



## WHOLE SCHOOL BEHAVIOUR POLICY

### Principles

At Plantsbrook we believe that students must behave well for effective teaching and learning to take place. We also believe that good behaviour is a desirable educational outcome in itself. We foster a 'no blame' culture where students are encouraged to take responsibility for their own behaviour and learning. The need for good behaviour, both inside and outside the classroom, is implicit in the School Aims:

### PLANTSBROOK SCHOOL AIMS

**At Plantsbrook, we aim to be a learning, caring, successful school, preparing our students for the opportunities of adult life in the 21st century. To achieve this:**

- We will do our best, continuously trying to improve and working hard to develop our skills and talents.
- We will be a school in which everyone is an achiever and everyone is made to feel valued.
- We will care for everyone equally and provide a secure, happy and yet demanding and stimulating environment, both inside and outside the classroom.
- We will work together, in a spirit of mutual respect and co-operation, both serving the local community and utilising it to enrich our learning.
- We will prepare students to become responsible citizens, able to take advantage of the opportunities of adult life, and respectful of the values and cultures of others.

### Safeguarding

At Plantsbrook safeguarding of all students is paramount and we work tirelessly to ensure all students are protected from maltreatment and free from impairment to their health or development. In addition, we seek to provide consistent, safe and effective care to enable our students to have optimum life chances and to move onto adulthood successfully.

Safeguarding is not just about protecting children from deliberate harm and this policy relates to many other policies within school. For further information see the following policies:

Healthy and Safety	First Aid
Equality of Opportunity	Drugs
Educational Visits	E-Safety

### The Role of the Teacher

The quality of teaching and learning in the classroom directly affects student behaviour. Therefore, as teachers, we must try to provide lessons which are:

- Stimulating and varied, maintaining the students' interest
- Delivered with pace, demanding and carefully matched to their abilities, with specific help given to individuals as well as an awareness of the progress of the group as a whole
- Clear in their learning objectives and success criteria so that the students understand what they are doing and why they are doing it and be aware of the social and emotional skills which will assist their learning
- Adopt a common and consistent approach to behaviour issues.
- Engage in professional development opportunities relating to positive behaviour management
- Share good practice.

### The Atmosphere in the Classroom and around the School

It is important to create a positive and ordered environment in which learning can take place. We can do this by:

- Ensuring students enter classrooms in an orderly way ready to work.
- Adopting a suitable seating plan.
- Using appropriate starter activities to set the tone for the lesson.
- Expecting the students to be polite, respectful and obedient, and demanding a positive working atmosphere appropriate to the task in hand in line with our classroom rules (displayed in all rooms). (SEE SIGNIFICANT 7 CLASSROOM RULES).
- Finishing the lesson on time and ensuring an orderly exit.
- Being vigilant in the corridors between lessons and during breaks and at the beginning and end of the day, ensuring that rules are kept and behaviour is civilised.

## **The Pastoral Curriculum**

PHSE and Citizenship programmes are delivered through tutorial, 'Think' lessons in Years 7 – 9, externally provided workshops and all curriculum areas where appropriate.

In addition, the moral messages communicated through assemblies, form tutors in tutorials and through staff in all their contacts with students inside and outside the classroom should support the values of the school by discussing and defining good behaviour. Students should understand their responsibilities and rights and they will be engaged in revision activities at regular intervals throughout the year.

## **Rewards**

We believe that students respond constructively to a positive school ethos in which they are treated with respect and are given responsibility. Therefore, we must:

- Maintain the agreed values described in the School Aims.
- Have high expectations of the students both in their work and behaviour.
- Give them responsibility for their own work where appropriate.
- Provide them with many and varied opportunities to achieve.
- Praise and reward achievement wherever possible, remembering that the praise that students appreciate is usually personal and specific. It must also be seen to be genuine and warranted.
- Rewards should have currency with the students and should motivate them to keep working hard.

## **WHOLE SCHOOL REWARDS POLICY**

### **Principles**

- Rewards are meant to motivate students and to recognise formally all kinds of achievement.
- They should be given for good work in lessons, high levels of effort, excellent attendance and for being helpful outside the classroom.
- They should be awarded to students of all abilities and ages equally.
- They should be given for all good work, not just the best in the class so that a significant proportion of the class should gain them for any piece of work marked.

