



**M1 February 2018**

## **HIGHFIELD MIDDLE SCHOOL**

### **BEHAVIOUR POLICY**

#### **Introduction**

It is intended and necessary, that the procedures that follow be applied with a consistent approach by all teachers if they are to be successful, but they will be subject to alteration in the future in the light of experience and when staff have had time to monitor and evaluate their effectiveness.

#### **Principles**

Main principles underlying the practice of those schools which have been successful in the complex and difficult task of achieving and maintaining high standards of behaviour and discipline:-

1. Policies are explicit to all in the school... they depend upon a carefully developed professional agreement... made explicit to pupils and parents...they are firmly and consistently applied.
2. Creation of a positive climate for the whole school... based on a quiet, yet firm, insistence on high standards of behaviour at all times... draws its strength from a community of purpose, consistent practice, constant vigilance.
3. Within a well planned curriculum... high quality teaching... pupils being intellectually challenged and having opportunities for taking, and for accepting, responsibility for their progress.
4. A range of rewards and privileges... including well merited praise... outweighs sanctions which relate to defensible principles... applied with flexibility and discrimination.
5. School leadership sets a good example... clear aims... high expectations...willingness to provide support.
6. Quality relationships at all levels... between teachers, teachers and pupils, between pupils... mutual respect... valuing pupils... willingness to listen and understand... good models of adult behaviour... development of self-esteem and self discipline.
7. Wider partnership... with parents... local community... supporting agencies.

## Responsibilities and Expectations – see Appendix 3

### Encouraging Positive Behaviour

Research indicates that rewards/praise for good behaviour/effort in class have positive and motivational effects on raising and maintaining general standards of discipline. Every opportunity should be taken to give praise for effort and good behaviour, to celebrate and award achievement at every level of attainment through the school's merit / awards system. Also it is important to communicate positive achievements in these areas to other staff and to parents. Year Leaders should take the opportunity regularly to praise and reward children referred to them and to use the rewards available to us. The school provides a wide variety of opportunities to do this through:-

- merit cards
- achievement certificates
- annual achievement awards
- year leaders' rewards and incentives for good behaviour
- trips & visits (beyond curriculum visits)

### Line Management for Behaviour Issues

1. Referral to Form Teachers/Year Leader. Evidence, in the form of incidents/ teachers involved / dates, should be written down in the Year file which contains relevant pastoral information and is passed on to the next Year Leader at the end of year.
2. Referral to Year Leader – when incidents become serious and/or frequent and plan of action and/or further sanctions are necessary including perhaps contact with parents or placement in detention. An item on 'Children Causing Concern' should appear at Year Team meetings.
3. Referral to Deputy Head – when serious action is contemplated. (Head Teacher must be involved in decision making over exclusion).

Referrals should be made at change of lesson / breaktimes / end of session at all levels except in very urgent cases where support or assistance is required.

### Unacceptable Behaviour

Through the prospectus, newsletters and open evenings, we can communicate one over-arching principle to children and their parents, i.e. :-

**“It is unacceptable to do or say anything which is likely to cause offence or distress to others, or which may disrupt the education process in any way. We must, at all times, show respect towards others in the school and the environment in which we work & play”.**

A list of more specific rules is posted in each classroom & emphasised in school assemblies when necessary (see Appendix 1).

It is vital that we all operate in the same way regarding classroom management so that children experience a consistent approach e.g. in lining up before and after lessons, moving around the school, care and tidiness in classrooms, insistence on high standards of behaviour in corridors & toilets as well as teaching rooms, silence in assembly, etc.

It is vital, therefore, that staff are in place in classrooms & corridors as the children arrive from other lessons, from breaks and at the start / end of the school day.

### **Application of Appropriate Sanctions**

There follows a list of examples of poor behaviour together with a definitive list of sanctions available to staff. At all stages, except the most serious, counselling children must be used in order to attempt a modification in behaviour. Staff must not use sanctions outside the list unless this policy document has been modified to include them.

As a matter of policy teachers do not stand children outside classrooms for lengthy periods but only for a minute or two (as a cooling off period). Pupils are then spoken to immediately outside the door and reintegrated into the class as soon as is convenient.

Support and guidance will be made available to all levels so that no teacher is made to feel isolated or unable to cope. All teachers should inform Year Leaders of pupils causing constant problems in their lessons – this should be written down and placed in the Year Leader's File.

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#### **LEVEL 1**

<b>Examples</b>	<b>Options</b>
Disruptive behaviour in class	Re-do work in own time
Time wasting	Short Conversations 1:1
Persisting talking	Break or Lunchtime detention
Failure to do homework	

Individual subject teachers manage and use this system. It may **not** be necessary at this level to inform anyone else. However, a note may be written in the child's Homework Diary. Staff may decide to inform Pastoral Teacher if they so wish. Pastoral staff to monitor via diaries during weekly checks.

