

Meole Brace School

BEHAVIOUR POLICY

Aim of this policy - to promote a whole school approach to behaviour enabling the highest quality of learning for each student.

School ethos

We are a caring and cheerful school committed to:

Achievement – we will develop the personal, social and academic skills of students to the highest standards. This will enable them to lead happy and successful lives, both at school and when they leave. We want our students to be self confident, to enjoy learning and to be motivated to achieve the best they can, now and in the future.

Community – we will show care, consideration and courtesy towards each other valuing the contributions, achievements and traditions of all. We encourage carers, parents and members of the local community to be active in the life of our school. We want students to form positive relationships and to be able to work cooperatively with others.

Respect – we will respect ourselves and each other making positive contributions to our school and community. We want students to have a sense of self-worth with secure values and beliefs, so that they make informed choices understanding the consequences of their actions on themselves and others.

We will provide a stimulating and high quality learning experience for all, as a successful and vibrant school with high expectations.

“We treat others as we would like to be treated”

and

“Follow the instructions of staff so that every student can learn and every teacher can teach”

are key foundations to successful education at Meole Brace School. We believe that effective teaching and learning is achieved by reinforcing positive behaviour rather than by highlighting negative behaviour. We are committed to the celebration of all success - academic, sporting, artistic, personal or social achievement.

It is our belief that good relationships are based on mutual respect.

The following help to establish this respect:

- good classroom management skills.
- giving students responsibility, including responsibility for their own learning.
- high expectations for and recognition of students' achievements.
- a system of rewards and sanctions in which the greater emphasis is on rewards helping to build students' self-esteem.
- teaching and learning styles which offer interest, relevance, breadth, balance and accessibility to all students.
- an attractive, well maintained environment.
- effective partnership with parents.

Entitlement for members of Meole Brace School

Each person in Meole Brace School has the right to:

- be treated with respect.
- be safe in our school environment.
- be able to enjoy the process of learning.

Expectations of student conduct:

Common sense, courtesy and good manners are highly valued. Meole Brace School is a community in which we all show consideration and respect to other people and their property. All are therefore required to:

- respect the rights of others.
- not be physically or verbally offensive to others.
- follow the school's rules and the rules for each work area.
- behave sensibly with a particular regard for safety.
- listen in silence.
- look after and respect our environment.
- arrive to school and lessons on time, correctly dressed, fully equipped and with your Homework Diary.
- attempt all work to the best of your ability.

In addition:

- students should complete their homework on time.
- students should remain on site during the school day unless they have permission from their Year Team Leader.
- students should move around quietly, keeping to the left on corridors.
- students must wear correct school uniform.
- a watch and one plain hoop or stud is acceptable jewellery. No facial piercing jewellery is allowed.
- students must not ride cycles on the school grounds – cycles parked in school are left at the owner's risk.
- students must not leave lessons without obtaining the permission of a member of staff. Students who have permission to be out of class should carry a 'staff card'.
- students responsible for damage to the fabric of the school will be expected to pay part, or the whole of the cost of repair or replacement.
- our school is a no smoking school. Students smoking in school or when representing the school on the way to or from school should expect to be dealt with severely. Students found smoking on the bus face the possibility of being banned from the bus.

Mobile phones and MP3 players:

- Digital devices are allowed in school but must only be used at social times.
- Digital devices should not be used at any time in lessons or on corridors. If they are used they will be confiscated.
- earphones must be used when listening to music.
- if confiscated, Digital devices should usually be returned at the end of the day, unless a serious misuse has taken place.

Classroom Code of Conduct

These rules exist to make Meole Brace School a place where students can work effectively and safely. Students are given responsibility for their own learning and they are encouraged to develop self-discipline. The guidelines given below provide the framework within which these qualities can be developed.

Start of the Lesson:

- be on time.
- if required to wait outside the classroom, line up quietly in single file.
- always enter the room quietly and sensibly and go straight to your normal workplace.
- make sure that your bag and coat are out of the way and are not causing an obstruction.
- wait quietly for your teacher's instructions.

During the Lesson:

- at any time during the lesson when your teacher speaks to you listen carefully and in silence.
- in all rooms for your own safety and of those around you be sure that you follow precisely all instructions about safety.
- you will need equipment such as pen, pencil, ruler, homework diary and exercise book ready to hand.
- chewing and eating are not allowed.
- rudeness or lack of respect for your teacher or other students is not acceptable.
- listen to and follow all instructions.
- homework will be set at various times in the lesson but most often towards the end. Be ready with your homework diary.

