

EDWINSTREE MIDDLE SCHOOL
A Voluntary Controlled Church of England School



Behaviour Policy

Last Updated: June 2017

Date of Next Renewal: June 2018

Responsible Committee: Curriculum

Signature: _____

SLT member responsible JG

INTRODUCTION

The Governing Body believes that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary. Edwinstree School seeks to create an inclusive and caring, learning environment underpinned by our Christian values. Behaviour for learning is supported particularly by our Christian values of trust, wisdom, compassion, forgiveness and justice. The school community as a whole has a role to play in promoting positive behaviour.

All learners should have the right to learn and it is crucial that we provide high quality teaching and learning so all pupils can grow in knowledge, skills, understanding and confidence. Together we learn, enjoying the challenge of raising standards by promoting pride in academic achievement and the development of life skills.

The following aspects of Edwinstree School play key roles in contributing to the creation and maintenance of the school's Christian ethos:

We need to place here

- Commitment to the Church of England and the Diocese.
- Acts of Collective Worship
- The Learning Zone
- Tutor group Reflection / resolution activities
- The curriculum developing 'Social, Moral, Spiritual, Cultural values'
- Pastoral care within Tutor Time
- The prompt resolution of conflicts
- Adults and older pupils as role models including parents/ carers
- Pupil Leaders in learning. E.g. transition mentors, bully busters
- Displays within classes and throughout the school
- Interactions and relationships between adults; adult and pupil; or pupil and pupil
- School publications
- Policies and their implementation
- The school environment
- Outside Agencies
- Extra-curricular activities

AIMS

The essence of an inclusive Christian community is the acceptance that disaffection, underachievement, non-attendance and exclusion exist but that the school and local community can share and address these issues. We need to acknowledge that we are all part of the solution and are accountable for the creation of a learning environment in which everyone feels valued and safe. Therefore, clarity, consistency and fairness will underpin our behaviour policy.

It is vital that pupils have clear parameters, but equally that all staff approach behaviour in the same way. Consistency is the key to a successful system; it is the professional duty of all staff to uphold the policy and to ensure their approach to classroom and behaviour management complies with the new system.

- To improve consistency in approach by tutors, Heads of Year and Senior Leaders to managing pupil behaviour across the school.
- To increase rewards and praise for all.
- To increase tutor involvement in monitoring behaviour.
- To empower staff to be able to deal with behaviour issues.
- To develop positive attitudes and constructive relationships based on our Christian values of mutual respect of one another and of property.
- Prepare pupils for life as independent adults with a clear sense of their responsibilities towards their communities and society in general.
- Establish a secure environment in which all pupils can be free from bullying and intimidation.
- Establish an environment where all individuals are valued regardless of race, religion, gender, class, sexuality and ability.

Objectives for this Year

- To ensure consistency within and across faculties in creating a climate for learning reducing in house variation.
- To develop pupils' expectations of their own performance.
- To ensure all vulnerable pupils (SEN, CLA, EAL pupils) are supported and included.
- To teach pupils to act in a ***caring, positive and safe manner*** in accordance with our Christian values of trust, wisdom, compassion, forgiveness and justice
- To develop literacy, numeracy and working scientifically within 'Resolve' in line with the school improvement plan.

Teaching and Supporting Positive Behaviour

At Edwinstree we believe positive behaviour stems from learning core skills developed within planned lessons and a personalised curriculum which embodies our Christian values.

Our Christian Values of acting in a Caring, Safe and Positive manner

Good choices are rewarded for pupils displaying any of these values;

1. We can **care** for ourselves and staff and pupils at all times, as teachers we will take great care with the pupils.

Care underpins key but essential expectations.

- Take care to respect all school members
 - *Teachers should care and respect us and our efforts.*
 - Care enough to come equipped ready to learn - Have the correct equipment, kit, planner, books to learn – learning responsibility.
 - *Teachers care by planning appropriately differentiated fun / stimulating learning to meet the needs of all pupils.*
 - We care about our learning so we listen carefully and follow instructions
 - *Teachers care enough to have high expectations of pupil's work and behaviour, teaching the skills to support learning*
 - We care about punctuality and arrive to school and lessons on time.
 - *Teachers should arrive on time and not leave early, keeping an accurate register of who has attended each lesson.*
 - Because we care, effort is needed at all times give it your best shot!
 - *Teachers will consistently support and encourage us in making the right choices, because this is part of being caring.*
 - We care about how we look so we wear the correct uniform everyday
 - *Teachers will reward and encourage you to be correctly dressed*
 - We care about our school and take pride in our school
2. We **are positive** working through the difficulties when the going gets tough. As *teachers we will help you to recognise and reduce **distractions** creating your own best environment for learning.*
 3. Because we are **positive** we are **resourceful** and ready, willing and able to learn. *As teachers we will encourage you to **imagine** and visualise how to make the right choice, explore possibilities, wondering what if....?*

4. We are **positive** about our learning and this makes us want to reflect **and improve**, thinking and **planning** where I am going, what action I am going to take. *As teachers we will plan our lessons to ensure you have the time, resources and support you need. We will support you with the obstacles you may encounter.*
5. We are **positive** and willing and able to learn alone or with other people, practising your **empathy and listening** skills. *As teachers we will support your empathy and listening skills, contributing to others' experiences by listening to them and putting yourself in their shoes.*

The School will provide a Safe and inclusive learning environment demonstrated by:

- Effective maintenance of buildings and outside areas of the school site - a fast response to graffiti.
- Pupils work on display around the school.
- Photographs to encapsulate school activities.
- Sufficient bins to ensure a clean and tidy environment.
- Effective supervision of buildings and the school environment outside lesson time.
- A 'Pupil Restorative Justice Council'

Each individual member of our learning community can make a very significant contribution to the behaviour in school by:

- Consistently following a fair play Code of Practice **and upholding our Christian ethos of compassion and forgiveness.**
- Preparing lessons well, supporting and challenging all pupil needs.
- Taking a real interest in pupils' well-being.
- Prompt and constructive communication with colleagues, parents, pupils, outside agencies and the local community.

