

# Baysgarth School



## Behaviour Policy

## **Working for Success**

### **Rationale**

We want to create a positive climate at Baysgarth in which pupils and adults respect each other equally and take a real pride in our school.

Encouraging success in ALL aspects of school life must come first in our daily contact with pupils.

We must work as a team in creating a happy, stimulating and orderly learning atmosphere which enables pupils always to do their very best.

### **Statement of Values**

#### **We value the best possible teaching and learning.**

- Maintain calm and orderly behaviour so that effective learning can take place
- Have high expectations of the standards of behaviour all should achieve and model high standards at all times
- Promote a desire for lifelong learning to develop knowledge, skills, wisdom and understanding through high quality teaching, work related learning for all and technological opportunities and extra-curricular

#### **We value good relationships.**

- Build harmonious relationships, based upon co-operation, teamwork and the use of praise as a means of motivation
- Equally value and support each member of the school community through equal rights, responsibilities and opportunities
- Provide a safe and secure environment for everyone and not tolerate bullying or discrimination of any form
- Challenge all behaviour which is hurtful, offensive or disruptive to others, offering an opportunity to reflect upon the impact of their behaviour on others and themselves

#### **We value responsibility and adaptability**

- Encourage pupils to take responsibility for their behaviour and learning through citizenship, the curriculum and extra-curricular activities
- Encourage pupils to make the most of their talents, rights and opportunities through the reward scheme, curriculum and extra-curricular activities
- Encourage and support all members of the school to develop to meet the demands of a constantly changing society by becoming involved in different aspects of life through the opportunities afforded them in school, recognised through the rewards scheme

#### **We value celebration and reward for personal and academic achievement.**

- Place learning, success and achievement in all aspects of life at the centre of our work
- actively seeking out ways in which we can give praise through the rewards scheme
- celebrate success in our displays, postcards/letters to parents, Assemblies, media, newsletters, events etc
- celebrate an understanding of their own and others characters, strengths and tolerance and support for weaknesses through citizenship, curriculum and extra-curricular activities

#### **We value the work with the wider community in order to provide opportunities for development.**

- Promote the positive achievement at every opportunity within the community
- welcoming all stakeholders and guests to the school to share our work, resources and to celebrate success

## **Roles and responsibilities**

**Promoting positive behaviour, in and out of lessons, and good attendance is the responsibility of the school community as a whole. We all have a role to play. All staff must demand good behaviour and challenge pupils, whoever they are, wherever they are, if they fail to meet our expectations. Staff must feel confident that they can do this whether within their faculty area or around the school site.**

### **Staff Code of Conduct**

Well prepared and stimulating lessons, in which pupils are aware of the intended learning outcomes and actively engaged, help to secure good standards of behaviour.

### **Class management**

Basics – arrive on time to lessons, prepared to teach and with all the necessary resources.

Meet & greet – supervise the pupil's arrival at the door. Welcome them warmly with a smile. A prompt, organised and welcoming start establishes control. Ensure a seating plan is used.

The Lesson – Learning outcomes should be shared. Use the secondary strategy format: oral/mental starter, main theme, plenary. Keep a brisk pace. Check understanding.

Managing behaviour – a positive, non-confrontational attitude towards pupils encourages compliance and success. Spot pupils being good and use praise and rewards. Pupils will respond to smiles, thumbs up, positive, assertive body language. Even the most feisty pupil finds it hard to remain in a sulk if the teacher is consistently happy.

Lesson ending – careful time management maintains control through to the end of the lesson.

Ensure a quiet and orderly departure. Stress the expectations about movement to lessons and corridor behaviour before they leave your lesson. Monitor pupils in the corridors, on the stairs if nearby, to ensure pupils move quickly to their next lesson.

### **Pupil Code of Conduct**

Pupils expect staff to set an example in terms of the professional behaviour that we exhibit at all times. Staff expect pupils to behave appropriately and we must constantly reinforce the behaviour we want through positive rewards.

### **General**

Attend school regularly and punctually – 100% attendance is the target.

Make a positive contribution to the life of the school

Respect fellow pupils, staff and the school environment. Try to understand the others person's point of view and treat others as you would like to be treated – friendly, caring and good-humoured.

Complete homework as asked and on time – do this independently using your initiative to find work

Develop skills, knowledge and understanding by participating in extra-curricular opportunities

Wear full school uniform.

When moving about school:

Walk quietly to the left, be ready to open doors, stand back to let others pass, be ready to help anyone who needs it. Only eat at breaks and lunchtime – food should be eaten in the dining rooms and litter should be placed in the bins.

### **In lessons we expect pupils to:**

Arrive on time. Bring everything you need for the lesson

Enter the room quietly and sit according to the seating plan. Be ready to work when the teacher starts the lessons. Actively listen – be still, be quiet, pay attention

Put your hand up to gain attention or ask / answer a question. Speak one at a time. Stay in your seat.

Let others learn. Let yourself learn by working to the best of your ability. Use your organiser to record homework. Clear away only when instructed by the teacher. Leave lessons when instructed by the teacher in a quiet and orderly manner.

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**Principles underpinning Good Behaviour (Guidance for Staff)**

- We are all responsible for behaviour and applying agreed rules fairly and consistently
- We have a responsibility to other colleagues and must be rigorous in classroom management
- Create a positive learning environment for all every lesson which rewards effort, achievement and progress. Reinforce positive behaviour.
- Have high expectations by setting challenging work for all, give regular and informative feedback
- Recognise and be positive with disaffected learners who often have weak basic skills, low confidence and difficult backgrounds
- Provide calm, firm and good-humoured control, recognising that difficulties can arise
- Administer agreed sanctions fairly and consistently through a solution focussed approach using the agreed referral procedures
- Encourage all pupils to take on more responsibility at school and in life
- Delegate classroom tasks to show trust and that pupils are responsible and valued
- Provide a range of visits, activities and opportunities to foster better relationships
- Encourage openness through a staff forum to discuss problems experienced with individuals or groups in a solution focussed manner
- Maintain effective support systems for all staff where pupil behaviour is challenging
- Establish clear communication procedures when incidents occur to ensure a swift but informed response
- Respond quickly to attendance and truancy issues through HOH and the SAO to encourage inclusion
- Work closely with parents to resolve behaviour issues
- Use appropriate referrals to other support agencies to resolve pupil issues through the Behaviour Co-ordinator e.g counselling, external agencies etc. Complete a referral to the behaviour review group who will meet regularly
- Make it clear you are condemning the behaviour not the pupil
- Avoid early escalation to severe sanctions by adhering to the guidelines, reserve them for the most serious or persistent misbehaviour
- Avoid whole group sanctions that punish the innocent as well as the guilty
- Take into account personal circumstances
- Encourage pupils to reflect on the effects of misbehaviour or absence on others in the school community.