#### **LEVEL 2**

<b>Examples</b>	<b>Options</b>
Persistent Level 1 offences	Break/Lunch detention by member of staff sanctioning
Not doing a sanction	After school detention supervised by card issuing teacher. Weekly report.
Disruptive behaviour in class after explaining/telling/warning etc	

### **Yellow Card issued**

Individual teachers manage and use this system **but must inform the relevant Year Leader who will instigate a weekly report if felt necessary.**

Parents will be informed.

After school detentions – 24 hours written notice to parents.

This is not a “Friday” detention.

### **LEVEL 3**

#### **Examples**

No modification of persistent poor behaviour at Level 2.  
Foul or abusive language.

Serious incidents such as racist abuse, violence, bullying, refusal to obey a member of staff, aggressive or insulting behaviour towards staff.

#### **Options**

Continue with sanctions as at Level 2.  
Red Card or depending on severity.

In extreme cases, removal from school via  
Internal Exclusion  
Fixed Term Exclusion  
Permanent Exclusion

### **Red Card issued**

#### **IMPORTANT**

At this level, unless it is a one-off extremely serious offence, the child will have progressed through Levels 1& 2 first, and the Year Leader together with the Deputy Head will decide on the most appropriate course of action.

Exclusion will be subject to approval by the Head Teacher.

**Note:** Pupils who suffer from constant behavioural difficulty may be on the School’s S.E.N.D Register and an Individual Behaviour Plan designed (Year Leader and S.E.N.C.O.)

#### **Procedure for removing a disruptive pupil (Red Card)**

1. A child may only be removed from the classroom (except temporarily - as mentioned in ‘Sanctions’ above for cooling off) after normal and usual strategies have been attempted by the lesson teacher and these have consistently failed to modify the behaviour.  
It is essential that a clear warning of removal is given and a chance for the child to comply with classroom rules before they are removed.
2. The child removed must be given work to take with them and sent to the Year Leader who will make arrangements and decisions regarding where the child will be placed and organise further work. In the unusual event the Year Leader is unavailable the child goes to the Head teacher or Deputy Head teacher.
3. He / she must bring with them a completed Red Card (see attached) from the lesson teacher. Supplies of these are available in the staffroom. Red Card will be forwarded on to the Year Leader. If a child refuses to leave a

classroom, a note should be sent to the office with a member of support staff or pupil in the classroom.

4. The detention will be carried out in the week of the card being issued. They should be placed on the Friday detention list.
  
5. If a pupil is removed on more than 2 occasions a different detention letter will be sent to the parent this may be a warning of the possibility of exclusion either internal or exclusion from fixed term from school in the future should there be no change in behaviour. Year Leaders & Head will consult on individual cases.
  
6. From time to time specific individuals may require different/appropriate behaviour intervention. See Appendix 3.

## YELLOW / RED CARDS STAFF GUIDANCE

**Yellow/red cards should be issued in line with the guidance given in *Behaviour Policy (M1)*.**

- A yellow card is a sanction available at 'level 2' and a red card would normally be given at 'level 3'.

### **Yellow cards**

**Pupils receiving a yellow card MUST hand this to subject teachers throughout the day and to his/her form teacher (year leader in absence) at the end of the day. These must be submitted to the office for recording on SIMS.**

- A 'Friday' detention would normally be given to any pupil 'forgetting' to do either of the above (form teacher to organise).

**Pupil takes card home at the end of the day (for parent/carer to sign) and returns it to form teacher the following day.**

- If not returned/signed then parent/carer to be contacted immediately to ensure they have seen this and return arranged (H Brown).

**A third yellow card (and each subsequent one) would normally result in an after school Friday detention.**

- Other arrangements may be put in place (by year leader) depending on circumstances.
- Year Leader to contact parents of persistent offenders
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**Form teachers to pass returned card to Office Manager for recording (will be then returned to Year Leader for information and filing).**

## **Red cards**

- Anyone receiving a red card should have this signed by the parent on the day on which it was issued. The card should then be given to the Year Group Leader at the end of the 5<sup>th</sup> lesson cycle.
- It is possible the year leader will cancel the after school detention in favour of some other form of sanction depending on circumstances. This will be conveyed to subject /pastoral teacher as soon as possible.

## **Internal Exclusion**

- Pupil will not be allowed contact with other pupils in their year group.
- A bank of prepared work is available if work being undertaken in class is impractical for the child to undertake. This is kept in the front office.
- Red card to be forwarded to Year Leader
- Issuing subject teacher should record on the staffroom door as soon as possible, that the child has a red card or an internal exclusion.

**Pupil MUST report to his/her year leader at end of the day or to Assistant Head Teacher/Deputy Head Teacher.**

- Red card will be returned to year leader the following day (signed by parent/carer).
- Card will then be recorded on SIMS and returned to Year Group Leader for Year Group file.

**General Points**

Hazel Brown will record details on SIMS of yellow/red cards and Year Leaders are informed of this information for monitoring behaviour.

