



JAMES BATEMAN JUNIOR HIGH SCHOOL

BEHAVIOUR FOR LEARNING POLICY

“Where Pupils Achieve and Excel”

Aims of this policy

- To ensure that all pupils make good progress across the curriculum
- To provide a clear and consistent approach to behaviour management that allows all pupils to flourish

Purpose of the policy

- To ensure that all pupils are provided with high quality learning experiences that encourage excellent behaviour
- To ensure that all members of the school community take responsibility for maintaining good standards of behaviour for learning
- To provide a common reference for rewarding and sanctioning behaviour

Principles guiding this policy

Positive behaviour in all aspects of school life is a fundamental requirement to enable effective teaching and learning. To support this, James Bateman JHS seeks to create an inclusive, nurturing and constructive learning environment by:

- Consistently promoting positive behaviour within a safe environment
- Promoting a culture of praise and encouragement in which all pupils can achieve
- Encouraging all staff to take a proactive approach to behaviour management and promoting early intervention
- Encouraging a positive relationship with parents and carers to develop a shared approach to behaviour for learning

Roles and Responsibilities

Pupils:

- ✓ Read, understand and sign the Home School Agreement
- ✓ Take responsibility for their own actions
- ✓ Allow themselves and others to achieve high levels of learning
- ✓ Report any incidents of misbehaviour including bullying, aggression or harassment

Staff:

- ✓ Read, understand and sign the Home School Agreement
- ✓ Ensure that the atmosphere in lessons is positive; promoting and encouraging responsible behaviour for learning
- ✓ Consistently reward and sanction behaviour appropriately and in line with this policy
- ✓ Communicate effectively with parents and carers
- ✓ Report any incidents of misbehaviour including bullying, aggression or harassment

Parents and carers:

- ✓ Read, understand and sign the Home School Agreement
- ✓ Support school policies
- ✓ Encourage good behaviour
- ✓ Communicate with school effectively

Headteacher:

- ✓ Lead the school and be responsible for the implementation and day to day management of the policies and procedures
- ✓ Promote, recognise and encourage positive behaviour for learning
- ✓ Promote equality
- ✓ Promote a zero tolerance for bullying, aggression and prejudice of any kind

Governors:

- ✓ Review the policy at regular intervals
- ✓ Ensure that the particular needs of the pupils and parents are listened to and addressed appropriately
- ✓ Regularly monitor and evaluate behaviour, rewards and sanctions through Governor meetings

Rewards

James Bateman JHS employs an ethos of accentuating the positive and this is central to the promotion of positive behaviour. Rewards are an integral means of achieving this. Rewards have a motivational role in helping pupils appreciate that positive behaviour, taking responsibility for your actions and showing respect for others is valid and clearly defined in the procedures. Integral to the system of rewards is an emphasis on formal and informal praise for individuals and groups. This cohesive approach also incorporates keeping parents informed of successes and achievements in order that praise may be continued at home. Please refer to Recognition and Rewards Guidance

Sanctions

Despite the emphasis on pupils doing well and trying hard, there are occasions when sanctions are necessary. These, again, need to be consistently applied by all staff, so that our pupils feel that they are fair. Please refer to the Sanctions Guidance.

Behaviour for Learning Points System

SIMs will be used to record pupils' behaviour in lessons and at breaks. A 2 will be recorded at the start of the lesson during registration. At the end of the lesson, the number can be changed depending on the pupil's behaviour. (See Appendix 6)

At the end of the week analysis of the data is produced and can be accessed by all staff and shared with pupils. Sanctions and rewards are given as appropriate.

Training

The Governing Body will ensure that appropriate training to all staff, on all aspects of behaviour management is provided to support the implementation of this policy.

Involvement of Outside Agencies

The school works positively with external agencies. We seek appropriate support to further ensure the needs of all pupils are met by utilising a range of external intervention. Pupils needing support from external agencies are identified through the SENDCO and the Progress Leaders.

