**September 2016**

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| **INTRODUCTION** |

**At Oldfields Hall Middle School we:**

* **respect others**
* **enrich lives**
* **make a difference**

We are a Rights Respecting School. The United Nations Convention on the Rights of the Child (UNCRC) is at the heart of everything we do.

The UNCRC articles which are particularly relevant to this policy are:

Article 19: Your right to be kept safe.

Article 28: Your right to learn and go to school.

Article 29: Your right to be the best you can be.

The school believes that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary and good attendance is vital. It seeks to create an inclusive, caring learning environment in the school by:

* providing a climate where all pupils feel secure and happy;
* promoting desired behaviour;
* promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
* ensuring equality and fairness of treatment for all;
* encouraging consistency of response to both positive and negative behaviour;
* providing a safe environment, free from disruption, violence, bullying and any form of harassment;
* encouraging a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school’s policy and procedures;
* promoting a culture of praise and encouragement in which all pupils can achieve;
* promoting early intervention when there are issues.

This policy takes account of the legislation set out in the Equality Act 2010.

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| **POLICY ARRANGEMENTS** |

The Assistant Headteacher has lead responsibility in the school for the Behaviour Policy which is developed in consultation with all members of the school community.

The policy will be reviewed annually; the Assistant Headteacher is responsible for leading the review and consulting representatives from the school community.

The policy directly links with the following school policies:

* Safeguarding
* E-safety
* Anti-bullying
* Equality
* Attendance

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| **ROLES AND RESPONSIBILITIES** |

Promoting good behaviour is the responsibility of the school community as a whole.

The Governing Body should:

* formally approve the policy;
* in liaison with the Head Teacher, ensure that the policy operates to promote equality for all pupils in line with the Equality Act 2010.

The Head Teacher and senior staff should:

* encourage an environment that emphasises positive behaviour, discourages bullying and promotes equality;
* monitor rewards and sanctions to ensure that their distribution is in keeping with equal opportunities principles;
* organise support for implementing the policy, including regular reminders of key aspects;

All staff, including support staff and volunteers should:

* apply the policy consistently and fairly to all groups and communities;
* be role models of good behaviour including punctuality.

Pupils should:

* be taught to how to behave well;
* be involved in shaping and promoting the policy and supporting staff and pupils – for example, by contributing to the School Council or peer counselling systems.

Parents and carers should:

* work in partnership with the school to promote good behaviour both in and out of school.

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| **WHAT WE EXPECT OF MEMBERS OF OUR SCHOOL COMMUNITY** |

* We expect members of our school community to be polite, respectful and considerate.
* We expect the school environment to be treated with care and respect.
* We expect members of our school community to be punctual.
* We expect staff to seek opportunities to challenge, stimulate and encourage each pupil to succeed, regardless of their ability, gender or ethnic identity.
* We expect staff to reward good work and good behaviour.
* We expect staff to set appropriate and challenging class and homework that is differentiated to meet individual needs.
* We expect staff to use sanctions for inappropriate behaviour consistently.
* We expect staff to recognise their own responsibilities for good classroom behaviour for example by
* outlining and regularly reinforcing high expectations of behaviour.
* providing a suitable environment for learning.
* actively promoting and recognising good behaviour.
* preparing lessons which are stimulating, relevant and appropriate to the ability of the pupils.
* We expect pupils to be motivated to learn in lessons.
* We expect pupils to build positive relationships with peers and staff.
* We expect pupils to complete and hand in their homework on time.
* We expect pupils to act as ambassadors for the School when participating in activities outside the school environment or whenever they come into contact with visitors to the school.

The School Vision statement and the Home-School Agreement set out clear expectations. Pupils, parents and form teachers (on behalf of the school) are asked to sign the Home-School agreement at the beginning of each academic year.

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| **PROCEDURES** |

The procedures arising from this policy will be developed by the Senior Leadership Team in consultation with the staff. Pupils will be consulted through the School Council, parents will be consulted through parent voice sessions and governors will be consulted through meetings.

The procedures will be made explicit to all members of the school community and the ideas of personal responsibility and responsibility towards the whole community will be promoted. The procedures will be made clear to the pupils so that they know how acceptable standards of behaviour can be achieved. The procedures will be monitored by the Senior Leadership Team in liaison with Progress Managers to ensure they are consistently and fairly applied.