End of the Lesson:

- when your teacher tells you to do so, pack away your books and equipment, getting ready to leave with the minimum of fuss.
- leave your workplace tidy with the chair placed under the table and equipment/books put away as instructed.
- when your teacher tells you to do so, you may leave the room.

Good Classroom Management Skills

Individual teachers make use of different strengths within a shared view of what creates good discipline.

There are certain skills which all teachers need and these skills can be learned and improved. It is important that we do not isolate ourselves from colleagues' support, well proven ideas and skills.

The following suggestions are by no means exclusive but they are skills which help to create good standards of behaviour.

- know students' names and use a seating plan.
- plan and organise the classroom and your lesson.
- be flexible when things don't go as planned.
- be ready to respond to problems calmly, immediately and without over-reacting.
- if control is becoming a problem be ready with a short piece of written work.
- be aware of the behaviour of the whole class when you are working with an individual or group.
- set an appropriate example in relation to dress, good manners and courtesy.
- be firm, fair, friendly and consistent.

- make your classroom rules clear.
- in admonishing students be firm and assertive but not aggressive.
- make sure you target the right student(s).
- criticise the behaviour rather than the person.
- in reprimanding students there are a number of approaches to avoid - personal remarks, sarcasm, comparisons with others, humiliation, reference to brothers or sisters, idle threats.
- always attempt to emphasise the positive; praise good behaviour and work.
- analyse your own classroom performance and learn from it as well as learning from colleagues

Expectations of classroom management:

During tutor time:

- arrive promptly.
- ensure all students' coats are off and uniform is correct.
- check register folder from Reception and give out messages.
- check all students have appropriate equipment for the day.
- update attendance records.
- monitor student rewards on a weekly basis.
- monitor any students on Tutor Reports.
- if assembly, accompany students to the Hall and sit with your group.
- ensure productive activity during tutor time.

During change of lessons:

- stand by classroom door – ensure orderly dismissal/reception.
- ensure sensible movement along corridors.

During lessons:

- have high expectations of behaviour and work.
- implement seating plans.
- ensure uniform is worn correctly at all times.
- follow school procedures for rewards and sanctions.

Please keep your room tidy and displays up-to-date.

We have a consistent approach to managing challenges within school. All staff and students adhere to the following system.

MBS Steps – Lesson Behaviour Management

Step	Description	Teacher Action
Step 1	First disruption by the student	Warning
Step 2	Second disruption by the student.	<ul style="list-style-type: none"> ●Warning and name recorded on yellow. ●Possible move to another area of classroom.
Step 3	Third disruption by same student.	<ul style="list-style-type: none"> ●Student sent to stand outside and name recorded on red. ●After 3/4 minutes, teacher discusses behaviour with student outside the room. ●Remind student of consequence of moving to Step 4. ●Student returns to lesson. ●Teacher records incident on SIMS.
Step 4	Student disrupts again after Step 3.	<ul style="list-style-type: none"> ●Student removed from lesson to other identified classroom, usually within the department and/or room of STL. ●ASD issued by teacher. ●Teacher records incident on SIMS.
Step 5	Student misbehaves in classroom they have been moved to.	<ul style="list-style-type: none"> ●On-call used. ●Student removed. ●Internal exclusion and parents informed. ●Teacher records incident on SIMS.

N.B.

- Other than for Step 5, on-call should only be used for serious events.
- Students persistently offending at Steps 3 and 4 in a variety of subjects will be dealt with by their YTL – e.g. on report, parents in for meeting, etc.
- Break detentions are to be used for lack of work in lesson or no homework.

Rewards

Community Rewards

- 6 tubes in the foyer colour coded to the communities.
- Staff are given 100 tokens per month
- Tokens are given to students for good behaviour/ kindness/ care/ thoughtfulness
- Students choose to place their token in the community tube
- Each half term monthly totals are compiled and a community wins. A shield is placed on the Community Wall for this half term win. A £50 donation is made to a charity of choice and a climbing wall/ zorb balls are brought into school for a day – each year group has one period of play.
- Shields are added to the Community Wall for winning Strictly/ Battle of the Bands/ Community sports and sports day. The winning community at the end of the year gets to choose a prize day event.
- Each staff member is issued with a jar of sweets per month/ ½ term – all different and old school, mint humbugs, jelly beans, etc. These are used as immediate and short term rewards.
- Each staff member must make 3 phone calls home per week.
- 5 dept e-cards are sent home each week. The office will email these cards home together on Friday of each week.
- ½ term dept awards – posted home, 2 per class.
- Termly Golden Ticket event – 25 nominations per community based on work/ effort grades etc.

