



BEHAVIOUR POLICY

Autumn 2022

Review Date	Autumn 2022
Approved	Governors Meeting
Ratified	Full Governors
To be Reviewed	October 2023
Policy Lead	Ms I Galmes

Behaviour Policy

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Rationale:

We expect high standards of behaviour and conduct in all aspects of school life and seek to maintain these standards by positive reinforcement supported by sanctions as necessary. We believe that it is the right of all pupils to be educated in an environment free from disruption by others.

This policy sets out the framework for the behaviour and conduct within the school, based on the principles of Assertive Discipline and Trauma Informed Schools.

The focus of Assertive Discipline is on teaching pupils responsible behaviour. It is a proactive and preventative approach and goes beyond establishing basic discipline in the classrooms **to creating learning environments in which pupils learn to choose appropriate, responsible behaviour for themselves.**

The focus of Trauma Informed Schools is to ensure that staff make themselves “emotionally available” to our students therefore building positive relationships.

Aims:

- to follow the principles and guidelines of Assertive Discipline
- for the application of sanctions to be **consistent, fair and transparent.**
- to create an orderly environment both inside and outside the classroom which enables ‘teachers to teach and pupils to learn’
- to reward pupils for good behaviour

Guidelines:

Positive Behaviour Management at Fir Vale School

We expect all staff in school to follow these guidelines:

- to support the school’s basic expectations, The Choice and Consequence System and The Recognition System, and to establish and clearly define limits of acceptable behaviour.
- to teach pupils to consistently follow the systems to promote positive behaviour and to help them to choose to behave responsibly at all times.
- to provide pupils with **consistent positive encouragement and recognition** when they make positive choices.
- to adopt a positive, assertive manner when responding to pupils; Pupils trust and respect the calm, consistent and caring presence of an assertive teacher.
- to follow communication systems by completing referrals, text messages to parents and liaising with relevant staff.

Communication and Recording

Good communication is essential in dealing effectively with behaviour problems. The system for the recording of incidents and for communicating with parents/guardians is an integral part of the process.

Recognition referrals: These should be issued by staff in line with the whole school recognition system. An update on the ClassCharts app is there for parents to inform them of any recognition points issued.

Electronic Referrals: Staff should complete these when a pupil reaches C2/C3 by using ClassCharts. This will then alert parents through the app. If a pupil receives C3 Repeat/Serious Behaviour, staff are to request a support visit using ClassCharts OR if a serious event, by using the emergency alert button on SIMs. The Behaviour Support teacher will support the pupil to modify their behaviour and return to learning. If a pupil chooses to continue to behave in a way that does not meet Fir Vale expectations, they may be removed from the classroom and placed in isolation to allow Year Teams to decide on an appropriate sanction with support from SLT where required.

Responsibility for Action?

- All staff and pupils have a responsibility for behaviour, in and out of the classroom.
- Each department is responsible for issues arising from lessons. The modelling of Positive Behaviour Management and Trauma Informed Schools principles will support this process. Faculty Leaders should monitor electronic referrals and provide appropriate intervention
- Faculty Leaders to highlight any emerging patterns and to be proactive in addressing issues in the first instance with individual staff members by offering support, coaching, strategies where necessary
- Faculty meetings to be used to look at subject-wide picture surrounding behaviour management and progress of assertive discipline in fostering the ideal teaching and learning environment

Behaviour Support Routines and Expectations

Role of the Behaviour Support Person in the process

Behaviour Support is only sent for following the member of staff having tried to use a range of strategies to encourage the pupil to comply, or there is an instance of dangerous behaviour (for example violence).

Follow-up:

- All sanctions for behaviour resulting in the need to request Behaviour Support are decided on by the Pastoral Team and Senior Leaders.

Summoning Behaviour Support:

- To summon Behaviour Support, the member of staff must use "C3 Repeat/Serious Behaviour" on the ClassCharts system which will immediately alert the Behaviour Support person directly, who will endeavour to respond as soon as possible

Progression and Suspensions

Progression

The system of recording through referrals automatically informs the Year Team, Form Tutor and Behaviour Support so that information from referrals may be shared with key members of staff for appropriate intervention.

