access to school life. We celebrate exceptional attendance of 100% with a certificate, awarded at the end of the academic year.
- Participation in social occasions and the rich variety of sporting, club and after school activities, provides the opportunity for developing the sound relationships we are seeking within our school community.
- Presentation evenings, in subject areas, at the end of KS3, and to award prizes and certificates for years 11 and the Sixth Form at a ‘Speeches’ evening also creates a positive atmosphere.

Sanctions:

- These may be imposed for poor behaviour, where the sanction imposed is reasonable and proportionate to the circumstance of the case.
- Account will be taken of the range of individual pupil needs in determining the appropriate use of sanctions in accordance with the Equality Act 2010

Individual teacher action in class and around the school

- Use gesture and expression to correct poor behaviour
- Explain why the student needs to behave as required.
- Address any issues of uniform at the start and end of all lessons and registration or Tutorial periods, correcting those that it is possible to effect immediately.
- Serious or persistent issues relating to uniform should be passed on to the Form Tutor, and the student told that this will be the action.
- Referral by the Form Tutor to the House Head or other Senior member of staff, may result in the student being sent home to change into the correct items of clothing.
- ‘Whisper’ an admonishment – often better than a public rebuke.
- Write name on board
- Further issue leads to a 5 minute restorative meeting at Activity Time or 3.30pm
- Change of seat.
- Withdrawal of a privilege
- Formal detention (Activity Time)
- Send the student to stand outside the classroom for a few minutes as a ‘cooling off period’
- Recognise that students with a Time Out Card are able to leave the classroom and seek the support of an identified member of staff.
- Send the student to the room of a colleague, as agreed by previous arrangement. Removal

Referral to Head of Faculty

- Reprimand requiring a verbal or written apology to be filed.
- Verbal warning
- Warning – written and recorded, with copies sent to Head of Faculty and Tutor.
- After school departmental / Faculty detention (recorded in student planner and giving 24 hours' notice).
- Phone call / letter to parents / carers
- Short term withdrawal from lessons
- Faculty Report

Referral to Tutor

- Discussion / Resolution / Reprimand
- Phone call / letter to parents
- Use of a Monitoring card

Referral to Head of House by Tutor and /or Head of Department

- Discussion / Resolution / Reprimand
- Detention at break or Activity Time
- Monitoring card, with targets set for specific purpose required
- Request for information / Information circulated to all staff teaching the student.
- Phone call to parents / carers

House Head

- Liaison with Personalised Learning to ensure needs are being met and highlighting of
- Individual Education Plan (IEP) as appropriate.
- Referral to the Family School Support Worker
- Referral to Education Welfare Service
- Referral to Educational Psychologist, by referral form to the Deputy Head Monitoring and Achievement.
- Referral to other appropriate outside agency
- Consideration of placing the student on a Pastoral Support Programme
- Establishing list of students on Zero Tolerance; these students will be collected by senior members of staff if their disruptive behaviour is judged to be persistent and impacting on the learning of others. Zero Tolerance will last for a set period of time.

Parental Communication and Interview

- Phone call or letter to parents / carers
- Request for parents / carers to come in to discuss their child's situation

Referral to designated House support from member of Leadership Team

- Monitoring card supervised by Assistant Head
- Phone call to parents / carers
- Request for parents / carers to come in to discuss their child's situation at school
- Check action stemming from referral to Education Welfare Office / other outside agencies.

Withdrawal / Isolation

- Internal isolation from a particular lesson or for a specified day.
- Letter home informing parents of internal exclusion.

Individual Contract / Agreement

- Drawn up and agreed at interview by parents / carers and student. Supervised by Head of House and member of the Leadership Team.
- Consequences of breaking contract are clarified, and recorded in writing in a letter home.
- Discussion around danger of exclusion
- Those students seen to be in danger of exclusion will be placed on a Pastoral Support Programme. This will give structure to short term targets and the effective involvement of a range of strategies and agencies.

Referral to Headteacher / Deputy Headteacher

- A student may be required to present themselves to a panel of Governors with their parent(s) / carer.

Fixed Term Exclusions

- Consideration of exclusion will be led by the Headteacher in conjunction with current guidance. (Behaviour and Discipline in Schools DfE, July 2011, updated September 2012).
- The decision to exclude will be that of the Headteacher, or Deputy Headteacher in the case of absence.
- A decision to exclude a pupil should be taken only:
 - a) In response to serious breaches of the school's behaviour policy; and
 - b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- Fixed term exclusion for a stated number of days may be issued.
- A re-admission interview will be held with the student and parent(s) / carers and the Headteacher / Senior Staff / House Head as appropriate.

Education Planning Meeting

- Multi-professionals meeting involving all those involved with, or potentially providing support for the student may be held.
- Attempts are made to provide strategies to avoid permanent exclusion.

Permanent Exclusion

- A permanent exclusion may be issued in exceptional circumstances where the level of offence is severe. The guidance noted in Improving Behaviour and Attendance – Behaviour and Discipline in Schools DfE, July 2011, updated September 2012, will be adhered to, where no alternative is believed to be viable.

The Academy accepts the obligation to allow parents to appeal against any decision to an Independent Appeal Panel

EVALUATION:

- Tutors will be expected to monitor the behaviour of students in their Tutor group closely and to keep the Head of House / Deputy informed of any potential problems.
- Subject teachers need to monitor the behaviour of individuals closely in their classes and keep the Head of Department informed when problems arise.
- Heads of House need to liaise closely with Heads of Department when a student is posing behavioural problems in a classroom over time.
- The Deputy Headteacher: Learning and Achievement will lead the evaluation of this policy at the start of the Spring Term. All staff will have the opportunity to contribute to this exercise.
- Measures of the effectiveness of the policy will be taken through the analysis of;
 - 1) commendations, bronze, silver and gold awards,

2) House and School colours.

- The Key Stage 4 Reward Scheme –'15 Club' Evidence of the use of sanctions;

1) Analysis of faculty, school and Headteacher detentions.

2) Exclusions data.

- A full report will go to the Summer term meetings of the Governors' Learning and Achievement Committee, and subsequently that of the Full Governing Body.
- The Behaviour Improvement Group will continue, and provide a vehicle to lead further work on implementing this policy, and identifying specific needs and strategies to address further improvements in the overall behaviour of students.

Signed _____ Date _____

Chair