Community Cup

Each Community will be part of a yearly competition based on Rewards, attendance, effort, punctuality, fewest Steps, Fewest ASDT – the top Community will win a collective prize and the winners of individual areas will also win a lesser prize.

Achievers of the Term

At the end of each term teaching staff and Year Team Leaders identify 20 students in their year groups who have achieved a sustained high level of performance in that term. These students are recognised by the award of a certificate signed by the Headteacher. Presentations are made in year assemblies. The certificate is sent to the student and her/his parents and the names of the successful students are published on the Year Team notice boards in the school foyer.

Annual Awards for Excellence

Similarly, at the end of each school year, Year Team Leaders identify the 20 students in their cohorts who have achieved the most consistent levels of excellence in areas such as academic performance, attendance, behaviour or general contribution to the life and work of the school. Again, recognition is made via a certificate signed by the Headteacher and sent to the student's home. In addition, each student receives an engraved pen, formally presented at a special awards ceremony held as an evening event and attended by the student's parents, family and friends. The student is invited on stage and the presentation is made by the Headteacher and the Chair of Governors.

SANCTIONS

Following the Education and Inspections Act 2006, schools have a statutory power to discipline students for breaches of school rules, failure to follow instructions or other unacceptable conduct. All teachers and staff in charge of students at Meole Brace School are authorised by the Headteacher to discipline students in line with the school's behaviour policy.

Consequences

The school has introduced a new school uniform with effect from September 2007. Parents and students must be aware that the school views the wearing of correct school uniform as a key element of the school's identity and standards as a community. Any student failing or refusing to follow clear and published school guidelines on uniform will be sent home until they are able to do so.

There are a series of responses that the school will make to poor student behaviour a selection of the most serious are listed below.

Refusal to follow Staff Seating Plan	1. Verbal warning 2. Removed from class (2 minutes) 3. Removal from class (fixed period) 4. IER 5. Fixed Term Exclusion	Class Teacher Class Teacher SLT/YTL LT
Refusal to follow staff instructions (open defiance)	Dependant upon level: Verbal warning Departmental Detention Reported to YTL Report to SLT Exclusion for a fixed term	Class Teacher Class Teacher/STL YTL action SLT
Physical / verbal aggression to Pupil	1. Apology made 2. School Detention 3. Parental Contact 4. IER 5. Fixed Term Exclusion 6. Permanent Exclusion	Pupil YTL/LT YTL/LT LT LT YTL/LT
Physical aggression to staff	Dependent upon level of offence: Fixed term exclusion Permanent exclusion	SLT SLT
Verbal aggression to Staff	1. IER 2. Fixed Term Exclusion 3. Permanent Exclusion	LT LT SLT
Swearing at Staff	1. IER 2. Fixed Term Exclusion 3. Permanent Exclusion	Asst Head Asst Head SLT
Racial Abuse	1. Incident Recorded 2. Parental Contact 3. IER 4. Fixed Term Exclusion 5. Permanent Exclusion	YTL LT / YTL LT LT Head Teacher
Theft	1. Parental Contact 2. Further action determined by seriousness	YTL LT/YTL
Graffiti / Property Damage	1. Parental Contact 2. School Detention 3. IER 4. Fixed Term Exclusion	YTL YTL LT/YTL LT
Bullying	Dependant on severity of incident 1. Verbal Reprimand 2. Parental Contact 3. IER 4. Fixed Term Exclusion	Staff/Class Teacher/YTL YTL YTL/LT LT

Smoking	1. Verbal Reprimand 2. School Detention 3. IER 4. Fixed Term Exclusion	Staff YTL LT /YTL LT/YTL
Possession of Illegal Substances	1. Parental Contact 2. Fixed /Permanent Term Exclusion 3. Counselling for Pupil	LT/YTL LT LT/YTL
Dropping Litter	1. Verbal Reprimand 2. School Detention	Staff Staff/ YTL

Detention system

The school operates a tiered detention system starting with breaktime detentions for minor incidents and moving to after school detentions for more serious offences.

If a student misses two break time detentions they will be given an after school detention; if this is missed it changes into a day in the IIR. ASDTs are issued for the following day except for Thursdays when they will be issued for the following Monday. If a student receives two or more detentions in a week they will receive a LT detention on Friday after school.

A 'late' detention is also run for students who are persistently late to school and/or lessons.