Review

The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. This review will take place in consultation with the Headteacher, staff and parents.

The outcome of the review and changes to the policy will be communicated to all those involved and incorporated into an amended Behaviour for Learning Policy.

| Policy Adoption and Revision Details | | | |
|---|-------------------|------------------------|-------------------|
| Governors Review: | March 2015 | Effective date: | 9.3.15 |
| Adopted on: | March 2015 | Review Date: | March 2017 |
| V2 Adopted: | March 2017 | Review Date: | March 2018 |
| Governors Review: | March 2018 | Review Date: | |

APPENDIX 1: Recognition and Rewards Guidance

Rewards are used to promote good behaviour and are given for achievement, behaviour and effort. The emphasis is always on the use of praise and positive encouragement. This is achieved using the following strategies:

Saying thank you and well done.

Positive comments on child's work

Public praise in front of the class, or during assembly

Signatures leading to certificates and other rewards.

Special mentions

Praising by text message

A pupil's work chosen to go on display around school

Weekly extra break for highest attending form

Praise postcards

Putting pupils into the Newsletter

Favourable comments to pupils in planners or on Parents Evening

School colours for sporting Achievement

Prizes and Certificates on Presentation Evening

Extrinsic rewards, end of term trips or discos

Rewards

| | |
|---|---|
| 1-5 Signatures | |
| <ul style="list-style-type: none"> • Good Work | <u>Signatures</u> |
| <ul style="list-style-type: none"> • Good effort | 10 signatures equal a sticker. |
| <ul style="list-style-type: none"> • Good Behaviour | |
| <ul style="list-style-type: none"> • Helpfulness | In all years, pupils can exchange stickers for stationary shop items. |
| <ul style="list-style-type: none"> • Special Mentions | |
| <ul style="list-style-type: none"> • Planner with full weeks entries | When a pupil wishes to cash in their signatures they should go to Miss Edwards who will give them reward of their choice. Miss Edwards will record the transaction and will strike though the relevant number of signatures required for the reward, signing them so that Form Tutors are aware of the transaction. |
| <ul style="list-style-type: none"> • Taking part in Assembly | |
| <ul style="list-style-type: none"> • Consistent Pride in work | |
| <ul style="list-style-type: none"> • Head Teachers award | |
| <ul style="list-style-type: none"> • Taking an active role in a school event or giving up free time to do something to help others | Posters detailing the amount of signatures gained for specific actions will be displayed in the classroom. |
| Stickers should be recorded in the Form tutor tracking sheets. Total sticker scores must be counted each week to allow forms an opportunity to enter the half termly form competition. The form with the most stickers in each year group will receive a non uniform day. | |

Special stickers will be issued for pupils with the correct amount of signatures. Those who achieve Diamond will receive a certificate and badge in assembly.

Form tutors should look to award the following each week:

Full attendance and Punctuality- 1 Signature

Planner up to date and signed - 1 Signature

No Red or Yellow slips - 1 Signature

Any mention or subject certificate issued in Special Mentions assembly gains up to 5 signatures.

Pupils doing jobs to earn extra signatures should earn no more than 5 signatures per job. Most jobs should be worth approximately 3 signatures.

| | |
|----------------------|--|
| 5 Signatures | The school displays the weekly behaviour and attendance of each form in the Crush Hall. Signatures will be issued to each member of a form with a Smiley face and/or attendance trophy on their door. |
| Special Mention | |
| Smiley Face | |
| Praise postcard | |
| Attendance Trophy | |
| Other Rewards | |
| Year group rewards | At the beginning of the year, Year groups will decide on half termly reward activities. These may include in-house activities or trips. Within Year groups extra rewards may be offered if a need is raised. For example, Golden Time in year 5. |
| Subject rewards | Subject Leaders will discuss rewards offered by their department with the appropriate staff and will promote these with the pupils and parents or carers as appropriate. |
| Attendance Rewards | A trophy will be attached to the door of the form with the best attendance each week. This equates to 5 signatures for each member of the form and a 15 minute extra break to be taken at the discretion of the form tutor. Half termly rewards will be offered to the form with the best attendance. |
| Certificates | Bronze sticker - 100 signatures Silver sticker - 200 signatures Gold sticker - 300 signatures Platinum sticker - 400 signatures Diamond sticker, certificate and badge - 500 signatures This pattern continues if a pupil exceeds 500 signatures |

