



Behaviour Policy

Status:	Statutory
Reviewed:	November 2009 HR Committee
Ratified:	At Full Governors Meeting 1 December 2009
To be reviewed:	May 2012

Rationale

Downend School aims to provide a caring and secure environment in which tolerance, understanding and respect for others are fostered. This is achieved through staff, students, governors and parents working in partnership to promote a positive culture and to encourage in all students a sense of responsibility to themselves, to the school community and to the outside world.

This behaviour policy seeks to inform, guide and support staff, parents, governors and students to achieve these aims through actively promoting positive behaviour, regular attendance, self-discipline and respect for others. Consistent, yet flexible implementation of the policy by all is vital, taking into consideration the needs and situations of vulnerable groups of students such as those with SEN, physical or mental health needs or looked-after children and ensuring equality with regard to race and gender.

The purpose of the behaviour policy is to ensure that students at Downend School achieve the five outcomes of the Every Child Matters five-year strategy. In putting this policy together there has been consultation and discussion with staff, students, parents and governors.

We believe the creation of a positive learning environment through the application of effective strategies for promoting positive behaviour and attendance is linked to the five outcomes in the following ways:

Being Healthy

We believe that good relationships are a significant resilience factor in supporting positive mental health. Positive mental health can be further enhanced by encouraging all staff in fostering students' skills and by exploring perceptions of how conflict is managed. A person's self-esteem is intrinsically linked to their success as a learner so it is vital that we support our students' emotional intelligence in a sensitive, supportive and developmental way. Having achieved the Healthy Schools Award we are committed to encouraging health eating, physical activity and social and emotional well being through the food on offer in school, a wide ranging enrichment programme and have active and popular Immersion programme which addresses the issues of drugs, sex and relationships education and nutrition.

Staying Safe

We foster a trusting environment that encourages positive relationships between staff and students to support them in feeling secure and in developing social and emotional skills. We provide opportunities for students' views to be listened to, valued and responded to. The promotion and implementation of our anti-bullying and safeguarding policies also helps to protect students from harm. We regularly survey our students and staff about the school environment and respond to their highlighted concerns. We are part of the local authority anti-bullying policy review to improve our response and intervention to any incidents of bullying.

Enjoying and Achieving

The deployment of effective strategies for managing behaviour at a whole school, group and individual student level will support achievement of this outcome. Consistency of application of agreed strategies is crucial to success in this area. This requires consultation with key stakeholders and embedding of good practice. The 'enjoy school' survey showed that our students enjoy the vast majority of their lessons. Our behaviour policy has been reviewed and re-written and new reward and consequence structures implemented, which is seeing a marked increase in rewards and a decrease in negative incidents.

Making a positive contribution

The deployment of effective strategies at a whole-school, group and individual level will enable students to make a positive contribution by investigating students' views about behaviour and attendance issues. Their contribution to the development of good practice is assured. We have introduced a new rewards system to recognise the varied and important contributions so many of our students make to the school.

Economic well-being

There is evidence that people who have good social and emotional skills experience more success in the work place and, clearly, academic achievement and good attendance also contribute to long-term economic well-being. The deployment of effective strategies at whole-school, group and individual level will support learning, behaviour and good attendance and so contribute to the achievement of this outcome. The secondary SEAL (social and emotional aspects of learning) programme is being embedded within the Downend School Personalised Learning curriculum to ensure we are developing student's social and emotional skills.

Expectations

Five expectations have been identified by the school community, and at **all** times at Downend School, **all students** are expected to:

- Be a positive listener
- Respect everyone
- Arrive on time, equipped for learning
- Follow staff requests first time of asking
- Care for our environment

Staff

The Headteacher, with the assistance of other members of the leadership team (SLT), is responsible for the form and content of the policy, and for its implementation in ways that maintain a school ethos that encourages positive behaviour and full attendance. All staff have a responsibility to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently. All staff have a role to play in keeping the policy alive throughout the school, including: the provision of mutual support to colleagues, modelling the social, emotional and behaviour skills and demonstrating the high standards of behaviour and punctuality expected from students. We will make all efforts to establish and maintain relationships with parents/carers.

