



## **TWEEDMOUTH COMMUNITY MIDDLE SCHOOL WHOLE SCHOOL BEHAVIOUR FOR LEARNING POLICY**

The Governing Body of Tweedmouth Community Middle School adopted this Whole School Behaviour and Attendance Policy on 12/01/2017

### **RATIONALE**

At Tweedmouth Community Middle School, our principle aim is to RAISE ASPIRATIONS and

INSPIRE SUCCESS. An important element of this is fostering a climate in which Teaching and

Learning can exist successfully which enables pupils to raise their attainment. Our Behaviour for Learning and Attendance Policy form a vital foundation on which to build a positive atmosphere of respect for all members of our community.

To achieve this, we aim to set the highest standards of behaviour, by providing positive role models for pupils and teaching values in addition to knowledge and skills. This extends to the promotion of self-discipline and decision-making as desirable attributes.

### **PRINCIPLES**

The promotion of Behaviour for Learning is the responsibility of all stakeholders in school:

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Governors, teaching staff; all other adults within the school; pupils; their parents and carers. It is the effective partnership of all these groups that will set and maintain the high standards of behaviour we aspire to.

Pupils will be continually taught the difference between acceptable and unacceptable behaviour and will be provided with strategies which will promote positive behaviour for learning. As they progress through the school, the expectations of higher standards of selfdiscipline will grow.

The school will support staff in their promotion and management of Behaviour for Learning, but will also offer support to pupils whose behaviours are more challenging or who are more vulnerable and need extra support and guidance.

The delivery of the policy will take place in every aspect of life from the moment they leave for school in the morning.

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### **CODE OF CONDUCT**

#### **IN-CLASS**

1. Enter the room quietly and be properly prepared to start the lesson.
2. Listen carefully and follow instructions the first time they are given.
3. Talk only about the work you are doing, and do this quietly.
4. Keep hands, feet, objects and personal comments to yourself.
5. Take care of everyone and everything.

## **AROUND SCHOOL**

- ✓ Always behave with consideration to other pupils and adults. Be aware of how your behaviour can affect other people.
- ✓ Remember that the way you speak to others is important.
- ✓ IN THE PLAYGROUND, respect other pupils' rights to play without disturbance or interference.
- ✓ IN THE LINES, behave in a way that helps the adults manage the situation.
- ✓ IN THE CORRIDORS, keep to the left, move quietly and at a reasonable speed. Always be aware of other pupils and adults moving around. Always respect the fact that others may be working, in class or in the offices, or that an assembly may be in progress.
- ✓ IN THE DINING HALL, behave in a way that allows everyone to enjoy their lunch in a pleasant, calm atmosphere.
- ✓ Always tell the truth
- ✓ Never cause others pain whether physically or mentally: we will NOT tolerate any form of bullying

## **AS A SCHOOL WE TOTALLY REJECT:**

- ✓ Bullying
- ✓ Telling Lies
- ✓ Cheating
- ✓ Irresponsibility
- ✓ Cruelty

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## **TWEEDMOUTH COMMUNITY MIDDLE SCHOOL**

### **POSITIVE RECOGNITION AND REWARDS**

It is the aim of Tweedmouth Community Middle School to create a positive atmosphere both in and out of the classroom. This is based on constant verbal praise and encouragement in the knowledge that this is an important motivator for pupils. All pupils should be eligible for praise irrespective of their age, gender or previous behaviour problems. It is particularly important to encourage those pupils who have made efforts to modify their behaviour. In addition to this use of positive language, formal structures of rewards also exist.

### **HOUSEPOINTS**

All pupils are members of one of four Houses in school. Housepoints are given by staff for good work in class, good effort/improvement, consideration towards other pupils, bringing interesting items to class or being prepared to 'go the extra mile'. In short, this is tangible recognition for many of the pupils' actions which also attract verbal encouragement. Housepoints are collected and tallied on a weekly basis. They count towards certifications, beginning with 50 and then increasing by the same increment, which are announced weekly in the whole-school assembly and then awarded in year group assemblies. These points count towards a termly House Championship, which is also contributed to by house-based sporting competition, in which all pupils' efforts have an effect on the outcome. The accumulation of Housepoints also leads to extra reward activities such as non-uniform days or special activities which will be organised on a regular basis; in addition pupils receive vouchers to spend in the school shop.