Routines for Learning

- Greet pupils at the classroom door by name and usher others off the corridor and into the correct classrooms.
- Reminder of expectations at the start of the lesson; uniform on, coats off and bags on the floor. Use of praise for those 'doing the right thing'.
- Specified seating plan using ClassCharts.
- All pupils start lessons with a task that promotes immediate engagement.
- Electronic register taken on ClassCharts
- Re-cap given of previous lesson's learning.
- Learning objectives shared either orally or on the board.
- Conditions for learning made explicit, e.g. whether working independently, noise levels etc.
- **Give clear direction** - whenever we need a change in behaviour
- **Provide supportive feedback** - by positively recognising those who follow instructions
- **Take corrective action** - to redirect those who are not following instructions
- **Use language of choice** and time for reflection as it allows pupils to reflect on their behaviour and the consequences of following one or another course of action
- When giving instructions/direction apply the **P.R.I.N.T** principle:
 - **Purpose** - Why are we doing this? Its importance
 - **Resources** – What materials or equipment do we use?
 - **In or Out** of Place - Where are we going to do this?
 - **Noise Level** - How are we going to talk? Silence?
 - **Time** - When are we going to do this? Timed activity
- Use of restorative conversations where possible which include comments about the negative impact on progress.
- Choice and Consequence system followed consistently, and records of consequences issued on ClassCharts.
- Consistency in delivering sanctions.
- Main body activity explained, questions asked to ensure pupils are clear about the task, conditions for learning made explicit.
- Plenary.
- Effective praise and recognition at all times. Recognition points should be on ClassCharts.
- Opportunities for assessment and feedback should be embedded in to the lesson.

Suspensions

- Whilst it is the responsibility of an individual School/School to establish what is acceptable and what is unacceptable behaviour – and to decide the appropriateness of suspension as a sanction, for the latter, all schools/Academies operate within a National Legal Framework and within guidelines issued by the DFE. The Guidance states that there is an expectation that it will be followed unless there is a good reason to depart from it. We possess a well-defined hierarchy of actions designed to support pupils who behave inappropriately, with the aims of improving behaviour and minimising suspensions. Fir Vale School will work in partnership with the locally agreed protocols, co-operating with the local cluster of schools to maintain the inclusive aspirations of the city.
- Suspensions can only be carried out by the Headteacher or Deputy in her absence. Each suspension must be judged on the specific context of the particular event or sequence of events in consultation with the Pastoral Assistant Headteacher and external agencies where appropriate.
- It is the policy of Fir Vale School to use suspensions sparingly in response to serious breaches of the School's Code of Conduct, the detail of which is made explicit to all pupils and when suspension is used as a sanction it is within the context of the guidelines listed.

Guidelines list the following as unacceptable behaviour warranting suspension from School, stating that in some cases it would be appropriate for the Headteacher to consider permanent exclusion:

- A deliberate assault on a member of staff
- Bringing a weapon into school
- Any assault with a weapon or other implement against staff
- A deliberate assault on another child
- Selling, using and distributing drugs within the School
- Sexual assault and Peer on Peer assault
- Persistent racial abuse
- Persistent abuse/bullying including physical abuse
- Verbal threatening and intimidation of staff
- Verbal abuse to staff
- Bullying committed via social networking media/electronic means
- Cumulative disruptive events when the School has attempted to gain compliance through other sanctions
- Persistent and entrenched refusal to comply with expectations

Automatic sanctions will apply in the following cases:

- The school has a zero tolerance policy on drugs in order to signal to all young people in our learning community that illegal drugs have a pernicious and damaging effect not only on individuals but whole communities. Selling, possession, using or distributing illegal drugs within the school will invoke an immediate permanent suspension.
- Fir Vale School takes health and safety very seriously, and to this end views the setting of the fire alarm to be a threat to a safe environment. Profound disruption to learning occurs during the deliberate setting of the alarm, consequently this will be dealt with by an immediate suspension and parental meeting.

Government guidelines state that suspension should not be seen as a response to:

- Pupils who cannot comply with uniform as dress code (as opposed to wilful defiance)
- Minor disruptive or other offences e.g. not doing homework
- Pregnancy
- Non-attendance.

The school does not see suspension as appropriate in the following cases:

- Minor breaches of discipline;
- Poor academic performance;
- Truancy or lateness;
- Non-compliance with uniform regulations.

Most suspensions will be of 1 to 5 days duration, with work available to be done at home. A reintegration meeting is sought in all cases of suspension and when possible this is arranged at the time of suspension to take place on or before the return of the child to school. In all cases the child is interviewed by a senior member of staff on his/her return from suspension outlining the conditions of the reintegration. All suspensions are notified to the LA. Termly suspension updates will be forwarded as required to the Chair of the Governing Body, with regular reports being made to the relevant Governing Body Sub-Committee

Suspensions will rarely extend beyond 5 days, and where this occurs provision will be made for the pupil to maintain their education. Lengthy suspensions, or cumulative suspensions amounting to beyond 15 days will always be accompanied by a meeting between parents/carers, and the School Governing Disciplinary Panel. In cases of severe behaviour an emergency convening of the discipline panel will be triggered. Where the pupil's record or an incident warrants permanent suspension, the School will contact the LA Inclusion Team to ensure appropriate notification.