The procedures will be reviewed regularly to ensure they are fit for purpose.

The most up to date procedures can be found in Appendix 1 of this document.

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| **REWARDS** |

A school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping pupils to realise that desirable behaviour, self-awareness and responsibility to self and others is valued. Integral to the system is an emphasis on both informal and formal praise for individuals and groups. It is also important to keep parents fully informed about their child’s achievements.

The most up to date list of rewards forms part of Appendix 2.

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| **SANCTIONS** |

Sanctions are needed to respond to undesirable behaviour. A range of sanctions is clearly defined and their use will be characterised by clarifying why the sanction is being applied and what changes in behaviour are required to avoid future sanctions.

The most up to date list of sanctions forms part of Appendix 2.

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| **ATTITUDES TO LEARNING** |

All pupils will be given an Attitudes to Learning Grade for Lessons 1-5. This is a 4-grade system designed to track effort, behaviour and achievement during each lesson for every pupil. A Grade 2 is the expected grade for every pupil. Grade 1 is given for exceptionally good effort, behaviour or achievement; Grades 3 and 4 are given for exceptionally poor behaviour or effort.

Full details of this are given in Appendix 3.

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| **MONITORING** |

The elements of the behaviour policy should be monitored at regular intervals by senior staff, looking in particular at age, gender, ability, pupil premium and vulnerable groups.

Feedback will be reported to the Governing Body on a termly basis.

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| **TRAINING** |

The Head Teacher and Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

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| **INVOLVEMENT OF OUTSIDE AGENCIES** |

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

Pupils needing support from external agencies are identified through the SENCO and Progress Manager.

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| **PROMOTION OF EQUALITY** |

* All staff must actively promote the policy of equality for all members of the school community.
* All staff must ensure that reasonable adjustments are made for pupils’ SEND in line with the guidance given by the SENCO on the SEN register and other SEN documentation.
* Staff must never tolerate discriminatory comments or behaviour.
* All incidents of discrimination of any kind must be reported to senior leaders and the incidents must be recorded on the Discriminatory Incident form. The Assistant Headteacher holds the central record of discriminatory incidents.
* The Assistant Headteacher will monitor incidents of discrimination closely and will produce a regular report for the Headteacher of any such incidents. Any trends arising from the report will be used to inform teaching and learning, particularly in form time and PSHE.
* The records will be reported to governors regularly by the Assistant Headteacher and will be submitted to the LA as required.

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| **ALLEGATIONS MADE AGAINST STAFF** |

Please refer to the school’s [Safeguarding Policy.](file:///T:\Administration\Policy%20&%20Procedures\Safeguarding%20Policy%20Oct%2015.docx)

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| **REVIEW** |

The Senior Leadership Team will consult with members of the school community including staff (teaching and non-teaching), pupils, parents and Governors.

The Governing Body will regularly review this policy and associated procedures to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Head Teacher, staff, pupils and parents.

The outcome of the review and changes to policy and procedures will be communicated to all those involved and incorporated into an amended Behaviour Policy.

**APPENDIX 1a**

**PROCEDURES FOR PROMOTING GOOD BEHAVIOUR**

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| **EXPECTATIONS** |

* Staff will praise pupils when they see good behaviour, effort or achievement.
* Staff will tell pupils clearly what is expected of them.
* Pupils will remember what is asked of them.
* Rules are consistent, fair, and will be kept.
* Rules are published as part of the Home School Agreement and in all classrooms.
* Rules will be regularly reviewed with staff and pupils.
* Responsibilities and expectations will be matched to individuals, their developmental stage and their SEND needs.
* Staff will regularly inform a pupil’s parents of exemplary behaviour as well as achievement (praise postcards, parents evening, or informally via a note in the pupil’s organiser or phone-call).
* When pupils have worked hard to support others, in or out of school, they will be commended – exemplary acts will be commended in year group or whole school assemblies.
* Staff will be consistent and fair in the way they apply rewards and sanctions. Staff training will take place to promote and ensure a consistent approach.
* Consistency will be monitored across the school by the Leadership Team using a variety of methods including but not limited to lesson observations, learning walks, book trawls, behaviour records and pupil and staff voice.

