



BEHAVIOUR MANAGEMENT AT WESTBOROUGH

AN INTRODUCTION OF AIMS AND PHILOSOPHY

The behaviour policy actively supports the School's aims to:

- ❑ **Raise student achievement**, by promoting all students' personal, social and academic achievement; valuing all-round achievement; setting challenging but attainable targets for students.
- ❑ **Work together**, by seeing the best in people; demanding the best in people and sharing good practice across the school.
- ❑ **Play an active part in our community**, by being a popular school, promoting citizenship and developing strong links with the community.

Introduction

Westborough is committed to a total system of support and effective discipline that minimises inappropriate behaviour, encourages positive self-discipline and concentrates on the learning needs of our students. We are committed to treating students as individuals and this policy aims to inform practice which meets the diversity of individual student needs, whilst retaining an awareness of the impact of inappropriate behaviour upon the needs and education of other students.

We know that a relevant curriculum, good relationships between staff and students, clearly defined school rules and a positive yet fair system of rewards and sanctions will maintain a learning community in which students are safe, secure and allowed to fulfil their potential in a positive learning environment.

At Westborough High School, appropriate behaviour should be consistently praised and rewarded. When inappropriate behaviour occurs the school has a clearly defined system of consequences and interventions designed to support students in the development of appropriate social behaviour and to ensure that barriers to learning are overcome. We manage behaviour positively in order to achieve success for all. Every lesson should be regarded as a "fresh start" and a chance to demonstrate appropriate behaviour for learning.

The team of Learning Support staff work where appropriate with specialists and external agencies to respond to those students who are creating persistent problems for teachers, other students and themselves. Wherever possible, positive action will be taken to help modify and manage inappropriate behaviour.

Ethos

The school will always insist upon high behavioural expectations and standards. As a general guideline, students are expected to behave in a courteous, respectful, responsible and sensible manner at all times.

Positive Behaviour Management Principles

The school employs Positive Behaviour Management principles and strategies and emphasises this practice within staff training and development. The strategies are designed to manage behaviour in a positive way, rewarding appropriate behaviour and using the language of choice and consequence. Students will always be given the opportunity to "make the right choice" and to modify behaviour through a clear understanding of consequences.

Positive Behaviour Management principles stress the recognition and reward of acceptable behaviour, using these principles in order to promote appropriate behaviour from all students:

- Rewarding effort and recognising achievement acts as a very real recognition of success.
- Recognition is a strong motivator to students.
- There will be an inclusive approach to rewards in that they are attainable by all students, as effort and/or achievement in all aspects of school life will be reflected - academic, sporting, attendance, etc.
- At the same time these rewards must have credibility by "having to be earned" in the eyes of both staff and students.
- The process of administration, storing and recording these rewards must be manageable by support staff.
- Wherever possible recording will be supplemented by rewards to give added value/desirability.

Sleuth

The school uses the "Sleuth" data management system to inform rewards and sanctions and monitor behaviour.

The system awards Sleuth Points for positive referrals, which culminate in a variety of rewards. Students can choose to "cash-in" points for smaller rewards or to "bank" them towards an end of year theme park trip. Every half term a letter is sent home to inform parents how many positive referrals their child has achieved during that period. Student planners have pages allocated for the recording of Sleuth points, which students monitor themselves and which gives an indication to parents of how their children are progressing.

All students begin the school year with 200 points, this will assume they will maintain 100% attendance at school. They lose one point for a day's absence and points for negative referrals. Attendance points will be added up at the end of each half term by the Sleuth Coordinator. The Sleuth system also grants positive commendations which merit up to 10 additional points for exceptional achievement, incidents of active citizenship and regular participation in extra-curricular/extended school activities.

The system is managed on line. Staff will have training on how to make both positive and negative referrals. New members of staff will be guided by their curriculum leaders.

Information for students is displayed on all classroom walls and in student planners.

Other ways in which students are rewarded:-

Attendance Draw

A half termly attendance draw is held, in each year group's assembly each with a cash reward for 100% attendance.

Prizegiving

At the end of each academic year, the students with the most Sleuth points in each year will be rewarded with a cash prize.

Certificates

A wide range of certificates are presented to reward and celebrate success, effort and achievement in its widest sense. Some examples are:

- Exceptional Attendance Certificate for 100% attendance throughout the school year
- Sports Certificate - reflects participation rather than excellence
- Academic and effort certificates are rewarded termly by every class teacher

Assemblies

- Weekly year group assemblies where the focus is on praise/rewarding success.
- Termly year group Awards Assemblies- Certificates from subject teachers are presented along with prizes for example –attendance, academic achievement, extra curricular involvement, individual progress etc.