Governors are asked to:

- Annually review the school's behaviour policy.
- Monitor exclusions regularly.
- Support the school regarding pupils causing concern.
- Provide a panel to consider possible exclusions (both permanent and fixed term over a specific number of days).
- Liaise if appropriate with the Local Authority (LA) to ensure provision for pupils with Special Educational Needs (SEN).
- Challenge the school to ensure that the principles contained in this policy are upheld and that we are compliant with all legal and regulatory requirements.

All Staff are expected to:

- Treat pupils fairly and consistently, reflecting our Christian values, particularly of trust, wisdom, compassion, forgiveness and justice
- Act as role models in their professional conduct.
- Expect high standards of work and behaviour.
- Praise and reward good work and behaviour.
- Follow the school's system for rewards, resolution and sanctions.
- Report and comment frequently on pupils' progress within the values. Enlist the support of other staff and parents/carers where appropriate and in accordance with the referral system.
- Participate in relevant professional development.
- Comply with the school's policy of restraint.
- Read, understand and follow all procedures connected with the behaviour policy.

Tutors will be expected to:

- Work with their tutor group to create a cohesive group and positive Christian ethos.
- Encourage and reward positive behaviour by their tutor group.
- Taking action, in line with our values 'system to improve poor behaviour by members of their tutor group.
- Monitor and give feedback on behaviour through the class monitoring sheet (KS3), pupil referral and report systems as appropriate.
- Accurately track and monitor pupil attendance, have a daily conversation via daily lesson registration
- Monitor our Values for Learning and Behaviour, both those intact and those not earned each day.
- Communicate regularly with parents/carers in all aspects of pupil success and recording all communications.
- Communicate with subject staff, Head of Year (HOY), and Senior Leadership Team (SLT) as appropriate and in accordance with school referral system.(attached)
- Provide opportunities and encourage pupils to take responsibility for their own behaviour.

All Pupils will benefit from:

- Taking responsibility for their own behaviour supported by becoming more self-aware as learners, developing the habits of a successful learner.
- Taking increased responsibility for their social and learning environment making it both safe and enjoyable.

- A supportive and cohesive tutor group in which there are clear expectations underpinned by Christian values of care and support for each other, established routines, praise, recognition and rewards for improvement.
- Being provided with opportunities to explore and develop skills in co-operation, negotiation, and problem solving and conflict resolution in tutor time supported by the values of trust, wisdom, compassion, forgiveness and justice.

Heads of Year are expected to:

- Lead in attendance, behaviour management of their year group and assessment of pupil progress.
- Oversee rewards, resolution and sanctions systems in their year group in partnership with Form Tutors and Senior Leadership Team.
- Monitor the behaviour of pupils through referrals, reports, discussions and year group intervention sheets.
- Provide consistent and appropriate support to tutors.
- Liaise with the Senior Leadership Team (SLT) regarding persistent or serious incidents.
- Communicate as appropriate with parents/carers as part of the school referral system.
- Provide progress reports for the Senior Leadership Team (SLT) as required
- Log all interventions and to support re-entry into the classroom as required.
- Develop positive strategies to enable proactive intervention as required.
- Update Senior Leadership Team (SLT) every half term.
- Discuss with Form Tutors and refer individual pupil concerns requiring extra support to the Inclusion Team in the fortnightly meetings

Subject Teachers are expected to:

- Have high expectations of work and behaviour.
- Plan for good behaviour and deploy all reasonable classroom management strategies to support positive pupil behaviour.
- Be calm, fair and consistent in their approach to dealing with pupils.
- Praise and reward appropriate behaviour.
- Take consistent effective action when behaviour is inappropriate.
- Enlist the support of their Head of Department/ Head of Faculty (HOD/HOF) and parents where appropriate
- Liaise with the Heads of Year / Senco / Director of Inclusion regarding pupils with emotional and behavioural language support needs.
- Attend regular training and updates to ensure effective strategies are developed and shared.

Heads of Department/Head of Faculty (HOD/HOF) are expected to:

- Facilitate departmental discussions of strategies for effective classroom management based on the values of trust, wisdom, compassion, forgiveness and justice.
- Support teachers in their faculty in maintaining a positive classroom learning environment and following up the resolution of second yellow card issues.
- Ensure that new teachers, NQTs (Newly qualified Teachers) and ITT (Initial Teacher Training) pupils are familiar with the behaviour policy and faculty systems for rewards.
- Deal with immediate behaviour issues related to 'Red Cards' being issued in lessons and support a planned classroom managed move for those pupils who have received 'Second Yellow Cards'.
- Communicate with Head of Year (HOY), in relation to Yellow and Red Card issues.
- Ensure that planning for good behaviour in lessons is embedded and that strategies are in place for supporting all pupils in accessing learning.
- Support classroom practice through regular observation.
- **Oversee faculty system for rewards and consistently support school**
- Update Senior Leadership Team about individuals or classes/ pupils causing concern and action taken.
- To share and develop good practice in Resolve interviews and re-entry into lessons.
- To discuss individual pupils with Subject Teachers and refer those causing concerns and requiring extra support to the Inclusion Team in their fortnightly meetings.

