

James Bateman Middle School

Behaviour Policy



Principles

It is the aim of James Bateman Middle School, through a collective approach, to promote excellent standards of behaviour and attendance, whilst maintaining an inclusive ethos.

This policy sets out measures which aim to:

- Promote high standards of behaviour, self-discipline and respect
- Prevent bullying
- Ensure that pupils complete assigned work and achieve their full potential
- Safe-guard and support the welfare of pupils

The school recognises the varying degree of needs that pupils may have and that there should be a diverse approach to ensuring those needs are met. Therefore, this policy should be read in conjunction with the following school policies:

- Special Educational Needs
- Safeguarding
- Anti-Bullying
- Teaching and Learning
- Mobile Devices Policy

The school values individuals and individualism. The ethos of the school is one of unswerving commitment to ensuring that all the pupils have an equal chance to make good use of the education that we have to offer, in order to help them choose their future patterns of life and take full advantage of their opportunities in society. To do this, the school seeks to develop personal confidence, flexibility, independence, the ability to make and sustain fulfilling relationships and to develop the skills needed for the world of work. Underlying this are 3 core values

Core Values

- **Respect yourself**
- **Respect others**
- **Respect your community and the environment**

The Core Values are used as a basis for classroom rules and routines and, through a consistent approach to every lesson where staff have high expectations and follow set routines, these values are instilled into our pupils.

At James Bateman, we strive to have a preventative approach where we look for early warning signs that there is a situation which may lead to challenging behaviour. Where possible, we look to identify patterns of behaviour, so that techniques can be put in place to prevent it.

The school will promote positive behaviour and excellent attendance through:

- A consistent approach to behaviour management
- Strong Senior Leadership
- Excellent classroom management
- The implementation and promotion of a consistent and appropriate rewards and Behaviour Support system
- Staff development and support in putting in place effective behaviour management strategies
- The teaching and modelling of good behaviour
- The provision of good facilities to ensure effective pupil support systems
- Liaison with parents and other agencies
- Managing pupil transition
- The use of excellent curriculum and learning material to support quality first teaching

Rewards

The school encourages excellent behaviour, especially where it is regulated by the pupils. This is done through a mixture of high expectations and clear guidelines for staff, pupils, parents, governors and trustees. Our inclusive ethos also aims to engender discipline and mutual respect between pupils, and between staff and pupils.

Our school seeks to celebrate the achievements of pupils and reward them in a range of ways appropriate to their age.

Although this list is not exhaustive, some of the rewards include:

- Use of a tangible rewards system, which pupils can use to earn prizes
- Certificates for achievement and effort
- Certificates for excellent attendance
- Celebration Assemblies
- Messages through the school social media/certificates/praise letters/postcards/text messages to parents
- Positive feedback on written work
- Half termly rewards in recognition of hard work and effort
- Use of 'golden time' if appropriate
- Rewards Trips and reward afternoons

Behaviour for Learning

We feel that it is essential to work closely with parents/carers, staff, pupils, governors, trustees and the community to promote and facilitate positive behaviour. This approach applies to behaviour inside school and in the following circumstances:

If a pupil is:

- Taking part in any school-organised or school-related activity including trips and residential
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at our school

Or concerning behaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public. For example, if a pupil is being bullied on the way to or from school, on public transport, outside local shops or in a town centre
- Could adversely affect the reputation of the school

In all of these circumstances, it may be appropriate to contact the police or members of the Local Safeguarding or Support Teams, especially where the behaviour is criminal or someone is at risk of serious harm.

Bullying outside school premises

Where bullying outside school is reported to school staff and this has an impact on pupils while they are at school, it will be investigated by the school and acted on in line with the Behaviour and Anti-Bullying Policies. It will be taken into consideration whether or not it is appropriate to notify the police or Anti-Social Behaviour Co-ordinator in their local authority of the action taken against a pupil. If the behaviour could be criminal or poses a serious threat to a member of the public, the police will be informed.

Staff Power to Act

Members of staff employed by the school have a statutory authority to apply behaviour support procedures to: pupils whose behaviour is unacceptable, pupils who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). This applies to all paid staff with responsibility for pupils, such as teaching assistants or lunchtime supervisors. This authority applies at any time that the pupil is present in school or under the care of a member of staff, including during school trips.

