

Student Behaviour policy

Summary

Woodham Academy has an overriding concern for the development and well being of its students. All aspects of Woodham's Student Behaviour policy are in accordance with our responsibilities under equality, diversity and disability discrimination legislation.

We aim to provide a safe, secure and pleasant environment for everyone where students are supported to fulfil their potential. All students have the right to learn in an environment free from disruption, poor behaviour, bullying and discrimination. The vast majority of our students behave well, and conduct themselves appropriately. Unfortunately, a small number of students sometimes do not meet the standards of behaviour and conduct expected of them by the school. We all accept the responsibility for the behaviour management of our students. This Student Behaviour policy outlines the procedures for recognising and rewarding good standards of behaviour in addition to the procedures for dealing with misbehaviour when it occurs. This policy should be read in conjunction with the following policies: Anti-bullying, Drugs and Alcohol, ICT User, Use of Reasonable Force and our Home School Agreement. The policy takes into account the advice for headteachers and school staff published by the Department for Education, January 2016.

Date first adopted:	July 09
Review date:	Annually
Last reviewed:	September 2021

Key staff involved in the policy

Role	Name(s)
Deputy Headteacher	Daniel Morgans
Assistant Headteacher	Liam Clough

1. Principles

Children achieve their maximum potential in an environment which is safe, secure and supportive of their needs. The majority of students know how to behave in an appropriate manner, and do so consistently. Our firm belief is that most students will behave appropriately when staff adopt a consistent, calm and fair approach, and when lessons are purposeful, well planned and pitched appropriately. We know that students generally respond in a positive way to positive feedback, and we encourage staff to praise students for good work, good effort and good behaviour. We understand that there will be times when some students will behave in an inappropriate manner, and will make poor behavioural choices. We also recognise that there can be complex underlying reasons for a student's misbehaviour, and by creating a supportive and caring ethos within our school, we strive to minimise the impact of poor behaviour on other students' learning.

We are committed to the following principles:

- We wish Woodham as a community to be based upon the principles of achievement for all, tolerance, respect and good citizenship
- Woodham's first and over-riding concern is for the development and wellbeing of its students.
- Students have the right to expect unconditional respect
- All students have the right to learn, and must allow others to learn
- A positive and encouraging ethos is central to the development of good behaviour
- Staff will maintain high professional standards and deliver excellent teaching and support for students

- Staff will adopt a positive, assertive approach and model the behaviour that they expect to see
- Students should be encouraged to develop self awareness and a sense of responsibility for their behaviour
- We all accept responsibility for the behaviour management of the students in the school
- We all have the right to expect to work and learn in a safe orderly environment which is free from bullying
- When students' behaviour is not meeting the required standard, appropriate and proportionate sanctions will be imposed
- If all intervention fails then the rights of those students who wish to learn will prevail over those of the disruptor or bully

2. Aims

This policy aims to:

- Clarify the expectations for each of the stakeholders of the school
- Clarify the school's approach to rewarding good behaviour
- Give guidance to staff on planning for good behaviour
- Outline the sanctions that will be imposed when students do not behave appropriately
- Outline the measures in place to prevent bullying

3. Roles and responsibilities

The Governors of the school will:

- Provide a written statement of general behaviour principles that underpin this detailed policy
- Support the school in maintaining high standards of behaviour
- Support the school in promoting positive behaviour, unconditional respect and high quality teaching and learning
- Support the school in developing a clear and widely understood system of rewards and sanctions
- Recognise that discretion may be used in individual circumstances
- Support permanent exclusion in extreme cases and fixed term exclusion as a temporary measure
- Monitor the implementation of the policy to ensure its effectiveness

The Headteacher will:

- Maintain responsibility for the implementation and the day to day management of the policy
- Maintain responsibility for and exercise discretion in all external exclusions, both fixed term and permanent

The Assistant Headteacher will:

- Act as Lead Behaviour Professional within the school
- Take day to day responsibility for all investigation and evidence required leading to fixed term external exclusions of students, in consultation with other members of the Leadership Team and Behaviour Support Workers as appropriate
- Take responsibility for and implement, in consultation with the Heads of Learning and Behaviour Support Workers, a coherent and consistent rewards system
- Oversee the work of the Behaviour Support Workers with regard to behaviour management
- Have line management responsibility for members of the Behaviour Welfare Workers
- Take day to day responsibility for behaviour in classrooms and corridors
- Oversee the daily running of after school detentions and use of the behaviour room
- Impose sanctions other than exclusion where appropriate
- Take responsibility for AM and PM line ups, ensuring that staff are following the Academy 'Standard Operating Procedures' correctly.