### **ASSEMBLIES**

All pupils attend two assemblies per week; one whole-school, and one Key Stage. In addition to this year group assemblies will be held every two weeks. In each of these there is a heavy emphasis on celebration whether it is for achievements on behalf of the school in the community,

sports activities, service in school or outstanding work/effort or improvement. The ethos is one of congratulation and thanks, public recognition and sharing celebration.

Headteacher's commendations are awarded in whole school assembly on a weekly basis for outstanding work, effort, improvement or contribution, are recognised in pupil behaviour records and parents are notified through the school gateway app.

Pupils also receive positive behaviour points from members of staff in recognition of outstanding effort or achievement.

## **WHOLE SCHOOL BEHAVIOUR FOR LEARNING POLICY SANCTIONS**

While endeavouring to create a positive atmosphere in school, it is also necessary to have a range of sanctions that are seen by everyone to be fair and to act as a deterrent. In using these sanctions, the following principles apply:

- ✓ The sanctions will be used to condemn the behaviour, not the pupil.
- ✓ The most severe sanctions will be used to address the most serious and persistent behaviour. Too rapid escalation up the scale of sanctions will be avoided.
- ✓ Sanctions will be used consistently. However, account will be taken of individual circumstances, such as emotional problems and learning difficulties, so that our more vulnerable pupils will be offered extra help and guidance if problems occur.
- ✓ Use of sanctions will encourage pupils to consider their behaviour and the consequences for them and other pupils.

## **CONSEQUENCES**

**C1.** Reminder of school rule

**C2.** Verbal Warning given – name on board

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**C3.** Poor choice behaviour continues – moved to another seat in the classroom

- ✓ Behaviour point added to SIMS
- ✓ 10 minute detention (with class teacher)

**C4.** Poor choice of behaviour continues – Moved to learning room

- ✓ Behaviour point added to SIMS
- ✓ 30 minute detention (with class teacher)
- ✓ Telephone call to inform parents

**C5.** If the child is disruptive in the partner class a RED card will be sent to the office to request support from a member of the SLT

The consequence system is designed to tackle low level disruption in lessons in a nonconfrontational manner. All stakeholders (parents, pupils, governors and staff) were consulted when the consequence system was being designed so that all groups have ownership of it. The consequences are clearly displayed in all classrooms and all pupils fully understand how the system works in practice.

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#### **EXCLUSION**

Where it is obvious that the use of the sanctions detailed above is not having the desired effect in modifying a pupil's behaviour, further contact will be made with parents to invite them to a meeting to discuss how we can move forward with their child's behaviour; this will be done, initially, by the Head of Year with support of the SLT. In extreme cases, pupils will be referred to the Headteacher where internal exclusion or fixed term exclusion from school may be needed, with the ultimate sanction resulting in a pupil being permanently excluded. As a school we view all

exclusions both internal and fixed term as a last resort, and work hard to keep pupils in school, learning.

## **SUPPORT SYSTEMS AND MONITORING**

There will be constant liaison between, support staff, subject teachers, form teachers, Heads of Year, parents and SLT regarding pupil behaviour, as referred to in the Sanctions section. Weekly year-group and regular key stage pastoral meetings will also focus on this.

Where appropriate, counselling will be given to individual pupils by members of staff and referrals will be made to the Pupil Welfare Officer, the Inclusion Co-ordinator or the trained ELSA staff. Additionally, referrals may be made to outside agencies such as the Local Inclusion Support Team, the Educational Psychologist, the Communication Support Team, CYPS, EWO or other agencies.

We aim to be as inclusive as possible when it comes to access to extra-curricular activities for all pupils. However, when the behaviour of a pupil raises particular concerns, including Health and Safety for that pupil and/or other pupils and staff, when inclusion is an extracurricular activity, visit or residential trip is being considered, the school will undertake a thorough risk assessment based on the pupils' needs before the activity goes ahead. At times, the inclusion of some pupils with particular special needs on such activities may be dependent on the agreement of a parent or carer to accompany the pupils to ensure that their particular needs are met and they can safely engage in the activity in question.

All teaching staff will deal with minor and occasional misbehaviour when it occurs. Where a staff member is having difficulty with any individual or group of pupils our culture of colleague-support will be available. All support staff can go to the SENCO, teachers have a Head of Year, and Heads of Year have the SLT to go to for support. The problem may be shared further and help and advice with behaviour management is a regular feature of staff meetings and training days. It must be stressed,

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however, that classroom management is the responsibility of classroom teachers in the first instance.