Positive Postcards

All subject and Year teams are able to nominate students for the Headteachers positive postcard/letter- to reward effort and achievement.

PRINCIPLES OF POSITIVE CLASSROOM MANAGEMENT

(based on the work of Bill Rogers)

- Teaching is based on relationships, not just techniques
- Work at making it hard for the student to dislike you
- You can lead, guide, encourage, motivate, challenge even, but you can't control
- Creating tension creates a non co-operative atmosphere
- Model the respectful behaviour you want
- Use respectful language
- Keep that fundamental respect intact (unconditional positive regard)
- Keep the intrusiveness down
- Calm yourself before you calm others
- Manage behaviour from the head not the gut
- Plan your verbal repertoire
- Plan your body language
- Communicate your high expectations
- Know your students' personal qualities, interests and strengths
- Make sure you explain the journey of the lesson at the beginning, this stabilises behaviour
- Involve pupils in setting learning targets
- Make sure you catch them being good
- Criticise the behaviour, never the person
- Make clear the boundaries. Pupils without boundaries go in search of them
- Focus on the primary behaviour. Avoid the secondary behaviour "bait"
- Use the language of choice: students make either a good choice or a poor choice of consequences
- Give anger moral weight. Only get angry on issues that count
- Keep anger messages brief. In a minor fracas use take-up time/cool-off time
- Use cool-off time when the conflict is getting out of hand. Plan for structured cool-off time with colleagues

- Avoid forcing consequences (apart from time-out). Forcing a student to clear up a mess, pick something up, apologise or do their work when they heatedly refuse, only perpetuates a power struggle
- Consequences can always be deferred
- **It's the certainty of consequences that matters –not the severity**
- Always follow up and follow through
- Try to control the situation – not the student.

SIX principles of positive behaviour

1. Positive relationships

- Model the behaviour you require
- Firm but fair – without having to shout
- Avoid confrontation – give time to respond to instructions
- Structured well planned lessons – giving time to develop relationships
- Each class is different. Expectations will be the same but approaches may vary.

2. The start of lessons

- “Welcome” students
- Entry should be calm and sensible
- Classroom routine – Seating plans, Equipment check, Focus on the teacher
- Register
- Aims and objectives of the lesson clear and explicit from the beginning of the lesson.

3. Manners

- Please and thank you
- Do not interrupt
- Tone – how we say things
- Be kind and considerate
- Do not use bad language.

4. Movement

- Keep left
- Please walk quickly and sensibly
- No loitering / waiting
- All staff outside their rooms-at change of lessons (Staff at key points, particularly more “senior” staff.)
- Positive directional language to be used.
- No eating and drinking between lessons on corridors

5. Challenging students

- Challenging students is a corporate responsibility (“Open eyes”)
- Calm respectful language- no threatening gestures.
- Describe the objective reality
- Refer to and reinforce the rule
- Ignore secondary behaviour
- Give “take-up time” and part amicably

6. Answering back/defying staff

- Reinforce “there is a time to talk and a time to listen” and also a sense of place
- Give time to make the right choice
- Use the “broken record” technique
- Use the language of choice and consequence

School Rules

General – Around School Rules

You are expected:

- To wait quietly in single file outside a classroom if possible, if you cannot enter a classroom.
- Always walk quietly on the left of the corridors.
- Not to damage other people's property.
- Not to criticise/make fun of other students or their work.
- Not to use abusive language.
- Not to eat chewing gum.
- To follow the instructions of all adults.
- Not to drop litter.
- To only eat and drink in the Dining Room/outside (water is accepted in some parts of the school).
- Not to enter another part of school unless for teaching.
- Not to wear hats/caps/hoods inside school.
- You must have permission to be out of your room/area during lesson time and carry an orange card.
- Not to smoke **anywhere** on the school grounds.

General- Classroom Rules

You are expected:

- To arrive on time for the lesson.
- To be fully prepared for the lesson.
- To listen carefully when any adult is talking.
- To use all equipment appropriately and safely (including all ICT equipment).
- To stay in your seat.
- To put up your hand and wait for the teacher to ask you to speak.
- To do nothing to stop others learning.

Behaviours leading to On Call, Isolation, Possible Exclusion

- Verbal or physical abuse of staff.
- Refusal to follow instructions.
- Fighting.
- Possession or use of alcohol or drugs.
- Possession or bringing a weapon/dangerous items on to the school site.
- Malicious setting off of the fire alarm.
- Deliberate damage to or theft of school property.
- Persistent bullying/racist behaviour.
- Walking out of a lesson without permission.
- Refusal to hand over banned items.