APPENDIX 2: Sanctions Guidance

FORM TUTOR/SUBJECT TEACHER

- Poor behaviour
- Poor organisation

All rooms display the visual behaviour for learning boards. The Behaviour for Learning points system is also on display.

All staff will give each pupil a 2 on entry to the lesson through the completion of the register. At the end of the lesson the number may be changed depending on the pupil's behaviour and attitude. (See Appendix 6) Weekly totals will be published and shared with the pupils.

The policy follows that staff give ONE verbal warning in that a repeat will mean a yellow warning.

At this point teachers should consider strategies to try to prevent pupils from obtaining the yellow warning. This could include moving pupils to another place in the classroom, ensuring that pupils can access the work or employing other strategies to improve behaviour. The pupils name is moved to the blue board. Yellow warning can then be given if behaviour persists and the name is moved to the yellow board.

Yellow warning: Any 3 issued needs to come with a yellow warning. Yellow warnings are for a 10 minute detention.

Record in child's planner and supervised by the member of staff who gave the warning. A 3 must be recorded on SIMs.

If behaviour continues, then a red warning may be issued. The pupils name is moved to red. A 4 must be recorded on SIMs along with an incident form.

Red warning: Red warning is given for 30 minute lunch time detention. Red slips also need to be completed by the issuing member of staff. Form Tutors will be given an overview of their pupils' behaviour via a weekly data sheet found in the Staff shared area.

Play rehearsals, clubs and sporting activities are not an excuse to miss detention.

Form teacher will be able to monitor the behaviour of each pupil. They should talk to the pupil to help them to see how the situation could be resolved and how it could be avoided in future. The form tutor must keep a record of the number of lunchtime detentions being issued for their pupils.

Homework: Children should be encouraged to make use of the homework club at lunch times. Please make sure that the pupils are aware of what their homework is, that it is of the appropriate level is and that their special needs have been taken into account, if appropriate. Pupils can come to room 7 voluntarily to complete work if they wish.

PE Kit: Pupils are given one chance to forget their kit within the year, they will then receive an appropriate detention for each subsequent omission.

Reading books must be carried at all times.

Curriculum Leaders Role:

If a Progress Leader feels that the problem is related to one subject, discussions with this faculty should be held to come to a solution. The Curriculum Leader has a responsibility to ensure that behaviour in their subject is good. If there is a persistent problem between a teacher and a pupil, they need to discuss the problem with the pupil to see what the pupil can do to improve. They may also need to help the teacher with strategies to ease the problem.

Form Tutor Reports: Progress Leaders are to talk to Form Tutors about placing pupil on Form Tutor Report.

If low level behaviour continues or the weekly average points score is 2.15 or above the pupil should be placed on report for 2 weeks. Form tutor should inform parents. Pupil should be achieving a 5 day average of 2.05 or below. If this is not being achieved then a lunchtime detention should be given and an incident recorded.

Form tutor should note what support has been used. If this does not help to improve behaviour pupil should go to Progress Leaders.

PROGRESS LEADERS

- Continual poor behaviour
- Incidents involving physical/verbal abuse including cyberbullying
- Defiant or dangerous actions

Form Tutor: The form tutor is the first port of call for all behaviour. If there is no improvement in behaviour or if other concerns arise, then the pupil must be referred to the Progress Leader.

Progress Leader: The PL tracks the behaviour of all pupils in their year group paying particular attention to those pupils receiving repeated sanctions. The PL should meet these pupils regularly to discuss issues and determine a course of action.