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| **REWARDS** |

Good behaviour, effort and achievement should be consistently rewarded. The range of rewards is available below. Verbal praise should be the starting point. It is also good practice to keep parents informed of good behaviour effort and achievement via the pupil’s Organiser.

* Staff will praise a pupil/class immediately upon their good behaviour, effort or achievement and say why they are pleased.
* An Attitudes to Learning Grade 1 or 2 will be given for good behaviour, effort or achievement as detailed on the Attitudes to Learning poster.
* SIMS Lesson Monitor should be used to award points for good behaviour, effort or achievement.
* Staff may give privileges to pupils who behave consistently well, and to

those otherwise who have made a special effort to do so.

* When appropriate staff will reward a whole group for their co-operative support of individuals or each other, for good behaviour or achievement.
* Excellent behaviour or achievement will be commended by staff using stickers, stamps and/or House Points.
* Stickers and stamps awarded to children count towards achievement points; 3 stickers/stamps is equivalent to one achievement point.
* Praise Postcards home should be used to award significant achievements, either in work, behaviour contribution to school or community action.
* Achievements may be recognised in the Success Newsletter which goes out termly.
* Good work may be displayed.
* The Headteacher’s award is available to reward pupils who have made a significant effort/achievement. Pupils are chosen by Progress Managers.
* Weekly year group assemblies recognise excellent behaviour.
* Reward Assemblies recognise effort and achievement in individual subject areas.
* Pupils who achieve 20 achievement points will be entered into an end of year prize draw. Therefore a pupil achieving 100 achievement points will have their name entered into the draw 5 times. There will be a prize draw for each year group.

**APPENDIX 1b**

**PROCEDURES FOR DEALING WITH POOR BEHAVIOUR**

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| **EXPECTATIONS** |

* Expectations will be clearly explained to pupils.
* Expectations will be appropriate to the age, understanding and SEND of the pupils involved.
* Sanctions used should reflect the seriousness of the offence, and are best applied on the spot by the member of staff directly involved.
* Any sanctions issued should be recorded in the pupil’s Organiser by the member of staff involved.
* Any sanctions issued will be recorded on the behaviour log for the pupil’s file.
* Incidents which involve contact with parents must be recorded on SIMS. If the member of staff is not able to do this themselves, they should pass a record of the incident to the Office Team who will record the incident for them.
* If a Head of Department or a member of the Senior Leadership Team deal with an incident, the appropriate Progress Manager must be informed and either given a written record of the incident and outcomes or referred to SIMS.
* Recording of incidents is vital so that behaviour can be tracked.

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| **SANCTIONS** |

If school staff consider there is a problem with a pupil’s behaviour, depending on the seriousness of the offence, the following sanctions are available to staff:

* a verbal reprimand
* issuing a behaviour point on SIMS Lesson Monitor
* recording a Grade 3 for attitudes to learning on the register (a behaviour point must be issued in this case)
* written warnings in the organiser
* behaviour slips (red and yellow) which will be recorded on SIMS by the Office Team.
* removal from the lesson using the Removal timetable – this must be followed up with a sanction eg loss of free time
* Recording a Grade 4 for attitudes to learning on the register (yellow/red slip must be issued in this case.
* loss of free time eg break or lunchtime
* loss of privileges eg attendance at a disco
* pupils may be kept in after-school detention with the approval of the appropriate Progress Manager, provided that 24 hours written notice is given to parents. A central record of after-school detentions is kept electronically by Progress Managers.

Staff should bear the following principles in mind:

* be consistent;
* avoid conflict and offer positive alternatives to poor behaviour;
* tackle the behaviour, not the child.
* encourage and help the pupil to make apologies to other pupils or staff they may have offended, show they can keep to the school rules or make suitable reparation;
* encourage pupils to reflect on the effects of misbehaviour or poor attendance on others in the school community, as part of everyday teaching;
* avoid early escalation to severe sanctions which are reserved for serious or persistent misbehaviour;
* Take account of reasonable individual circumstances;
* Ensure incidents are recorded in the correct manner (in the Organiser, on the pupil’s behaviour log and/or on SIMS as appropriate).