Parents and Carers

Parents and carers have a responsibility for their child's behaviour inside and outside of school, which they can positively influence through consistent parenting, working together with the school, communicating expectations and encouraging progress at home. This role is vital in their child (ren)'s development in all of the priorities outlined in the Every Child Matters framework. They also have a role to play in advising on the continuing development and improvement of the policy. The school is committed to involving parents/carers in all aspects of their child(ren)'s education through: clear communication, ensuring involvement and access to all stakeholders involved with the education of their child(ren) and prioritising the interests of their child(ren) in any agreed actions.

The Governing Body

The Governing Body is expected to monitor the implementation of the policy ensuring equality for all and that the school's defining principles are upheld.

Rewards (see Appendix A)

Downend School firmly believes in the importance of a positive culture and the effectiveness of rewards to promote positive behaviour, regular attendance, self discipline and respect for others.

Regular praise is the foundation of a positive culture and all staff, by new-staff induction and whole-staff Inset, will be trained in the importance of and how to give genuine, appropriate, specific, personal praise.

Students may be rewarded for exceptional achievement and/or for exhibiting consistently high standards of achievement or improvement in any area of the school community, including behaviour, attendance, citizenship, and community service as well as academic, sporting or artistic achievement.

Rewards should be given in accordance with the Downend School Rewards Scheme (Appendix A)

Consequences and Sanctions – Behaviour Flow Chart Consequences (see Appendix B)

Consequences should be used to help students make appropriate choices about their behaviour and attendance. Where they choose to breach the schools' expectations, students have a right to expect fair sanctions, applied consistently. The most appropriate sanction is one designed to put matters

right and to encourage better behaviour and attendance in future. It is not appropriate, therefore, to punish whole groups for the misdemeanours of a few, or to impose a sanction that may humiliate students. Statistical information will be used to inform our planning about behaviour improvement, for example, to plan future groupings and to target support to areas where students have the greatest difficulty.

All consequences (Cs) are recorded using SIMS (software) and monitored by the Senior Leadership Team, curriculum team leaders and Year teams to enable appropriate support strategies to be implemented.

The Cs system (see appendix B) is used in all classrooms to reinforce positive behaviour and to apply appropriate sanctions.

Staff, and students, when appropriate, will be consulted when rewards and sanctions are being decided.

Detentions

Detentions are part of the Cs system of consequences. These range from:

- a) 10 – 30 personal detentions set by individual staff
- b) 45 minute subject / faculty detention
- c) 1 hour school detention
- d) 1 hour SLT detention

These are progressive in the seriousness of the consequence. They should be used in a progressive way. For example, if a student has been placed on C3 by a teacher a personal detention should be set. If the student fails to attend this detention it should become a subject 45 minute detention and if 2 chances have been given and the student has not attended then it will become a 1 hour school detention. For failure to attend a school detention students will be placed in a 1 hour SLT detention.

Failure to attend an SLT detention will result in the student being placed in withdrawal for a day.

It is Downend Schools' policy to inform parents/carers of a detention, with at least 24 hours notice of the detention and where their son/daughter is expected to be and for how long.

Downend School will take into account the student's transport arrangements and other relevant circumstances, for example care arrangements. Research findings have shown that the achievement of good behaviour depends on the support of parents/carers to ensure students receive consistent messages. The current legislation is clear that an inconvenience or disagreement with the detention on the part of the parent/carer is no excuse for non-attendance.

Report

Report cards are used with individual students and groups of students to monitor their progress and/or behaviour. Reports may target specific behaviours, for example organisational skills, and/or specific subject areas depending on the issues that have been highlighted for a student. They should include specific, measurable, achievable, realistic, time-specific targets that the student is trying to achieve.

Reports will be monitored daily by a students' tutor, Year coordinator, subject leader or SLT. Any student who has reached C5 or higher or is returning from a fixed period exclusion will be placed on report to support their reintegration.

We recognise that parents/carers play a vital role in supporting their child (-ren) in improving behaviour. Parent/carers will be made aware of their son/daughter's targets and are expected to monitor their progress in conjunction with school.

Withdrawal

At C6 on the Behaviour Flow Chart students will be placed in the withdrawal room. This is a quiet, supervised area where students will work independently on their learning. They will also be supervised for breaks and lunchtime. Students will be placed in the withdrawal room for times that are suitable for the actions and circumstances of that individual. If a student's behaviour is unacceptable in the withdrawal room then they should move to C7 on the Behaviour Flow Chart, which usually results in fixed-term exclusion.