The Authority to Search and Confiscate

Members of staff also have a specific legal power to: confiscate, retain or dispose of a pupil's property if deemed necessary. Unless there are exceptional circumstances, two members of staff will carry out the search.

Staff have the power to search without consent for items including:

- Mobile Devices
- Knives and weapons
- Alcohol
- Illegal drugs

- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

If an item is confiscated from a pupil, the school retains the right to make a decision about whether that item should be returned to a pupil's possession or not. Certain objects, such as: weapons, knives or child pornography, will be handed over to the police.

Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

This use of reasonable force may also be applied when conducting a search without consent for mobile devices, knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Behaviour Support Procedures

It is expected by the school that high standards of behaviour will be encouraged through the calm and consistent application of our code of conduct and that pupils will take responsibility for their own behaviour. This is supported by a balanced combination of rewards and behaviour support. In order to achieve this, the school has in place a staged behaviour system. If pupils do not meet the desired behaviour expectations set out by the school, they will be logged on this system. Please see below for **some** examples of the different types of behaviour.

Behaviour Considered to be Low-Level Disruption

- Persistent inattention
- Persistent talking
- Lack of equipment
- Inappropriate standards or items of uniform
- Punctuality/ persistent poor attendance
- The wearing of make-up or extreme hairstyles
- Chewing gum
- Unacceptable uniform

Behaviour Considered to be Higher-Level Disruption

- Physical abuse

- Bullying
- Inappropriate language
- Failure to comply
- Racism or other prejudicial behaviour
- Inappropriate dangerous behaviour
- Persistent inattention across more than one lesson over time
- Bringing dangerous or inappropriate items into school
- Verbal abuse
- Damage to property
- Theft
- Possession of illegal substances
- Behaviour outside of school which is damaging to its reputation in the wider community

Pupils, who are persistently causing concern, including vulnerable children or children who may have a Statement of Special Educational Need, will have a personalised plan that all staff will be familiar with. This will support staff with the identification of the individual needs of vulnerable children and allow them to adapt and differentiate their approaches to teaching and learning based on the pupil's unique profile of need. This plan will be formulated in conjunction with parents/carers and any other appropriate agencies who may be involved with the pupil. If misbehaviour is displayed by a pupil, a consequence will then be given. The stage of the consequence will depend on the extremity of the misbehaviour. Behaviour support strategies are used to reinforce with pupils that certain behaviour is unacceptable and to deter a pupil from repeating the same behaviour.

The type of behaviour support will depend on the misbehaviour displayed. Corrective consequences such as moving a pupil to a 'safe space' (this may be an informal space) within a classroom, away from other pupils, or moving them temporarily into another room to complete some reflective work may be more appropriate. When applying behaviour support strategies, staff will also consider whether the misbehaviour displayed is a result of underlying SEN or other needs and act accordingly. However, this may not affect the severity of the consequences if the misbehaviour poses a risk to the safety and well-being of another pupil, pupils or staff in the school.

Behaviour Support Procedures may include (this is not an exhaustive list):

- Speaking to the pupil about their behaviour
- A warning and reminder of the school rules
- Temporary time in a 'safe space' area within the classroom to complete a reflective task
- Temporary time within the Wellness Hub
- Temporary time in a different classroom to complete a reflective task to allow the pupil a period of calm
- Break-time detention
- Lunchtime detention

- Parental Contact
- After school detention. Please note that parental consent is not legally required for a pupil to complete after school behaviour support. Pupils cannot be excused from after school detention if this is a consequence that has been deemed necessary by a member of staff in school. Parents/Carers must be prepared to make the necessary arrangements in order to support the school in maintaining a high standard of behaviour
- Referral to Heads of Year/ Heads of Department/Senior Leadership Team
- School based community service such as: litter picking, tidying a classroom or the dining hall or removing graffiti
- Behaviour monitoring through the use of a report system. Reports could be set up for: uniform, effort, attitude to learning or punctuality
- Serious misbehaviour may result in the need to withdraw from rewards trips/activities. If the school has already paid for the trip, it may not be possible for a refund of the cost of the trip to be provided.
- Internal Reflection (formerly isolation). The school will determine how long a pupil will be removed from lessons and the activities they will complete while they are removed.
- External temporary exclusion
- Permanent Exclusion
- Reduced Timetable
- Modified Timetable
- Managed Move to another school

When applying behaviour support strategies staff will:

- Make it clear that it is the behaviour that is the focus and not the pupil
- Avoid early escalation by using the staged behaviour and warning system in place. The staged warning system may take on different forms according to the needs of individual pupils. For example, some pupils respond more positively to visual warnings written on the whiteboard rather than verbal ones.
- Avoid whole group sanctions where possible.
- Take account of individual circumstances
- Encourage pupils to reflect on any negative behaviour and to rebuild relationships with staff and their peers if necessary.