Report System

In the event of a student exhibiting unacceptable behaviour either in or out of the classroom, a range of report options is available to monitor the student and address any issues identified. Students will start on a green report, normally for a period of a fortnight, and progress through orange and onto a red report if their behaviour is of serious concern. Each report has a different sanction attached to it and escalates with the progression through the colours. A student can be placed on a higher level of the report process if the initial incident is deemed to be serious enough. A student may be placed on report to his/her Form Teacher, Community Leader (CL) or a member of the school's Senior Leadership Team (SLT). All report referrals are logged on the board in the staff room. The duration and focus of a report are flexible and this ensures both an effective and prompt response by the school to each individual case. Contact home during a report process is important as it maintains the student's focus and keeps parents involved in the welfare of their child.

On Call System

The school operates an emergency 'on call' system where a member of staff, in extreme circumstances, will call for the assistance of a member of staff to remove a pupil from the area. This will help to diffuse the situation and allow time for facts to be established and a decision to be made on the appropriate course of action. It would be exceptional for the 'on call' teacher to be sent for unless all other strategies have been employed.

- The on-call system is designed to support teachers during lessons by aiding them to, either, reintroduce students back into the classroom, remove students from the classroom and arrange a target setting meeting.
- Staff 'on-call' will need to pick up a radio from reception at the beginning of their designated session. These must be returned at the end of each session. This is very important; please do not rely on the phone system.
- A logbook must be filled in for each incident dealt with. This information will be passed to CLs at the end of each day, if required
- If a student is removed from a lesson the on-call staff need to take the student to a senior or middle leader for the duration of that period.

- If a student cannot be returned to a lesson then on call staff need to let the office know full details of the incident and a text message will be sent home informing parents of the need to remove their child from a lesson.

Internal Isolation Room

The school operates an inclusion policy and tries to deal with unacceptable behaviour in school wherever possible. For repeated failure to adhere to school expectations, or for a serious offence, a student may be placed in the I I R after referral to a member of SLT. This will usually be for half a day in the first instance, but may be multiple days including lunchtimes depending on the offence. Parents will be informed.

Exclusion

For repeated failure to adhere to the school behaviour policy, or for single serious offences, a student may be excluded from school for a fixed period of time. If the decision is taken to permanently exclude a student, it is seen as the final step in the process of dealing with disciplinary offences. There may however be exceptional circumstances where, in the Headteacher's judgment, it is appropriate to permanently exclude a student for a "one off" offence. These include:

- serious actual or threatened violence against another student or member of staff.
- supplying an illegal drug.
- carrying an offensive weapon.

When dealing with all exclusions, either fixed term or permanent, the Governing Body adheres to the DfE guidance on exclusions.

Mobile Phone Usage:

There is a ban on mobile phones being visible during lessons and on the corridors of school. The only exceptions are that phones may be used in the dining hall at lunchtime and breaktime and in the social areas at the front of school during these times. Phones must be kept in the students bag and not on their person. If a phone is being used anywhere other than in the specified places it will be confiscated and placed with the office for collection at the end of the day. This system commenced on Monday 6th March 2017.

ANTI-BULLYING POLICY

In line with the school ethos, we continually strive to maintain a happy, safe and secure environment in which students can learn effectively and work co-operatively with each other.

At Meole Brace School we are fortunate in enjoying a friendly and co-operative environment and atmosphere amongst our students. However, it is imperative that as a staff and a wider community within the school, we remain vigilant so that no individual is allowed to suffer the pain and stress of being bullied. One case of bullying is one too many.

The following statements reflect our philosophy as a school and how we address this issue together:

WHAT IS BULLYING?

Bullying is a deliberate attempt to hurt, tease, torment, threaten, frighten or exclude someone from a group. Bullying can be physical, psychological or verbal in nature. Some of the most common forms of bullying are:

- Name calling
- Spreading false rumours
- Teasing
- Persistently annoying people
- Taking money or belongings from others
- Deliberately damaging items belonging to others
- Hitting people
- Texting via mobile phones/use of chatrooms (so-called 'cyber bullying')

Many students are able to deal with these issues and take them in their stride, but to others these things can be devastating.

LEARNING TO COPE

It is important that all students know and understand two key things:

- they do not have to suffer in silence and accept bullying
- they should know how and where to find help and support

People are often afraid to admit they are being bullied for fear of reprisals. An effective anti-bullying policy needs first and foremost to allay these fears and create a culture where disclosure is felt by students to be safe and to be the best response.

WHY DOES BULLYING HAPPEN?