Mobile Phones/Personal Electronical Music Equipment

All such items are banned in school and if seen by staff will be confiscated and stored in the school safe until the last day of the current half term.

Positive Behaviour Management Procedures at Westborough High School

Behaviour Management procedures need to be:

- CONSISTENTLY applied, understood and accepted as being fair
- focused upon the BEHAVIOUR rather than the person
- specific in extreme cases, yet flexible enough to retain a regard for context, previous record, degree of seriousness of the behaviour and other factors such as home circumstances

All staff, whether on duty or not, have a corporate responsibility to deal with corridor and premises behaviour. A consistent approach to behaviour and response to students will ensure the smooth running of our school. All staff need to 'keep their eyes open' on corridors and tackle students who are not conforming to school rules. Staff should not hesitate to ask for help from other members of staff, especially in serious cases such as fights or unruly behaviour.

Examples of behaviour/possible interventions

Out Of Lessons Behaviour	Possible Responses
<ul style="list-style-type: none"> • Uniform • Over-boisterous behaviour • Out of bounds • Graffiti/damage • Spitting • Use of Personal electronic equipment/phones • Refusal to follow instructions • Swearing at a member of staff • Fighting • Smoking 	<ul style="list-style-type: none"> • Positive directional statements • Confiscation of banned items-take to school office • Reinforcement of rules • Removal from area • Referral to form tutor for minor incidents • Referral to HOSP for major incidents • Lunchtime supervisors' HOSP purple referral cards

ALL **serious** incidents which occur out of lessons must be referred to HOSPs immediately. An out of lesson referral slip (held in the staffroom) must be handed to the HOSP so they can action the incident appropriately.

If the incident is serious, such as a fight, students may need to be isolated/separated until the matter can be dealt with. Please accompany pupils to the LSU.

Procedure if a student is caught smoking

If a student is seen smoking, students need to be referred to their HOSP.

Consequences:- 3 Stages-

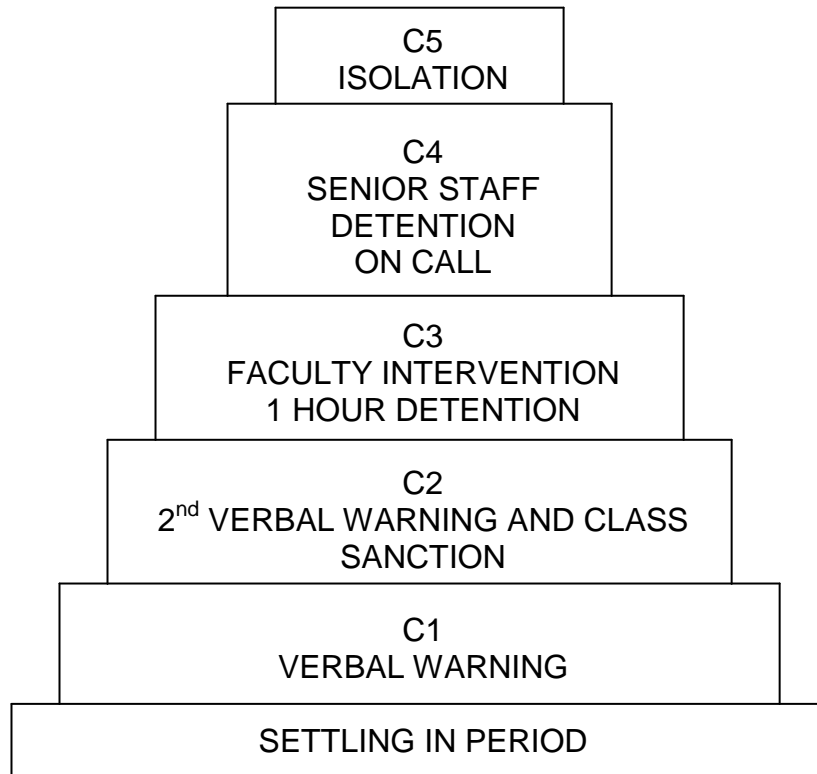
Stage 1. Loss of 1 lunchtime with HOSP and phone call home.

Stage 2. Loss of 5 lunchtimes plus parents called into school to discuss possibility of a fine and a formal letter.

Stage 3. Parents called into school, interview with the school police liaison officer, a formal letter, possibility of a fine.

