

STAFF HANDBOOK

BEHAVOURIAL ISSUES

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STUDENT REWARDS

The use of rewards, both formal and informal, is commonly acknowledged as a powerful tool in motivating students and modifying behaviour. Colleagues are urged therefore to use rewards as often as possible, where students have sustained effort and achievement or have made a significant contribution to the life of school. While it is seen that any system of reward can be de-valued if over-used, it is right to say that too few rewards are more dangerous than too many.

Rewarding students is an important part of school life which helps in a large measure to maintain motivation, good behaviour and self-discipline. From time to time teachers will wish to award students **merits** for a variety of reasons. These will include steady achievement, sustained hard work, good effort in homework, good contributions to form and school activities, good attendance, punctuality, a neat and tidy appearance, good maintenance of books plus many other reasons.

Certificates of merit in the following categories:

Bronze	=	10 merits
Silver	=	30 merits in total
Gold	=	60 merits in total
Platinum	=	100 merits in total

Receiving a certificate of merit is seen as an important event which a student's positive involvement in school life. It will also make a valuable contribution to each student's record of achievement.

Reward can be given and exhibited in a wide range of contexts. The following are guidelines to help promote reward and to avoid many of the difficulties experienced in the classroom.

GUIDELINES FOR REWARD AND EFFECTIVE CLASSROOM MANAGEMENT

Merits should be awarded for effort and improvement of a student's personal best, both in work and behaviour. Informal rewards are easy to administer, and go a long way towards developing a positive school ethos. It is always more effective to work on positive achievement.

- Praise individuals/groups/classes at every opportunity.
- Comment on good behaviour as it is happening.
- Show that you are concerned about them.
- Show that you respect them.
- Show that you value their opinions.
- Show that you notice them and like them.
- Avoid judgmental attitudes.
- Try to make each meeting a fresh start and try to emphasise with them.
- Avoid pre-judging students because of their previous reputation or past experiences.
- Always try to resolve grievances honestly.
- Be positive when talking about behaviour/work – if possible suggest ways to improve rather than criticise.
- If criticism is necessary, criticise the act, not the person.
- Avoid confrontation.
- Try to be relaxed and above all be yourself.
- Be non-threatening and keep your reactions low key.
- Listen to students and attach importance to their views.
- Try to organise your lessons so that you can give time to individuals and groups.
- Really try to get to know your students and search for common ground between them and you.
- Pleasant, attractive surroundings increase motivation. Wherever possible display students' work.
- Bring the students together to share good moments and to see what they and others have achieved.
- Build upon the positive relationships in your group.
- Establish firm but fair ground rules, which are mutually agreed.
- Defuse difficult situations in a low-key manner before they get out of proportion.

STUDENT'S CODE OF CONDUCT

Each student should sign the student code of conduct.

While you are at School, you are expected to follow the Code of Conduct.

- To show courtesy and respect for others.
- To take pride in your appearance, wearing the correct uniform with all items labelled.
- To take pride in your school, respecting the buildings, contents and environment.
- To move around the school quietly and sensibly.
- To be punctual to registrations and lessons, always having the necessary equipment and leaving classrooms tidy for others.
- To sign out when leaving school during the day and sign in when returning.
- To eat in the designated areas only
- To remember that chewing gum, smoking materials, illegal substances, Tippex or valuables must not be brought to school.

If this Code of Conduct is not followed then a variety of sanctions can be imposed.

Signed.....

Date.....

BEHAVIOURAL POLICY

Class Sanctions

Immediate

A sign of disapproval (for example a stare/raise of eyebrows/verbal warning). The teacher may want to hold the child back at the end of the session for **one minute**. This gives the class teacher an opportunity to register a point with the child.

Staged application of sanctions

If children persist with inappropriate behaviour the following stages should be followed:

Stage 1 Name is recorded.

Stage 2 Tick after name – five minutes out of working group.

Stage 3 Two ticks after name – 20 minutes out of class in a partner room. If a child is in a partner class three times a week the class teacher sends the following note to parents/carers. (See Annexe 1 for note to parents/carers.)

All children have a fresh start every day and the stages begin again. In the case of a serious incident in the classroom (such as fighting), however, the headteacher is called to take the child out of the class.

If a child **frequently** reaches Stage 3, and the sanctions are not improving the behaviour, the teacher gives a warning that Stage 4 will be implemented on the next occasion. The headteacher is notified.