Exclusion

These are the most serious, formal sanctions, which only the Headteacher may use. Exclusions (including 'supported transfer' and permanent exclusion) will be considered in cases of serious or persistent breaches of the behaviour policy in accordance with the school's Policy on Exclusions (Appendix B). This policy is based on the following guidance:

- DCSF circular 10/99 "Social Inclusion: Pupil Support", including updates
- DCSF circular "", issued in January 2003 (Ref: DfES/0087/2003)
- South Gloucestershire guidance on exclusions;
- DCSF guidance on behaviour policies 9/03

Students may be excluded for a fixed number of days or excluded from school permanently. Parents/carers will always be aware of the reasons for these sanctions and there are legal guidelines which will be followed (these include the right of appeal). Return from a period of exclusion will always involve a re-integration meeting with parents/carers, the student and a senior member of staff. The student will be placed on report for a minimum of one week.

The Headteacher or designated member of the senior team will:

- Inform the student's parent/carer of the period of any exclusion, or of permanent exclusion.
- Give the reasons for the exclusion.
- Advise the parent/carer that they may make representations about the exclusion to the Governing Body's discipline committee.
- Advise the parent/carer how his or her representation may be made.
- Notify both the LA and the Governing Body's discipline committee of the details of the exclusion, including the reasons for it, in the case of (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one; (b) a fixed-period exclusion of more than fifteen days or which brings the days the student has been excluded in one term to more than fifteen; (c) an exclusion that would result in the student losing the opportunity to take a public examination.
- Follow South Gloucestershire protocols for ensuring that students who are excluded for over 5 days receive education on the 6th and subsequent

days until the end of the exclusion, by referring the student to the pupil referral unit (PRU).

- Ensure, where the parents of an excluded pupil do not speak, or do not have a good understanding of, English, that correspondence and documentation relating to the exclusion are translated into their mother tongue. In such cases the school and/or LA will arrange for an interpreter to be present at any meetings with the parent about the exclusion. Suitable arrangements for disabled parents/carers will also be made.
- Ensure, following a student's exclusion that a re-integration meeting is held, preferably on the day the student is due to return after the exclusion.

The re-integration meeting will normally include a member of the leadership team, the Year Coordinator, the student and the student's parent/carers. Other relevant people may attend, for example a member of South Gloucestershire's behaviour support team and/or the student's tutor.

In the case of incidents involving drugs, knives and serious assaults the school will act upon local and national guidelines to use either long fixed term exclusions and/or permanent exclusions as deemed most suitable according to the context and circumstances of the incident.

The Governing Body will:

- In the case of a permanent exclusion, or a fixed period exclusion of more than 15 school days in one term (or which brings the student's total number of days of exclusion to more than 15 in one term) convene a meeting between the 6th and the 15th school day after the date of receipt of notice to consider the exclusion. If a student's total number of days of fixed period exclusion exceeds 15 school days in one term, any subsequent fixed period exclusion(s) of the student in the same term would again trigger the Governing Body's duty to consider the circumstances of the exclusion.
- Adhere to the exclusion procedures as laid out in the behaviour and attendance guidance 2008 issued by the DCSF.

Taking Account of SEN, disability and the circumstances of other vulnerable students

We will take account of SEN, disability and the circumstances of other vulnerable students in implementing any aspect of the behaviour policy.

Students' conduct and behaviour outside school premises

We will, where necessary, impose sanctions on students where their behaviour has fallen below an expected level off the school site. This includes behaviour on activities arranged by the school, such as work experience placements, educational visits and sporting events, behaviour on the way to and from school and behaviour when wearing school uniform in a public place.

Our objectives are:

- a) To maintain good order on transport, educational visits or other placements such as work experience or college courses.
- b) To secure behaviour that does not threaten the health and safety of students, staff or members of the public.

Confiscation

The aim of the confiscation of a student's property is to maintain an environment conducive to learning; one which safeguards the right of other students to be educated. A refusal to cooperate will result in a higher level sanction. The criteria for confiscation may include:

- a) An item that poses a threat to others, e.g. a laser pen.
- b) An item that poses a threat to good order for learning, e.g. use of a personal music player or mobile phones.
- c) An item that is against school uniform rules.
- d) An item that poses a health or safety threat, e.g. students wearing large earrings in PE.
- e) An item which is counter to the ethos of the school, e.g. racist or pornographic material.