Return from suspension meetings are a pre-requisite to re-integration for lengthy suspensions. Return from managed moves etc and will involve the signing of a behaviour contract outlining school expectations

The Governors believe in actively supporting a good climate for learning for all pupils, balancing that with individual needs and circumstances. Governors support the School in promoting inclusion through participating in re-integration under mutual agreement with parents following suspensions where a child appears to be increasingly vulnerable to permanent suspension.

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is normally used as a last resort, but in exceptional circumstances it may be appropriate to permanently exclude a child for a first or "one off" offence.

These might include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

The School will continue to provide education for a pupil who remains on roll and will set work for the pupil. In the case of an suspension of more than 15 days, the School will consider how the pupil's education will continue, how his/her problems might be addressed in the interim; and reintegration post-suspension.

It may be necessary to make a Risk Assessment for any pupil who carries out a "one-off offence" to predict the likelihood of repetition and to evaluate the possible health and safety impact upon other pupils.

Parental co-operation forms part of the contract between the School and all parents of pupils at the School. A refusal to abide by the terms of an suspension may be considered a breach of contract.

Appeals

Parents/carers are entitled to appeal to the governing body against any suspension through a letter stating the intention to appeal to the Clerk to the Governing Body at the School. A hearing will be set up as quickly as possible, but within 10 days at the latest. The governors' decision is final.

Parents have a further right to appeal where the Headteachers decision is upheld by Governors. This independent appeal panel will be set up and held within the statutory guidelines. Parents should inform the Clerk to Governors of their intention to appeal.

Detentions - Procedures

- A detention is set by the Pastoral Team, Behaviour Support, teaching staff where truancy occurs or SLT. They are carried out by the Pastoral Team, who will also coordinate any restorative conversations which may be required.

Internal Exclusion Unit (IEU)

The IEU is a space where students reflect on their behaviour and are given support to make more positive choices in future. The work set ensures that students continue to learn. Opportunities for Positive Problem Solving and Restorative Conversations are also built into this time.

Below are the reasons IEU is used:

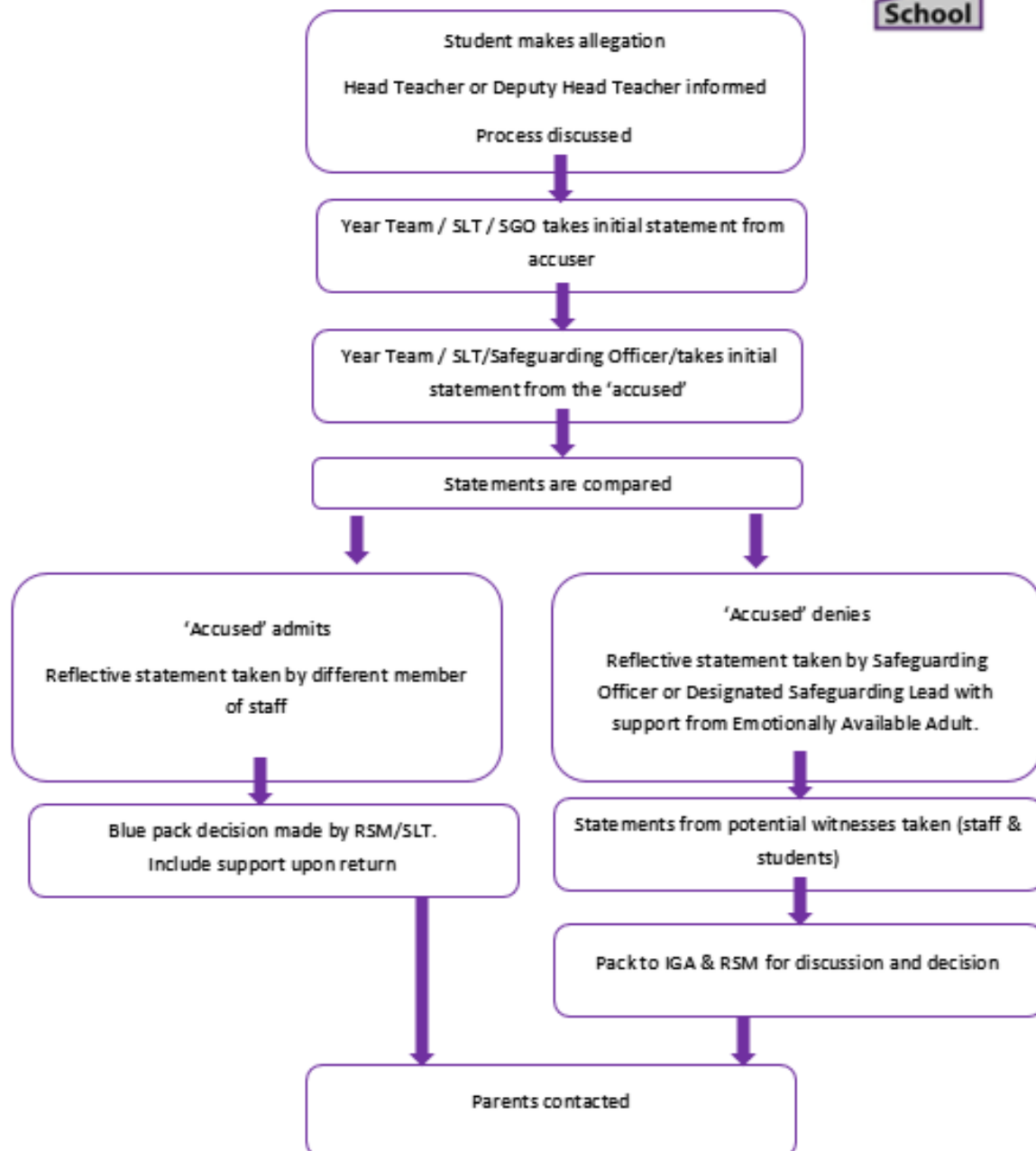
- On Return from suspension (if agreed by SLT prior to return)
- Two C3 negative referrals in a day OR more than 6 points in a day
- Persistent long-term defiance/disruption
- On-going incidents of bullying
- Behaviour deemed to undermine the good order of the school e.g. Social time issues