Senior Leadership Team (SLT) is expected to:

- Provide emergency support via rota to deal with serious Red Card / Exclusion incidents during lessons.
- Be directly involved in encouraging and rewarding good behaviour.
- Take action in line with the behaviour policy with regard to serious incidents and persistently disruptive pupils.
- Have responsibility to oversee behaviour and attendance of a year group, being accountable to support and improve identified pupil groups
- Oversee liaison with outside agencies in relation to areas of responsibility.
- Identify and provide for staff development needs.
- Monitor referrals, emergency support, exclusions, racism, sexism, homophobia and bullying.
- Report termly to the governors on the statistics and the success of the Behaviour Policy.
- Support staff in dealing with pupil behaviour in accordance with the referral system.
- Ensure that the Behaviour Policy is regularly monitored, evaluated and reviewed.

- Provide opportunities for parental involvement through Senior Leadership Team (SLT) behaviour surgery.
- Committee for Parents, External agencies, Senior Leadership Team (SLT) meetings with parents by appointment.
- Involve pupils at every opportunity in the review of the Restorative Approach and rewards system.

The Administrators are expected to:

- Work collaboratively with the SENCO, and Senior Leadership Team (SLT) to manage and coordinate intervention support as appropriate.
- Monitor and provide the necessary reports of all behaviour data from SIMS as appropriate.
- Monitor, reward and praise good behaviour and improved behaviour and feedback to staff as appropriate
- Work with SLT, Head of Year (HOY) to co-ordinate intervention strategies, parents' meetings, External Agencies, Common Assessment frameworks for pupils causing concern.
- Meet with Senior Leadership Team (SLT) to identify classroom behaviour hot spots and calendar support as appropriate.
- To identify, track, monitor and support via appropriate intervention all vulnerable groups

The Learning Zone staff are expected to:

- Support pupils with emotional and behavioural needs in line with the SEND Code of Practice and literacy needs; provide relevant information to staff on a pupil's needs and provision made, in consultation with Director of Inclusion, Senco and Senior Leadership Team (SLT).
- Participate in meetings relating to pupils they support.
- Reward and challenge behaviour in and outside classrooms.
- Support conflict resolution strategies.
- Liaise with teaching staff to proactively support individual and group and class behaviour.
- Attend school INSET sessions

Support staffs (Curriculum, Administration, Site, and Community) are expected to:

- Be fair and consistent when dealing with pupils in line with our Christian ethos.
- Praise and reward pupils for helpful behaviour.
- Challenge inappropriate behaviour.
- Refer pupils to Form Tutor, Head of Year (HOY) and Deputy Head of Inclusion, Senior Leadership Team as appropriate.
- Attend school Inset sessions

Parents and Carers will be expected, encouraged and supported to:

- Take responsibility for the behaviour of their child both inside and outside the school in line with our Christian ethos.
- Encourage their children to attend and behave appropriately.
- Reply to communications including notes home.
- Contact the school promptly with any problem, anxiety or information relevant to their child's wellbeing.
- Keep school informed of any social, emotional, medical problem.
- Attend parents' evenings.
- Assist pupils in being ready for school.
- Check and sign planner and report cards.
- Work in partnership with the school to encourage respect, hard work, and good behaviour.
- Supporting the school's system for rewards, sanctions and resolutions.
- Ensure that homework is completed and sign planners.
- Attend parents' evenings/academic support days

REVIEW, MONITORING AND EVALUATION

Individual pupil attendance data and Sims behaviour logs will be monitored by staff at all levels to identify trends and evaluate the effectiveness of the policy. Intervention strategies to support pupil attendance / behaviour will be directed as necessary by Heads of Year (HOY), Senco and the Senior Leadership Team (SLT) who meet as an Inclusion team in addition to individual line management meetings.

Pupils will be consulted termly via assemblies, school council, pupil focus groups and whole school questionnaires targeted specifically on measuring and comparing their views from the June/July consultation period. Amendments will be made to this policy in the light of their comments after consultation with all stakeholders.

Parents will be invited to share their views in relation to this new policy on parents' evening, new intake evenings and via a parents' committee that will be established in the autumn term where hopefully at least one parent from each class can meet each half term to share their thoughts and suggestions for improvements.

Behaviour data and evaluation demonstrating the impact of interventions will be presented to Governors. Regular professional development opportunities will be provided to staff so that they feel supported and empowered and confident in managing behaviour and promoting a positive climate for learning. Staff will be invited to feedback on the effectiveness of the strategies adopted and policy at regular intervals.

The Headteacher will establish a focus group to involve staff, pupils and parents whose responsibility will be to monitor and review the behaviour policy, to ensure its appropriateness and effectiveness. They will report to the Governing Body on the policies, effectiveness fairness, consistency and impact. The first review will take place in the autumn term.

The outcome of the review and changes to policy resolutions and solutions will be communicated to all those involved and incorporated into an amended behaviour policy.

Our Principles

The school is committed to encouraging and rewarding positive behaviour. To this end we employ a positive behaviour system; this recognises and rewards positive behaviour, lesson by lesson and leads to extrinsic rewards and recognition in the longer term.