Temporary Fixed Term Exclusion

Unless there are exceptional circumstances, following a temporary fixed term exclusion, there will be a meeting with the parents/carers and the pupil. It may also be appropriate to invite any other agencies involved.

On return to school, a pupil will complete some reflective work in the Wellness Hub or another appropriate place in school, whilst an assessment is carried out to determine the pupil's readiness to return to the classroom. If necessary, a fixed period of time within the Wellness Hub might be deemed necessary.

Peer on Peer Abuse which could be subject to behaviour support strategies under the Behaviour Policy

Please see the Whole School Safeguarding Policy for Safeguarding Including Child Protection for further information on Peer on Peer Abuse.

This refers to allegations of abuse made against other children. This can also include sexting. Peer on peer abuse can take many forms and will not be tolerated by the school or passed off as “banter” or “part of growing up”.

Through the procedures and policies put in place, the school seeks to minimise the risk of peer on peer abuse and deal with any instances of it quickly and effectively.

Types of Peer on Peer Abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive.

Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person.

The school will deal with instances such as these as quickly and effectively as possible. However, it is important to consider that there may be many reasons why a child harms another. Therefore, it is important that the school seeks to understand why a young person has engaged in such behaviour, including if the behaviour was accidental, before considering the action or sanction to be undertaken.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Bullying (physical, name calling, homophobic etc.)

Bullying is considered by the DFE as behaviour which is:

- The behaviour is repeated, or has the potential to be repeated, over time
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, eg because of race, religion, gender or sexual orientation

It can take many forms and can include:

- Physical assault

- Teasing
- Making threats
- Name-calling
- Cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger). There may be some situations of cyberbullying that the school feels it is necessary to involve the police. For further guidance see our E-Safety Policy.

Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people could be breaking the law. The school will endeavour to follow guidance set out on: <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Other forms of behaviour that may be classed as Peer on Peer abuse are:

- Initiation/Hazing
- Prejudiced Behaviour
- Teenage relationship abuse

In cases where the school identifies Peer on Peer Abuse, steps will be taken to ensure:

- It is investigated thoroughly in line with the **Whole School Policy for Safeguarding**.
- Steps are taken to administer relevant sanctions
- Appropriate support and interventions are put in place to meet the needs of the individuals involved
- Consider preventative strategies that can be put in place to reduce a further risk of harm

Expected action taken from all staff

- The school will always seek to develop appropriate strategies in order to prevent the issue of peer on peer abuse rather than manage it in a reactive way.
- The school will apply the behaviour support strategies set out in the behaviour policy.
- Further support for peer groups or individuals will also be offered if this is considered necessary

Responsibilities

The Local Governing Body

The Local Governing Body has a responsibility to define the principles underpinning the Behaviour Policy and to ensure that all aspects of the policy and its application promote equality for all pupils.

The Headteacher

The Headteacher is responsible for creating a policy that can be used as a platform to encourage positive behaviour, regular attendance and discourage any form of prejudicial behaviour or

bullying. The Headteacher is also responsible for outlining the more specific measures. For example: rewards, sanctions and behaviour management strategies that constitute the Behaviour Policy.

All members of staff in the school have a significant role to play in supporting pupils to achieve the aims of this policy and the wider aims of the school.

Form Teachers

Form Teachers are the first point of contact for pupils, parents and carers. They are responsible for promoting high standards of: uniform, behaviour, and punctuality and attendance. They are supported by Progress Leaders and the Senior Leadership Team.

Classroom Teachers

Are responsible for positive classroom management and establishing clear and consistent classroom routines. They will do this by using agreed classroom management and behaviour strategies. **See table below.** They will also ensure that they are familiar with any additional needs that pupils may have.