IEU should only be used after a range of other interventions have been used.

Interventions

- Head of Year/Deputy Head of Year 1:1 mentoring
- Head of Year/Deputy Head of Year group mentoring
- Pastoral AHT - Drop in timetable
- Behaviour Support drop-in timetable
- Year Team drop-in timetable
- Stress management sessions
- Restorative conversations
- PPS – Positive Problem Solving
- Social Cohesion/"Togetherness" activities
- Motivation group
- Confidence and resilience group
- Bereavement group
- Anger management sessions
- KS3 Nurture Grps
- Anxiety management grps
- Friendship, Confidence and social skills group
- Time out for emotional regulation (includes stress balls/fiddle toys etc to help the student calm down)
- Protect and respect grp
- Kids who bully or threaten are seen by PC Hussain and educated about the impact of their actions on others
- MHEP referrals via Link Ctr (Mental Health Education Practitioner)
- Partnership working with NHS/CAMHs/Healthy Minds
- SYEDA support (eating disorders)
- Study skills/revision sessions with Year Team
- Individual mentoring sessions with Learning Mentor
- Street League mentoring programme
- Behaviour Targets
- Attendance and Punctuality targets
- Extra post 16 meetings (SLI)
- Boys football intervention group
- SEND Student Support plans
- Flag Plans
- Trauma Informed Schools – allocation of an Emotionally Available Adult
- Managed move to a different school
- Respite (Step Out) at a different school
- Step Out for Y7
- Modified timetable
- Supported group
- LSA support in lessons
- Supervised breaks and lunches with Year Team
- Alternative Provision
- CAHMs rapid referral and support from psychologist
- CYT Referral
- Secondary Inclusion Panel
- Vulnerable Learner Review
- Parent meetings
- Home visits
- Phone calls

Allegations of a Sexual Nature Student on Student



*All students must write and sign their own statement (where language allows)

Recognition and Consequence



**Fir
Vale
School**

Respect

Kindness

Opportunity

Togetherness

Achievement

Determination

RECOGNITION
R = Recognition

R1 Staff Recognition

R2 Subject Recognition

R3 Leadership Recognition

Formal Celebration

CONSEQUENCES
C = Consequences

C1 Verbal Warning

C2 Negative Points and Loss of Social Time

C3 Behaviour Support Visit and 30 Mins Detention

C3R Repeat Visit 60 Mins Detention

THINK Noise

A Working independently in silence. 

B Talking quietly to the person next to you. 

C Working together in small groups but still able to hear one another. 

HANDS UP = Silence



No Mobile Phones Out



No mobile phones in the classroom, unless you have your teacher's permission.

Your Teacher may confiscate your phone.