To discourage poor behaviour the school operates a progressive system of consequences and resolution. We agree that nothing must obstruct the pupil's right to learn. Good choices are rewarded –

Our Christian values of safe, caring and positive will be

- Part of 'How we learn'
- Reminded and referred to in and out of lessons.
- Consistently upheld via all staff referring behaviour issues to the Form Tutor in the first instance then to the Head of Year and finally the Senior Leadership Team
- Reviewed each half term.

Our Christian principles will

- Promote desired behaviour.
- Promote self esteem, self discipline, and positive relationships based upon mutual respect.
- Develop the essential learning skills
- Ensure equality and fairness of treatment for all.
- Encourage consistency of response to all positive and negative behaviour.
- Promote early intervention.
- Provide a safe environment; free from disruption; violence; bullying and any form of harassment.
- Encourage a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school's policy and associated procedures.
- Promote a culture of praise and encouragement in which all pupils can achieve.

How do they work? – (see appendix attached card system)

- A 'Yellow Card' is used when behaviour is perceived as too minor to be removed from the classroom and too serious for a verbal caution. Issued only after a full range of classroom strategies are explored.
- A second Yellow Card will warrant that the pupil will be asked to sit alone.
- If issued a red card, the pupil will be removed by ROTA to the Resolve room
- It is down to the teacher to make judgements about a pupil's behaviour underpinned by the agreed core values identified.

Example Behaviours that warrant a Yellow Card:

- Wasting time in order to delay the lesson starting/restarting.
- Offensive behaviour through words/actions.
- Unsporting, disrespectful behaviour.
- Leaving the classroom without permission.
- Persistent infringement of the agreed values

Example Behaviours that are very serious and warrant a Red Card and or fixed term and Permanent Exclusion

- Racial Abuse.
- Offensive or Abusive Language and Gestures.
- Truancy.
- Vandalism.
- Dangerous behaviour that is likely to cause harm to either people or property.
- Verbal or Physical Bullying.
- Violence towards another member of the school community.
- Substance abuse and possession of prohibited substances, materials or items.
- Direct blatant and premeditated anti social behaviour designed to disrupt learning.
- Failing to uphold the values whilst in Resolve

Pupils, however, will follow a period of fixed term exclusion if they have failed to uphold the behaviour policy and allowing the pupil to remain in school would harm the education or welfare of themselves and members of the school community. Pupils could be permanently excluded for any behaviour that may be a serious 'one off' incident or repeated incidents.

All the above will be fully investigated to ensure that each individual incident is treated fairly in line with intention and harm caused. Staff agree and share a consistent agreed set of values which underpins our behaviour process.

We plan to reduce the need for exclusion by establishing whole school approaches to prevent and address disruptive behaviour.

We aim to create a climate conducive to positive behaviour by focusing on –

- Our Christian ethos and the Restorative approach to justice
- Building Learning Power
- Staff development and learning
- Well planned and supported transition from First schools
- Good working partnerships with parents / Carers and outside agencies to ensure the relevant support and interventions are available for the child and others involved

Supporting our Christian values will be celebrated by frequent and consistent use of praise and positive reinforcement. The rewards available will be agreed in consultation with pupils. Credits and Merits will be issued by all staff to celebrate improvements and achievement for individuals and teaching groups. We expect that there will be significantly more praise, with less reliance on the system of consequences and sanctions

Rewards will be given by all staff for:

- Good Attendance/improved attendance related to bands.
- Exceptional work.
- Sustained hard work.
- Effort leading to improvement measured against previous performance in that curriculum area.
- Excellent or outstanding work.
- Exceptional service to school - involving a long term commitment (prefects, library monitors).
- Participation in school activities (school production, etc).
- Regular attendance at pupil council as a representative.
- Making a valuable contribution to assembly/ School
- Sustained improvement in behaviour.
- Extracurricular/community participation.
- Use of initiative in helping and supporting other pupils and staff in and outside school.
- Independent Learning.

Staff should use frequent praise. An example of this will be:

- Regular encouragement.
- The use of stamps, and stickers in planners to represent credits and merits.
- Praise postcards/phone calls/texts home
- Letters of commendation.
- Certificates.
- Appropriate recommendations for celebrating success awards.
- Pupil chosen rewards.
- Attendance Certificates/Rewards.
- Praise and Positive comments frequently given.
- Smiles and acknowledgement for good work to help improve motivation.
- Work displayed in classrooms, corridors and in the entrance and corridor.
- Positive feedback both oral and written on pieces of work.
- Notes written in planners.
- Letters to parents.
- Individuals congratulated in the staff bulletin.
- Referral to senior staff for additional recognition of achievement

Senior Leadership Team / Head teacher Commendations

Pupils who do particularly well in a piece of work and deserve more recognition of success can be sent to Senior Leadership Team (SLT) Head Teacher for a personal commendation.

Subject Certificates / Rewards

Faculties will be encouraged to give certificates / rewards for pupils who make progress in a subject specific skill or activity, or reach a particular level of attainment. We will aim to record all staff rewards on SIMS, tutor groups will be rewarded for receiving the most credits and merits each half term

SIMs and Pupil Planners

Effective classroom organisation has a direct and positive effect on pupil motivation and behaviour. It is expected that pupils will bring their planner to school every day as it is part of the communication strategy between home and school. All individual attendances and rewards will be recorded in pupil planners by pupils each week. Tutors and parents will check these weekly and pupils will be expected to replace their planner if it is lost.