<p>Classroom Routines</p> <p>See the table for examples of classroom routines and expectations which encourage clear and consistent boundaries and high expectations across the school.</p> <p><i>*Please note that this is not a definitive checklist.</i></p>
<p>Planning for positive behaviour because this will automatically set the tone for outstanding Behaviour for Learning.</p> <p>Appropriate planning will ensure that there are sufficient levels of challenge and support to meet the individual needs of all pupils.</p>
<p>A consistent approach:</p> <ul style="list-style-type: none"> ✓ In the way behaviour policy is applied ✓ In the way that staff and pupils interact.
<p>Making lesson objectives or success criteria clear to pupils.</p>
<p>Meeting and greeting classes at the door of classrooms and showing an interest in pupils as individuals.</p>
<p>Reinforcing standards of uniform.</p>
<p>Ensuring that there is a calm and orderly start to the lesson.</p>

Knowing the needs of each class through the use of a seating plan which highlights the various groups of pupils: SEN (Special Educational Needs), PP (Pupil Premium), LAC (Looked After Child), PLAC (Previous Looked After Child), EAL (English as an Additional Language), GA (Gifted and Able), FSM (Free School Meals).

Having a positive mindset.

Rewarding positive behaviour.

Rebuilding relationships through a restorative and reflective approach if any misbehaviour has occurred.

Having positive interaction with parents whenever possible.

If a pupil is considered to be disrupting the learning of others and is failing to comply with the classroom teacher, they may be removed from the lesson.

If a pupil poses a risk to the safety and well-being of other pupils or a member of staff, a request will be sent for support from 'On call staff' or Senior Management

Progress Leaders

Progress Leaders have a key pastoral role. They work alongside: classroom teachers, form teachers, support staff and senior management to ensure the highest levels of behaviour, attendance and achievement for the pupils in their year group.

Staff Development and Pastoral Support for Staff

The school operates a cycle of Continued Professional Development for staff; Behaviour for Learning is regularly monitored, reviewed and evaluated as part of this cycle. Staff receive training as a collective, on an individual basis or as part of a small group, according to the needs of the staff or the groups of pupils they teach.

The school will not automatically suspend a member of staff who has been accused of misconduct. Advice will be taken from the Board of Trustees and external agencies. Information will then be drawn from the guidance, 'Dealing with Allegations of Abuse against Teachers and Other Staff'.

Further Needs of a Pupil

The school adopts a holistic approach to looking after the pupils in its care. We seek to work with pupils and families to allow pupils to make as much academic and social progress as possible. This includes looking after the welfare of pupils and safeguarding them against harm. The school recognises that continuing behaviour concerns from a pupil may be the result of unmet educational or social needs. This may mean that it is appropriate to refer a pupil or family to an external agency or complete a multi-agency assessment. These agencies may include:

- The Local Support Team
- The counselling service available at the school

- The School Nurse
- The Education Welfare Officer
- The Youth Offending Team
- The Dove Counselling Service
- **An alternative provision**
- Social Services

There are also a variety of in-school support mechanisms that may be triggered if the behaviour of a pupil is consistently negative or disruptive.

These may include:

- Parent/Carer consultations as early as possible to prevent behaviour from escalating
- Forest School referral
- ELSA referral
- Pastoral Support Plan with regular reviews
- One to One Support
- Risk Assessments
- Counselling
- Liaising with the Local Support Team
- Referral to the District Inclusion Panel
- Referral to the Learning Support Team
- Referral to the Behaviour Support Team
- Autism Outreach Referral
- Personalised Curriculum Plans
- An EHC needs assessment
- Educational Psychologist involvement
- Any other interventions that the school deems necessary.
- Referral to the Wellness Hub for a period of additional support outside of the usual classroom environment
- **Referral to an Alternative Provision**

Looked After and Previously Looked After Children

For the purposes of this policy, the school will strive to, within the best of its ability, make provision for successful school attendance and, where appropriate, behaviour support for Looked After and Previously Looked After children.

Looked after and previously looked-after children start with the disadvantage of their pre-care experiences and, often, have special educational needs. These past experiences can often impact on their behaviour. The school recognises how important this is when considering how best to support the child. Therefore, staff will endeavour to have an understanding of the impact of

trauma and attachment in an educational environment when they are applying the school's behaviour policy.