Communicating the Behaviour for learning policy

The Headteacher will be responsible for ensuring that this policy is implemented and for reporting to Governors on its impact. The full written policy will be available on our website. Students and parents/carers who are new to the school will be made aware of the policy prior to admission. If a student or parent/carer feels that the measures or sanctions applied in the behaviour for learning policy are unfair or have been unfairly applied, then they can lodge a complaint through the school's complaint procedure.

Implementing the Behaviour for Learning Policy

- a) The Headteacher and staff will ensure that we achieve a consistent approach to behaviour management, teaching and learning.
- b) We believe that in order to support students and staff we must have a whole school approach to positive behaviour. This includes the need for us to have regard for classroom management, teaching and learning, developing staff skills and support through development opportunities and ensuring that we have effective pastoral systems in place. Staff development is a vital element of this aspect of behaviour for learning and behaviour for learning guidance has been created which supports staff in implementing the policy.

Other policies

This policy does not stand alone. For further detail on how the school promotes a positive culture and encourages in all students a sense of responsibility to themselves, to the school community and to the outside world, please refer to the following policies:

Allegations of Child Abuse Policy

Child Protection Policy

Anti-Bullying Policy

Policy on Children and Young People Looked After

Ratification: At Full Governors meeting

Date: 1 December 2009

Signature of Headteacher

Date: December 2009

Signature of Chair of Governors

Date: December 2009

SLT Responsible

Elaine Feltham

Rewards System

The System

- **Stickers:** 1, 5 and 10 house point stickers
- **Planner:** Stickers are collected and placed in the student's planner each lesson. In addition the planner has a page titled rewards where they keep a total of points gained
- **Wall Chart:** Each tutor group has a wall chart this is completed weekly by student monitors and sent to office where totals are recorded on SIMs.

Awarding Points

Points may be awarded in the following ways:

1 Point will be awarded each time you:

- Achieve the lesson objective(s)
- Attend a breakfast club/pre school session
- Attend after school revision classes
- Attend Easter revision
- Participate as a member of any school club: - gardening, Warhammer, etc. (1 point per week)
- Complete homework online
- Show evidence of independent learning e.g. bringing in additional research to a homework topic
- Take part in sports day

5 points are awarded for:

- Meeting academic targets on any piece of work which is levelled or graded
- Delivering part or all of an Assembly
- Performing in a whole school production i.e. the Christmas concert, Battle of the Bands, a school play, Year 11 leaver's concert etc
- Organising any charity event, e.g. Children in Need
- Creating something that celebrates Downend School, e.g. a video you have made and put on BeBo / Facebook / YouTube.
- Being elected onto the school council
- Helping at consultation evenings, open evenings, whole school events (e.g. concerts)
- Being exceptional during an immersion day – behaviour and achievement
- Using SAM learning – 10 hours plus
- Taking part in UK Maths challenges
- Being part of the Duke of Edinburgh Award

- Receiving positive praise as the result of a school trip, e.g. ski trip, German exchange...
- Being a form monitor

10 points are awarded for:

- Exceeding academic targets on any piece of work which is levelled or graded
- Achieving 100% attendance in one term

Points are not awarded:

- When they are simply asked for
- For meeting our basic expectations – that have been agreed by all

This list is not exhaustive and it is important to be flexible in our approach.

Inter House Competitions

A program of inter-house competitions are organised each academic year. Each competition will carry a point tariff which will be published prior to the event.

Academic Points

- **1 Point per lesson objective achieved** - the teacher sets lesson objectives which are revisited during the plenary in order to assess progress towards the objective
- **5 points per target level / grade achieved** – target minimum levels / grades are shared with students and progress towards these targets is assessed on individual pieces of work
- **10 points per target level / grade exceeded** - Students are awarded 10 points for every piece of work in which they exceed their target minimum level / grade

Note: Only the Faculty Coordinator or Year Coordinator can set individual targets which are not the recognised and published targets, in collaboration with their colleagues. These are to be set in negotiation with the class teacher, the tutor and the student. For example a year head may set targets for an individual who may not be achieving many rewards – this target is temporary and can be based on some special negotiable criteria.

Recording and Publishing

Steps:

- Rewards data is collected on a weekly basis and entered into SIMs
- Rewards reports are distributed weekly and displayed throughout the school
- The Website is also used to promote the House and Rewards structure.