Attendance and Punctuality: (See Attendance Policy)

- Special certificates for punctuality are given termly in assembly.
- End of term certificates are awarded each term for improved attendance throughout the year.

- Tutor groups/year groups congratulated in staff bulletin, notice boards, parents' newsletter, on the school web site and assemblies.

The On-Report Procedure

Report cards should be seen mainly as a way to give pupils the chance to make a positive change and receive appropriate feedback.

The teacher should deal with problems in lessons in the first instance in that lesson, supported by their faculty.

For Tutor Time the tutor team, the Head of Year (HOY) will help support problems that emerge.

Pupils whose work, attendance, punctuality or behaviour is giving continued or serious cause for concern may be put on report. This will give them targets to achieve and allow teachers and parents/carers to monitor what they do.

All Report Cards must be established in consultation with parents / carers and pupils

- State clearly, reasons why the pupil is on report.
- Be clear about the duration of the report.
- Be signed by the teacher for each lesson.
- Be signed by the teacher daily to whom the pupil is on report.
- Be signed daily by the parent/carer.
- Be given to the Head of Year (HOY) for filing when the report is completed.
- Parents should be informed that a pupil is on report (meeting, phone call, standard letter, and note in planner dependent on the report level).

At the End of a Time on Report

- Pupils should be congratulated on a successful report if criteria have been met.
- Parents should be informed of whether or not the report was successful.
- Action should be taken for poor reports and lost reports e.g. appropriate sanction; extension of time on report.
- If the report continues to be unsuccessful further action should be taken (meeting with parents, referral to next stage - Subject Tutor; Form Tutor or to Head of Year (HOY etc).

The Learning Zone

Pupils may be referred to 'The Learning Zone' if they are at risk of permanent exclusion, if they are excluding themselves from education or if they are in a crisis situation where it is felt that they would benefit from spending time in the unit.

Every pupil who is identified as needing support from The Learning Zone has arrived at that point through a series of negative experiences of education. The causes of those negative experiences will be unique to each pupil. To address the educational, behavioural, social and emotional needs of each individual pupil we need to look at the whole child. Problems at this level cannot be solved by a diet which remains largely the same, we need to work with all of the significant adults in a child's life to maximise the chance of lasting change being made. Therefore, if there is a barrier to a pupil's learning we will try every practical means to overcome it.

Most pupils entering The Learning Zone support system have experienced repeated difficulties and failures in their education. These pupils need to experience educational success regularly to change their perception of themselves as learners. We believe that pupils should be offered a curriculum which provides small regular steps to success. Wherever possible, these successes should be recognised externally from The Learning Zone. External recognition may come in the form of certificates from the Senior Leadership Team (SLT) or even national qualifications.

Aims

- To improve the life chances of every pupil.
- To improve the behaviour of individual pupils.
- To work toward reintegration into mainstream classes where this is agreed to be appropriate.
- To boost self-esteem.
- To ensure every pupil can gain qualifications which recognise their achievements.
- To give each pupil every opportunity to remain as part of our school whilst it is agreed that this is the best outcome for the pupil.

(See Bridge Policy and Practices document for further details.)

Subject Report

A Pupil may be placed on a subject report at the discretion of Head of Faculty (HOF)/Teacher in charge of subject:

- Targets should be set by the Head of Faculty and Head of Learning (HOF/HOY, Inclusion Team) informed.
- The pupil should report to the Head of Faculty (HOF) with their report weekly. The tutor will be informed via the class reports in SIMs. If no improvement seen, further action should be taken.

Tutor Report (in consultation with Head of Learning (HOY) / Inclusion Team).

A pupil may be placed on Tutor Report for one or more of the following:

- Concerns expressed in a number of subject areas (via behaviour report from SIMs).
- Truancy.
- When a pattern of Values not being met becomes apparent over a period of a week or more.

Head of Year Report

Being placed on Head of Learning (HOY) report should be seen as a serious matter.

A Pupil may be placed on Head of Learning (HOY) report for one or more of the following:

- Serious or persistent concerns identified through the Values or Yellow/ Red Card data.
- A major incident (e.g. fight, bullying, being out of control) – Red Card.
- Following fixed term exclusion.
- If a pupil fails the Head of Year (HOY) report, parents/carers should be called in and made aware of the seriousness of the situation. It is also be appropriate at this stage to involve Senior Leadership Team (SLT), Senco, and Director of Inclusion and make referrals to outside agencies.

Senior Leadership Report

Being placed on Senior Leadership report is for very serious and or persistent disruptive behaviour. This can lead to a Personal Support Plan (PSP) being drawn up in consultation with External Agencies and often a Common Assessment Framework (TAF) being established. Pupils who are at serious risk of exclusion will meet the Governors for a pre-exclusion panel meeting. (The attached ladder of consequences will help demonstrate the stepped up procedures.

Exclusions

We plan to reduce the need for exclusion by establishing whole school approaches to prevent and address disruptive behaviour.

We aim to create a climate conducive to positive behaviour focusing on –

- Christian ethos and the Restorative approach to justice
- Building Learning Power
- Staff development and learning
- Well planned and supported transition from First school
- Good working partnerships with parents / Carers and outside agencies to ensure the relevant support and interventions are available for the child and others involved

Pupils, however, will follow a period of fixed term exclusion if they have failed to uphold the behaviour policy and allowing the pupil to remain in school would harm the education or welfare of themselves and members of the school community.