Therefore, the school will endeavour to make timely communication with the Virtual School Headteacher, Social Worker and Carers, so that the school can be supported in deciding the best course of action to support the child with improving their behaviour and to avoid exclusion being necessary. An individualised programme to support the behaviour of a LAC pupil may be appropriate as part of this. Virtual School Headteachers have a key role to ensure these children have the maximum opportunity to reach their full educational potential. The school strives to work in partnership with the Virtual School Headteacher and the Local Authority to safeguard and promote the welfare of a child looked after by them. This includes a specific duty to promote the child's educational achievement.

Where the behaviour of a looked after child is a concern, the school will seek to communicate these concerns to all necessary agencies as efficiently as possible. The school also recognises its role in supporting agencies with the identification of a looked after child's emotional and mental health needs and the impact that these elements could have on behaviour.

Please see the separate Safeguarding Policy for specific guidance on safeguarding.

The Senior Leadership Team

Are a regular physical presence around the school to support staff with a consistent application of the Behaviour Policy and be involved on a day-to-day basis with pupils who are being flagged due to persistent misbehaviour.

The Role of Parents/Carers

The school believes in working closely with parents/carers, staff, pupils, governors, trustees and the wider community to promote and facilitate positive behaviour and an inclusive ethos. All members of the school are expected to help to maintain an atmosphere conducive to learning, with courtesy and mutual respect. We expect full parental support with any behaviour support strategies applied. The parent/carer is the expert where their child is concerned. Therefore, a close working relationship is essential in providing the pupil with the most effective support.

It may not always be appropriate to contact parents/carers in the first instance of negative behaviour as the pupil involved may need the opportunity to adapt their behaviour independently. If the behaviour persists, or the behaviour displayed in the first instances is considered more serious, then contact with parents/carers will be made. This may not always be at the time of the behaviour due to the restrictions of staff timetables, duties and meetings.

Parents/Carers should:

- Respect the Behaviour Policy and disciplinary authority of school staff
- Notify the school at the first available opportunity of anything that may impact on their child's behaviour such as a bereavement or if their child is staying somewhere other than home (even if this is a temporary arrangement)
- Support the school by making sure that their child adheres to school rules
- Send their child to school punctually every day, making sure they are ready to learn
- Attend meetings with staff if requested to discuss their child's behaviour

- Ensure that the school is aware of any SEN or other factors which may result in serious concerns about their child's development. The school would prefer information to be repeated than to not receive it at all
- Work with the school to support their child with achieving positive behaviour
- Ensure that if their child is excluded from school, the child is not found unsupervised in a public place during school hours

The aim of the school is to have an open and positive relationship with parents.

To facilitate this, the school communicates with parents/carers in a range of ways:

- Via the school social media, text message or e-mail or letters sent home
- Via the telephone
- Meetings with form tutors, teaching staff, key pastoral staff or the Senior Leadership Team
- Drop-in sessions with key pastoral members of staff
- Parent workshops/information evenings
- Coffee Mornings
- Open Days

Please be aware that as the majority of staff are timetabled to teach, any concerns should be raised via a phone call or e-mail into school where you will be directed to the appropriate person or course of action. This allows the staff to address any issues in a confidential manner. Please be aware that staff cannot discuss matters of a confidential nature in the school reception area.

It is advised that, should you wish to speak to someone directly, you contact your child's form tutor initially regarding any queries or concerns as they are in the best position to act as the main contact between home and school.

Transition

Transition between schools can be an unsettling period for pupils and families. The school aims to communicate closely with parents and other schools involved to ensure that the transition is smooth for pupils. This process involves:

- Opportunities for pupils to visit their respective new schools
- The efficient transfer of relevant information for a pupil to their new setting
- Communication with parents regarding the timeline for transition
- Making information available for parents and pupils to alleviate any anxieties

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: For good work, helpfulness, good effort, taking part in an assembly etc

10 signatures = a sticker/block on the form tracking sheet

In all years, signatures can be exchanged for prizes and the Stationary Shop.

Poster detailing the rewards are on display in the classrooms.

Sticker totals to be updated by the form tutor, weekly (Staff share, Housepoints). Each half term, the form in each year group with the most stickers gets a free non-uniform day.

Those who achieve their Diamond, receive a certificate and a badge in SM assembly.

Smiley faces and trophies are stuck on doors for those forms with excellent attendance and behaviour - these equate to 5 signatures.

OTHER REWARDS:

There are numerous other rewards within each year and across the school.