Behaviour Support Workers will:

- Monitor behaviour reports and intervene in cases of persistent low level disruption
- Recommend and provide evidence for fixed term exclusions where appropriate to the Assistant Headteacher
- Deal with serious incidents when they arise within the year group
- Deal with incidences of bullying when they arise within the year group
- Liaise with Heads of Department and Heads of Learning
- Liaise with other professionals within the school and external agencies where appropriate, to support the individual needs of students within the Year group

- Promote and praise positive behaviour
- Delegate responsibility for dealing with issues to Tutor as appropriate
- Work with the SEN team in developing behaviour support plans for students
- Work with outside agencies in developing pastoral support plans for students
- Work with individuals or groups of students to support improvements in their behaviour or welfare.

The Head of Department will:

- Monitor the behaviour of groups of students in lessons within their department
- Liaise with the Behaviour Support Worker in cases of more serious incidents within the department, and agree sanctions where appropriate
- Monitor homework as detailed in the Homework Policy

All staff will:

- Show unconditional respect for students
- Model the behaviour that they expect to see
- Praise and reward achievement and good behaviour
- Deal consistently with poor behaviour and always in the least intrusive way possible aiming to diffuse any confrontation
- Be positive and fair
- Ensure that students are listened to and supported according to individual need
- Consistently use and refer to the The First 5 (see Appendix B) and standard operating procedures
- Use the Behaviour Management system consistently to record incidences of poor behaviour
- Refer all bullying incidents or racist incidents in line with the appropriate policies
- Follow up any concerns with the tutor, Head of Learning, Tutor, Behaviour Support Worker, Assistant Headteacher or Head of Department as appropriate

In addition, classroom teachers will:

- Engage students by delivering well-planned, stimulating lessons
- Plan for good behaviour
- Where poor behaviour occurs, impose sanctions as appropriate
- Repair relationships with students before the next lesson, or as soon as is possible
- Monitor the completion of homework as detailed in the Homework Policy
- Liaise with Tutors prior to contacting parents to discuss behaviour issues
- Act as a Learning Manager, and as such, have the following additional responsibilities

In addition, Learning Managers will:

- Act as first point of contact within the school for behaviour issues with tutees
- Act as first point of contact for parents
- Liaise with the Heads of Learning and Behaviour Support Workers in identifying students who need monitoring in their tutor group
- Liaise with the Behaviour Support Workers in referring potentially escalating behaviour issues, or where a student is experiencing difficulties in more than one curriculum area
- Liaise with Heads of Department or classroom teachers in monitoring individual students within their tutor groups

Parents will:

- Have high expectations of their child
- Ensure that their child attends school regularly, on time and properly equipped
- Support the school's uniform policy, mobile phone policy and other behaviour related policies
- Inform the school about any absences
- Make the school aware of any issues, concerns or problems that might affect their child's work or behaviour
- Support the school policies and guidelines on behaviour and anti-bullying
- Encourage their child to take responsibility for their own actions
- Attend parents' evenings and discussions about their child's progress

Students will:

- Follow the The First 5 rules in and around the school (see Appendix B)
- Behave in a manner which is in keeping with the spirit of this policy, and which is conducive to learning
- Take notice of and adhere to our specific policies on drugs and alcohol (including smoking), anti-bullying, the use of mobile phones and other electronic devices, and the appropriate use of ICT facilities

4. Rewards

Students will be rewarded for good work, effort and behaviour at the class teacher's discretion through:

- Monthly reward at break time
- Verbal praise from teacher
- Postcard sent home
- Telephone call home
- Text message home
- Three annual reward trips for students to attend
- Tutor time rewards – working with HOLs
- Rewards through assemblies
- Termly reward trips

Uniform and equipment checks by Heads of Learning and LG are used to feed into the Achievement Point System on a regular basis.