### **Rewards**

“It is a well established maxim in teaching that rewards are much more effective than punishment in motivating students.”

(DfES, 2003)

We must strive to build a daily working environment based upon respect, care for each other and the celebration of achievement. Praise and encouragement should far outweigh the frequency of punishment and admonition.

Positive behaviour, punctuality, regular attendance and good work should be instantly recognised. Improvements in behaviour, punctuality, attendance and work should be recognised through the use of merits, praise slip, logging praise on facility (eportal), certificates and letters home to parents and the pupil.

#### **Purpose:**

- To reward, and thus promote, good behaviour and a strong work ethic.
- To foster a more positive attitude to school life by promoting the positive.
- To enhance achievement and attainment by highlighting the positive.
- To celebrate achievement, attainment and involvement in school life.
- To build up confidence and self-esteem through acknowledgement of achievement.
- To ensure that achievement, effort and success are neither unrewarded nor unrecognised.
- To reduce low level disruption by making good behaviour and hard work the norm.

#### **In Lessons / Tutor Time / Around School**

Colleagues should use any of the following to reward pupils for positive or improved behaviour and work:

- Smile/Nod/wink
- Frequent use of encouraging language
- Saying “thank you”, “well done”
- Symbolic rewards such as stickers or stamps
- “special” activities
- Departmental rewards
- The award of merits in the organiser
- Positive letters home/phone call/note in organiser
- Fab postcard home
- Praise slip
- Log a praise on facility (eportal)

Colleagues should use any of the following to reward pupils for good or improved punctuality and regular attendance:

- The award of merits
- 100% Attendance certificates
- Punctuality certificate
- Congratulations – improvement certificate for punctuality/attendance
- Praise slip/log praise on facility (eportal)
- Letter/call home/note in organiser

Pupils who consistently work hard and achieve and behave well should have their name entered into the “Achievement Draw” at the end of the year. This gives them an opportunity to win a fantastic prize.

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Heads of House should celebrate success regularly during house assemblies and on their tutor and house noticeboard.

The Assistant Head will monitor praise through the number of slips awarded, certificates etc.

Frequency of praise could be a focus during lesson observations.

### **Merits**

- The system of linking merits to tangible rewards is popular in schools and will continue. However, it is also widely recognised that merits are most gratefully received during Y7 and by Y10 they no longer hold much significance. Pupils are not rewarded them as regularly as they move up the school. Hence, they have been scaled down to make up only one aspect of the rewards system.
- Merits will run over a year. A Bronze Certificate and badge will be awarded when 50 merits are gained. For Silver Certificate and Gold a further badge will be awarded until 100 merits are gained. A Platinum Certificate and badge will be awarded when 150 merits are gained. A framed Diamond Certificate will be awarded when 250 merits are gained.
- Posters promoting the Scheme should be placed in all classrooms.
- Merits will be recorded in the school Organiser. Pages have been printed in to the Organiser.
- Merits will be awarded for achievement, or effort or helpfulness or for any other reward deemed appropriate. As a guide, a good piece of work or homework may receive 1 or perhaps 2 merits. It would be unusual to issue a string of merits for one isolated deed or piece of work.
- Tutor should be monitoring the rewards in organisers on a regular basis. When a child has achieved a certificate for merits, the tutor should send notification to the Head of House (for information) and to the Student Support centre who will organise the certificates. The certificate should be made up ready for assembly at the end of the half term. Certificates and badges will then be passed back to HOHs for distribution in Assembly. It is anticipated that bronze and Silver awards be given out by Heads of House. Gold and Platinum awards should be awarded by a member of SLT or a Governor, or appropriate visitor to school. Diamond awards should be kept for whole school assemblies.
- A database of pupils receiving Certificates and vouchers is being kept in the Student Support.
- Each department should decide how merits will be awarded and for what. One aspect is the imbalance between the large number of awards being made to Year 7 and 8, and the relatively small number being given to 9,10 and 11. A balance needs to be struck. Thought must be given to this in departments. Thought must also be given to awarding consistent good behaviour and not to awarding 'naughty' children for basic things – this is a major (and valid) complaint in pupil feedback.

### **Postcards**

- The Postcard system to celebrate achievement will continue to run. A Postcard can be sent to acknowledge attainment, achievement, effort, involvement etc. at any time. The Postcards will be available from student support. Simply write the name and form of the pupil on to the card, along with your message, and send it to student support. It will be addressed and sent home from there.

### **Praise Slips**

- These can be awarded by staff for excellent work, helpfulness and should reflect a positive contribution over and above what is expected in normal day events. As the praise slip is carbonated, one copy for the Head of Faculty to monitor rewards across the department, one copy to the Head of House to monitor year group rewards and one for the tutor who can

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reinforce this positive comment at the first available tutor opportunity. One can be given to the pupil to take home or it can be sent to student support for logging on eportal.

- Praise slips should outweigh concern slips by three to one. Staff should be actively looking to promote examples of good work, behaviour on this ratio. Heads of Faculty should monitor this as part of the usual monitoring procedures.

### **Other ways of highlighting success:**

Staff should also consider the following as ways of building a positive environment within the school:

- Rewarding excellent, or improved, attendance through the Attendance Policy.
- Rewarding improved behaviour with a letter or phone call home. This would begin to shift the perception that we only contact home when there is a problem.
- Rewarding Community involvement with a letter home.
- Using the Report System to highlight pupils who should be congratulated for good effort and progress. This should be done by HOHs and HOFs.
- The use of display to highlight and thus promote success, eg: house displays to promote a stronger, more positive house ethos.
- Tutor Group displays of achievement (in school or out of school) to promote a group ethos. All tutor rooms should have these alongside the notices.
- Departmental displays of 'best work' or high achievement. For example, "Geographer of the week is....." displayed on a notice board.
- Displays in the corridors, student support etc. which promote success.
- Departments might also want to consider a way of displaying good work done in the department at academic monitoring evenings, public events, other than just New Intake Evenings.
- Positive marking which highlights achievement and is shared with the pupils and, where possible, their parents.
- Positive comments can be put into Organisers so they can be seen by parents. These could be written by the form tutor, a subject teacher, TAs etc.
- Celebration of success in Year Group, House or Full School Assemblies and "special events"

### **The Awards Scheme**

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### **Why an Award Scheme?**

We want to make the most of your talents. Many opportunities will be provided for you to do so. We want you to take part in as many activities as possible and for you to be successful.