APPENDIX 2: Sanctions Guidance

FORM TUTOR/SUBJECT TEACHER

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. 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.

Curriculum Leaders Role:

If a Progress Leader feels that the problem is related to one subject, discussions with this department 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 a pupil on Form Tutor Report.

If low level behaviour continues or the weekly average points score is 2.10 or above the pupil should be placed on report for 2 weeks. Form tutor should inform parents. Pupil should be achieving at least a 2 for each lesson. If pupil can not manage to do this, support and encouragement should be used to try to help pupils for a further, agreed period of time. Weekly check needs to be 2.05 or below.

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

Progress Leader

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. The pupil should be achieving at least a 2 in each lesson.

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.

Removal 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. A 5 must be recorded on SIMs. These pupils will have an evening detention and go onto report if it is deemed appropriate. Whoever has removed them needs to record an incident and inform Progress Leader.

Reflection: Reflection 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 4 for Reflection 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

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: Pupils should consistently achieve at least a 2 in each lesson on HT report and may receive a lunchtime detention when this does not happen to be supervised by members of SLT. 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 or more 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, EHA's, In house support or support from the Local Support Team may be arranged at any time depending on the family, pupil or need.

Pupils at risk of Permanent Exclusion:

In extreme cases, alternative provision may be sought for pupils who are either in danger of permanent exclusion or who's behaviour is detrimental to the well being of other pupils.

Maintained schools have the power to direct a pupil off-site for education to improve their behaviour. A pupil can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents and the admission authority of the school.

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: Overview

Person responsible	Incident	Action
Teacher	Low level disruption	Verbal warning given ↓ Yellow warning given (3 recorded on SIMS) ↓ Red warning given (4 recorded on SIMS) ↓ Removed to another room via prearrangement, if appropriate (5 recorded on SIMS - evening detention) ↓ Reflection (On Call rota used)
Form tutor	Poor behaviour/ Organisation/bullying - After 2 incidents	Discuss with pupil ↓ Contact parents ↓ Form tutor report ↓ Refer to PL after next incident
Progress Leader	Poor behaviour/ Organisation/bullying	Discuss with pupil ↓ Contact parents ↓ Progress Leader report ↓ Meet parents if appropriate (record of meeting required) ↓ Interventions offered - CL, SENCo, Wellness, Visyon etc ↓ Refer to SLT after next incident
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. Review

Appendix 4: Procedure for Reflection (previously Isolation):

A pupil may be placed in Reflection 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 record of the incident needs to be forwarded to a member of SLT.

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

Action	People responsible	Reasoning
Office informed asap	Person issuing the Reflection They will also complete form and let tutor/PL know.	Office will keep a record of incident and inform appropriate staff members - form tutor, PL, Ass Head, Head
Parents/Carers informed	Person issuing the Reflection	To inform parents/Carers of incident
Initial Interview	SLT/On Call	Interview held between pupil and SLT to establish facts, written statement and opportunity to discuss ways forward.
Reflection - period of up to 5 lessons	SLT/On Call	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/On Call	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 - discussion with parents	Head, Deputy, Assistant Head or PL if appropriate	Opportunity to discuss issues surrounding pupils' behaviour. Contract/PSP to be produced
Review with staff/parents after 2 weeks to assess situation	Head, Deputy, Assistant Head or PL if appropriate	To ascertain if the interventions are having an impact and to discuss ways forward

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

Action	Person responsible	Reasoning
Discussion with parents	Head, Deputy, Assistant Head or PL if appropriate	Opportunity to discuss issues surrounding pupils' behaviour. Contract/PSP to be produced
Review with staff/parents after 2 weeks to assess situation	Head, Deputy, Assistant Head or PL if appropriate	To ascertain if the interventions are having an impact and to discuss ways forward

Please note that more than 2 removals into reflection, more than 2 lunchtime detentions and a behaviour score of higher than 2:05 will result in the pupil missing the half termly reward.

Appendix 5: COVID ADDENDUM (Draft)

James Bateman Behaviour Policy Addendum - Covid-19

At James Bateman Middle School we aim to maintain a secure, caring and stimulating environment in which pupils are encouraged to have respect for themselves and each other. The behaviour expectations in our latest Behaviour Policy still apply; however, some adjustments are set out below to account for the current situation.

Arrivals, Departures and Moving round the school.

Entry and exit times will be adhered to as closely as possible to avoid lengthy periods of time congregating in the yard.