Bullies are often driven by the following motivations:

- To get pleasure and enjoyment out of seeing others hurt or upset
- To enable them to get their own way
- To make them the centre of attention
- To compensate for the fact that they may be being bullied themselves

Bullies are not always simply cruel people. They often need help themselves and their bullying can be a way of asking for this help.

WHAT TO DO IF YOU ARE BULLIED:

First, ask yourself these questions:

- What form is the bullying taking?
- How am I reacting to it?
- What could I do to improve the situation?
- Is there a particular reason for the bullying?
- If so, could I do something about this to prevent further bullying?

NB Remember it is no fault of yours if you are being bullied or if you admit that you cannot cope with a situation. The key thing is that bullies have to be stopped.

Having asked yourself these questions, you may then try to:

- ignore the bully
- stay with your friends so that you feel safe
- show the bully that you are not afraid or intimidated

If this does not solve the problem – YOU MUST GET HELP AT THIS STAGE.

The school has an Anti-Bullying Council that is staffed by peer mentors at lunchtimes. There is always a student available to speak and all issues are resolved in conjunction with Mr Iddon and CL.

WHO CAN HELP YOU?

If you are being bullied, there are a number of people from whom you can get help and support. It does not matter who you tell, as long as you **TELL SOMEONE**.

The following people will help you to find a solution to any problems:

- A good friend that you can trust
- A parent or other relative
- Your Form Tutor
- Your Community Leader
- Mr. Iddon, Assistant Headteacher
- One of the school's Bullying Counsellors
- Any other teacher
- School Nurse
- Sara Altinok, Family Support Worker
- Relateen counsellor
- Any other adult

HOW THEY CAN HELP YOU:

- By listening to your problem and giving you support, encouragement and advice about how to handle the situation
- By discussing and suggesting possible strategies for you to use to resolve the issue
- By suggesting other people who may be able to provide effective support
- By intervening directly with the bully to ensure a rapid and permanent solution

IMPORTANT THINGS FOR YOU TO REMEMBER:

- Do not try to buy off or bribe a bully with sweets, money etc
- Talk to your parents about what is happening
- Try the suggestions made by the adult(s)/people you have spoken to
- Never pretend that the bullying has stopped if it has not done so
- If the bullying continues, you must continue to seek help and advice
 - *It is important to be aware that these approaches and strategies normally work quickly and effectively. The key aim is to ensure that the bullying stops and the issue is resolved in a friendly and non-threatening way.

HOW DO WE DEAL WITH THE BULLY?

A bully often needs help, just as the person being bullied does. When dealing with bullying, strategies should be devised and implemented to address the needs of the bully. He/she is also a victim and is experiencing problems which need to be tackled. Suggested approaches would include the following methods:

- Talk to the parents of the bully. Keep them fully informed and involved as the situation evolves, enlisting their assistance to work on the problem areas
- Talk to the bully in order to identify the triggers and motivation for the bullying
- Monitor the behaviour and attitude of the bully both in and out of lessons
- Involve other professionals if appropriate
- Discuss the situation with the bully so that he/she can see the victim's point of view
- Reward and praise the bully when changes are made in behaviour patterns, so that the bully is working with others rather than in conflict with them
- Implement sanctions in line with school policies if progress is not made using the above methods

NB At all times, a victim of bullying must know that someone is continuing to monitor the situation and that they can always turn to that person for further advice and support.

CHARTER OF STUDENT RIGHTS AND RESPONSIBILITIES:

The Meole Brace School Science College anti-bullying policy can be summarised in the form of a student charter as follows:

As a member of Meole Brace School Science College you have the following rights:

- To enjoy the opportunities provided by Meole Brace School in safety and security
- To be an individual and be proud of your strengths and qualities
- To be able to refuse to take part in any actions which you know are wrong or against school rules
- To be protected and happy at all times when you are in school
- To tell an adult and receive support when someone or something is making you unhappy
- To be free from any form of bullying

As a member of Meole Brace School Science College you have the following responsibilities:

- To ensure that you never get involved in any form of bullying of other students
- To refuse to tolerate any form of bullying, whether against yourself or others
- To work with other members of the school community to stop bullying from happening
- To inform an adult at once if you know or suspect that bullying is taking place
- To encourage others to take similar measures to eliminate all forms of bullying from our school

Meole Brace School Science College prides itself on its caring and supportive attitude and on the fact that we all value each person equally in our community.

We will always support and protect any victim of bullying.

All members of the school will be expected at all times to uphold and adhere to this charter of student rights and responsibilities.

The Behaviour Policy will be reviewed on an annual basis

Reviewed November 2017 – Simon Iddon