### **What Awards are there?**

You can gain awards at 4 levels:

- Bronze**                      You need 8 achievements from at least 4 categories
- Silver**                      You need 12 achievements from at least 6 categories
- Bronze**                      You need 16 achievements from at least 7 categories
- Platinum**                      Pupils exceeding the Gold Award will be nominated for this award.  
A staff panel and School Council will consider winners.

### **How is the Award Scheme organised?**

The scheme runs from September until the end of the Spring term. Your tutor will prompt you to check your achievements regularly. Tutors should encourage pupils to work towards elements of the award scheme to gain the overall Bronze, Silver, Gold awards.

### **How do I have my achievements recognised?**

You should ask the appropriate person to date and sign your achievements.

### **What happens when I gain an award?**

You will be awarded a certificate. Your achievements will be included in your end of year record of achievement or progress file. All winners will be entered into the 'Achievement Draw'.

Award	Signed	Date	Award	Signed	Date
Bronze			Gold		
Silver			Platinum		

- The office staff will automatically monitor the merits.
- The SAO will automatically monitor the Attendance awards.
- HOFs must monitor the distribution of rewards within their department to ensure consistency and fairness across the department. Figures will be asked for and discussed through School Board to gain consistency across the curriculum as a whole.
- There will be some evaluation of the new boundaries in the merit system and this will then continue throughout the year to see if they are set at a reasonable point. Adjustments can then be made for the following year in the organiser.
- The cost to the school will also be monitored and evaluated.
- Displays etc. will be monitored around school.
- Positive letters home will be monitored by HoH.
- The use of Postcards will also be monitored by the office staff.
- The Tutor is responsible for monitoring the ongoing awards scheme and once pupils have achieved a level must show this to their Head of House who will then liaise with the office staff to get certificates awarded.
- For Bronze, Silver, Gold the school Council will determine the rewards and assist in gaining sponsorship for this. Platinum and/or top prize winners will be entered in a draw with a substantial prize at the end of the year. Please see new rewards triangle.

We should be able to see a change of ethos, with success becoming the norm and achievement being recognised, which will in turn develop a more positive attitude within school.

## SANCTIONS AT BAYSGARTH: THE STAGES

SEE APPENDIX 6 FOR SANCTION STAGES

### Sanctions

#### i) Concern Slips

These will be completed when behaviour or lateness is unacceptable in lessons or around the school. This would usually be **after** warnings or preventative measures have been taken e.g. moved in room, kept back afterwards, or spoken to outside, unless the incident is serious enough to be recorded straight away. Any staff can complete these, giving vital evidence for follow-up action and review work.

**One Slip** must be given to the Head of Faculty to decide how to deal with first, when an incident has happened in a lesson. (The subject teacher may wish to copy the original slip) This may be for information only, or to agree upon an appropriate sanction e.g. a verbal reprimand, subject report, detention or lesson isolation.

**One Slip** is for the Form Tutor to file and some feedback or discussion with the pupil is helpful, as they have daily contact with the pupil. They should also be referred to when reports are written and will help in ongoing target setting work in tutor time. If you input the details directly onto eportal, the tutor will see this flag up the first time they log on after the event.

**One Slip** is for the Head of House to assist overall monitoring, helping to identify any need for further action e.g. follow-up discussion, verbal reprimand, detention, isolation or report.

#### ii) On-call

See Appendix 4 of Behaviour Policy

#### iii) On Report

The colour coded system for reports seeks to provide a unified structure across the school, more quality feedback and learning targets for improvement.

Targets should be agreed, realistic and small in number (2 –4 maximum), with clear direction given about how a pupil can improve his or her behaviour.

There are different stages of report (see below), according to how serious our concerns are about a particular pupil's behaviour and general attitudes shown.

These stages should be reflected in appropriate stages on the Behaviour Register.

Deciding to put a pupil **On Report** will usually arise after a small but significant number of concerns from one or more members of staff to the Head of House or Tutor.

Reports run for two weeks usually to give time to review progress made against targets set.

Parents must be informed and encouraged to support their child by discussing progress and using the space given to make written comments on the report.

Reports should be checked daily and signed by the relevant member of staff, with some discussion of progress made and then parents must sign the report.

Good progress must be recorded on a pupil's file and reported to parents.

Pupils may be moved forward or backward in the stages below, according to progress made. The overall aim must be for a pupil to be taken off report.

#### Stage 1) Green Report

This is when a Head of House decides to put a pupil on report to the Form Tutor because there are some concerns about behaviour, arising from several incident slips, or more general attitudes to

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work. This can be positively used if a pupil has made good progress on an orange report. A pupil and parent may ask for a report too.

### **Stage 2) Orange Report**

This is when it is decided to put a pupil on report to the Head of House because concerns about behaviour are more serious or a pupil has not improved whilst on a green report. This can be used positively if a pupil has made good progress on a red report. The pupil should have been referred to the Behaviour Co-ordinator to organise a review process with the Head of House.

### **Stage 3) Red Report**

This is when it is decided to put a pupil on report to a member of SLT, after discussion with the Head of House, because concerns are now very serious e.g. following a fixed - term exclusion or if a pupil has not improved whilst on an orange report. A **Pastoral Support Programme** meeting may be needed at this stage.

### **Stage 4) Extended Isolation**

Arranged when a pupil continues to cause significant problems in lessons around the school, or in a particular lesson. It can also be used after very serious incidents, to combat truancy, or as an alternative to fixed-term exclusion, particularly if there are concerns about home circumstances. Isolation will be more effective if we ensure the pupil is totally isolated from other pupils, including their break and lunchtime and is under direct staff supervision. Work must be provided.

### **Stage 5) Fixed–Term Exclusion**

If a pupil does not comply with previous sanctions, exclusion is unavoidable. We will consider exclusion for very serious incidents. (See Exclusion Policy) However, we must recognise that pupils may not be punished, if parental control is lacking. Exclusion should be used as a last resort.

### **Attendance Blue Report**

This card is blue and is to set targets for attendance only. Please use positive comments when dealing with pupils on this report card as with poor attendance, achievement is less likely.

### **Faculty Report Cards**

Each faculty should have their own subject report card if monitoring within the subject is required. These may vary in size and content to suit the needs of the faculty.

**In all reports, staff (and parents) should be made aware so support can be given.**

### **Strategies for managing disruptive pupils**

This is when a review is recommended for a pupil showing significant behaviour problems. A referral form to the HOH must be completed. Inform the tutor. A behaviour referral sheet is provided in the appendix in the policy.

Issues could include a pupil receiving numerous incident slips over a short period or a few very serious incidents such as on-calls or very aggressive conduct.

Additional counselling or the involvement of external agencies may be sought.