Monitoring Stage 3

The Stage 3 notes will be stored in the headteacher's behaviour monitoring file. Teachers need to be aware of a pupil repeatedly reaching Stage 3. If this is the case the parents should be informed and it may be necessary for the teacher to talk to the parent and pupil together.

Stage 4

After three ticks the pupil is sent to the headteacher who will discuss the problems with the child. The headteacher will keep the child for a half-day

session with work provided by the class teacher. The parents will be contacted to inform them of the incident/s. The child will be asked to write a letter of apology to the relevant adult/s or children. The teacher should write an account of the incident (See pro forma Annexe 2). It may be appropriate for the child to write an account of the incident as well.

If the headteacher is unavailable the child will go straight to the partner class to be seen by the headteacher as soon as it is convenient.

The headteacher will contact the parents and discuss the pupil's behaviour. If this behaviour is persistent a plan of action or home/school contract will be set in place. If there is serious concern the child may be placed on Stage 1 of the SEN Code of Practice. Stage 4 notes will be stored in pupils' individual files. (See Annexe 2 for note to parent/carer.)

Continuing or extreme behaviour

In the case of a child being disobedient, verbally or physically abusing a child or adult, going off premises, disrupting theirs and other children's education, the following action will be taken:

- The child will be isolated from their class for a day. During this time they will not be allowed to participate in any class activities, but will sit in a partner class. They will be expected to do written exercises, which will not be differentiated. The parents will be contacted and informed of the incident and asked to apply a sanction at home.
- The child will be expected to write letters of apology to the relevant adult/s or children who have been affected.
- The parents/carers may be requested to attend a meeting with the headteacher and class teacher to agree an individual education plan or contract. The plan/contract should in most cases include learning and behaviour targets. The child may be placed on Stage 2 of the SEN code of practice. There will be an agreed application of sanctions which might include working alone, missing free time, removal to another class, withdrawal of privileges.

Stage 5

Continual breaking of the rules leads to exclusion from school. The school will act in accordance with local education exclusion procedure.

The following circumstances might lead to the headteacher excluding a child:

- ◆ Actual or potential physical violence by the pupil towards other pupils or adults in the school community.
- ◆ Seriously disruptive behaviour such as might prevent the proper conduct of a class, or serious interference with the learning opportunities of others or that leads to a breakdown in school discipline.
- ◆ Conduct that would endanger other pupils.
- ◆ Illegal activities on the school site.
- ◆ Significant racial abuse.
- ◆ Significant harassment or intimidation of pupils or staff.

If the child continues to have serious difficulties the school will notify the appropriate outside agencies such as the educational psychologist, LEA adviser or the education welfare officer. The child will move to Stage 3 of the SEN code of practice.

It may be necessary at this stage to organise a multi-professional meeting of people concerned with the child. This could include the EWO, social services, educational psychologist, health visitor, class teacher, SENCO, support teaching staff, GP, psychiatrist, parent/carer.

An individual Behaviour Plan will be drawn up with an agreed review date. (See DfEE guidelines on Behaviour Support Programme <http://www.dfes.gov.uk/a-z/BEHAVIOUR%5FSUPPORT%5FPLAN.html>.) Regular monitoring of the behavioural and learning targets for the child will be done with the parent/carer, until the review date.

If playtime is causing particular difficulty then it may be appropriate to ask the parent/carer to have the child home at lunchtime. If a parent refuses the education welfare officer will be informed.

Permanent Exclusion

If these strategies are unsuccessful it may be necessary to permanently exclude a pupil. The school will act in accordance with the LEA Exclusion Procedure. (See DfEE guidelines on Exclusion Procedure <http://www.dfes.gov.uk/a-z/EXCLUSION.html>.)

Bullying

Bullying includes hitting, name-calling, kicking, fighting, taunting, teasing, pushing, disobedience, rudeness, making racist and sexist comments. In the case of bullying the headteacher will follow up all incidents. All incidents of racism are recorded in accordance with procedure. (See DfEE guidelines on bullying <http://www.dfes.gov.uk/a-z/BULLYING.html>.)

Annexe 1

This child has reached **stage 3** and has been in a partner class on three occasions this week.

Child's name:

Today's date:

Time:

Nature of inappropriate behaviour:

Signed by teacher.....

Annexe 2

This child has reached **Stage 4**

Child's name:

Today's date:

Time:

Nature of inappropriate behaviour:

Signed by teacher.....

Annexe 3

Date.....

Dear Parent/Carer

I am writing to let you know that.....had to spend half an hour in his/her partner class on two occasions in the last five days.