Progress Leader Report: If a pupil on Form tutor report is not responding to support he/she may be placed on PL report. The parents/carers will be informed of the decision to place them on PL report and will be given regular updates on progress. Pupil should be achieving a 5 day average of 2.05 or below. If this is not being achieved then a lunchtime detention should be given and an incident recorded.

If poor behaviour continues, a meeting with parents/carers may be arranged.

When Facebook or other social media are being used out of school to bully or intimidate pupils, the school maintains the right to become involved if it is affecting the pupil within

school.

Isolation to another room: If a pupil continually displays poor behaviour in a lesson and they have reached a red warning, they may be removed from the lesson to another room. This will have been previously arranged with the receiving teacher. If the behaviour is so bad that it warrants removal from the classroom it needs to be recorded as a 5 and an evening detention issued and on red report. Whoever has removed them needs to record an incident and inform Progress Leader. Please note, on occasion a pupil may be removed from a lesson to calm down, this may not warrant a 5. (Please refer to an appropriate senior member of staff)

Isolation: Isolation is to be used if the behaviour of the pupil, after warnings, shows no sign of improving or for a serious one off incident. It may also be used if the pupil continues to fail on report. See appendix 5 for Isolation procedure.

Serious one off incidents or 3 lunchtime detentions: Should result in an after school detention.

Racial Incidents or Bullying: Progress Leader/SLT should inform the parents of the pupil who caused the offence and the victim. Racial or other discriminatory incidents must be referred to the Headteacher.

SLT

- Problems remain unsolved
- Serious physical or verbal abuse to any person in school

Parent meeting: If there has been no progress with a pupils behaviour, meetings with parents will be held and run by SLT. Supporting evidence of actions taken and interventions put in place must be provided by the Progress Leader.

Head Teachers Report: Pupil should be achieving a 5 day average of 2.05 or below. If this is not being achieved then a lunchtime detention should be given and an incident recorded Pupils who continue to fail on HT report will be kept on for longer or may be excluded. This will depend on individual cases.

Fixed Term Exclusions (1-3 days)

After a fixed term exclusion, pupils will attend a meeting with the Headteacher and the parents. Pupils will then be placed on HT report.

Outside Agencies:

CAF's, TAC's or support from the Local Support Team may be arranged at any time depending on the family, pupil or need.

Teachers should use their professional judgment when using sanctions to ensure that our Behaviour for Learning policy is applied fairly to all.

Please note: These stages are meant as guidance. Many incidents do not fit neatly into these areas and sometimes stages will be missed out if appropriate.

APPENDIX 3: Brief overview - Behaviour

| Person responsible | Incident | Action |
|--------------------|--|---|
| Teacher | Low level disruption | Verbal warning given ↓ Yellow warning given ↓ Red warning given ↓ Isolated to another room via prearrangement, if appropriate ↓ Isolation |
| Form tutor | Poor behaviour/ Organisation/bullying | Discuss with pupil ↓ Contact parents - letter home ↓ Form tutor report ↓ Refer to PL |
| Progress Leader | Poor behaviour/ Organisation/bullying | Discuss with pupil ↓ Contact parents - letter home ↓ Progress Leader report ↓ Meet parents if appropriate (record of meeting required/PSP) ↓ Interventions - CL, SENCo, Nurture etc ↓ Refer to SLT - letter home (from SLT) |
| SLT | Poor behaviour/ Organisation/bullying | Meeting with parents and pupil (record of meeting required/PSP) ↓ HT report ↓ Initiate CAF/Refer to LST/Initiate further interventions |

