## Behaviour Policy

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<tr>
<th><strong>Date ratified:</strong></th>
<th>23.3.19</th>
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<tbody>
<tr>
<td><strong>Governor/Committee Meeting:</strong></td>
<td>Community, Pastoral and Extended Services</td>
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<td><strong>Signature of Chair:</strong></td>
<td>[Signature]</td>
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<td><strong>SLT Link:</strong></td>
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Fir Vale School

Behaviour Policy
March 2018

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 students to be educated in an environment free from disruption by others. Our expectations are set out in the home/school agreement which is signed by all students and parents.

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

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

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 students to learn
- to reward students for good behaviour

Guidelines:

Positive Behaviour Management at Fir Vale School

We expect all staff in school to follow these guidelines:

- Behaviour and Routines for Learning (Appendix 1) including the code of conduct, establish and clearly define limits of acceptable behaviour
- teach students to consistently follow the code of conduct and to choose to behave responsibly at all times
- provide students with consistent positive encouragement and recognition when they behave
- adopt a positive, assertive manner when responding to students. Students trust and respect the calm, consistent and caring presence of an assertive teacher
- follow communication systems – completing referrals, text messages to parents and liaising with relevant staff

Policy Under Review
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.

**Positive texts & referrals:** These should be issued by staff in line with the whole school rewards system and hierarchy. A text is automatically sent to parents.

**Levels:**
Staff should keep a record of levels issued on a class list (simple tick system)

**Electronic Referrals:** Staff should complete these when a pupil reaches level 2 (Y9-11) or level 4 (Y7-8) by using Behaviourwatch level 2/4 text notification facility which will generate a text message home. If a student receives level 3 (Y9-11) or level 5 (Y7-8) staff are to summon On Call by requesting it on Behaviourwatch. The On Call teacher will make a decision about the sanction based on information from the teacher and the student. (See appendix 4 for Behaviourwatch procedure)

**Responsibility for Action?**

- All staff and students 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 principles will support the process. Subject DoLs/LoLs should monitor electronic referrals and are provided with a weekly breakdown of subject totals by teaching group and by year group.
- Positive & negative referrals to be shown to allow Subject DoLs the opportunity to look at ratio between the two.
- DoL 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.
- Departmental workshops 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.
- Assertive discipline prompt sheets are laminated and distributed to all staff and revisited regularly to ensure consistency of approach.
- **Form Tutors/Learner/Director of Learning (KS3 and KS4)** deals with issues arising outside lesson time where a pattern of problems has developed both in and out of lessons.
- The **On-call person** is there to provide immediate support during lesson time in the case of severe behaviour. *Severe behaviour* is defined as violence, direct defiance or abuse to a member of staff, persistent disruption to learning or a complete breakdown in discipline.
On Call Routines and Expectations

Role of On Call Person in the process

On Call is only sent for when either a student reaches level 5 of Assertive Discipline level hierarchy, or there is an instance of serious behaviour (for example a fight, verbal abuse to staff, persistent refusal to follow instructions).

As On Call arrives:

- On Call will wait at the door to ensure the class teacher is aware that they have arrived.
- The member of staff who has sent for On Call should then come immediately to On Call.
- The member of staff should then explain the circumstances that have led to On Call being summoned. This will generally take place at the doorway, out of earshot of students. It is not an opportunity to openly discuss a student’s non-compliance in front of the group to make an example of the student.
- The detail of what has happened must be relayed to On Call immediately, and must be in the same detail as would be inputted onto the incident referral.
- The situation/student are then handed over to On Call for a decision. It is the decision of On Call (not the member of staff) as to the eventual outcome of the situation based upon the information given, and any other relevant information that On Call has about the individual.
- If On Call is sent for due to serious behaviour, then again it is On Call’s decision as to whether the incident actually was serious behaviour, or merely an additional level (or other sanction).
- If On Call is summoned students will receive a ‘same day’ detention in the first instance or an escalation of consequence dependent on the severity of behaviour warranting ‘on-call’

Follow-up:

- Outcomes of on calls will be recorded in Behaviourwatch and students notified of decision by the on call teacher. There may be occasions where a restorative conversation is advisable between the student and the member of staff before the next timetabled lesson. It is hoped that this can teach students how to behave more successfully next time, (or highlight where we could improve our practice) and create more positive relationships.
- Members of staff should not direct any follow-up questions to the Student Support Officers unless directed to do so by the On Call member of staff.