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#### **THE REPORT SYSTEM**

This is a system for monitoring and individual pupils' behaviour, day by day, both in and out of class. Reports are used to monitor pupils' attitude/effort/work rate/behaviour in lessons, breaktimes and lunchtimes. These provide opportunities for staff to communicate on a daily basis with parents about pupils' attitude/effort/work rate/behaviour and to focus the pupil as they enter every lesson.

As such, it is seen very much as a positive management tool, with the emphasis on encouraging the pupil to achieve positive comments. The report system is managed by staff, who sign it at the end of each day. Parents also sign/comment on the day's record, this providing an important link between home and school in the management of behaviour.

There is a graduated response in the seriousness of each report:

- ✓ Subject Report
- ✓ Form Teacher Report
- ✓ Head of Year report
- ✓ SLT Report

Use of the system tends to be short-term, for maximum impact, in the hope that the behaviour will improve sufficiently for the pupils to 'come off' report.

In addition to this we also have a system of Lunchtime report for pupils who choose not to follow school rules both, in the dining hall, corridors or outside.

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### **CONSISTENCY**

Behaviour is managed by a staged process.

We aim to identify pupil who are persistent offenders or are beginning to be noticed because of 'low level' disruption. Where this occurs we:

- ✓ Ensure staff follow through issues with pupils indicating what must be done to improve; in line with the consequence system
- ✓ Ensure that staff discuss with parents any concerns they may have and agree a way forward to help pupils make improvement in their behaviour
- ✓ Establish the best way of communicating with parents and provide regular feedback on the progress being made

We believe consistent experience of good teaching and learning engages pupils and this reduces incidents of poor behaviour. The

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consistent application of good behaviour management strategies helps pupils understand the school's expectations and allows staff to be mutually supportive.

As a school we will:

- ✓ Assess staff needs and build into CPD programmes specific opportunities to learn about behaviour
- ✓ Identify pupils who have learning and behavioural difficulties or are experiencing difficulties out of school and agree common ways of meeting their needs
- ✓ Ensure that senior staff are highly visible during the school day, to support staff and maintain a sense calm and order. Critical times in the school day include, beginning and ending of school day, breaks, lunch and change of lessons
- ✓ Ensure that senior leaders regularly walk the building, going into classrooms and assessing how well staff are consistently applying the behaviour policy. □ Challenge any staff who are not following the policy

It is vital this occurs as consistent application is crucial if the policy is to be valued by all stakeholders

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### **SCHOOL LEADERSHIP**

Effective leadership in school is central when creating a climate of security and good order that supports pupils in managing their

behaviour. The leadership team and governing body have a critical role in identifying and developing values and expectations that are shared with and accepted by pupils, parents and staff on a yearly basis. For the behaviour policy to be effective it needs to be understood and applied consistently by all staff. The leadership team have a responsibility to 'lead from the front,' however leadership to support positive behaviour must be shared across the whole staff, including senior leaders, pastoral staff, classroom teachers and support staff.

Parents have a responsibility to support the high expectations of the school and the governors play a pivotal role in monitoring and supporting the policies adopted.

As a school we will:

- ✓ Work in partnership with parents, set high expectations for pupils and staff in all aspects of school life and show how they are to be met
- ✓ Ensure senior leaders use opportunities such as assemblies to articulate expectations and reinforce them with their presence around school
- ✓ Ensure that all staff become positive roles models for pupils
- ✓ Ensure that staff are sufficiently trained and supported and know how to exercise their individual responsibility when implementing the behaviour policy
- ✓ Recognise that leaders at all levels require training if they are to act as mentors to less experienced staff
- ✓ Clearly identify the responsibilities and roles of senior staff for behaviour improvement

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**LIASON WITH PARENTS AND AGENCIES**

We firmly believe that the key to the progress of any young person lies with the partnership between school and parents. We accept that good liaison takes time, is demanding and requires good communication between both parties. We are highly active in establishing links and forging positive relationships through, Parent Council, Parent Forums, PTA. We ensure we evaluate our contact with parents on a regular basis to build upon good practice.

