



# Behaviour Management Policy

**This policy was approved by:**

Full Governing Body July 6th 2020

Review Date: March 2021

## **Policy Statements – Relationships and Behaviour Management**

### **Rationale**

Good behaviour is important in any school for effective teaching and learning to take place. At Fred Longworth High School students are treated as individuals and excellent relationships exist between staff and students, based on mutual respect. All members of the school community must understand that poor behaviour of any type will not be tolerated. High standards are achieved through clarity of expectations, an emphasis on praise and rewards and a focus on stimulating and effective teaching and learning. This policy outlines how these high standards will be achieved.

### **Purposes**

1. Clarify what is meant by good behaviour.
2. Have a clear structure and procedures for dealing with behavioural issues.
3. Maximise the impact that the school can have on good behaviour.
4. Help to give students, staff and parents a sense of direction and a feeling of common purpose.
5. Help students to feel good about themselves and others.
6. Minimise the occurrence of misbehaviour and confrontation.
7. Ensure that all students have the right to learn and teachers have the right to teach.
8. Comply with government expectations with regard to school discipline and behaviour policies.

### **Guidelines – students should:**

- Adhere to the classroom ground rules.
- Not speak while the teacher or another student is speaking.
- Enter and leave lessons in an orderly manner.
- Be punctual.
- Arrive with student notebook, pen, pencil, ruler, relevant equipment, books and files.
- Be given help individually when necessary.
- Sustain hard work.
- Contribute to the lesson, refine ideas and show good manners.
- Show respect to staff, students and the wider community.
- Wear full and correct school uniform.
- Whilst Covid 19 regulations are in operation, all social distancing rules and expectations regarding hygiene must be adhered to.

### **What happens when there is a breach of discipline?**

It is important that a distinction is made between minor and more serious offences there has to be some flexibility in the application of sanctions to suit individual circumstances.

When used, sanctions are imposed without an infringement of the school's aims, and should not, as far as possible, damage relationships and the student's self-esteem. A restorative approach needs to be used to deal with issues as far as possible.

## **Lines of referral**

The classroom teacher will initially deal with any issues within his/her classroom, unless the issue is serious in which case On Call should be used.

Low level issues will be dealt with by the class teacher. If a referral for support or further action is needed a referral will be made to the relevant HoS/HoF and HoY, using the SIMS referral system.

With all cases of 'Red behaviour' the member of staff involved will complete a referral in SIMS.

Behaviour Management Stages – a student may proceed to stage 3, 4 or 5 if there are serious concerns.

### **Stage 1**

If a student is behaving poorly the classroom teacher will initially use his/her professional skills and class management expertise to intervene and modify the student's behaviour, using different strategies. At this stage if a student is asked to leave a classroom by a member of staff, it should only be for a short period.

If the poor behaviour continues the classroom teacher will issue a final warning.

If the poor behaviour still persists, the student will be issued with a Loss of Reward (LoR) in SIMS. The class teacher will consider moving the student to a 'buddy' room and at the end of the lesson the class teacher will use an appropriate sanction to follow up this issue, eg. short detention, verbal reprimand, phone call home etc.

If this pattern of behaviour is persistent, the classroom teacher will inform the HoS/HoF/HoY using the SIMS Referral System. The HoY will issue the student with a detention the following day. A restorative approach will be used to resolve any issues, where appropriate. If a student displays red behaviour, staff should consider using The On Call system. Students must not be sent to The HoY offices, SLT offices or The Inclusion Centre.

## **Classroom Management Strategies – Good Practice**

Ideas/strategies that can be used in the classroom; staff may use these strategies at 'Stage 1' to maintain excellent behaviour within their classrooms.

1. Seating Plans
2. Use of praise – very powerful! (3:1 praise to constructive criticism)
3. Teacher positioning and interaction
4. Use of movement time to provide 'breaks'

5. Eye contact and non-verbal warning
6. Making time to get to know the students and their background. Learn their names
7. Use of a 'fresh start' – e.g. after an issue or detention to be served
8. Building relationships with parents – positive comments/postcards home
9. One to one discussion about behaviour – if it is worsening

Stay calm and show controlled, relaxed body language to maintain a tension-free atmosphere. Take this to the next level infrequently. Teachers who shout too often will struggle to maintain excellent class management.

## **Stage 2**

A faculty-based sanction, such as a faculty detention or a letter of apology written by the student to the member of staff, should be issued. After school faculty detentions will take place on Tuesday evenings: HoF will need to record the students' names on the detention spreadsheet by Monday lunchtime at the latest. 'SIMS In Touch' will be used to inform parents about faculty detentions on Tuesday evenings.