In addition, good work, effort and behaviour are rewarded systematically through our progress check process which feeds into termly Key Stage rewards assemblies.

5. Planning for Good Behaviour

The staff of Woodham Academy are committed to providing high quality learning experiences for students. We believe that the vast majority of students will choose to behave well if they have well planned, appropriately pitched lessons that interest and engage. We also believe that a consistent behaviour framework applied in each and every lesson helps students to understand our common expectations. All staff will refer to the The First 5 (Appendix B) during lessons as a basic framework. In addition, guidance for planning for good behaviour is given in Appendix C. This is not meant as a prescriptive list, but is meant as good practice guidance. There are a number of strategies that classroom practitioners can employ to re-direct students with off-task or inappropriate behaviour before sanctions become necessary. These are included as part of Appendix C.

Woodham Academy is committed to ensuring that all students are able to learn in a supportive, caring and safe environment without the fear of being bullied. Bullying is an anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated at Woodham. If bullying does occur, all students should know who to tell and know that incidents will be dealt with promptly and effectively. We at Woodham have a responsibility to respond promptly and effectively to issues of bullying. All incidents will be dealt with in accordance with our Anti-Bullying policy.

6. Sanctions

Sanctions and the behaviour management system (BMS)

The strategies included in Appendix C that may be employed by classroom teachers to redirect off task behaviour are meant as good practice guidelines, and teachers will choose to use different strategies at different times. When these strategies are insufficient, and students continue to choose to misbehave, sanctions will be imposed. These sanctions will be recorded on the behaviour management system, and will trigger hierarchical interventions that form part of the student's behaviour file. The behaviour management system uses a points system to record the number and level of sanctions imposed for each student.

Where normal classroom strategies fail the following system should be used:

The student is given a formal "C1". They will be reminded of the The First 5, and the rule that they are breaking will be highlighted. Use of first warning (C1) will be given to students to address and improve their behaviour, C1 will be recorded on the system and thresholds apply throughout the day or week due to accumulation of warnings given. 2 C1 warnings given to students in a day will result in automatic C2, 3 or more given across the week will result in automatic C2. For a breakdown of these sanctions, please see Appendix D and E.

Should a student arrive in school after 8:50am without prior warning or medical evidence then a C2L will be given and recorded on the system. Should a student arrive without correct equipment (pen, pencil, ruler, rubber, school bag) or wearing the correct uniform then a C2E will be given and recorded on the system. Should a student's behaviour be deemed inappropriate in and around the school building then a C2B will be given and recorded on the system. The above will result in a 30-minute detention after school.

Should a student continue to disrupt the lesson and interfere with teaching and learning they will be given a final warning and an appropriate sanction should be issued and recorded on the behaviour management system.

If, after a final warning, a student continues to disrupt, they should be sent, with work, to the C-rooms to work under the supervision of Behaviour Support Staff (**room removal**). This will incur a 50-minute detention after school.

Rule reminder	This is NOT recorded on the Behaviour Management system (BMS)
First Warning	Recorded on BMS – C1
Final Warning	Recorded on BMS – C2
Lateness to school/lesson	Recorded on BMS – C2L
Lack of Equipment	Recorded on BMS – C2E
Inappropriate Corridor Behaviour	Recorded on BMS – C2B
Student Removal (Room removal to C-rooms)	Recorded on BMS – C3
Refusal to co-operate with Room Removal – BSW called to assist	Recorded on BMS – C4
LG called	Recorded on BMS – C5

The BMS is used by the Student Support team to monitor student behaviour, and intervene at different levels as follows:

The Behaviour Support team monitor student behaviour throughout the day and will respond where a C2 has been recorded, visiting a classroom and student to ensure the appropriate support can be given. Communication made with parents via text message or phone call giving the reason for sanction.