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| **ESCALATION OF INCIDENTS** |

If there are further or recurring problems, a senior member of staff may make formal contact with parents or carers and may monitor the pupil’s effort and attitude more closely, for example via a report. The pupil may be set work to do in isolation. A senior member of staff may also invite the parent or carer to come in to try to help to resolve the situation.

Again, any sanctions must be recorded in the pupil’s Organiser and on their behaviour log.  
  
In the case of repeated antisocial behaviour, or if the incident is exceptionally serious, immediately, the Head Teacher may formally exclude a pupil from school. A written warning will normally be given first. Staffordshire County Council guidance on procedures will be followed if a pupil is excluded from school. If a pupil is excluded for a fixed period more than twice then a meeting of the Governors’ Pupil Discipline Committee will be called to discuss the case and parents or carers and the pupil will be invited to attend that meeting.

On the pupil’s return after a fixed term exclusion, an Early Help Action Plan should be set up. This should be reviewed at least half termly in order to minimise the risk of another incident of poor behaviour. Early Help Action Plans may also be set up at a Progress Manager’s discretion if they feel that a pupil is in need of additional support because they are at risk of exclusion. This may occur after a period of isolation, for example. A CAF (Common Assessment Framework) document and meetings may also be set up if this is considered to be appropriate.

**APPENDIX 2a**

**REWARDS LADDER**

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| **Reward** | **Examples of when to use** |
| Verbal praise | good answer given  good behaviour  instructions followed  work completed to the expected standard  good manners  kindness |
| Written praise (in exercise book or organiser) | a good lesson’s work  acknowledgement of effort or achievement in a piece of work |
| Stickers/Stamps | consistently good work or behaviour  expected homework handed in  better than expected effort or achievement in a piece of work  contribution to school life eg helpfulness |
| Achievement Point | Excellent effort  Good citizen  Good group work  Outstanding work  Positive phone call home  Politeness  Positive note in organiser  excellent piece of work  excellent effort  excellent behaviour  excellent homework  3 stickers given in book or organiser by a member of staff  representing the school |
| Attitudes to Learning Grade 1/2 | see Appendix 3 for details |
| Praise Postcards (10 APs) | exceptional piece of work  exceptional effort  exceptional contribution to school life  NB The Office will enter 10 HPs on SIMS for any Praise Postcard awarded |
| Subject certificate | Academic achievement or effort over a term |
| Pastoral certificate | Community commitment over a term |
| Head teacher’s award | Nominations from Progress Managers  Exceptional effort.  Exceptional achievement |

**APPENDIX 2b**

**SANCTIONS LADDER**

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| **SANCTION** | **EXAMPLES OF WHEN TO USE** |
| Verbal warning | Instruction is not followed  Inappropriate behaviour |
| Behaviour Point | Answering back  Low level disruption to lesson  Poor effort in lesson  Lack of equipment  E-Safety issue  Forgotten instrument  Late to lesson  Lack of work/poor work in lesson  Missing homework x1  Negative note in Organiser  Negative phone call home  Poor achievement in lesson  Poor attitude  Organiser not signed  Rudeness  Issue with uniform/jewellery/makeup |
| Attitudes to Learning Grade 3 + behaviour point | See Appendix 3 – descriptor for Grade 3 |
| Written warning | Instructions continue not to be followed  A verbal warning is not heeded  Homework is not completed |
| Yellow Slip (1 behaviour point) | Written warning is not heeded  Two homeworks in a subject area not completed |
| Detention | Yellow slip received |
| Red Slip (3 behaviour points) | Three yellow slips (red slip monitored and issued by form tutor)  Persistent poor behaviour in a lesson  Persistently missed detentions  Serious behaviour incident eg offensive language, discriminatory language |
| Attitudes to Learning Grade 4 | Yellow/Red Slip received |
| After School Detention | Red slip received |
| Subject report (2 weeks) | Disruptive behaviour/poor attitude in a particular subject area. |
| Monitoring report (2 weeks) | Disruptive behaviour/poor effort in several subject areas. |
| Formal report (1 month) | Continued disruptive behaviour |
| Isolation (5 behaviour points) | 3 red slips  Violent incident  Extremely poor behaviour |
| Early Help Action Plan (EHAP) | At the discretion of Progress Manager  Support for a child deemed at risk of exclusion  After exclusion  Can be run alongside a formal report. |
| Fixed term exclusion (10 behaviour points) | Serious incident  Continuation of extremely poor behaviour |
| Permanent exclusion | Very serious incident.  Continued serious incidents. |

Parents may be contacted by Progress Managers or Senior Leaders at any stage on the ladder to discuss concerns. Parents may request that a child is placed on report. Positive reports and sticker charts are also used to help pupils to improve their behaviour.