Summoning On Call:

- To summon On Call, the member of staff must use ‘Request On Call’ on the Behaviourwatch system, which will immediately alert SLT or On Call person directly, who will endeavour to respond as soon as possible. Please note that at the start of lessons On Call will firstly position themselves at the T-Junction between Humanities and English/ICT to ensure safe movement of our students. They will then (whenever possible) make a round of as many cover lessons as possible to ensure a smooth start. The remainder of the time should be spent “dropping in” to classrooms to offer support and positive encouragement to our students.

Progression and Exclusions

Progression

The system of recording through referrals automatically informs Form Tutors, Directors and Leaders of Learning and, where relevant, SLT.
An extensive range of strategies is employed to deal with problems and to attempt to modify behaviour. These may include:

- Setting targets/agreements (available to all staff)
- Faculty detentions for missing coursework and homework
- Whole School detentions (in the Hall)
- Daily targets (to Form Tutor/DoL/SLT)
- Subject reports (to DoL)
- Learning mentor support
- Meeting parents
- Targetted lesson drop-ins
- Staff-Student PPS
- Pastoral Support Plan
- Alternative group/lesson
- Modified timetable
- Outside agency intervention (e.g. MAST/CAMHS)
- Special needs support
- Antibullying contract
- Internal exclusion (LS3)
- Fixed term exclusion
- Behaviour Contract
- Parental Contract
- Meeting with Governors
- Referral to Cluster behaviour panel (Swap)
- Permanent exclusion
- Referral to Inclusion Service
Behaviour and Routines for Learning

- Greet students 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, bags on the floor; planners on the desk; equipment out – in accordance with the Routines for Learning expectations. Use of praise for those ‘doing the right thing’.
- Specified seating plan.
- Some students start lessons with silent reading (usually Y7).
- Electronic register taken.
- 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 students 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.
- Code of Conduct followed consistently, record of any levels issued to be kept.
- Consistency in delivering sanctions.
- Starter activity, either ‘stand alone’ or linked to the lesson content.
- Homework set (to prevent it being forgotten or rushed at the end of the lesson).
- Main body activity explained, questions asked to ensure students are clear about the task, conditions for learning made explicit.
- Plenary
- Effective praise at all times.
- Reward lessons.
- Positive referrals
- Subject achievement award/Shining Star Award (half termly nomination)
- Progress Premier League Board
- Regular feedback to students regarding attainment.
- Change in pace of lessons.
- Pack away, students stand behind chairs.
# Fir Vale School Home/School Agreement

We aim to raise aspirations and achievement of all pupils in a safe, stimulating learning environment. We invite you to work with us in partnership, to help pupils to realise their full potential.

## School

The School will aim to:

1. Provide a safe, caring and supportive environment.
2. Provide a balanced, stimulating and well-taught curriculum to meet the needs of your child.
3. Achieve high standards of work and behaviour in the classroom supported by building good relationships and developing a sense of responsibility.
4. Set, mark and monitor appropriate independent or home study.
5. Check and sign planner.
6. Keep you informed about your child's progress in school and other school related matters.
7. Be welcoming to parents and provide opportunities to become involved in the life of the school.
8. Ensure that all students follow the school's Code of Conduct.

## Students

I will aim to:

1. Attend school every day, on time and wearing uniform.
2. Bring correct equipment and diary to school every day.
3. Follow the Code of Conduct and respect all other members of the school community.
4. Do my best both in class and in my independent study.
5. Take a mature and active part in the life of the school.
6. Make the most of the opportunities given to me.

Signed by Student:  

## Parents/Carers

As Parent/Carer I will aim to:

1. Take an active interest in all aspects of my child's school life.
2. See that my child attends school regularly, on time and is properly equipped for all lessons and activities, including wearing full school uniform.
3. See that my child completes work that is set according to the school's guidelines by checking and signing the planner weekly.
4. Encourage my child to follow the school's Code of Conduct and support any agreed action taken by the school.
5. Support the school in recognising that the appropriate conduct of students is necessary to create a positive learning environment for everyone.
6. Encourage my child to develop attitudes and values appropriate to life in a multi-racial and culturally diverse society.
7. Attend parent meetings to discuss my child's progress.
8. Inform the school know about any concerns and problems that might affect my child's work or behaviour.