7. Behaviour Room

Students whose behaviour is persistently unacceptable will be placed in the Behaviour Room for an appropriate length of time, staying at school until 4:15pm. This sanction will also prompt a review of the student and their needs by the Behaviour Welfare team.

8. Educated off-site

For a small number of students who have been placed in the Behaviour Room several times, we will use school resources to educate them off site for an appropriate period of time, with an extended school day until 4:15pm, usually not exceeding 3 days. On return we will utilise the expertise of the Behaviour Support Team.

All racial incidents will result in investigation and potentially students being educated off site with an extended school day until 4.15pm.

9. Behaviour course

A small number of students experience such difficulties in managing their behaviour for complex reasons that normal sanctions are ineffective and inappropriate. These students may be given support through attendance at a short behaviour course, run by the Behaviour Support team where they are given the opportunity to learn appropriate behaviour, in addition to receiving small group tuition. Students will be referred to this course by the Assistant Headteacher.

10. Detentions

Detentions will be used as a sanction as follows:

- After school that same day.
- Timing will be 20 minutes to one hour depending on behaviour (see appendix D)

11. Exclusions

Exclusion is an extreme sanction. Any exclusion may ONLY be sanctioned by the Headteacher. (In the case of absence of the Headteacher, the designated member of Leadership Group adopts the role of "Teacher in Charge" and therefore authority of the Headteacher – this will usually be the Deputy Headteacher.)

The Headteacher will use discretion in determining whether exclusion is the most appropriate sanction in each case, and will determine the length and nature of the exclusion.

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct:

- Verbal abuse of staff and/or others
- Verbal abuse of students
- Physical abuse of /attack on staff
- Physical abuse of /attack on students
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Malicious accusations against school staff
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.
- Arson.
- Any other illegal activity
- Unacceptable behaviour which has previously been identified and reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

Each case will be judged individually – and therefore a simple tariff system will not be adopted for particular offences. The standard of proof to be applied is the balance of probabilities, i.e. if it is more probable than not that the student did what they are alleged to have done, the Headteacher may exclude the student.

Before making a decision to exclude, the Headteacher will:

- Ensure that a thorough investigation has been carried out
- Ensure that the student has been allowed to give their version of events
- Check whether or not the incident had been provoked, e.g. by bullying, racial harassment or sexual harassment
- Consider all the evidence available, taking account of other relevant policies including equal opportunities
- Ensure that a written record of the actions taken is kept including details of any interview with the student and any witness statements
- Ensure that the school is meeting its duty of care towards the student in particular with due regard to any Child Protection issues

Exclusion procedures – fixed term

The Department for Education regulations permit the Headteacher to exclude a student for one or more fixed periods not exceeding 45 school days in any one school year

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days), however longer fixed term exclusions may be imposed at the discretion of the Headteacher.

Once a decision has been made to exclude, parents will be contacted immediately by telephone where possible. Written notification of the exclusion will be sent home by post.

The notification letter will contain the following information:

- The reason for the exclusion
- The nature and duration of the exclusion
- The date and time that the exclusion ends
- The readmission procedures
- Readmission timing will be set at 8.15am, 8.30am or 8.40am – failure to attend the time set for a readmission meeting will result in the student being isolated until the arranged meeting can take place.

- A statement detailing the parental right to make representations to the Governors and/or the LA including the contact detail
- A statement outlining the parental responsibility for the daytime supervision of their son / daughter for the duration of the exclusion
- Notice that the parent may be prosecuted or given a fixed penalty notice, if their son / daughter is unsupervised during school hours and is present in a public place without justification
- Notification that the student is not allowed on the school site for the duration of the exclusion, unless the Headteacher has given prior consent

Where the pupil is excluded at the end of the afternoon session and the exclusion takes effect the next school day, notice must be given before the start of the afternoon session. Where the pupil is excluded in the morning session and the exclusion takes effect that afternoon, the notice must be given by the end of the afternoon session.