### **Stamps/Green Cards/Gold Cards**

- **Stamps/Green Cards may be awarded when work/effort shows an exceptional standard or significant improvement**
- Stamps/Green cards may be awarded for all kinds of good effort and/or attainment, whether written, practical or oral etc and in line with the Rewards criteria displayed in all classrooms.
- Gold Card achievement letters are awarded for a wide range of achievements in recognition of a student's significant contribution to school life, effort and progress.
- Attainment **MUST** be judged relative to the ability of the individual student by asking, is it a good piece of work for this individual?
- When teachers feel that a piece of work deserves a stamp they may show this alongside the formative marking comment e.g. by using a Plantsbrook reward stamp. This should also be recorded by stamping or signing the students reward page stamp. Rewards may also be given, when deserved, for good work outside the classroom e.g. for community service or extra-curricular activities. (Year 7 and Year 8 only)

### **Stamp Milestones**

- When students in Year 7/8 gain 100 stamps a reward will be triggered in the form of a £1 'Love to Shop' voucher Form tutors will administer the issue of the 100 stamps slip which will then trigger the issue of the voucher.

### **Letters Home**

- Standard departmental letters and postcards may also be sent to tell parents about good work when the teacher feels a more immediate reward is deserved.
- The Leadership Group will send a similar letter to parents of students who have been sent to show them good work. All students gaining a Gold Card will have a letter sent home as formal recognition of their significant achievement.

### **Learners in Focus**

- On a regular basis, Achievement Co-ordinators and members of the Leadership Group will sample students' work and look at their planners.

### Recording

- Tutor group representatives, supervised by the form tutor, should be given the responsibility of collating a regular record of totals of stamps gained and pass these to the member of staff responsible for the rewards system. (Year 7 and Year 8 only)
- The data received will be used to advertise the 'best form' in each year, at the end of each half term, as well as highlighting the highest stamps earners in the newsletter.

### Evaluation

- The effectiveness of the stamps system should be monitored and evaluated annually by students through the School Council, by Departments and by Year teams.

### Positive Reinforcement

We believe that the positive reinforcement of good behaviour is always the most effective form of classroom management. We believe we should try to:

- Emphasise the good behaviour expected of the student rather than simply condemning the bad.
- Go into the classroom with a positive attitude, remembering that expectations often match behaviour.
- Deal firmly, fairly and consistently with the first signs of deteriorating standards.
- Record significant positive behaviour using the Achievements area of SIMs.

### Students' RESPONSIBILITIES AND RIGHTS

The most powerful sanction is the disapproval of other students. Therefore we should make clear who is being reprimanded and precisely why. They should be made aware of the effects of their actions on the rest of the class and the likely consequences if they continue. All students have rights but there are clear responsibilities that go with those rights, The *RESPONSIBILITIES AND RIGHTS* statement below comes from suggestions made by students in tutorials. They were discussed in Year Councils and finally agreed by the School Council. These are the foundation of the student induction programme.

It should be displayed in every classroom and referred to when students misbehave.

<b>RESPONSIBILITIES</b>	<b>RIGHTS</b>
<i>EVERY STUDENT AT PLANTSBROOK HAS RESPONSIBILITIES AND RIGHTS. RESPONSIBILITIES COME BEFORE RIGHTS. IF YOU ACCEPT YOUR RESPONSIBILITIES, YOU WILL GAIN YOUR RIGHTS.</i>	
1. To show respect for others and their property.	To be treated fairly and with respect.
2. To listen to others and respect their opinions.	To have the right to speak when it is appropriate to do so.
3. Not to bully others, which includes cyber-bullying and to report any bullying.	To feel safe and free from all forms of bullying.
4. To appreciate that people who are different from you are equal to you.	To be treated as an individual.
5. To allow others to learn without distracting them.	To be able to learn without being distracted.
6. To try hard and do your best.	To receive praise and encouragement.
7. Not to call others names when they work hard.	Not to be called names for working hard.
8. To try your hardest to be punctual and well organised. To do all of your work and to ask for help if you need it.	To be well educated.
9. To maintain and improve the quality of the school environment.	To have a green, clean, safe and tidy school.
10. To speak to others politely and to be well mannered.	To be spoken to politely.

## **Sanctions**

However, we are aware that, at times, students misbehave and some students misbehave regardless of the quality of the lesson.