The pupil will be put on to the Behaviour Register (see below) with an IBP set up and given to all subject teachers. This will be reviewed at regular intervals. Staff should use this in planning lessons. A behaviour audit may be organised, requiring more detailed information from subject teachers and their possible involvement in a review meeting.

The pupil will also probably go on to a report, at a stage matching the concerns shown. Review meetings will look at how successful a pupil has been in reaching targets set. Future action and new targets will then be agreed with the pupil.

More serious concerns may involve being put on report to SLT or a PSP meeting may be set up, if longer term or permanent exclusion is a possibility.

If a pupil has successfully met targets they can be taken off the Behaviour Register and off report, with positive feedback given to them and parents.

**Behaviour Referral stages (These must mirror SEN stages)**

**Level - School Action (SA) – dealt with by the Head of House, when behaviour is causing significant concern. The Behaviour Coordinator should be informed here.**

**Level - School Action Plus (SAP) – Where appropriate, the Head of House may work with other agencies and with the Behaviour Coordinator. When problems become particularly acute these will be dealt with by the Behaviour Coordinator with more intensive counselling, and referred to SLT for further support. There must be a small number of these in any year group or house.**

**ii) Student Counsellor referrals**

A referral for individual counselling may be made if a pupil is displaying considerable problems in their relationships with others, which has a noticeable impact on behaviour. Refer through HOH.

**iii) Connexions Referrals**

These will be made if a pupil is at risk of permanent exclusion from school, because of their behaviour. A Personal Adviser would be appointed to work individually with the pupil, in raising their self-esteem and commitment to school. Business or community mentors may also be sought to advise and support pupils. R5 would be involved. Refer through DFM.

**iv) Disapplication of the National Curriculum**

This will be made, if it is felt that a normal academic timetable makes it difficult for a pupil to maintain good behaviour. This may involve organising a modified timetable, setting up link courses at college, or organising work-based learning with employers.

**v) Pastoral Support Programme Meetings**

These must be arranged by the Behaviour Coordinator when there is a real concern about a pupil's future at the school e.g. after a long exclusion. External agencies will be invited to give their support. An agreement will be drawn up with the pupil and their parent/s or guardian/s about what is now expected from them, with a few simple and achievable targets agreed. Governors may be involved also at this stage.

**vi) Restorative Justice**

**What is it? (see appendix 7 for more details)**

Restorative Justice is a process to involve those who have a stake in a specific offense and to collectively identify and address harms, needs, and obligations, in order to heal and put things as right as possible. Restorative Justice is arranged as a conference between the people who are affected by the dispute (can be pupils, staff, other adults) and is chaired by a facilitator. This may be school staff or a variety of persons networked with the school.

**What are its aims?**

- To put key decisions into the hands of those most affected by offenses
- To make justice more healing and, ideally, more transformative, and
- To reduce the likelihood of future offenses

**How does it achieve these aims?**

By requiring that:

- Victims are involved in the process and come out of it satisfied
- Offenders understand how their actions have affected other people and take responsibility for those actions

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- Outcomes help repair the harms done and address the reasons for the offenses
- Victim and offender both gain a sense of closure and both are reintegrated back into the community

### **Vii) R5 referral (see appendix 8)**

A referral to R5 (Behaviour support) may be made where a pupil is experiencing difficulties in lessons either through behaviour or other barriers. Anyone can approach DFM about a referral of a pupil to R5. Heads of House will discuss with DFM the appropriateness of a placement.

This is a programme of support for pupils, which focuses upon social skill training – manners, behaviour and self esteem. Pupils are withdrawn full time from some, or all lessons, followed by support in class, then a report card to monitor them in subsequent weeks.

### **Monitoring and Evaluation of the Behaviour Policy**

1. We must review and share ideas on how to promote good behaviour in lessons and beyond. Continuing professional development is a key issue here.
2. Databases are useful in recording the main sanctions used. Senior and middle managers must monitor these regularly to determine their effectiveness.
3. We need to hold consultation with staff, pupils, parents and governors about the implementation of the Behaviour Policy. This should include publicity and surveys of opinions, with opportunities to suggest improvements to existing practice.
4. We should aim to have less incidents of poor behaviour and fewer sanctions, with a more calm, pleasant and orderly atmosphere in all areas of the school.
5. We want to see pupils showing greater self-discipline and adult capabilities.
6. We must aim to achieve a positive approach to behaviour, which aims to develop good relationships and teamwork and not be led by sanctions.

### **Monitor, evaluate and review through:**

- Lesson observations
- Attendance
- Punctuality
- Anti-bullying records

Monitor the number of:

- Praise slips
- Concern slips
- On-call incidents
- Exclusions
- Merits
- Certificates
- Internal seclusions
- Permanent exclusions / applications for alternative provision
- Racist incident forms
- Eportal logs

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**Resources**

Praise/concern slips	Rewards scheme in organisers	Certificates for excellent work
Report cards	Detentions	Phone Call/letters home
On-call duty	Behaviour Co-ordinator	Head of Inclusion
Head of Faculty	Head of House	SLT
Professional development	Governors	Eportal

Referrals to:

EWO	Educational Psychologist	R5
Alternative provision	Restorative Justice	School Counsellor
Peer Mentor	Connexions	School Nurse
Social Services etc	Safer neighbourhoods	

**Appendix 1**  
**General Principles Governing Behaviour Policies**

**Mission Statement**

At Baysgarth School it is our intention to create an environment in which teaching, learning or visiting is a happy and rewarding experience.

**Statement of Aims and Code of Conduct**

Our aims are those things that we believe in: our Code of Conduct is the behaviour inspired by them.

**1. We believe in having the best possible teaching and learning.**

Everyone has the right to be able to work and to learn. We have a responsibility to be ready to work hard together each day.

1. Arrive on time
2. Bring everything you need to the lesson.
3. Take off coats and settle to work quickly.
4. Good manners matter. Always stop, look and listen when anyone is talking to the class.
5. Work quietly unless you are allowed to talk.
6. Always do your best and allow others to do theirs.

**2. We believe in everyone at Baysgarth getting on well with each other.**

Everyone has the right to be valued as an individual and to be treated with fairness and respect at all times. See:

1. the exclusion policy.
2. the school Anti-Bullying policy.
3. the school policy on the use of reasonable force.

**3. We believe in being responsible and changing our ways when we need to.**

We have a responsibility to care about the school community and to respect and look after one another.

1. Follow instructions from all staff straight away.
2. Show respect and consideration for people and their belongings, in your speech and your behaviour.
3. Treat the school and all school property with care.
4. Walk, be quiet and keep to the left when moving around the school.
5. Do not chew, eat and drink during lesson times. Water is acceptable.
6. Put all litter in the bins provided.