Signed by Parent/Carer:  

Name of Parent/Carer:
Exclusions

- 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 exclusion 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 students who behave inappropriately, with the aims of improving behaviour and minimising exclusions. 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.

- Exclusions can only be carried out by the Headteacher, Associate Headteacher or Deputy in her absence. Each exclusion 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 fixed term exclusions sparingly in response to serious breaches of the School’s Code of Conduct, the detail of which is made explicit to all students and when exclusion is used as a sanction it is within the context of the guidelines stated.

Guidelines list the following as unacceptable behaviour warranting exclusion 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
- Persistent racial abuse
- Persistent abuse/bullying including physical abuse
- Verbal threatening and intimidation of 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 exclusion.

- 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 fixed term exclusion and parental meeting.

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

- Students who cannot comply with uniform as dress code (as opposed to wifful defiance)
- Minor disruptive or other offences e.g. not doing homework
- Pregnancy
- Smoking
- Non-attendance.
The school does not see exclusion as appropriate in the following cases:

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

Most fixed term exclusions 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 exclusion and when possible this is arranged at the time of exclusion 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 exclusion outlining the conditions of the reintegration. All exclusions are notified to the LA. Termly exclusion 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.

Fixed term exclusions will rarely extend beyond 5 days, and where this occurs provision will be made for the student to maintain their education. Lengthy fixed term exclusions, or cumulative exclusions 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 student’s record or an incident warrants permanent exclusion, the School will contact the LA Inclusion Team to ensure appropriate notification.

Return from exclusion meetings are a pre-requisite to re-integration for lengthy exclusions. 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 students, 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 fixed-term exclusions where a child appears to be increasingly vulnerable to permanent exclusion.

A decision to exclude a child permanently is a serious matter. 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 student 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 student who remains on roll and will set work for the student. In the case of an exclusion of more than 15 days, the School will consider how the student’s education will continue, how his/her problems might be addressed in the interim; and reintegration post-exclusion.

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

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

Parents/carers are entitled to appeal to the governing body against any exclusion 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 On Call Teacher.
- LS1 and 4 staff will deliver detention slips to classrooms before the end of P5.
- Teacher delivers student/s to Hall and hands over slip to SSO on door. Student is marked present.
- If student runs away teacher still delivers slip to Hall and student is marked as “truanted” by SSO on door. Next day SLT pick up for 90 minute detention.
- If student disrupts, SLT on duty will add 5 minutes to their time.
- If student walks out SLT pick up next day for 90 minute detention.
- Students who fail to attend 90 minute detention OR “truanted” will go into LS3 or SLT offices. They will not be allowed into lessons without parents being notified.
# Detention Policy

You will be issued a detention by a member of staff for the following:

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<tr>
<th>Situation</th>
<th>Action</th>
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<tr>
<td><strong>Late to school</strong></td>
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<tr>
<td>Arrived on school site after 8.45am</td>
<td>Same day break detention 20 minutes</td>
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<tr>
<td><strong>On Call</strong></td>
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<tr>
<td>Persistent disruption to learning or severe behaviour</td>
<td>Same day detention 60 minutes</td>
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<tr>
<td><strong>Stage 3</strong></td>
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<tr>
<td>Did not attend previous detention</td>
<td>Same day detention 90 minutes</td>
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<tr>
<td><strong>Uniform</strong></td>
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<tr>
<td>Persistently not in full uniform</td>
<td>Same day detention 60 minutes</td>
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<tr>
<td><strong>PE Kit</strong></td>
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<tr>
<td>Did not bring PE twice.</td>
<td>Same day detention 30 minutes</td>
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<tr>
<td><strong>Punctuality</strong></td>
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<tr>
<td>Late twice in 1 day</td>
<td>Same day detention 30 minutes</td>
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If you do not want to have a detention, you need to make the right choices.

- Respect
- Be punctual
- Be organised
Policy Under Review