At this stage, if the issue persists, the HoF should be involved and should consider appropriate action such as a faculty report, removal from a class to work with HoF (short term) or faculty detentions/referral to HoY for WSD. HoY will collect students for WSD to ensure that detentions are completed, if required. A restorative approach will be used to resolve any issues. 'SIMS In Touch' will be used to inform parents of any after school WSD, with 24 hours' notice given.

## **Stage 3**

The Head of Year, based on a range of evidence including behaviour data, considers all strategies and sanctions at their disposal – parental involvement, various reporting processes within the Year Team, referral to the Inclusion Team, or change of banding/forms. Room 101 or isolation with HoY for a short term may be necessary. The HoY will liaise with our SENDCO and Inclusion Manager to arrange any additional support via the Inclusion Centre. A restorative approach will be used to resolve any issues, where appropriate.

## **Stage 4**

The student will be referred to SLT in consultation with the Pastoral Deputy Head, and a member of SLT will begin to work with the student. The 5 day report booklet will be used, and SLT will look at the strategies that could work to improve the behaviour of the student. In general this will take place for around 6 to 12 weeks. A restorative approach will be used where appropriate.

## **Stage 5**

At this stage the vast majority of students will have improved their behaviour, however a small number may need further support, advice, mentoring and sanctions. Strategies that will be used at this stage:

- Use of isolation with a member of staff or use of The Internal Exclusion Room
- Fixed Term Exclusions at home or at local high schools, with parental meetings and follow up plans
- The use of a Behaviour Improvement Plan (BIP) – this is the next stage of the reporting process and generally lasts for 4 – 6 weeks. Clear targets are set for the student to achieve
- Referral for behaviour mentoring or specific work eg anger management
- Referral to the SENDCO for an educational psychologist assessment and report
- Use of an Early Help Plan (EHP)
- Referral to The Leigh Engagement Centre for a 12 week, 2 days per week placement to work with the student on targeted areas
- Referral to our Senior Head of Year for one to one mentoring and support

### **Stage 6**

A respite placement for 4 to 6 weeks may be set up with a local high school. At this stage, a PSP needs to be considered for the student to start upon their return if the Pastoral Deputy believes this to be the right course of action. The respite placement will enable the student to reflect on his/her behaviour at FLHS, and an opportunity will be given for the student to modify their behaviour on a BIP upon their return. This decision will be made on an individual basis dependant on how the student has engaged in their respite placement.

### **Stage 7 (for students presenting serious behavioural/attitudinal problems)**

The student will begin a Pastoral Support Programme (PSP). The PSP will run for up to 16 weeks and will involve strategies and agencies to support the student (including the Inclusion Team), as well as clear expectations and targets to meet. If not already done at this stage, an Educational Psychologist may assess the student. Parents will be invited to the initial PSP meeting, the mid-term review (week 8) and at week 16. At week 8, if the student is at risk of failing, a governor and a member of the discipline committee may meet the student and their parent(s).

### **Stage 8**

The student will begin a 'managed move' with another local high school. The decision to seek a managed move will be done on an individual basis, factors such as likelihood of success will be considered. This is a move to another school, where the student is on dual roll with the receiving school. After 12 weeks, if the student meets their targets they are taken on roll at the receiving school. If this fails, the school may consider approaching another school for a second managed move, however this may not be possible and the student may face a permanent exclusion.

### **One-off managed move/permanent exclusion**

On the rare occasion of a serious incident involving completely unacceptable behaviour, examples of which include: extreme violence, possession of drugs in school with the intent to sell, bringing a prohibited item (eg a weapon) into school, threatening

behaviour, sexually offensive behaviour and extreme racist or homophobic behaviour; the school will consider a managed move or a permanent exclusion. In addition to this during Covid 19 regulations any deliberate act of spitting at a student or member of staff will be dealt with as a serious assault.

If this is the case a Governors' Discipline Committee will meet to discuss the incident and make a decision based on the recommendations of the Headteacher.

### **Behaviour Out Of School**

The school expects students to be appropriately behaved when travelling to and from school wearing the FLHS uniform. Poor behaviour not only adversely affects members of the school and local community, but it also reflects badly on the school in terms of our reputation. We will support students, parents, local residents, businesses and the wider community if issues occur during these times. We will deal with any issues and treat them as a school matter. Referrals to The Police will be considered if appropriate. As a general rule after 4pm on midweek school days and at weekends, we believe that parents are responsible for the behaviour of our students. If an issue is reported to us during these hours we will work with the local community, parents and The Police to support any action that is needed. This may include informing parents of any issues that we have been made aware of.