**4. We believe in celebrating and rewarding achievement.**

We have a responsibility to achieve our best and to help others achieve their best. In particular this inspires:-

1. Place learning, success and achievement in all aspects of life at the centre of our work
2. the Rewards triangle.

**5. We believe in working with people outside school to give everyone as many opportunities as possible.**

In promoting an ethos of good behaviour, self-discipline and hard work, we create a positive image of the school which enhances its reputation in the local, and wider, community. We welcome all stakeholders and guests to the school to share our work, resources and to celebrate success.

## Appendix 2

### PREVENTING PROBLEMS IN THE CLASS ROOM BEFORE THEY ARISE

Rigorous class room management is the single most effective component in the successful teacher's array of strategies to raise attainment and maintain standards.

**The following guidance should be noted particularly by staff new to the school.**

- ✓ Be on time.
- ✓ Set your standards at the start of every first lesson, with each class. Your standards will be special to you but they must reflect the school's Behaviour Policy and any appropriate Faculty policies.
- ✓ Be prepared, with carefully thought out lesson plans and all the resources you need.
- ✓ Give careful thought to the seating arrangements and layout of your class room. **This should be displayed.**
- ✓ Make your classroom an attractive place to be. It should be tidy and well displayed.
- ✓ Be at the door to meet and greet your pupils. **Give each pupil a fresh start every lesson.**
- ✓ Control the pupils' entry to the classroom. To establish yourself, you should direct where the pupils sit e.g alphabetical order, boys sitting next to girls. Planning should include thought to individual behaviour.
- ✓ Call your class register aloud. It can have a settling effect on the class. It also helps reduce truancy.
- ✓ Make a brisk start to the lesson, using an appropriate Starter Activity. Make explicit, usually at the start of the lesson, the learning outcomes you expect pupils to achieve. **WILT and WALT posters may help.**
- ✓ Do not talk over the top of chattering pupils. Insist on silence when you need to address the class.
- ✓ Ensure your future lesson planning reflects the success of your pupils in assimilating the outcomes.
- ✓ Match the needs of your class with appropriate resources.
- ✓ Match the needs of both your class, and the learning outcomes, with appropriate and varied teaching and learning methods.
- ✓ Give clear instructions at transition times – when moving from Starter to Development to your Plenary.
- ✓ Speak clearly and audibly at all times, using clear, unambiguous language.
- ✓ Maintain pace.
- ✓ Avoid confrontations by giving choices and allow "take up time" for pupils so they can save face.
- ✓ Be ready for pupils who finish an activity early. Have follow up materials for them.
- ✓ Show an interest in the pupils but don't be intent on seeking popularity. Popularity may follow once you have gained pupils' respect but it rarely precedes it.
- ✓ Keep a constant overview of the class. Be aware of what individual pupils are doing. **Challenge low level disruption calmly reinforcing school expectations. Be active around the room.**
- ✓ Follow the school/Faculty Assessment Policy.
- ✓ Emphasis the positive, praise good behaviour as well as good work. Reprimand sparingly and privately.
- ✓ Bring the lesson to an orderly conclusion. Time the lesson to fit the period, leaving time to summarise the main points of the lesson; to review the learning outcomes; to give pupils some feedback on their performance; to explain homework and make sure it is recorded in the Organiser; and to clear away. **Have a clear procedure for dismissing the class orderly, leaving the room ready for the next teacher. For example, push chairs, in, stand behind and dismiss row by row.**
- ✓ **Never** leave your classroom during the course of the lesson. Never allow pupils to leave unless in an emergency.

**Behaviour and Discipline: Additional Guidelines for staff**

Be sensitive to the needs of pupils; recognise their right to be treated as individuals and with respect.

Avoid stereotypical expectations of pupils.

Recognise that problems are normal as children learn the boundaries of acceptable behaviour.

Do not take difficulties personally.

Recognise that success is measured by the way difficulties are handled, not by the absence of difficulties.

Try to plan for & ensure a variety of teaching methods and learning activities within and across lessons, so that the differing needs of various pupils are catered for and all have opportunities for success. Lesson planning should include planning for challenging pupils as well as lesson material.

<b>Try to:</b>	use humour	-	it can build relationships
	keep calm	-	it reduces tension
	listen	-	it earns respect
	praise	-	it builds self-esteem
	give choices	-	it allows options
	give take up time	-	it allows pupils to save face

<b>Try to avoid:</b>	humiliating pupils	-	they become resentful
	shouting too often	-	it diminishes you
	over-reacting	-	it makes things worse
	blanket punishment-		the innocent will resent it
	sarcasm	-	it is hurtful and reduces you
	confrontation		neither you nor the pupil can back down

## Appendix 4

### On-Call

On-call should be used for one off serious situations within the classroom where all other sanctions have failed. It should be used for serious breaches of school rules and where the safety of the child, adults or other pupils is a risk. In this case, dial 303.

#### **On-call Advice**

**Examples of when to and when not to call on-call.**

#### **On-call 303**

<b>Do's</b>	<b>Don'ts</b>
<b>Verbal abuse to staff i.e. swearing directly at you</b>	<b>In the first and last ten minutes of a lesson – unless serious</b>
<b>Ongoing verbal abuse at another pupil i.e. won't stop</b>	<b>Send pupils to the Office for poor behaviour</b>
<b>For pupils disturbing another class; refusing to go to their lesson</b>	<b>Call for no equipment or uniform / coat issue</b>
<b>Physical aggression affecting the safety of others</b>	<b>Call as a first deterrent – use classroom strategies</b>
<b>Damage to a classroom</b>	<b>For late pupils – follow up as a department</b>
<b>Continued refusal to follow instructions (continued defiance)</b>	<b>Use on-call as a threat before applying other strategies</b>
<b>ALWAYS COMPLETE A PRAISE/ CONCERN SLIP &amp; FOLLOW UP</b>	<b>FORGET TO COMPLETE A PRAISE/CONCERN SLIP &amp; FOLLOW UP</b>

- Ring on-call 303. A member of staff will attend the lesson as soon as possible.
- Assessment of the situation will be made by the teacher/pupil and senior member of staff.
- The pupil will be given an opportunity to account for their behaviour, accept consequences and where appropriate will return to the lesson. Where the situation is not conducive to continued learning within the lesson, the teacher will be asked to provide work and the pupil removed to an alternative room. Faculties should agree support rooms.
- Subject Teacher must complete a praise/concern slip indicating what happened and what action will be taken. Sanctions need to be discussed and agreed within the faculty area before referral to HOH.
- Pupil completes report and agrees how to approach the next lesson. A pupil may apologise to the member of staff, write a letter etc.
- Pupil completes work set and it is returned to the subject teacher for marking.
- Further sanctions may need to be applied after consideration of the problem. The HOF should be consulted.
- Avoid telling on-call to remove the child in front of the class as this places on-call staff in a difficult situation and often inflames the situation more.