A readmission meeting will be held following the expiry of the fixed term exclusion, involving the student, the parents, the Behaviour and Support Worker and other staff where appropriate. At this meeting the following should be discussed:

- The reason for the exclusion
- The continued partnership between the school and parents in terms of taking responsibility for behaviour issues
- An agreement on how the student's education should continue and measures that will be put in place
- Any wider issues or circumstances that may affect the student's behaviour

The school will endeavour to set the time and date for the meeting at a time convenient to the parent. This will usually be on the day that the student returns to school, and will be between the first and fifteenth school day following the return to school. The school will keep a record of all times and dates of the meetings set. At least one parent should attend the meeting, and usually the student will be present for at least part of the meeting.

Please note: A parent's failure to attend a meeting will be one factor taken into account by a magistrates' court when deciding whether to impose a parenting order if at any future point a parenting order has been applied for by the school or local authority.

It is normal school practice for the student to be placed on report to the Behaviour and Support Worker on return from exclusion to monitor behaviour and work, usually for a minimum of a week.

If the fixed term exclusion is greater than five days or an accumulation of exclusions exceed five days, a Behaviour Support Plan will be drawn up which will be agreed with the school, student and parents.

Any fixed term exclusion that would lead to a student being excluded for over 15 days in a school term or missing a public examination will be reviewed promptly by the Governors.

The Governors will review fixed term exclusions which would lead to a student being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.

Permanent Exclusion

There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in an extended process for dealing with misbehaviour following the use of a wide range of other strategies and external agency support where appropriate, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.
2. The second is where there are exceptional circumstances and it is inappropriate to implement other strategies. In these circumstances it may be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:
 - Serious actual or threatened violence against another student or a member of staff.
 - Sexual abuse or assault.
 - Supplying an illegal drug.
 - Carrying an offensive weapon *.
 - Where criminal behaviour outside of school would seriously harm the education or welfare of the student or others in the school if they were to remain in school.

In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider;

- the nature and gravity of the incident, or series of incidents
- the effect that the student remaining in the School would have on the education and welfare of other students and / or staff.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Discipline Committee, when it meets to consider the Headteacher's decision to exclude. This Committee will require the Headteacher to explain the reasons for the decision and will look at appropriate evidence, such as the student's behaviour record, witness statements and the strategies and interventions already used by the school to support the student prior to exclusion.

This school will take additional guidance on exclusions when required from the DCSF publication "Exclusion from maintained schools, Academies and Pupil Referral Units in England" September 2017.

12. Power to use reasonable force

In exceptional circumstances, when preventative strategies have failed, there may be situations where the use of reasonable force is unavoidable in order to prevent students from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Guidance on the use of force to control or restrain students is contained in the Department for Education Use of Force Guidance and school has taken account of this document to devise its own policy to guide staff on these matters.

Our school Policy on the Use of Restrictive Physical Intervention gives guidance on:

- the legal powers of school staff
- what constitutes reasonable force
- who is allowed to use reasonable force
- when reasonable force may be used
- what forms of physical control are not acceptable
- recording of incidents where reasonable force has been used
- Informing parents
- Dealing with complaints
- Other physical contact with students

The policy also makes it clear that corporal punishment is **NOT** allowed.

In summary, within the continuum of RPI, physical control **should only** be used:

- with minimum and reasonable force
- rarely and exceptionally
- as a last resort where all other courses of action have failed
- with the minimum degree of intrusion required to resolve the situation.

There are occasions when physical contact, other than reasonable force may be proper and necessary. These include for example:

- to give first aid
- to demonstrate exercises/techniques in Physical Education or sports coaching
- to demonstrate how to use a musical instrument
- when comforting a distressed child

13. Screening, Searching and Confiscation

In line with the Department for Education Screening, Searching and Confiscation Guidance for School Leaders, Staff and Governing Bodies, staff can search a student for any inappropriate item if the student agrees. The Headteacher and staff authorised by the Headteacher have a statutory power to search students, or their possessions, without consent, where they suspect the student has certain prohibited items. These include knives and blades, weapons, alcohol, illegal drugs or stolen items. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline. For further guidance, please see policy referring to searching a student.