### **Behaviour During Remote Learning 'Lockdown' Periods**

The school expects all students to behave appropriately when online in MS Teams lessons in line with our normal policies. Staff will explain the protocols for behaviour and learning – for example mute microphones, turn cameras off and post questions within the chat function. We have high expectations of all students for their online lessons, and students must not attempt to remove any other students or invite other people into lessons. Students must also not record any session or screen shot any images of staff or students during live or pre-recorded lessons.

If a student misbehaves during an online lesson he/she will initially be given a warning, if appropriate, and if the poor behaviour continues the member of staff will remove the student from the online lesson. The student must not attempt to re-join the lesson if they have been removed by their teacher. In situations where a student is exhibiting red behaviour the child will be removed immediately.

Following this initial action the member of staff will contact the relevant Head of Year/SLT link and Pastoral Deputy Head, and an appropriate sanction will be put in place. Sanctions will range from removal from the particular subject online for a period of time, to removal from online learning and Fixed Term Exclusions. Follow up sanctions to be actioned when a student returns to school may also be considered. Parental involvement and meetings either in person or through MS Teams will be used wherever possible as part of any follow up process.

### **Temporary addition during school reopening – regarding the use of face masks:**

The Department for Education has instructed all schools to ensure that students are wearing face coverings in lessons and in communal areas. This has been sent as guidance to schools but is not statutory and cannot be enforced. As a school we will give students a clear instruction to wear a face covering unless there is a genuine medical reason for exemption. If a student is exempt from wearing a face covering this information will be shared with staff. If any students refuse to wear a face covering, without medical exemption, we will ring parents and challenge this decision on the

grounds of safety and strongly advocate the wearing of a face covering. If a student continues to refuse to wear a face covering, staff will be informed and as a result they can adjust their seating plans accordingly in order to maintain social distancing within teaching spaces

## **The Good Behaviour and Discipline**

### **“Traffic Lights”**

The following “traffic light” posters will be displayed in all classrooms, indicating the behaviours we wish to see and the ones we do not wish to see:



#### **NEVER (Red behaviours)**

- Hit
- Threaten
- Use bad or rude language
- Refuse to follow teachers' instructions
- Spit at another student or member of staff
- Use discriminatory language or comments
- Damage property or equipment

#### **DON'T (Amber behaviours)**

- Talk when a teacher is talking
- Interrupt
- Answer back
- Shout out
- Behave inappropriately
- Chew in class

#### **DO (Green behaviours)**

- Say 'please' and 'thank you'
- Ignore talkers
- Put your hand up
- Wait your turn
- Respect the teacher, other students and equipment
- Work well with other students in the class

- Work hard, showing resilience and determination
- Take responsibility for your own behaviour and learning
- Follow teachers' instructions at all times.

### **When students show 'red behaviours'**

If a student demonstrates red behaviour staff should generally use 'On call' in the first instance. The incident will then be investigated and a range of approaches and appropriate sanctions will be considered, which may include the use of Internal Exclusion or Fixed Term Exclusions at partner schools and/or at home.

### **Some examples of unacceptable "amber" behaviours**

1. Talking out of turn eg. by making remarks, calling out, distracting others by chattering.
2. Speaking while the teacher is speaking to the class.
3. Calculated idleness or work avoidance eg. delaying start to work set, not having essential books or equipment, including a pencil, pen and ruler.
4. Hindering other students eg. by distracting them from work, interfering with equipment or materials.
5. Getting out of seat without permission.
6. Verbal abuse towards other students eg. offensive or insulting remarks (at teacher's discretion).
7. General rowdiness, horseplay or fooling around.
8. Persistently infringing class (or school) rules .g. on dress, homework, chewing gum or sweets.

### **Sanctions that may be used for such behaviour (Stage 1/2)**

1. Warning the student and affirming expectations/verbal reprimand.
2. Placing the student on a subject report.
3. Moving the student to another part of the room, speaking to the student one to one.
4. Reasoning with the student/students outside the classroom setting in their own time.
5. Requiring the student/students to do "extra tasks" eg. extension of lesson work, completion of missing work.
6. Completing a behaviour reflection task. See Appendix 3.
7. The student will be spoken to by subject/faculty leads. If there is further misbehaviour, a 20 minute faculty detention will be given.
8. Asking the student to withdraw temporarily from the room or class, to go and work in another teacher's classroom, in particular with the HOD/HOF.
9. If a student misbehaves in a lesson, he/she can be detained for up to ten minutes at the end of the day (but not if already in WSD).
10. Detention at breaks and lunchtimes.
11. Community work e.g. picking up litter or tidying up.
12. Whole group punishments are generally avoided but may be given if an item of equipment, such as a Stanley knife, is missing at the end of a lesson.
13. Faculty detentions at lunchtime to improve behaviour are often a useful strategy. Students must still be allowed time to collect lunch.