Celebrating Success

Letters Home: Standard letter Home 100 plus points
Letter home and meet with Head of House 200 plus points
Letter Home and meet with Headteacher 300 plus points

Prize giving: through extended **House** assemblies:

Individual students with the highest points will receive awards.

The house with the highest points wins the **termly** House Cup (presented to the House captains).

The highest accumulative score over the 6 terms decides the Annual House Cup award.

BEHAVIOUR - SANCTIONS FLOWCHART

Examples of Behaviour – all to be recorded in SIMS	Stage	Support and responsibility
<ul style="list-style-type: none"> Disruptive Behaviour Failure to complete work set 	<p style="text-align: center;">C1 Verbal warning</p>	<p style="text-align: center;">CLASS TEACHER</p> <ul style="list-style-type: none"> Monitoring of student Confirm expectations
<ul style="list-style-type: none"> Failure to bring equipment Persistent disruptive behaviour Failure to complete homework Lack of Uniform - including jewellery and shoe issues 	<p style="text-align: center;">C2 Note in planner</p>	<p style="text-align: center;">CLASS TEACHER / TUTOR</p> <ul style="list-style-type: none"> Tutor monitoring Inform parents and YC Confirm expectations
<ul style="list-style-type: none"> Persistent disruptive behaviour Disrupting the learning of others 	<p style="text-align: center;">C3 Teacher detention</p>	<p style="text-align: center;">CLASS TEACHER / TUTOR / FC</p> <ul style="list-style-type: none"> Tutor report – for repeated pattern Phone call to parents Referral to team leader
<ul style="list-style-type: none"> 3 negative SIMS in a week – in subject or Faculty area Persistent disruption of the learning of others Failure to attend teacher detention 	<p style="text-align: center;">C4 Subject / Faculty / YC detention</p>	<p style="text-align: center;">SUBJECT HEAD / FC / TUTOR</p> <ul style="list-style-type: none"> Meeting with Subject Head / FC / YC to discuss expectations Phone call and letter to parents Complete incident report in SIMS Subject / Faculty report
<ul style="list-style-type: none"> Failure to attend 2 faculty detentions Truancy Persistent disruptive behaviour Inappropriate language in the presence of a member of staff Abusive behaviour towards another student Leaving the site – 1st offence 	<p style="text-align: center;">C5 School detention</p>	<p style="text-align: center;">SUBJECT HEAD / FC / YC</p> <ul style="list-style-type: none"> Letter home explaining the situation Incident report completed in SIMS YC report SSG referral for persistent offenders
<ul style="list-style-type: none"> Accumulation of 2 missed detentions – school and SLT Abusive language towards a member of staff Rudeness to staff Serious disruptive behaviour preventing the progress of learning Physical aggression towards another student Repeated refusal to meet expectations Leaving the site 2nd offence Fighting 	<p style="text-align: center;">C6 Internal Exclusion</p>	<p style="text-align: center;">FC / YC / SLT</p> <ul style="list-style-type: none"> Letter and phone call home Meeting between parents, student and YC Meeting between student and Assistant Head to discuss expectations Incident report completed in SIMS SLT report BSP SSG referral
<ul style="list-style-type: none"> Extreme examples of poor behaviour Physical assault on another student Verbal abuse of a member of staff Refusal to enter internal exclusion Leaving the site 3rd offence Theft and vandalism Continual refusal to meet expectations Persistent and malicious disruptive behaviour 	<p style="text-align: center;">C7 Fixed term Exclusion</p>	<p style="text-align: center;">YC / SLT</p> <ul style="list-style-type: none"> PSP with individual targets which are regularly reviewed CAF or RSS where appropriate Seeking alternative curriculum PIP for students accumulating Fixed term exclusions Reintegration meeting Governors meeting for 15+ days FTE SSG referral
<ul style="list-style-type: none"> Serious actual or threatened violence against another person Serious persistent and malicious disruptive behaviour Continued open defiance and refusal to meet school expectations Illegal activities on school site e.g. possession of illegal drugs or weapons, supplying of illegal drugs 	<p style="text-align: center;">C8 Permanent Exclusion</p>	<p style="text-align: center;">SLT WITH THE HEAD</p> <ul style="list-style-type: none"> Work with LA Governors panel meeting