THE CONSEQUENCES SYSTEM

Consequences for Breaking School Rules



This must be displayed in all classrooms

It is the responsibility of the classroom teacher to effectively manage student behaviour in their lessons. The following are suggestions to help staff with this process.

Matters of a general nature

Matters of a general nature which occur either in the classroom or around school generally will be dealt with in the first instance by the member of staff present. Some examples include:

In the Classroom	Progressive Responses prior to use of C3- by class teacher
<ul style="list-style-type: none"> • Not paying attention • Chewing • Litter • Ill-equipped • Poor work rate • Poor quality of work • Poor homework • No planner • Distracting behaviour • Frequently off task • Uncooperative behaviour • Rudeness • Graffiti/damage 	<ul style="list-style-type: none"> • Positive directional statements • Encouragement • Modelling/reinforcing appropriate behaviour • Separation from disruptive influences • Kept back and rules reinforced /consequences highlighted • Detained at break/lunchtime: <ul style="list-style-type: none"> – Incomplete work completed and future behaviour negotiated • Detained after school for up to half an hour. • Removed to work in another area

C3 –REFERRAL TO HOF

Where the above interventions have not worked and the teacher needs support from their line manager- a C3 referral is made to the HOF via Sleuth On line for a letter home and 1 hour detention after school with the HOF.

C4- ON CALL- Telephone 235 to LSU where a member of staff will come to your assistance.**On Call is used for emergencies only:-**

- Where the teacher can no longer control the student.
- Swearing at staff.
- Violence/Fighting
- Refusal to follow instructions

C5- Isolation-Please note. Only LSU managers and HOSPs can refer students to Isolation.

Most of the above would warrant time in isolation.

PLUS:

- Persistent disruptive Refusal to work
- Physical/Verbal intimidation
- Swearing/obscene language towards member of staff
- Persistent truancy-despite HOSP intervention
- Serious graffiti outside the classroom
- Serious damage to school buildings/staff property
- Direct refusal to follow instructions-e.g. to hand over mobile phone
- Drug offences
- Inappropriate sexual behaviour

STEPS OF INTERVENTION

Curriculum Leaders Action

General Conduct in the Classroom

Where behaviour has been deteriorating in a particular subject over a period of time:

- The Head of Department/Faculty will pass the referral on to the Head of Student Progress, listing what action has been taken.
- The Head of Student Progress should check with relevant staff either through conversation or a progress check/interim report if the problem is more widespread.
- The Head of Student Progress will interview the student to find out the nature of problem and to give the student the opportunity to give his/her view
- Parents should be informed of the problems, through a telephone conversation or through a letter inviting them to school to discuss the matter if they wish.
- Resulting interventions may include: Daily report to monitor behaviour; Detention; Time in the in the turnaround area.

Pastoral Team Action

The Daily Report:

- **Step one- Form tutor report (green)**
- **Step two- HOSP report (orange)**
 - Student placed on Daily Report for a fixed period in the first instance, feedback on behaviour to staff and parents.
 - Student spoken to daily about positives/negatives by the tutor/HOSP. Immediate break/lunchtime detentions for negative comments.
 - Where behaviour improves, Daily Report will be removed. If there is no improvement, then a second letter will be sent home urging parents to visit the school to discuss the matter and prevent more serious interventions

LSU Staff Action

C4- Intervention- On Call

If the behaviour in question needs immediate attention in that, despite Positive Behaviour Management strategies being used by the subject teacher, learning is being persistently disrupted, then students are removed from lessons and sent on call. Students will be asked to reflect on their offending behaviour and write a letter of apology if appropriate to the member of staff. Being sent on call has fixed consequences dependent upon the number of times a student is sent on call during a half term eg:2 on calls in one half term=half a day in isolation.

After discussing the behaviour with the student, the LSU team will make a decision whether to return the student to lessons or to retain them for a longer period. Depending on the severity of the incident, LSU staff may take one or some of the following actions:-

- HOSP report
- Parents are requested to attend a meeting to discuss behaviour
- KS3/KS4 Manager's Report
- Student is admitted to Isolation
- Possible fixed term exclusion

C5- Isolation

School policy is to meet with the parents of students who have been placed in isolation because of a serious breach of school rules. At this meeting the incident will be discussed and targets for future conduct agreed.

Staff in the Learning Support Unit use a variety of strategies to enable the student to move forward positively and these are discussed at length with parents in order that everyone can work together to support the child.