As a school we will:

- ✓ Ensure that all staff are trained so that they are welcoming and have the skills to deal with difficult conversations
- ✓ Have a clear and well understood procedures for dealing with distressed/angry parents
- ✓ Ensure that parents and carers are informed when their child is doing well so that first contact is positive.
- ✓ Allocate sufficient resources to allow the school to communicate effectively with parents
- ✓ To inform parents should their child cause concern
- ✓ Use SIMS, School Comms and School Gateway to notify parents when their child loses behaviour points or receives an achievement point
- ✓ To phone parents to inform them if their child has been given a 30 minute detention
- ✓ Invite parents to communicate directly with staff through, planners, email, School



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Comms, phone calls should they have any concerns about their child

- ✓ Make time to meet with parents face to face to discuss ways forward should things go wrong
- ✓ Work with other agencies to ensure that all pupil's needs are being met at school

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### **PUPIL BEHAVIOUR OUTSIDE THE SCHOOL GATE**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. They may discipline a pupil when:

- ✓ Taking part in any school-organised or school-related activity
- ✓ Travelling to or from school
- ✓ Wearing school uniform
- ✓ In some other way identifiable as a pupil at the school

Poor behaviour at any time:

- ✓ Could have repercussions for the orderly running of the school



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- ✓ Poses a threat to another pupil or member of the public
- ✓ Could adversely affect the reputation of the school

Discipline will always be carried out in accordance with the staged sanctions laid out in this policy.

On occasions the school may deem another agency more appropriate to deal with an incident or issue, for example the police.

## **DETENTION**

Detention is used within our staged sanctions. There are two types of detention..... Class Teacher, and Pastoral.



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### **Pastoral**

Are break or lunchtime detentions that are given for pupils who choose not to follow the code of conduct at break or lunchtimes. Pupils may also be placed in pastoral detention if they are not correctly equipped or don't not have correct uniform.

### **Class Teacher**

Are detentions that are given by the class teacher as part of the consequence system. C3 = 10 minutes, C4 = 30 minutes. Class teachers will take these detentions themselves and must contact parents when a pupil has a 30 minute detention. Behaviour points will also be logged on SIMS for any C3 or C4 and parents will be notified electronically through School

### **Comms**

Detentions can be given within the school day - lunchtime or outside of school hours or after school.

We are not required to give 24 hours' notice for a detention but would always endeavour to do so by phone. School will take consideration when deciding the timing of the detention and will:

- ✓ Consider whether suitable travel arrangements can be made by the parent for the pupil if the detention is to be held outside of school hours. It does not consider if making these arrangements is inconvenient
- ✓ Ensure pupils have a reasonable time for having their lunch and using the toilet at lunchtimes



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## **RESTORATIVE JUSTICE**

Restorative Justice is based around pupils taking responsibility for their actions and being able to come up with ways that they can improve their behaviour in the future.

There are four key features to restorative justice:

- ✓ Respect
- ✓ Responsibility
- ✓ Repair
- ✓ Reintegration

A key part to detentions given by class teachers is the repair and rebuild conversation with the pupil. The aim of this conversation is to get the pupil to take responsibility for their own behaviour but more importantly think about how they can make things right moving forward.

There are five key questions that teachers should run through:

- ✓ Tell me what happened
- ✓ How did this make you feel?
- ✓ What impact do you think this had on others?
- ✓ What can you do to make things right?
- ✓ How can we prevent this happening again?

This moves away from detentions simply being a punishment but focuses on conflict resolution, and ways forward.



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## **CONFISCATION OF INAPPROPRIATE ITEMS**

Pupils will be searched where there are reasonable grounds for suspecting that they are in possession of a prohibited item as set out in the table below. They can be searched on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil e.g. a school trip.

If a member of staff suspects a student has a banned item in their possession, they can instruct the pupil to turn out their pockets/bag. If the pupil refuses to be searched, the SLT can still carry out the search in line with the following guidelines:

- ✓ The item is a prohibited item. Prohibited items are weapons, alcohol, illegal drugs and stolen items. They are also ‘an article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to property or any person.
- ✓ Ensure the member of staff has reasonable grounds for suspicion. For example, they might have heard other pupils talking about the item or they might have noticed the pupil behaving in a way which causes them to be suspicious.



- ✓ The search should be carried out by a person of the same sex where possible and in the presence of the pupil and with another member of staff.
- ✓ The person conducting the search may not require the pupil to remove any clothing other than outer clothing such as, hats, gloves, shoes, boots, scarves.  
Jumpers/sweatshirts would also be included where the pupil has a t-shirt or shirt beneath it.
- ✓ The person conducting the search may search any of the pupil's possessions, this includes any goods over which the pupil has or appears to have control of e.g.  
bags/electrical items.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they have acted lawfully, are in line with the guidelines above and have dealt with the confiscated items in line with the procedures set out on the next page.