If a detention is given a letter is sent home giving reasons for the detention. The detention will be served on the nearest possible after school, providing enough notice is served. Where On-call staff feel it is appropriate, a pupil may be sent home to cool off, or parents asked to come into school for a meeting.

## Appendix 5

### Support Systems

#### Pupils

Pupils are supported in their learning, behaviour, attendance and punctuality. The following strategies are available for use at the appropriate time:

- 1:1 meetings with staff
- Learning support (Head of Inclusion - CLD)
- Behaviour Support (DFM)
- Referral to Room 5 (through the HOH)
- Referral to Supported classes (through CLD & BB)
- Completion of “consequences” sheet
- Report cards (five possible ones)
- Citizenship programme
- Individual Education Plans (IEPs/IBPs)
- Pastoral Support Plans (PSPs)
- Referral to Connexions PA (Zoe Parsons)
- Referral to the School Advisor (Jill Clay)
- Peer Mentors
- Referral to other external agencies e.g. school nurse, educational psychologist, youth service, social services, reintegration service, education welfare service etc
- Readmission interviews and support

#### Staff

Staff are supported through the staged structure in the behaviour policy. In extreme cases, members of staff can use 303 the on-call system and a member of staff will attend as quickly as possible. Newly qualified staff will have a mentor. The management system of the school allows line management of staff and support through this system. Staff will be given appropriate continuing professional development.

#### Parents

Meetings with appropriate staff

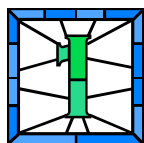
Referrals to outside agency support e.g. social services, parentline, EWO etc

Letters and monitoring reports

Parental training

Appendix 6

**SANCTIONS AT BAYSGARTH: THE STAGES**



**Within the classroom – Class Teacher**

- |                  |                     |
|------------------|---------------------|
| verbal warning   | contact parents     |
| verbal reprimand | breaktime detention |
| move workplace   | lunchtime detention |
| set extra work   | Praise/Concern Slip |
| Work Elsewhere   | Log on to eportal   |

**If there is total breakdown of the lesson, or there is danger to pupils/staff, colleagues should use an agreed faculty withdrawal support or use on-call 303 as appropriate.**

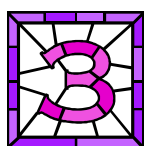
If the consistent, persistent application of these sanctions proves to be ineffective, refer the pupil to Head of Faculty. Check SEN status and notify tutor. At this stage the pupil would go on green report to the tutor.



**Within the Faculty – Head of Faculty**

- |                        |  |
|------------------------|--|
| Breaktime detention    | Verbal reprimand (warning of subsequent sanctions) |
| lunchtime detention    | put pupil on lesson report for subject             |
| after school detention | contact/meet with parents                          |
| set extra work         | work elsewhere                                     |

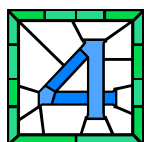
If Faculty sanctions prove to be ineffective, liaise with Head of House. At this stage, the pupil would go on orange report to the Head of House.



**Across Faculties/out of lesson behaviour – Head of House**

- |                        |   |
|------------------------|---|
| behaviour audit        | liaise with DFM re SEN register         |
| break/lunch detention  | Orange daily report to HOH              |
| Restorative Justice    | contact & interview parents             |
| after school detention | refer to SLT                            |
| put pupil in Isolation | set up system of review                 |
| Update behaviour log   | Refer for agency support as appropriate |

If all above sanctions prove ineffective, refer to SLT.



**Persistent offences which do not respond to above strategies - SLT**

- |                        |  |
|------------------------|--|
| Interview parents      | Liaise with DFM (agency referral, Restorative Justice) |
| Examine review outcome | Red daily report to SLT                                |
| Internal seclusion     | Fixed term exclusion                                   |
| Refer to Governors     | Alternative provision/Permanent exclusion              |

Ready for review September 2008

## **Appendix 7 (currently awaiting new training)**

### **Restorative Justice**

#### **What is it?**

Restorative Justice is a process to involve those who have a stake in a specific offense and to collectively identify and address harms, needs, and obligations, in order to heal and put things as right as possible. Restorative Justice is arranged as a conference between the people who are affected by the dispute (can be pupils, staff, other adults) and is chaired by a facilitator. This may be school staff or a variety of persons networked with the school.

#### **What are its aims?**

Restorative Justice aims to:

- Put key decisions into the hands of those most affected by offenses
- Make justice more healing and, ideally, more transformative, and
- Reduce the likelihood of future offenses

#### **How does it achieve these aims?**

By requiring that:

- Victims are involved in the process and come out of it satisfied
- Offenders understand how their actions have affected other people and take responsibility for those actions
- Outcomes help repair the harms done and address the reasons for the offenses
- Victim and offender both gain a sense of closure and both are reintegrated back into the community

Restorative Justice boils down to a set of questions which we need to ask when a wrong occurs.

Who has been hurt?

What are their needs?

Whose obligations are these?

Who has a stake in this situation?

What is the appropriate process to involve stakeholders in an effort to put things right?

1. Focus on the harms of crime rather than the rules that have been broken
2. Show equal concern and commitment to victims and offenders, involving both in the process of justice
3. work towards the restoration of victims, empowering them and responding to their needs as they see them.
4. Support offenders, while encouraging them to understand, accept, and carry out their obligations
5. Recognise that while obligations may be difficult for offenders, those obligations should not be intended as harms, and they must be achievable
6. Provide opportunities for dialogue, direct or indirect, between victim and offender as appropriate
7. Find meaningful ways to involve the community and to respond to the community bases of crime.
8. Encourage collaboration and reintegration of both victims and offenders, rather than coercion and isolation
9. give attention to all the unintended consequences of your actions and program
10. show respect to all parties – victims, offenders, justice colleagues

The use of restorative Justice in school has been restricted to Hilary Strong (YOT) Spring 2005, where more facilitators have been trained and are being used. Nationally the success rate for Restorative Justice is over 90%. At Baysgarth we tend to reserve RJ for our most difficult ongoing disputes which other methods of mediating have not solved. We will need to monitor their success rate carefully to decide if this is an effective strategy.

Anyone who feels Restorative Justice is an option should contact the Behaviour Coordinator initially (DFM).

## Appendix 8

### **R5**

A referral to R5 may be made where a pupil is experiencing difficulties in lessons either through behaviour or other barriers. Anyone can approach their HOH about a referral of a pupil to R5. A behaviour referral should be completed, supported by the Head of House. This can be discussed at the Behaviour review Group.