Pupils could be permanently excluded for any of the following behaviour that may be a serious one off incident or repeated incidents:

- Physical Assault
- Verbal abuse – threatening and intimidating behaviour
- Racist Abuse - harassment, taunting, swearing (see Community Cohesion and Equalities policy)
- Sexual Misconduct
- Bullying persistent, verbal, physical, homophobic , racist
- Drugs and Alcohol
- Theft
- Damage to school or personal property
- Persistent Disruptive behaviour
- Failing the Values whilst in Resolve

Emergency Support Rota (on-call)

If an emergency situation arises in your lesson send a reliable pupil to Reception, who will contact Senior Leadership Team (SLT) 'on call' - or, if you are near a phone, try phoning the Reception first.

An emergency situation is an incident or situation which requires immediate attention/support and which prevents your lesson continuing e.g. assault, fight, persistent disruption, and verbal abuse, and dangerous behaviour, refusal to accept authority of the teacher and Head of Faculty (HOF) /Subject Leader. The Senior Leadership Team (SLT) member on rota will come to your lesson. Briefly outline the problem to the Senior Leadership Team (SLT) 'on call'.

The pupil/s should be removed from the lesson and the incident 'Resolved' by the teacher at an agreed time, SLT will be available in the first instance at a resolve interview. The referring teacher will log the details and the Inclusion team will phone the parents/carers to inform them that a Red Card has been issued

Be Properly Dressed for Work. (See Appendix Uniform Expectations)

Jewellery:

- A watch.
- Only one pair of small or stud earrings to be worn (one in each ear) nose studs, eyebrow studs etc are **NOT** permitted - infected studs must be covered with a plaster.

Mobile Phones, I Pods, etc.

- The above are not permitted in school.

Rules for Safety

Be Sensible:

- When moving around the building or on the stairs keep to the right and do not run.
- Before a lesson, wait **quietly** in a single line outside the room.

Be Careful:

- Glass bottles, matches, lighters, or any dangerous implements (knives or penknives) must not be brought into school - these are all potentially dangerous. Aerosol cans are not allowed because they are dangerous and because of their effect on asthma sufferers.

How to behave during a Fire Drill

If the fire alarm rings, pupils under the supervision of a member of staff should:

- Follow the fire arrows displayed on the corridors.
- Go quietly and calmly to the tennis courts.
- Once assembled pupils must line up in register order facing away from the building.

There are regular practices to ensure that pupils are aware of these procedures at Lunch and Break Times.

In order to encourage a Calm and Safe Atmosphere the Senior Leadership Team (SLT) ensures that each day those areas are supervised at break-time and at lunch-time by staff:

- Duty teams carry out break duties.
- Staff carry out lunchtime duties.
- A member of SLT is always 'on call' throughout each school day for emergency incidents.
- Meal supervisors supervise lunchtime activities in the eating areas and outside.
- Personal contact between a Teacher/Staff member and pupils (e.g. a smile, friendly and positive comments and after absence) to encourage positive behaviour.

Break Time Supervision

This is a team effort and therefore it is essential for the safety of our pupils that each member of the team follows the guidelines below.

- A rota of break-time supervision is published in the staff room.
- One teacher (usually a Head of Faculty (HOF)) is designated as the duty supervisor.
- The Duty Team Leader ensures that each member of the duty team is aware of the responsibilities of carrying out break duty.
- Everyone does one break duty per week.
- Where ever possible all staff are allocated to a duty on a day when they have non-contact time, either before or after break.
- **All Teachers** are expected to arrive on duty promptly - which means that if they are teaching period two, the class must be lined up and ready to depart at the changeover time.
- Any teacher unable to do a duty for any particular reason must inform the Duty Team Leader in charge in advance, in order that alternative arrangements can be made.
- In the event that a teacher on duty has to cover either before or after break when they would normally have time to get a drink etc. the teacher must arrive at duty promptly - then take a short break when pupils have dispersed or in negotiation with the Duty Team Leader.
- The Duty Team Leader will liaise with Senior Leadership Team (SLT) Break Duties on any problem areas, pupils who are causing concern or staff who do not do their duty as part of their team.
- Break duty rotas are co-ordinated by Senior Leadership Team (SLT).

Procedures for dealing with inappropriate behaviour by pupils at break time:

It is the responsibility of the Duty Team Leader to support their team. Further referrals may be made to Head of Year.

Resolve

A restorative approach based on the Christian values of forgiveness and justice is being encouraged instead of punitive measures. Punitive responses often simply increase the anger and result in further aggressive or otherwise negative outbursts. There is an opportunity for the negative outburst to become a learning opportunity, pupils reflect and initially write down their responses to several questions. Pupils then revise their comments in line with our drive on good literacy skills, prior to having an interview with the teacher concerned. Because punishment itself can be seen to worsen the pupil's behaviour, it will be better to use logical consequences. Restorative Practice works to resolve conflict and repair harm. It encourages those who have caused harm to acknowledge the impact of what they have done and gives them the opportunity to repair it. It offers those who have suffered harm the opportunity to have this acknowledged, amends made and forgiveness given.

Conflict between people is inevitable, but when it occurs, restorative practice can help restore the balance in a just and fair way. In resolving the issue it works to help prevent it happening again.