This is the fourth stage in our school's discipline plan and one that we consider serious enough for you to be contacted.

Children are sent to their partner classes if they choose to break the class rules more than three times in one day.

We hope that.....will not in future choose to behave in such a way.

If you would like to talk about this please make an appointment and we would be pleased to see you.

Thank you for your support in this matter.

Yours faithfully

Class Teacher

.....

name:..... Date.....

behaviour(s) leading to time out of class:

Please sign and return to your child's class teacher to say that you have been sent this letter.

Signed:.....Parent/Carer

Annexe 4

BEHAVIOUR RECORD SHEET

Child's name:

Date:

Time:

Persons involved:

Nature of incident:

Action taken:

BEHAVIOUR RECORD SHEET

Child's name:.....

Date:

Time:.....

Persons involved:.....

.....

Nature of incident.....

.....

.....

Action taken:

.....

.....

Signed

Date.....

BEHAVIOURAL CODES

- Promote respect, tolerance and understanding between all members of the school community
- Encourage care and concern for one another and the environment
- Create a secure, co-operative and friendly atmosphere which facilitate learning and allows all children to make the most of their social and educational opportunities
- Put an end to incidents involving racism and bullying
- Maximise good behaviour and minimise unacceptable behaviour

... ..

- High achievement and motivation for learning
- Positive relationships between staff and pupils based on mutual trust and respect
- Confidence, self-esteem and respect for themselves, others and the environment
- An understanding of appropriate behaviour in order that the learning environment is one which teachers can teach and all children can learn
- Ability to work independently and collaboratively
- A consistent behavioural framework where there is clarity about what is appropriate and inappropriate behaviour.
- The development skill in managing emotions, that is, managing feeling so that they are expressed appropriately and effectively, enabling the school community to work together smoothly towards our common goals
- Gaining an awareness of their individual and collective responsibility in the school, city and world community
- Flexibility and adaptability to the changes and demands of a modern world

For information see the Department of Education and Skills website
<http://www.dfes.gov.uk/a-z/DISCIPLINE.html>

DETENTION POLICY

PRINCIPLES

1. The school detention system should be used to complement the disciplinary systems organised by the subject departments and year teams and tutors, it should not be used as a substitute for actions taken by these teams.
2. The school detention should be used to deal with short-term disciplinary problems. There should be an expectation that resort to a school detention will resolve the problem. The use of the school detention is inappropriate in cases where there is a persistent/long-term problem with a student's attitude to work or behaviour. Equally the school detention should not be used too early in any disciplinary procedures, but used when students have clearly not responded to previous sanctions.

ORGANISATIONS AND STAFFING

1. School detentions will be held on Fridays after school.
2. The school detention will last one hour and 15 minutes. It will begin at 3.35 pm and finish at 4.50 pm.
3. The school detentions will be supervised on a rota basis.

REFERRAL

1. Students can only be referred to school detention by the headteacher, deputy headteachers, department co-ordinators and directors of study.
2. All referrals must be logged in the school detentions folder to be kept in the school office.
3. Referrals for Fridays must be made by the end of school on the preceding Wednesday.
4. Each student that is referred must be issued with a standard letter to inform their family of the detention and the reason for the referral.
5. There are no misdemeanours for which a school detention is a fixed penalty. It will be up to the person making the referral to decide if a school detention is an appropriate penalty for each student for each misdemeanour.
6. Department co-ordinators will be responsible for setting appropriate work for school detentions. The work must last for at least one hour and not require the support of teachers or other students for its completion.
7. Students referred by the headteacher, deputy headteachers, senior teachers and directors of study will complete standard work that is set in advance.

ORGANISATION OF THE DETENTION SYSTEM

1. The headteacher will see all students on school detention prior to sitting the detentions.
2. The staff running the detention should create an environment that is similar to a formal public examination. Students should not be allowed to sit with friends. There should be silence throughout the whole detention. The emphasis in the room should be on the silent completion of the work set.
3. Students failing to meet the standards set should be kept for an additional 15 minutes. Students who persistently fail to follow the instructions given by staff should be dismissed with the understanding that they will be seen by the headteacher or deputy headteacher on the following Monday.
4. The detention is expected to start and finish on time.

Further information on detention can be found on the Department of Education and Skills website http://www.dfes.gov.uk/a-z/DETENTION_ba.html

INTERNAL SUSPENSION POLICY

Internal suspension is a key to the school's behaviour management. To implement this, a rota of staff holding major posts of responsibility is required.