APPENDIX 4: Brief overview - Attendance

| Person responsible | Incident | Action |
|--------------------|------------------------------|---|
| Teacher | Persistent lateness | Record on Lesson Monitor |
| Form tutor | Poor attendance/ lateness | Discuss with pupil ↓ Contact parents ↓ Provide intervention/incentives ↓ Refer to PL |
| Progress Leader | Poor attendance/ lateness | Discuss with pupil ↓ Contact parents ↓ Interventions - CL etc ↓ Refer to SLT |
| SLT | Poor attendance/ lateness | Letter home over a 4 week period, increasing in seriousness ↓ Contact/meeting/visit home ↓ Refer to LST/Initiate further interventions |

APPENDIX 5

Procedure for Isolation:

A pupil may be placed in Isolation for several reasons:

- The member of staff teaching the pupil has followed the behaviour policy and the pupil is continuing to disrupt the learning of others
- A serious one off incident short of exclusion
- A 'cooling off' period
- A behaviour score needs to be inputted in SIMs by the member of SLT.

Once a pupil has entered isolation the following procedures should be followed:-

| Action | People responsible | Reasoning |
|---|---|--|
| Office informed asap | Person issuing the Isolation They will also fill out form and let tutor/PL know. | Office will keep a record of incident and inform appropriate staff members - form tutor, PL, Ass Head, Head |
| Text/Letter sent home | Office manager | To inform parents/Carers of incident |
| Initial Interview | SLT | Interview held between pupil and SLT to establish facts, written statement and opportunity to discuss ways forward. Proforma to be used and copied to relevant staff |
| Isolation - period of up to 5 lessons | SLT | Pupil will have further opportunity to discuss behaviour and will produce work based on improving behaviour, building self esteem and complete work from specific subjects |
| Head Teachers Report | SLT | Staff member will discuss the outcomes of the report in office. |
| 2 week monitoring | Head, Deputy or Assistant Head | Monitor behaviour and attitude during 2 weeks. Signatures/Detentions given as appropriate |
| Failure on report - interview with parents | Head, Deputy, Assistant Head or HoY if appropriate | Opportunity to discuss issues surrounding pupils' behaviour. Contract/PSP to be produced |
| Parent interview after 2 weeks to assess situation - obligatory meeting | Head, Deputy, Assistant Head or HoY if appropriate | |

Repeat Offenders - if a pupil on Head Teachers Report because of entering Isolation, is placed in isolation again, within a term

| Action | Person responsible | Reasoning |
|---|--|--|
| Interview with parents | Head, Deputy, Assistant Head or HoY if appropriate | Opportunity to discuss issues surrounding pupils' behaviour. Contract/PSP to be produced |
| Parent interview after 2 weeks to assess situation - obligatory meeting | Head, Deputy, Assistant Head or HoY if appropriate | |

APPENDIX 6: Behaviour for Learning criteria



Behaviour for Learning



OUTSTANDING:

1

- I have contributed very positively to the lesson
- I have shown excellent attitudes towards learning
- I tried extra hard to complete all work set
- I have shown high levels of courtesy, cooperation and collaboration
- I have made accelerated progress

GOOD: Allow 1 verbal warning

2

- I have completed all tasks to the best of my ability
- I have made at least expected progress
- I arrived on time
- I have shown respect to all in the class
- I have co-operated well with others

REQUIRES IMPROVEMENT:

3

- I was late to the lesson with no good reason
- I have made some contribution to the lesson
- I have not made much progress
- I have been slow to follow instructions
- I have shown a lack of effort and have not engaged in class work
- I have distracted other members of the class

CONCERN:

4

- I have failed to comply with the behaviour policy and expectations
- I have shown a lack of interest in work and not completed tasks
- I have interrupted the learning of others
- I have made limited progress

UNACCEPTABLE BEHAVIOUR:

5

- I have shown a complete lack of respect for the teacher, TA or class
- I have continually disrupted the learning of the majority of the class
- I have refused to follow classroom rules or instructions and have been rude

ALL OF THESE, AND ANY ONE OFF INCIDENT, WILL RESULT IN REMOVAL TO ANOTHER CLASS OR ISOLATION