R5 will look for an individual programme of support for pupils, which focuses upon social skill training – manners, behaviour and self esteem. Pupils are withdrawn from lessons to support needs and re-integrated as quickly as possible to avoid serious falling behind within the subject.

#### **R5 will:**

- ☺ Provide support for pupils experiencing difficulties within mainstream lessons.
- ☺ Operate from room 5, targeting specific pupils.
- ☺ Provide additional support through the Behaviour Co-ordinator (DFM).
- ☺ Provide in-class support for pupils and staff and support the 'on call' system.

The programme caters better for KS3 pupils taught in a vertical manner. Parents will be kept fully informed. All parties will sign a contract and agree to the programme.

#### **Please note:**

If a pupil is not making a satisfactory effort to improve, they may be given additional time in R5.

Following monitoring in R5, pupils will complete at least one week on report to the Head of House. This may be extended as necessary. It is anticipated that support from R5 can be offered for short periods of time. Where it is felt that insufficient progress is being made, referrals for alternative provision will be made.

#### **Supported Classes**

R48 and WBL target those pupils within the school who are experiencing learning and social difficulties which prevent them from fully accessing the curriculum.

Pupils will focus on basic skills, and improve concentration and self-esteem. They will complete a boxall profile to indicate their social/emotional states. Pupils will spend time as necessary in the supported classes. This can be flexible according to pupil need.

As with supported classes, any member of staff can refer a pupil to BB and CLD.

## Appendix 9

### Reintegration Interview Questions

These can be used with pupils who are returning from fixed term exclusions or internal seclusion. They should allow solutions to be found for the poor behaviour, e.g. “what will you do if.....the teacher asks you to remove your coat / someone speaks to you in class?” Or “what do **YOU** need to do to make sure things go okay for you?”

### Support Interview

Similar to reintegration questions but will help staff to structure meetings with the pupil.

### Consequences Sheet

This can be given to pupils who have been sent to you or who are causing concern. They allow pupils to focus on moving forward and setting targets.

The pupil should be allowed to work through the sheet – some may need support on some questions. Start with the rights and responsibilities to reinforce these each time.

**What should you have done?** Focus on positive behaviour and reinforce the school rules

**What will you do next time?** Teaches how they should be behaving

**What can you do to ensure this does not happen again?** Focus on positive behaviours. Avoid vague responses such as “behave better” Keep to SMART targets “I’ll take my coat off as soon as I enter the room. I’ll get my stuff out and face the teacher within two minutes of entering”

**Targets/Action Plan** teaches the pupil to focus on what they should be doing by setting targets for their behaviour modification.

**Appendix 10**  
**Baysgarth School Reintegration Interview Questions**

Pupil..... Tutor Group.....

What has brought you here today?

How would you like me to help you with this?

How will that help?

What difference will it make?

What have you tried (no matter how small) so far that has helped?

What else needs to happen?

Suppose you went home, tucked yourself up in bed, had a good night's sleep. During the night a miracle happened. When you woke up, all your worries had gone, all your problems and concerns gone.....

What's the first thing you will notice that will tell you the miracle has happened?

What else? (Are there any small parts of this miracle happening already?)

Who else will notice?

How will they notice?

**Supplementary Questions**

What assurances can you give us about.....?

What can you say to convince us that.....?

What can you say that will help us to decide to.....?

Are you able to say anything about what you will do when/if.....?

What will you do if / when.....?

Given that.....what are you saying you will do?

What do you need to do to make sure things go okay for you?

**Appendix 10**

**Baysgarth School Support Interview**

**Opening Questions**

Thanks for coming. I need your help.....I need to ask you a favour.....I'd like to sort things out and I need your help.

**Defining Statements / Questions**

What do you think I need to see you for?

What do you think is happening in the lesson/around school?

If someone was watching you in a lesson / around school, what would they see?

What effect is this having on...?

Can you explain to me why this is happening?

What do you hope to gain....?

Could it be...?

**Acceptance / Agreement Statement / Questions**

Do you accept that this is a fair picture of what is happening?

Yes	No	
Positive Route	Consequential Route	
Okay...what are we going to do about it? (Action planning / problem solving. <b>Teach</b> appropriate behaviour	If you / things still continue then you need to know what will happen. First of all....(outline consequences)	
	Can you give me any assurances that this will stop / be okay?	
	<b>Yes</b> Thanks (set up action plan / improvements for next lessons)	<b>No</b> Then this is what happens, outline discipline plan. Confer choice.

**Other useful questions**

What do you want to happen next?

What can I do to help?

What else needs to happen?

Is there anything that will prevent you from...?

How are we going to deal with this?

**Closing Statement / Questions / Follow through**

**Check for understanding / what have we said / agreed?**

Set up plan, formalise or write up if necessary

Set up follow through / review to evaluate plan

“I’ll see you...to see how things are going...if...then we’ll have to take things further.

# Consequences

# Consequences

Name.....

Tutor Group.....

To the Student:

You should complete this form as fully and honestly as possible. You are reminded that your actions carry certain consequences.

**You are responsible for your actions and their consequences.**

To the Teacher:

Please discuss this form with the pupil. Agree targets for future behaviour.

People in this school have RIGHTS and it is YOUR RESPONSIBILITY to protect them. What RIGHTS did YOUR BEHAVIOUR take away? (Please tick)

**The Right to learn**

**Right to be treated with respect**

**The Right to teach**

**Right to feel safe & be safe**

**The Right to be treated fairly**

**Right to be treated equally**

**The legal Right of teacher authority**

**Other? Please state**

What did you do that caused you to receive this form?

Which of our agreed classroom / school rules did you challenge?

Why did you do it? What are your reasons?

What was the effect of your behaviour on the class, teacher, environment, you?

# Consequences

# Consequences

What should you have done?

What will you do next time?

What can you do to ensure this doesn't happen again?

Targets / Action Plan

Date for review:

Signed:

(pupil)

(teacher)

<h1>Consequences</h1>	<h1>Consequences</h1>
-----------------------	-----------------------

Name .....

Tutor Group .....

What is working?

What is not working?

Any problems?