Restorative Practice is based on our principles:

- **Safe** – imagining and visualising how to make the right choice next time
- **Care** – developing and practicing your empathy and listening skills, putting yourself in another person’s shoes – our Christian value of compassion
- **Care** - Exploring the issues in relation to respecting ourselves and others, learning to forgive
- **Positive** discussing what action I am going to take to repair harm – exploring justice
- **Positive**– working through the difficulties when the going gets tough – using our Christian values of wisdom and endurance

Restorative Practices involve a set of Principles, Strategies and Skills supported by our Christian ethos.

The underpinning principles include:

- The importance of fostering social relationships between all members of a school community – our Christian value of koinonia
- Responsibility and accountability for one’s own actions and impact on others – our Christian value of justice
- Respect for other people and their views and feelings – our Christian value of compassion
- Fairness – our Christian value of justice
- Active involvement of every one in school.
- A willingness to create opportunities for reflective change in pupils and staff – our Christian value of forgiveness

Restorative Practice can be employed at different levels in schools:

- As preventative and promoting positive relationships within the whole school community - Justice
- As responsive and repairing when difficulties arise - Compassion
- As part of support and intervention for more long term persistent difficulties Compassion

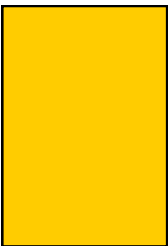
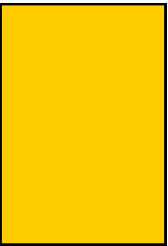
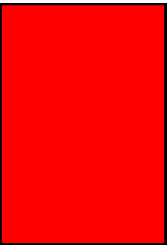
So restorative practices can be seen on a continuum from whole school approaches used in more challenging situations to individual pupils. They include:

- Restorative Ethos building our Christian values
- Curriculum focus on Social, Moral, Spiritual and Cultural values.
- Restorative Language.
- Restorative Conversations.
- Mediation and Peer Mentoring.
- Restorative Meetings or Conferences.
- Restorative Management of Exclusion/Re-integration.

Initially we will begin by asking questions slightly differently:

- What happened?
- What were you thinking?
- How were you feeling?
- Who has been ***affected?*** And not who is to ***blame?***
- How can we involve those who have been affected in finding a way forward? As opposed to what punishment should we administer to those at fault so they won't do it again
- How can everyone do things differently in the future?

Edwinstree Behaviour system

<p>What do we value?</p> <p>Individuals who are: Safe, Caring and Positive</p>	<p>Examples of how our values work:</p> <ol style="list-style-type: none"> 1. I can become Safe through thinking and planning where I am going and what action I am going to take 2. I can care for myself, other pupils, the staff and visitors at all times. 3. I can be Positive, working through the difficulties when the going gets tough” In particular not blaming others or lashing out. 4. I can be Positive by being ready and willing to learn 5. I can be Positive being willing and able to learn alone or with other people,
	<p>1st Yellow Card— This means that your Teacher has tried several ways to get you to behave and has reached the point where they need to give you a warning. Your teacher will see you during, at the end of the lesson, or in a break to resolve the problem. Your Form Tutor will follow this up in registration wherever possible on the same day.</p>
	<p>2nd Yellow Card— You have ignored the first yellow card and as a result you will be asked to sit away from other pupils. Your Head of Year will see you and your teacher to arrange a time for a “Resolve” meeting and a consequence. You must attend this meeting. Your Parents /Carers will be informed about your behaviour and what you have agreed to do in order to make sure it doesn’t happen again.</p>
	<p>Red Card— You will be given a Red Card if you refuse to comply with a 2nd Yellow Card or do something serious for example fighting, swearing at someone or making racist comments. You will be removed by a Senior Leader and taken to the Resolve Room. You will work in silence possibly for the rest of the day You will be removed from break and or lunchtime. A “Resolve” meeting will be held at an agreed time normally the end of the day and your Parents /Carers will be contacted.</p>

Fair Play – Consequence Ladder

Verbal Warning 1st Yellow Card

*Logged by the subject teacher with clear reasons given
To be discussed with form tutor at the end of the day*

Second Verbal Warning 2nd Yellow Card

*Moved in class - this can be corrected, catch up work missed
Consequence catch up, repair damage caused! Head of Year to organize – Parents informed.*

If behaviour does not improve, even though choices are given

Red card – Possible Behaviour report

- *Removed by Rota to Resolve, plan resolution, parents contacted, catch up all work missed, time spent in 'Resolve' and further consequences dependent on behaviour.*

Intervention strategies –Increased Internal Support – Bridge Programmed. External Agencies – TAF –common assessment PSP – Personal support plan

Finally - Governor Pre exclusion Behaviour Panel

**Parents to attend with pupil
Final chance to improve behaviour**

Internal exclusion in Resolve

Max 1 Day

- *2nd yellow/ red cards have not earned points!*

More serious unacceptable behaviours

Fixed Term External Exclusion

Only sanctioned by the Head teacher & Deputy Head

*Usually less than 5 days
5 days plus = Pending Permanent Exclusion*

Red Card Structure

Behaviour has not improved in Resolve and rules in Resolve are not followed, = External Exclusion

Some behaviour deserves a serious and immediate consequence e.g verbal / physical abuse / racism can result in instant external exclusion

**Edwinstree: ATTENDANCE AND BEHAVIOUR FOR LEARNING Tutor
Report (Yellow)**

Name:

Form:

Date:

Targets for report:

- 1.
- 2.
- 3.