14. Monitoring and Review

The Assistant Headteacher will ensure that detailed behaviour records are kept, and will report at least annually to the Leadership Team as to the effectiveness of the policy. The school governors will review this policy annually as part of the regular cycle of review and monitoring.

The Woodham Academy behaviour policy will, where necessary, be implemented when students are travelling to and from school and/or wearing school uniform in the community or in the case of a student committing a criminal offence which could harm the education or welfare of the student or others at Woodham Academy. It also applies to any student who is off the school site and under the lawful control of a member of staff from school.

Appendix A

In addition to the The First 5 rules, we have clear and specific policies on the following:

- **Mobile phones and music players**
- **Drugs and alcohol (including smoking)**
- **Anti-bullying**

Mobile phones should be switched off during the school day. Please see our policy on Mobile phones and Personal Music Players.

Summary of main points:

If a student wishes to have a mobile phone with them during the school day it must be switched off, and kept out of sight in lessons and between lessons, unless the use of such devices is integral to the lesson e.g. use of camera in Art. If a student ignores the policy by using or bringing an unauthorised device into school they will be required to give their phone / device to a member of staff. It will be locked away and parents may be asked to collect it from the school.

There are also very clear guidelines and policies relating to drugs, alcohol and smoking. Please see the Drug and Alcohol policy for further details.

Summary of main points:

The school is a non-smoking site. Students are **NOT** permitted to smoke within the school boundaries. Alcohol is **NOT** permitted within the school boundaries.

The possession, use or supply of illegal and other unauthorised drugs within school boundaries is completely unacceptable. Please note: The definition of “school boundaries” includes the school grounds, buildings and also times when students are on their way to and from school, when they are in uniform, and when they are in the local community and can be associated with the school.

We take BULLYING very seriously. All forms of bullying are unacceptable at Woodham. Incidences of bullying will be dealt with in accordance with our Anti-bullying policy.

The First 5 Routine Staff will:

- **Stand on the threshold to welcome students into the room**
- **Expect students to remove bags, coats, get equipment out and stand behind chairs**
- **Complete a DO NOW task from the board**
- **Countdown to get students attention 3,2,1. At '1' students should be: silent, facing the front and paying attention**
- **Clearly explain how the DO NOW task will be completed**
- **Complete the register for the lesson**
- **Observe students completing the DO NOW task**
- **Narrate the positives to students**
- **Move around the room to check for understanding**
- **Feedback from the DO NOW task**

The student will:

- **Enter classrooms sensibly and quietly**
- **Stand behind your chairs. Take your bags and coats off and get out the equipment you need for your lesson**
- **When I need your attention I will countdown, “3,2,1”. When I get to 1 you should be silent, facing me and paying attention**
- **Answer the register with “Here” or even better, “Good afternoon”!**
- **Listen, and follow staff instructions carefully**

Appendix C

Planning for Good Behaviour guidelines

Underlying principles:

- **We are all responsible for the behaviour management of the students in the school**
- We use positive behaviour management strategies when dealing with students
- There should be a consistent approach across the school
- Good behaviour often needs to be taught, we cannot assume that students know how to behave
- Dignity and respect are fundamental rights
- We try to prevent poor behaviour through good planning
- We discourage poor behaviour using appropriate sanctions
- We support, repair and rebuild relationships with students

Before the lesson, teachers should:

- Use SEN information and prior attainment data to ensure work is appropriate and accessible for the ability and needs of the students
- Try to plan for a variety of activities and tasks within the lesson
- Think about the layout of the room, reposition furniture to avoid disruption
- Ensure that the classroom is clean and tidy, with desks and chairs straight.

At the start of the lesson, teachers should:

- Ensure that the learning objective is clear and displayed on the board
- Make sure that you are on time to the lesson
- Welcome the class on entry to the lesson
- Ensure that the students have their coats off, bags on the floor, and equipment out ready
- Have resources ready on the desks, or an established routine for giving out and collecting in materials or books
- Have something ready for students to do as soon as they come in to the classroom that doesn't require much explaining – to help get them settled into work

During the lesson, teachers should:

- Insist on silence when explaining or speaking to the whole class
- Practise “voice control” (tone and volume)
- Be consistent
- Praise and reinforce good behaviour

At the end of the lesson, teachers should:

- Ensure that there is an established routine for collecting or returning all equipment & books
- Ensure that the classroom is clean and tidy
- End on a positive note
- Resolve any conflict
- Keep students until the end of the lesson – wait for the bell

There are lots of different strategies that teachers may choose to employ to avoid poor behaviour escalating. The following list is not exhaustive.

- Choosing to ignore the behaviour whilst picking up on the “on task” behaviour of others
- Using simple, quick directional statements or rule reminders to the rest of the pupils whilst ignoring target behaviour
- Giving non-verbal, non-confrontational messages using eye-contact and or body language
- Giving simple, quick directions followed by “Thank you” to indicate compliance. Follow this immediately by transferring attention to on task behaviour.
- Direct rule reminders “Can I remind you of the rule about...?”, followed by a simple expectation of compliance e.g. “Back to work now, thanks”
- Using casual questions to re-focus the students on the task – e.g. “How’s it going? Do you need some help with that?”

- Using distraction or diversion to direct students back on task e.g. “John, could you give me a hand with this?”
- Defusing potential conflict / not reacting to stressed outbursts with humour – be careful not to use sarcasm.
- Deflection of low level challenges with redirection to task and expectation of compliance e.g. “This work’s boring” met with “yes it is a bit, but you should find the next piece more interesting. Back to work now thanks”
- Use “double-what” questioning to hold the pupil accountable. “What were you doing? What should you have been doing?”
- Use assertive (non aggressive, non confrontational language) “I” statements e.g. “I find it difficult to work when...” based upon the need to protect individual rights
- Use the language of choice – give students simple realistic choices leaving the student with direct responsibility for their actions “If you choose to continue to talk, then I will have to ask you to move”, and redirect the student back on to task, with the expectation of compliance.

Appendix D

Covid 19 – amendments to Student Behaviour Policy until further notice.

When students are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place.

- Students should adhere to the revised rules and expectations for entering and exiting the school site via area directed
- Students should sanitize hands as directed on entering the building and the classroom
- Students should only interact with others in their own year group bubble throughout the school day
- Students should only use their designated entrance and exits to the school building
- Students should stay at their own desks movement around the classroom is prohibited unless directed by a member of staff
- Students should obey social distancing rules at all times, in and out of the class bubble
- Students should follow hygiene rules, including washing hands when asked to throughout the day
- Detentions will be completed in individual detention rooms in different area of the school. This is to make sure students are in their year group bubbles and leave the school at different exists.
- Chewing gum is banned from school, any student caught chewing will be given an automatic C3B sanction (60 minutes detention) and will be removed from their lesson to dispose of the gum.

The strategies included in Appendix C that may be employed by classroom teachers to redirect off task behaviour are meant as good practice guidelines, and teachers will choose to use different strategies at different times. When these strategies are insufficient, and students continue to choose to misbehave, sanctions will be imposed. These sanctions will be recorded on the behaviour management system, and will trigger hierarchical interventions that form part of the student's behaviour file. The behaviour management system uses a points system to record the number and level of sanctions imposed for each student.

Sanctions

In the unfortunate event of misbehaviour, students will be given clear, explicit warnings and reminders of appropriate choices. If, following this, behaviours do not improve, BMS to be used, Behaviour Support Workers can be called/emailed to remove the child if behaviour does not improve and students receive a C3. If the event that there are incidents which pose a risk to students and staff, parents will be contacted, and children collected from school to ensure the safety of themselves and others. If any adverse behaviours take place that could affect the health or safety of individual students or staff, then an individual risk assessment may be completed to review the safety of that child in school site during the pandemic restrictions. (e.g.: spitting, physical attacks, refusal to comply with Health & Safety / social distancing requirements that could heighten the risk of harm to others).