Action by Pupil

Action by School

Add: time and place of incident

Staff

Witnesses identified by those involved in the incident

witnesses for teacher

## Appendix 12

### Behaviour Guidance & Techniques

#### Lesson Planning

- Structured – starter, activities, plenary
- Smooth transition between phases of the lesson – brisk pace
- Clear learning outcomes shared with the group
- Methods that enable all pupils to learn effectively
- High expectations that challenge and inspire pupils

#### Start of Lesson

- Arrive on time
- Meet and greet with a smile – fresh start every lesson
- Seating plan and orderly control
- Resources prepared and on hand

#### End of Lesson

- Plenary
- Controlled departure, one row at a time, perhaps after answering question
- Expectations about movement to lessons and behaviour should be stressed before departure
- Step o to corridor to monitor movement and greet next group

#### Behaviour Management Techniques

- Acknowledge pupils being good and doing the right thing – PRAISE
- ‘Hot spot’ – instruct and retreat. Remind of class rules. Use note pad to record names.
- Use seating plan, Delegate routine tasks to pupils
- Use a teaching position – it’s YOUR room, own it!
- Survey the class carefully to identify early disruption
- Use level of voice – avoid shouting, Keep the focus on the behaviour not the pupil
- Use the behaviour stages if things go wrong, Give clear choices to maximise pupil responsibility
- Allow take up time, be consistent in follow-up and follow-through

#### Routines

- Teach, coach and model routines
- Work out a system for latecomers, welcome them to the group, work ready on a desk, avoid confrontation, ask at an appropriate moment in the lesson or at the end – notepad x 3 = det.
- Work out a system for getting in homework – place on pile and tick name on list
- Work out a system for setting homework
- End of lesson routine, teacher in control
- Know and use consequences for significant rule breaking. Stress that actions carry consequences and then give choices – “choose to work quietly or choose to see me after”

#### Learning and Motivation

- Taught techniques for getting attention – tapping glass/counting to five/hand up etc
- Use school rewards system
- Find a range of strategies to praise pupils showing value to their work, value oral ontribution
- Consider concentration spans, praise on-task behaviour

#### Interpersonal Skills

- Model calmness, think before you act, non-confrontational
- Minimise embarrassment, hostility and aggression, use respectful tone of voice
- Use ‘pauses’ and ‘silence’, assertive body language, ‘thank you’ not ‘please’

Ready for review September 2008

**BAYSGARTH SCHOOL - PUPIL for Review Referral**

**TO: HoH (for discussion at Behaviour Review meeting)**

**FROM:**

**DATE:**

**PUPIL** .....

**FORM** .....

The above pupil is causing concern because .....

.....

The following action has already been taken.

<b><u>ACTION TAKEN</u></b>	<b><u>Dates/comments</u></b>
Break/Lunchtime detention	
After school detention	
On report to TUTOR/HOH/HOF	
Internal isolation	
Letters to parents	
Parents contacted by phone	
Parents seen by HOH/HOF	
Behaviour audit carried out through DFM	
Discussed at Year team meeting/1 to 1/Tutor	
Common Assessment	
Review of IBP through DFM	
Exclusions	
External agency involvement (list)	
Other	

Strategies that you would recommend to meet the pupil's individual needs.....

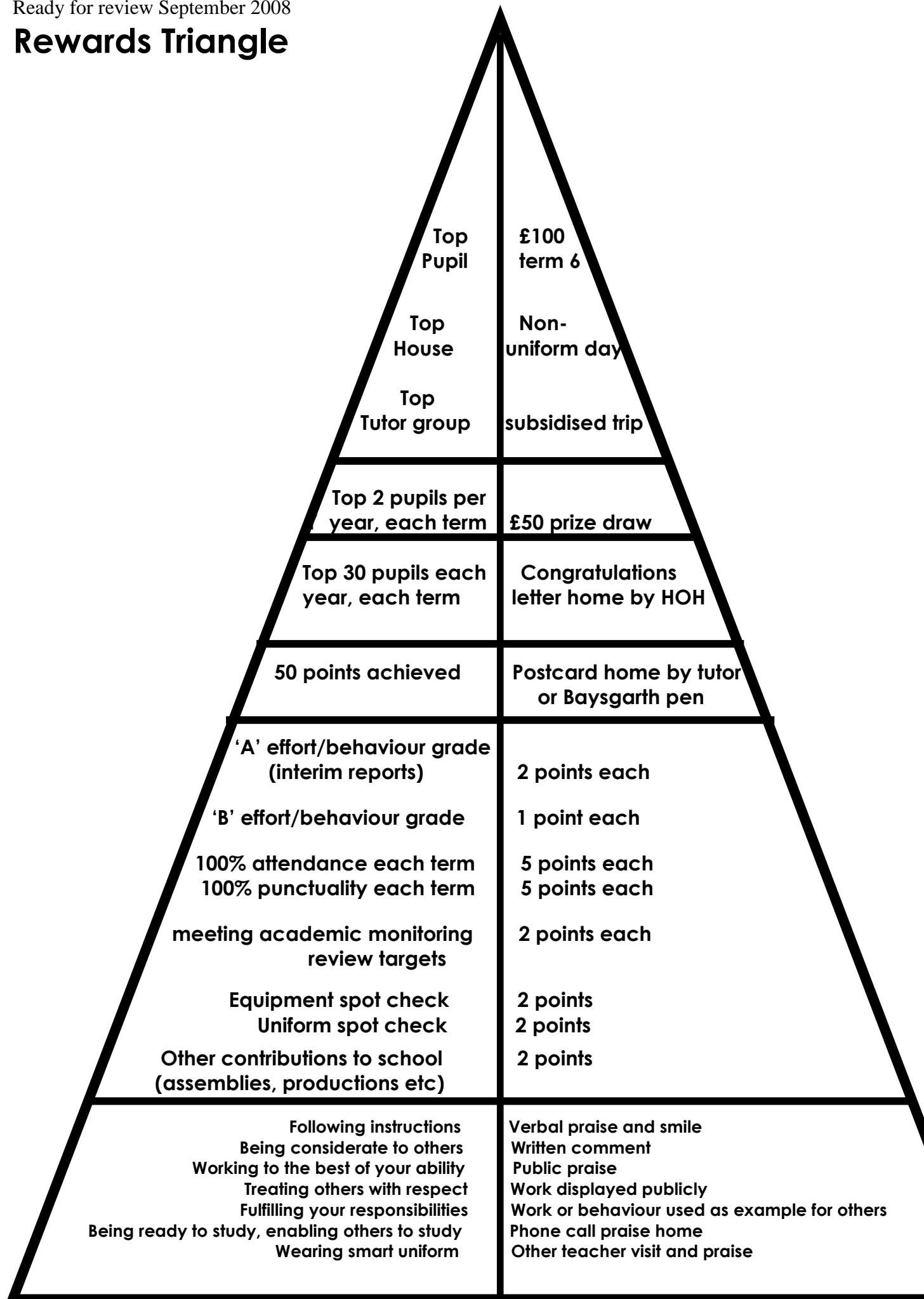
.....

.....

Outcome from meeting (to be completed at review meeting)

Key worker .....

# Rewards Triangle



# Sanctions Triangle