Success Criteria - ATL 3 and above

Lesson	Targets Met Tick or cross	Comments	Signed
Tutor period	1 2 3		
1.	1, 2 3		
2.	1, 2 3		
3.	1 2 3		
4.	1, 2 3		
5.	1, 2 3		
Tutor Period			

Signed by Parents:

Daily Review with Form Tutor:

Edwinstree SCHOOL: ATTENDANCE AND BEHAVIOUR FOR LEARNING
Edwinstree School: Head of Year Report (Orange/ Yellow)

Name:

Form:

Date:

Targets for report:

- 1.
- 2.
- 3.

Lesson	Targets Met Tick or cross	Comments	Signed
Tutor period	1 2 3		
1.	1, 2 3		
2.	1, 2 3		
3.	1 2 3		
4.	1, 2 3		
5.	1, 2 3		
Tutor Period			

Signed by Parents:

Daily Review with Head of Year:

Edwinstree SCHOOL: ATTENDANCE AND BEHAVIOUR FOR LEARNING
Edwinstree School: SLT Report (pink)

Name:

Form:

Date:

Targets for report:

- 1.
- 2.
- 3.

Success Criteria - ATL 3 and above

Lesson	Targets Met Tick or cross	Comments	Signed
Tutor period	1 2 3		
1.	1, 2 3		
2.	1, 2 3		
3.	1 2 3		
4.	1, 2 3		
5.	1, 2 3		
Tutor Period			

Signed by Parents:

Daily Review with SLT:

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PASTORAL SUPPORT PROGRAMME PREPARATION FORM (Red)

Complete as much as possible before the meeting and make available for first PSP meeting

1. GENERAL INFORMATION

Date of first PSP meeting

Name of PSP Co-ordinator

Name of Pupil:	Name of School/Early Years Setting:	
Unique Pupil Number:	Date of Birth:	
Gender M/F:	Year Group:	
Address:	Name and Address of Carer (if different from pupil):	
Telephone Number:	Telephone Number:	
Ethnicity:		
<input type="checkbox"/> Bangladeshi	<input type="checkbox"/> Chinese	<input type="checkbox"/> Traveller
<input type="checkbox"/> Black-African	<input type="checkbox"/> Indian	<input type="checkbox"/> White UK
<input type="checkbox"/> Black-Caribbean	<input type="checkbox"/> Other European	<input type="checkbox"/> Other (please specify)
<input type="checkbox"/> Black other	<input type="checkbox"/> Pakistani	

2. OTHER INFORMATION

Public Care Yes/No

If **Yes**, name of social worker

Statement of SEN Yes/No

Date of last annual review **School Action**

School Action Plus

3. NATURE OF CONCERN

- At least 2 fixed term exclusions (adding up to 15 days or more)
- Risk of school failure through disaffection/non-attendance
- Rapidly deteriorating behaviour
- Other (please specify)

Exclusions Fixed Term	Number	Total Number of Days	Term e.g. Spring

4. ANALYSIS OF DATA/BEHAVIOUR LOGS ETC.

WHERE IS THE BEHAVIOUR OCCURRING?

- Classroom
 On the bus/transport
 On the way to school
 Playground
 Corridor
 At home
 Other, please specify
 Dining Area

WHERE/WHEN IS THE BEHAVIOUR NOT OCCURRING?

Triggers		Further Details
Specific subjects		
Specific teachers		
SEN factors		
Specific times of day		
Others (please specify)		

National curriculum progress Key Stage: 2 3 Level of Attainment

	Entry data	Teacher Assessment	Date	Current Reading Age	
English				Current Spelling Age	
Maths					
Science					

5. ANY OTHER CONTRIBUTORY FACTORS (e.g. bereavement, family breakdown, early learning goals/experiences)

6. OTHER SERVICES/AGENCIES INVOLVED

- | | |
|---|---|
| <input type="checkbox"/> Behaviour Support Team | <input type="checkbox"/> Pupil Referral Unit (PRU) – EOTAS |
| <input type="checkbox"/> Connexions | <input type="checkbox"/> Social Services |
| <input type="checkbox"/> Child and Adolescent Mental Health Service | <input type="checkbox"/> Voluntary Organisations |
| <input type="checkbox"/> Education Welfare Service | <input type="checkbox"/> Youth and Community Service |
| <input type="checkbox"/> Educational Psychology Service | <input type="checkbox"/> Youth Offending Team |
| <input type="checkbox"/> Traveller Education Service | <input type="checkbox"/> Learning Language and Communication Team |
| <input type="checkbox"/> Health Professionals | <input type="checkbox"/> Education Family Support Team |
| <input type="checkbox"/> EMAS | <input type="checkbox"/> Other (please specify) |
| <input type="checkbox"/> Police | |
| <input type="checkbox"/> Special Educational Needs Team | |

7. Raised at Consultation and Planning Meeting Yes/No

If a child or young person is in public care, a copy of the completed programme should be attached to the Personal Education Plan

PLEASE COPY TO ALL PARTICIPANTS AT THE PSP PLANNING MEETING

PSP report weekly (red)

Targets for report:

- 1.
- 2.
- 3.

Success Criteria – ATL 3 and above

Lesson	Targets Met Tick or cross	Comments	Signed
Tutor period	1 2 3		
1.	1, 2 3		
2.	1, 2 3		
3.	1 2 3		
4.	1, 2 3		
5.	1, 2 3		
Tutor Period			

Signed by Parents:

Daily Review with SLT: