

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.	<input type="checkbox"/> Warning and name recorded on yellow . <input type="checkbox"/> Possible move to another area of classroom.
Step 3	Third disruption by same student.	<input type="checkbox"/> Student sent to stand outside and name recorded on red . <input type="checkbox"/> After 3/4 minutes, teacher discusses behaviour with student outside the room. <input type="checkbox"/> Remind student of consequence of moving to Step 4. <input type="checkbox"/> Student returns to lesson. <input type="checkbox"/> Teacher records incident on SIMS.
Step 4	Student disrupts again after Step 3.	<input type="checkbox"/> Student removed from lesson to other identified classroom, usually within the department and/or room of STL. <input type="checkbox"/> ASD issued by teacher. <input type="checkbox"/> Teacher records incident on SIMS.
Step 5	Student misbehaves in classroom they have been moved to.	<input type="checkbox"/> On-call used. <input type="checkbox"/> Student removed. <input type="checkbox"/> Internal exclusion and parents informed. <input type="checkbox"/> 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

- We use a school wide system called VIVO. The system has a web based platform and has three areas of focus, parents, teachers and students. Students can download an app to see how they are doing, they can track the accumulation of points and use their Vivo reward points to make purchases in the Vivo store.
- We can track usage by staff members, departments and across year groups allowing us to better target the way in which we reward.
- Parents can sign up to receive emails letting them know how many rewards their child has got and for what reasons.
- The system is designed to allow all stakeholders participate in the process in an easy and enjoyable way.
- Visit vivomiles.com to have a look at the way the system works.

Community Cup

Each Community will be part of a yearly competition based on Vivo, 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.

Meole Monthly Awards (MMAs)

Awarded every month to students nominated by any staff – student receives letter home and certificate presented in school.

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.