Sanctions must be proportionate to the misbehaviour and, if possible, they should also be appropriate. Although they should be applied consistently, there should also be room for flexibility and a judgement as to what might be most effective for particular students in particular situations. Serious sanctions used too freely and frequently become ineffective and leave no room for further escalation.

In the case of misdemeanour, the following courses of action are open to you:

Subject Teacher: Investigation of concern

Guidance and/or reprimand.

Stern admonishment.

Movement of student to another desk.

Incomplete work to be done in student's own time.

Issue a behaviour log which identifies behaviour concern and action taken via the SIMS system.

Departmental Report

Detention - during break, lunch or after school.

(N.B. 24 hours notice given and the appropriate form completed for detention after school).

In extreme cases of disruption students may be removed to work with a more senior colleague e.g. Subject Leader, Achievement Co-ordinator or a member of the senior staff. On such rare occasions, the incident must always be written up. If a student needs to be removed from the class immediately, staff should refer to the emergency support timetable and send to reception for the senior member of staff on duty, who will judge the course of action to be taken. An electronic red card will be issued and completed by the senior member of staff and given to the Achievement Co-ordinator with a written explanation as to the action taken or to be taken. Parents may be contacted. Appropriate punishment will follow.

In all but the most minor cases,

**INFORM** Group Tutor of the concern and/or

**INFORM/REFER PROBLEM TO SUBJECT LEADER and/or ACHIEVEMENT CO-ORDINATOR**

### Subject Leader

Further investigation of concern.

Enforcement of above sanctions.

Discussion of lesson content, suitability of material, teaching style etc.

Investigation of individual's progress.

Temporary move to work with Subject Leader/or other senior member of staff.

Further discussion with Group Teacher

Subject Leader Report

### Referral of Concern to Achievement Co-ordinator or appropriate Senior Member of Staff where necessary

Achievement Co-ordinator: Further discussions with Subject Teacher, Group Teacher and student to find reason for misbehaviour.

Enforcement/repeat of previous sanctions.

Withdrawal from class timetable to work with Group Achievement Co-ordinator or Senior member of staff.

Involve Pastoral Support Workers, where appropriate.

Involve parents where appropriate.

Involve outside agencies, Behaviour Support Service, Social Services, etc.

All interested parties.

Review need for statementing in consultation with Special Needs Department.

### Referral of Concern to Head or Leadership Team

The most serious problems may lead to:

- A lunchtime exclusion
- A fixed term exclusion, followed by an interview with the students and parents before a re-admission
- Leadership Team Report
- Initial referral to Behaviour Support Service followed by a Student Support Programme, which sets targets and timescales for improvement
- Referral to Governors' Disciplinary Panel
- Pastoral Support Plan
- Permanent Exclusion

### **Bullying**

Bullying can be defined as a range of harmful behaviour, both physical and psychological as defined at [www.teachernet.gov.uk](http://www.teachernet.gov.uk) under 'definitions of bullying'.

We are a "telling school", encouraging students to tell us about their worries over relationships with others and encouraging them to be responsible for their peers. Form Tutors should be the first point of contact but all teachers should be approachable and should take such reports seriously. Our advice to students on what to do about bullying is displayed in every classroom:

Being bullied? What Should you Do?

1. If you feel you are being bullied, tell someone; a friend, a parent, a teacher, a dinner supervisor... and talk the next step through with them.
2. If you know or suspect that someone is being bullied, tell an adult in school so that it can be followed up officially.

You will be listened to and provided it is best for you, what you say will be kept confidential (secret).

### **The Role of Parents**

We believe that parents and teachers must work together to reinforce good behaviour and deter bad. We are always looking for ways of improving home-school communication and inviting parents into the school through e.g. the PTA, consultation evenings, open days, the Newsletter, plays and concerts. We believe such opportunities encourage a climate of trust and co-operation. Both teachers and parents can then feel more confident about contacting each other when there are concerns. This is vital in cases of serious student misbehaviour when parents of all students involved will be contacted as soon as possible to discuss courses of action and to enlist their support. Parents will automatically be involved in discussions where a student is provided with additional levels of support in accordance with the Student Support system.

### **The Role of Governors in reviewing this policy**

This policy has been formulated through full discussion with Governors. It should also be reviewed by them regularly.