Pupils will enter the yard and go to their allotted outside area accompanied by staff members.

Pupils will enter school through a designated entrance. Pupils will enter individually and sanitise their hands as soon as they enter the building. They will then go straight to their designated bubble classroom, keeping a 1+m distance from any other individual.

At their designated home time, pupils will leave the building from their designated exit. They will leave one in an orderly fashion, supervised by staff members to ensure compliance to social distancing.

Movement around the school will be limited. When the pupils leave their bubble classroom to go outside for break, lunch or outdoor learning, they will follow the one way system at all times. Pupils will follow an adult from their bubble on their designated route.

Hand washing and Hygiene

Pupils will be expected to follow all handwashing and hygiene routines while in school. Pupils will sanitise hands before entering school, before and after eating and at regular intervals during the day.

We ask pupils to follow the catch it, bin it, kill it, approach when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Pupils will be reminded not to touch their face, mouth, nose or eyes while at school.

Should a child refuse to follow these routines, consequences and potentially disciplinary procedures will be used (see below).

Social Distancing

Pupils will be expected to socially distance from their peers in other year group bubbles, and adults in school and on the playground/astro at all times. All pupils will have their own equipment and will not be permitted to share with others.

When pupils enter their classroom bubble, they will be expected to go straight to their table and nowhere else in the room. Pupils will put their hand up if they need an adult's support, they will not get out of their seats. Should a child refuse to follow social distancing measures, consequences and potentially disciplinary procedures will be used (see below)

Toilets

The use of toilets will be monitored at lunch and break times. When a child has finished in the toilet they must wash their hands and then use a sanitizer once back in their classroom.

Break and Lunch times

Pupils will have a designated place to play during break and lunch times. They will have their own equipment that will be cleaned after use.

Pupils will be expected to remain socially distant (1m+) from both peers and adults during play and break times. Pupils must stay in their designated area at all times.

Lunch will be eaten in their year group bubble at an allotted time in the canteen. Pupils will eat at their table or in their own space.

Uniform

Pupils will come to school in the correct school uniform.

Parents/carers are asked to clean uniform regularly, but not every day as was the case during lockdown

The usual school rules will apply to jewellery and makeup. No jewellery, including earrings, is to be worn in school by pupils.

The PE changing rooms will not be in use, so, on days when the pupil has PE, PE kit can be work to school.

Rewards

The usual praise system will be used as in the past and as referenced in the Behaviour Policy. Teachers and teaching assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement will be used as much as possible.

Sanctions

The staged consequence system has been adapted to the following:

- **Verbal reminder for example: stop tapping, thank you.**
- **Yellow warning issued (3 allocated on SIMS) and loss of break/lunchtime for 10 minutes**
- **Red warning issued (4 allocated on SIMS) and lunchtime detention to be supervised by issuing staff member**
- **Reflection/removal to another classroom (within the year group bubble) and 5 allocated on SIMS**
- **Time in Reflection (up to 5 lessons, supervised by On call)**

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their bubbles or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following consequences and disciplinary procedures could be used:

- Referral to Headteacher/SLT
- Parents/Carers called to collect child from school immediately
- Fixed term exclusion
- Permanent exclusion

Positive Handling

There can be times when a pupil's behaviour requires physical support from staff to ensure the pupils' own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require the use of physical interventions. At James Bateman, we have a Positive handling approach (see separate policy)

In the case of a child being at risk, putting others at risk or damaging property, the child's parents or carers will be called and asked to pick up their child immediately. The situation will then be reviewed by the Headteacher. A decision may then be made as to whether the onsite education offer will be withdrawn in favour of the online/virtual offer if this is deemed safer for all pupils and staff.

Where a child may need very close contact it is imperative that parents know that the use of PPE where appropriate WILL be used to help avoid transmission of the virus.

Pupils working from home.

If interacting with other pupils or staff online, pupils should always be kind and respectful to each other and respectful to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils.

Pupils should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via email, or any other platform will

be taken very seriously and could result in a referral to the police. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.



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
- I have not given up

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
- I have made a good contribution to class discussion

REQUIRES IMPROVEMENT: 10 minute detention must be given

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: 30 minute detention must be given (Red Warning)

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 AND AN EVENING DETENTION OR ISOLATION, IF APPROPRIATE.