**The Friday night detention is only for pupils receiving red cards or 3 Yellow Cards**

Signed: \_\_\_\_\_

Chair of Governors

\_\_\_\_\_

Head teacher

Date: \_\_\_\_\_

Review date: February 2019

**CLASSROOM RULES**

1. I WILL WORK CALMLY AND QUIETLY.
2. I WILL STAY IN MY SEAT OR WORK PLACE UNLESS ASKED TO MOVE AROUND AS PART OF MY WORK.
3. I WILL LISTEN CAREFULLY SO THAT I CAN HEAR AND UNDERSTAND THE ADULT OR OTHER STUDENT LEADING THE LEARNING IN THE CLASS.
4. I WILL KEEP SOCIAL TALK AND CONVERSATIONS FOR BREAK/LUNCHTIME AND CONCENTRATE ON THE TASK I AM DOING.
5. WHEN ASKED BY THE TEACHER TO BE SILENT, I WILL DO SO AND REMAIN SO UNTIL ASKED TO DO OTHERWISE.
6. I WILL ALWAYS RAISE MY HAND TO ANSWER OR TO ASK A QUESTION UNLESS I HAVE BEEN ASKED OTHERWISE.
7. I WILL BE PROPERLY PREPARED WITH EVERYTHING I NEED FOR LESSONS
8. I WILL LOOK AFTER AND RESPECT EQUIPMENT. I WILL ALWAYS REPLACE THEM IN THE PROPER STORAGE AREA.
9. I WILL ONLY USE MY OWN EQUIPMENT UNLESS I HAVE PERMISSION TO USE ITEMS THAT BELONG TO OTHER PEOPLE.

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**BEHAVIOUR RECORD**

**SERIOUS INCIDENT REPORT FORM**

**Name of pupil:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Lesson or Activity:** \_\_\_\_\_

**Circumstances leading up to incident.**

**Incident.**

**Action taken.**

**Staff:** \_\_\_\_\_

# **A POSITIVE APPROACH TO BEHAVIOUR MANAGEMENT AT HIGHFIELD MIDDLE SCHOOL**

**M1 Appendix 3**

## **Responsibilities and Expectations**

### **Pupils are responsible for:**

- Contributing to the creation of a safe environment for all
- Challenging unfair treatment by other pupils and reporting incidents
- Resolving conflicts amicably with other pupils
- Obeying the school and classroom rules at all times

### **Pupils can expect:**

- A safe, secure environment free from fear of violence or threats
- To be treated with respect and dignity
- That school policy will be applied fairly to all children
- To have their feelings and views considered

### **Parents/Carers are responsible for:**

- Acting as positive role models for their children
- Supporting the policies of the school
- Working with the staff of the school to resolve conflicts
- Encouraging their children to avoid physical conflict of any kind

### **Parents/Carers can expect:**

- To be kept informed of any problems that occur involving their children
- To be involved in consultation about, and the resolution of, these problems
- That their children will experience a safe, secure and orderly school where their children are cared for
- To be treated with respect and dignity in their dealings with the school

**School Staff are responsible for:**

- Designing and implementing the behaviour policies of the school in a fair and consistent manner
- Monitoring the behaviour of the pupils in their charge and taking action when necessary
- Acting as positive role models for their pupils
- Helping to create and maintain a safe, secure and orderly environment within the school

**School staff can expect:**

- Support from parents/carers, governors and the LA in implementing the policies of the school
- A safe, secure and orderly environment in which to teach and carry out other aspects of their work
- To be well informed about pupils for whom good behaviour is a problem
- To be treated with respect and dignity by pupils, colleagues, governors and parents/carers

**Governors of the school are responsible for:**

- Ensuring that the behaviour policy is implemented and reviewed annually
- Acting as a mediator in the case of disputes
- Supporting the staff in their efforts to create a safe, secure and orderly environment
- Monitoring the performance of the school in its handling of discipline and behaviour

**Governors of the school can expect:**

- To be consulted on the matter of school policy
- To be given time to consider and review changes to policy
- To be given detailed and accurate information when considering a dispute
- To be treated with respect and dignity by the school and by parents/carers

**Classroom Management of Identified Children with Emotional or Behavioural Difficulties.**

The following procedure applies only to specially identified children who are seen as in need of further provision within the main policy.

1. The identified pupils should be accommodated within the classroom with all due reference to seating position, differentiation of instruction and task, and availability of any human resource (e.g. Teaching Assistant/Learning Mentor).
2. If such identified children are repeatedly disruptive or unresponsive to adult instructions and fail to respond to support and warnings (including a “yellow card” if deemed appropriate), they may be removed from the lesson.

This should be regarded as a “lesson exclusion” but not a “red card”.

3. Upon being removed from the lesson, the child should be escorted to their Year Leader, if possible with some work to complete which relates to the lesson from which they have been excluded. The excluding teacher should also inform the office of the action taken so that this can be relayed to staff via the staffroom notice board.
4. The Year Leader will consider the most appropriate course of action. This would normally be to do any of the following:
  - To supervise the child for the remainder of the lesson and any subsequent lessons.
  - To ask another Year Leader to undertake or assist with this task.
  - To refer to Head or Deputy.

Should an identified child be excluded from two lessons within the same day, they will not be allowed to return to any subsequent lessons. The Year Leader will discuss with Head/Deputy the most appropriate action. This will also involve discussion with parents.