**APPENDIX 2d**

**PROCEDURE FOR ATTITUDES TO LEARNING GRADES, BEHAVIOUR AND ACHIEVEMENT POINTS, YELLOW AND RED SLIPS**

**Class Teacher**

* A Grade 2 is the expected level for all students. Grade 1s are for and exceptional attitude to learning in a lesson.
* If a Grade 1 is given, an Achievement Point must be issued.
* An Achievement Point may be awarded even if you do not give a Grade 1.
* A Behaviour Point may be issued without issuing a Grade 3.
* If a Grade 3 is issued, a Behaviour Point must be issued.
* Lesson Grades, Achievement Points and Behaviour Points can be seen and tracked by class teachers. Training will be given in the use of this data.
* A Yellow or Red Slip is written as a result of an incident as described on the sanctions ladder and if an Attitudes to Learning Grade 4 is given.
* You are responsible for issuing the appropriate punishment for a Yellow Slip or Red Slip eg loss of free time.
* Please ensure that Yellow and Red Slips are completed as soon as possible and before the end of the working day. Remember it is a public document which will be placed in the child’s file.
* Ensure that all information is completed as clearly and fully as possible.
* **Yellow Slips** should be given to the **form teacher** **as soon as possible**. Your Head of Department should be informed of this, ideally via email.
* **Red Slips** should be given to the **Head of Department** **as soon as possible.** The child’s Progress Manager should be informed via email. Red slips issued by Lunchtime Supervisors should be directed to the Progress Manager.

**Form Teacher**

* Check behaviour, achievement and attitudes to learning grades regularly. Praise pupils who are doing well in this area. Discuss issues with individuals as necessary and liaise with Progress Manager if a pattern is noted.
* When you receive a Yellow Slip, please discuss the incident with the child. You may want to talk about how to prevent such incidents happening again for example, or you may wish to discuss what led up to the incident.
* Record Yellow Slip on the child’s behaviour tracking sheet.
* **Please ensure that Yellow Slips are dealt with and passed on to your Progress Manager as soon as possible after you have received them. There should be no more than 24 hours between a child receiving a Yellow Slip and the Progress Manager seeing it.**
* Issue a Red Slip if 3 Yellow Slips have been issued.

**Head of Department**

* Monitor Attitudes to Learning grades (training will be given in this). Support staff in your team where issues are emerging and praise pupils who are doing well.
* Keep a log of Yellow Slip notifications and Red Slips received and intervene to support your team if necessary.
* Issue subject reports if required.
* Liaise with Progress Managers to see if similar issues are occurring in more than one curriculum area.

**Progress Managers**

* **Yellow Slips** will come via the form teacher to Progress Managers.
* Where appropriate action has been taken Progress Managers should sign the form and pass it on to the Office who will record the incident on SIMS.
* Where a Yellow Slip requires action by a Progress Manager, this must be taken as soon as possible and recorded on the slip. The slip should then be passed to the Office who will record the incident on SIMS.
* Progress Managers should file Yellow Slips which are returned to them, looking for any patterns which may be occurring eg with particular lessons, teachers or times of day.
* **Red Slips** will come to Progress Managers via Heads of Department or Lunchtime Supervisors. Appropriate action should have been taken by the Head of Department and recorded on the slip. Any further action taken by the Progress Manager should be recorded on the slip. The slip should then be signed and passed to the Office who will record the incident on SIMS.
* Progress Managers should keep form teachers informed about any Red Slips received.

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| **Policy reviewed** | October 2016 |
| **Adopted by the OHMS Governing Body** | 19th October 2016 |
| **Date of next review** | October 2017 |
| **Chair of Governors** | T.Moore. |
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