When an internal suspension is necessary, the student/s involved (no more than two) will have been interviewed who will outline the seriousness of the sanction and tell them that their parents/carers will be informed. They will also be informed that they will spend the school working day under the close supervision of the senior member of staff. The work will be carried out in absolute silence. Every effort will be made to ensure that work is available before the internal suspension.

Internal suspension will take place in rooms which have an appropriate desk, a supply of writing paper and writing materials and an internal phone. Students on internal suspension should be made to sit facing away from the door to avoid any unnecessary distraction during lesson changeovers. During break and lunchtime, the supervision of student/s will be undertaken by another member of staff. The students concerned will be given an opportunity to go to the toilet and if necessary, will have their lunch brought to them at a convenient time.

EXCLUSION POLICY

INTRODUCTION

It is imperative that any policy should tie in with all agreed policies on behaviour and codes of conduct for all staff and students.

CRITERIA FOR POSSIBLE EXCLUSION

- Violence or assault on staff or other students
- Possession of an offensive weapon
- Serious verbal abuse of members of staff
- Serious racism
- Serious theft
- Vandalism to the fabric of the building
- Bullying or intimidation
- Possession of alcohol or illegal substances
- The student is beyond the control of the school as a responsible parent and is, therefore, at risk

OTHER CONSIDERATIONS

Having agreed that an offence committed fits one or more of the above criteria, further considerations will influence any decisions about exclusion.

- The student's previous record
- The threat to the safety and welfare of other students
- The threat to the safety of staff
- The effect on other students in terms of their learning entitlement
- The precedents – how other students have been treated in similar cases
- The threat to school standards and accepted behaviour
- The threat to the image of the school within the local community

WHAT CONSTITUTES EXCLUSION

Internal suspension is the first step on the exclusion ladder. This involves isolation from other students within school for a period of time. Here, it is just as important that parents are informed as in the higher echelons of exclusion.

THE ROLE OF PARENTS

- (a) Parents must be contacted by telephone or in writing as soon as possible after the incident and warned that exclusion is being contemplated. An explanation of the exclusion criteria would be given at this stage.
- (b) Confirmation of the exclusion or non-exclusion will be given by letter to the parents. This should happen within 24 hours of the incident if at all possible. A telephone call might also be made.
- (c) Parents will be given the opportunity to contact the school to discuss the situation in all cases of exclusion. In addition, parents will be able to make representations to the local education authority, which will have already received the appropriate documentation.
- (d) In all cases of exclusion a meeting will be convened, preferably before the student's return, or if it is not possible on the student's return, or as soon as possible after the student's return to discuss future developments and strategies. In very serious cases a member of the governing body will be invited to attend. For all fixed term exclusions, copies of exclusion letters will be given to the chair of governors, the educational social worker and to the education officer.

THE ROLE OF HEADTEACHER AND GOVERNORS

The power to exclude a student can only be exercised by the headteacher.

If, as a result of the exclusion, the parents make representations to the LEA and/or the governing body, the governors' exclusion panel will meet to consider the matter.

EXCLUSION PROCEDURES AND THE MANAGEMENT OF STUDENT BEHAVIOUR

- 1.** A student cannot be excluded for more than 45 days in any one term.
- 2.** It is not envisaged that the full 45 days should be used in one go.
- 3.** There is no such thing as an indefinite exclusion.
- 4.** Records must be accurate.
- 5.** Only in exceptional circumstances should exclusion come as a surprise to parents/carers. Generally, exclusions will come after a number of prior incidents/meetings, which have been dealt with by the school in a variety of ways, including school detention and internal suspension.

The school must always demonstrate, through records, the strategies and support a student has been given to help them avoid further sanctions. **This clearly means that all areas of the curriculum need to keep accurate records of incidents/detentions/letters to parents etc, which may need to be used as evidence, particularly when parents/carers appeal against exclusion.**

- 6.** Governors and the LEA need to be fully informed.
- 7.** The headteacher/chair of governors, needs to be documented and copies sent to the parents/carers and the LEA.
- 8.** Where a student is excluded, all the above should apply and the LEA manager and learning support services should be informed. It is expected that a review of the student's statement needs should follow.
- 9.** Exclusion should only be considered as a last resort or a response to a situation that poses danger to the well-being of students and staff. There is much greater emphasis upon schools working with students and ensuring that a variety of strategies have been employed to moderate a student's anti-social behaviour.

Consistency is crucial with the implementation of sanctions.