After the search school will confiscate the item and dispose of it in the following way:

<b>Banned Items</b>	<b>Procedure after confiscation</b>
Mobile phones	Held until an adult comes in to school to collect it
Chewing gum	Thrown away
Energy drinks e.g. red Bull	Thrown away
<b>Prohibited items</b>	



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Weapons	Handed over to the police
Alcohol	Poured down the sink or returned to parents
Cigarettes	Thrown away
E-Cigarettes	Returned to parents
Controlled drugs	Handed over to police
Prescription drugs	Returned to parents
Stolen Items	High value items – handed to police Lower value items – returned to owner
An article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to, or damage to the property of, any person in school	Handed to the police

In the event of any item being confiscated from a pupil then parents will be informed.

Should the school have concerns in line with the table below about any data or files on a confiscated device they may examine it and may erase said data or files. Again this should be carried out with the pupil present and in the presence of another member of staff.

<b>Data or Files that could be searched for</b>	<b>Procedure if found</b>
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Indecent pictures that may cause harm or offence to others in the school community	Parents informed and police involvement
Information relating to illegal activity in school	Device handed to police
Photographs of staff members	Files deleted and device returned at the end of the day



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### ATTENDANCE

It is recognised that regular attendance plays a vital part in each pupils' education. The school, therefore, will make every effort to encourage good attendance and monitor and analyse absence. School will not authorise any absence from school.

School has a whole school target of 96% attendance

### GUIDELINES

- ✓ Registers will be marked electronically at the beginning of morning and afternoon sessions.
- ✓ Absence will be indicated and categorised according to the Government Regulations of 1991 (see attached sheet), using the letter 'N'.
- ✓ A system of first day contact will be used. This expects parents to contact school to report absence, before 9.30 a.m. School will, in the event of no word from parents, endeavour to contact them to seek an explanation for the absence. Where this is not possible in the first instance, continued efforts will be made to do so.
- ✓ Children will be considered late for school if they arrive after the school gates have been closed. This lateness will be marked on the register by a member of the administration staff when the pupil arrives, and recorded on the school management system.
- ✓ Heads of Year will monitor lateness and use sanctions, where necessary, to encourage better punctuality.
- ✓ Attendance will be rewarded by the use of certificates for pupils who achieve full attendance. This will be done on a termly basis. School also runs a weekly reward scheme for the Form class with the highest attendance for the previous assembly.



- ✓ Regular meetings are held with the E.W.O. with absence always on the agenda, in particular, occasions where contact with parents has been difficult to establish.

Where necessary the E.W.O. will contact families and arrange home visits.

- ✓ Pupils whose attendance falls below 90% will be regarded as persistent absentees and will be followed up by the EWO following liaison with the SLT
- ✓ Consequences for parents of pupils who have unauthorised absence are published on the school website

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### NEW ATTENDANCE CODES, DESCRIPTIONS AND MEANINGS

<b>Code</b>	<b>Description</b>	<b>Meaning</b>
<b>/</b>	Present (am)	Present
<b>\</b>	Present (pm)	Present
<b>B</b>	Educated off site	Approved Education Activity
<b>C</b>	Other Authorised Circumstance	Authorised Absence
<b>D</b>	Dual Registration (pupil attending other establishment)	Approved Education Activity
<b>E</b>	Excluded (no alternative provision made)	Authorised Absence



<b>F</b>	Extended Family Holiday (agreed)	Authorised Absence
<b>G</b>	Family Holiday (not agreed or days in excess of agreement)	Unauthorised Absence
<b>H</b>	Family Holiday (agreed)	Authorised Absence
<b>I</b>	Illness (not medical or dental appointments)	Authorised Absence
<b>J</b>	Interview	Approved Education Activity
<b>L</b>	Late (before registers closed)	Present
<b>M</b>	Medical/Dental appointments	Authorised Absence
<b>N</b>	No reason yet provided for absence	Unauthorised absence
<b>O</b>	Unauthorised Absence (not yet covered by any other code)	Unauthorised Absence
<b>P</b>	Approved Sporting Activity	Approved Educational Activity
<b>R</b>	Religious observation	Authorised absence
<b>S</b>	Study Leave	Authorised absence
<b>T</b>	Traveller Absence	Authorised absence
<b>U</b>	Late (after registers have closed)	Unauthorised absence
<b>V</b>	Educational Visit or Trip	Approved Educational Activity
<b>W</b>	Work Experience	Approved Educational Activity
<b>X</b>	Non-compulsory school age absence	Not counted in possible attendances



<b>Y</b>	Enforce Closure	Not counted in possible attendances
<b>Z</b>	Pupil not yet on roll	Not counted in possible attendances
<b>#</b>	School closed to pupils	Not counted in possible attendances