LSU staff have a range of strategies which can be used where appropriate such as:

- Fixed period in Turnaround with pro-active work to address behaviour issues
- Student 'time out' permit
- Work with Learning Mentors/BIP manager
- Monitoring and intervention by HOSP
- Timetable review- alternative curriculum provision
- Governors Disciplinary committee
- Pastoral Support Programme
- Additional Needs meeting
- IEP/Risk Assessment
- Key stage 3 Peer/PRU
- Key Stage 4- referral to panel, Nexus, Collegiates, Extended Work experience
- Support of other professionals:
- Outreach worker; Y.I.P's; ESW; NEO; Educational Psychologist; Social Services; CAMHS Team; School Nurse; Youth Offending; Life Line; Connexions P.A; Community Police
- Fixed term exclusion- Parental/student interview at Readmission Meeting - targets negotiated and agreed

Exclusions

Exclusion is always a last resort at Westborough High School. Internal exclusion (isolation) is always preferred as this enables the student's learning to continue through the support of their regular teachers.

When other strategies have failed. the LSU manager will contact the Head Teacher to consider fixed term or permanent exclusion using the following principles:

1. Exclusions will be a last resort and will be considered when:
 - the student is a danger to himself/herself or others;
 - a member of staff is deliberately assaulted
 - allowing the student to remain in school would be seriously detrimental to the education of others in the school
 - A weapon/offensive item intended for causing harm to others is brought into school
 - Illegal substances in school
 - Sexual Assault

2. The Head will not permanently exclude any student without fully consulting relevant staff and, where appropriate, other agencies. The Governors' Behaviour and Discipline Committee have an important formal role in this process.

LSU staff will always be sensitive to students' circumstances and the varying context of behaviour but it is felt that this clear standard actually reduces exclusion by minimising such behaviour and establishing clear boundaries.

Students who become a cause for concern may receive a number of fixed term exclusions. They will be given the widest range of support and every opportunity to modify their behaviour. LSU staff/HOSP will work closely with the Additional Needs Team and other agencies to ensure a pro-active approach to improvement.

The length of any fixed term exclusion will take into account the student's previous behaviour and personal circumstances. When students are excluded, the school will ensure that work is available for them in order that any disruption to their education is kept to a minimum. Whenever possible no student will be denied access to public examinations because of exclusion.

Searching Students

The school follows DCSF Guidance regarding searching students:

- Students may only be searched when there is evidence to suggest that the student may be in possession of a dangerous weapon or illegal substances
- A dangerous weapon is defined as a knife, gun or any home made or “adapted” instrument which may be used to inflict harm on others
- Currently, Gill Sweasey and Chris Mosey are designated representatives of the Head and as such have the right to search students. The student will be present when their belongings are being searched and a second member of staff will be a witness. If a boy is searched, a male member of staff must be present and vice versa.

USE OF FORCE TO CONTROL OR RESTRAIN STUDENTS

All parties within the school community have the right to defend themselves against attack provided that a disproportionate degree of force is not used to do so. A member of staff has the right to interfere in an emergency if a student is at immediate risk or injury or on the point of inflicting injury on someone else.

A member of staff may use reasonable force when:

1. A student is committing a criminal offence.
2. Injuring themselves or others.
3. Causing damage to property including their own.
4. Engaging in behaviour prejudicial to maintaining good order and discipline in the school.

Under section 550a of the 1996 Education Act, physical intervention where force may be needed can include:

- a. Physically interposing between students or blocking a student’s path.
- b. Touching, holding, pushing, pulling or leading a student by the arm.
- c. Shepherding a student by placing a hand in the centre of the back.
- d. Using such holds that restrain the student from continuing in causing offence, injury, damage or other unacceptable physical behaviour. (It is unlikely that staff will use ‘holds’ as they had not had ‘restraint’ training and might put themselves at risk)

Before intervention, a member of staff must consider:

- a. Is physical intervention right?
- b. Attempt alternative strategies first that do not require physical contact (e.g. communication with the student).

Then, use force if ALL other methods have failed, taking a calm, measured approach to the situation and where/when possible, engaging help from other adults or agencies.

The degree of force must always be the minimum to achieve the desired results and must be in proportion to the circumstances of the incident and seriousness of the behaviour.

Immediately following an incident the member of staff should report verbally to the Headteacher or member of the Leadership Group and make a full, written report of the incident. This will include the student’s name, time and date of incident, place, witnesses, how the incident began and progressed, reason force was necessary, student’s responses and any injuries or damage.

The Headteacher or representative will report the incident to the parents.

G Sweasey/C Mosey

May 2009