**Using 'lines' as a way of disciplining students is not viewed as an effective method and should not be used by staff.**

## **Rewards**

The recognition of students' efforts and achievements is an essential part of promoting high standards and quality learning. At Fred Longworth High School we aim to achieve this through an emphasis on praise and rewards, combined with stimulating and effective teaching and learning.

Staff praise, both verbal and written, is seen as an important way of rewarding students. In addition, the school has a rewards system to acknowledge and reinforce student achievement.

### **Y7 – Y11**

Y7 – Y11 students receive rewards electronically via SIMS.

Rewards are collected and traded in for prizes, which are distributed by key staff including HOYs, Pastoral Deputy and Head teacher.

Rewards are issued for academic achievement and are based on the following:

- Sustained effort over a period of time;
- Successful completion of a module of work;
- Outstanding individual pieces of work, either in class or at home;
- Excellent contribution in lessons;
- Helping out at school events;
- Litter picking at lunchtimes.

Positive comments can also be written in student notebooks and postcards are sent home alongside prizes to celebrate achievement.

Rewards Trips will be offered to students who achieve a high number of rewards and meet the criteria. End of Term celebration assemblies also give all students who have made significant progress at Fred Longworth High School the opportunity to be entered into a draw to win some outstanding prizes.

## **Rewards Criteria**

In order for students to qualify for rewards and trips, including the Year 11 Leavers' Dinner, the following criteria must be met:

- Attendance of 97% or above, students who miss this target may have specific genuine reasons for this;

- Students should be making good progress across all subjects and achieve at least a Bronze Award;
- Homework should be completed on time and to a good standard;
- No exclusions;
- No referrals to the IE Room unless students have completed Community Service tasks such as litter picking equal to time spent in IE;
- No more than 10 late marks in a year, or 3 per term;
- No unauthorised absences (including holidays).

With regards to the end of term trips and The Leavers' Ball the school may apply discretion if students fail to meet one of the above criteria.

### **Right Click & Reward @ FLHS for Y7,8, 9 and 10 Students:**

25 REWARDS = HOY PRIZE AND POSTCARD

50 REWARDS = DEPUTY HEAD TEACHER PRIZE AND POSTCARD

75 REWARDS = HEAD TEACHER PRIZE AND POSTCARD

100 REWARDS = £5 VOUCHER/MONEY OFF PROM

150 REWARDS = £10 VOUCHER/MONEY OFF PROM

Y10 Rewards have been reviewed and link more closely to the Y11 Prom.

In Year 11 rewards will lead to vouchers linked to the Y11 Prom.

### **ENRICHMENT POINTS**

Students also earn rewards in the form of 'Enrichment Points' by attending clubs and activities at lunchtimes and after school. These lead to end of term certificates and the highest achievers are rewarded with vouchers

## **BEST Awards**

Each term form students identify students for BEST certificates. These recognise those students that have worked well with the key themes of Belonging, Engaging, Succeeding and Working Together, in line with the school motto

## **Transition**

All new Year 7 students are involved in three "Move Up" Days, and the HOY and/or Pastoral Deputy will gather information on every child who is given a place at the school. Students who need additional support with transition are identified early and are invited to the Welcome Day. Further information is gathered, and strategies to induct students successfully into school are shared with staff. The Move-Up Days are for all children at transition, the Welcome Day is an additional day to give extra support during transition. Students who join mid-year are given a bespoke programme of support, usually including some Inclusion Centre involvement.

## **Nurture Provision**

On entry to school, students may be invited to work in the Nurture Room.

Nurture groups are part of the support available within schools for students who are unable to cope in the classroom. These students often display emotional or behavioural responses that prevent themselves and others from accessing the curriculum.

### **Purpose and aims of the Nurture Group:**

- Provide a planned, preventative resource that is responsive to the individual needs of students.
- Provide assessments and support for students who display behavioural difficulties or show signs of emotional stress.
- Enable the students to access the curriculum and contribute fully to school life.
- Provide a secure and reliable small group setting that supports students' learning by allowing them to experience nurture from caring adults, whose aim is enabling students to successfully integrate into their mainstream class.
- Give students the opportunity to develop secure and trusting relationships with adults. Through these relationships, students are able to learn appropriate

behaviour, constructively apply their curiosity, build self-esteem and develop confidence.

- Work with teachers, parents and other key people to promote a consistent approach, both at home and at school.

### **Staff Training**

All staff who start at the school receive training on Behaviour Management and the school's Behaviour Management Policy. This usually takes place at 'New Staff Induction' in July each year and in September when staff have started at the school, but will also be delivered to staff who join the school at other points in the year.

As part of the school's on-going training programme, Behaviour Management training will be given to staff on a regular basis.

### **Searching for prohibited items**

See Appendix 1

### **Use of Restraint**

See Appendix 2