

School



BEHAVIOUR POLICY

Rationale

West Moors Middle School aims to be a school where children feel secure and valued, and where high quality learning flourishes within the ethos of caring for one another. To this end, the main focus of this policy is based upon the two principles of:

- **POSITIVE REINFORCEMENT**
- **CONSISTENCY**

“Children have a right to an education. Discipline in schools should respect children’s human dignity ...”

(Unicef, Rights of a child - article 28)

This policy applies to all children, including visitors.

“The Convention applies to everyone: whatever their ethnicity, gender, religion, abilities, whatever they think or say, whatever type of family they come from.”

(Unicef, Rights of a child - article 2)

“A child with a disability has the right to live a full and decent life...” (Unicef, Rights of a child - article 23)

Purpose

The purpose of the Behaviour policy is to provide guidelines for staff, whilst also presenting a clearly structured framework that informs and develops the knowledge and understanding of parents and governors. This policy also shapes our code of practice upon which children can model their conduct. This policy encompasses

- What behaviour we expect from children.
- What strategies we use to promote and sustain good behaviour.
- The school’s reward system.
- What constitutes poor behaviour.
- The school’s sanctions system.
- The school’s approach to managing race and equality issues.

- The schools approach to managing uniform and homework issues.
- Guidance for parents on how to support the school's Behaviour Policy in partnership with the school.

"Both parents share responsibility for bringing up their child..." (Unicef, Rights of a child - article 2)

Important note: a separate policy exists on Anti bullying and should be considered alongside this policy.

Guidelines

Behaviour in our school is underpinned by the following key principles which aim to protect the "best interests" of all children (*Unicef, Rights of a child - article 3*).

- Good behaviour will always be praised and encouraged.
- All staff are responsible for promoting good behaviour.

All staff are responsible for addressing poor behaviour.

- All staff address aspects of discipline within classroom management.
- All staff carry out duties at break times, before and after school in a consistent fashion and in accordance with rotas produced annually.
- All staff have high expectations of outstanding behaviour ensuring that safety is upheld at all times.
- All staff log occurrences of unacceptable behaviour on SIMS ensuring that detentions are managed effectively.
- West Moors Middle school has a hierarchical structure for supporting pupils.
- West Moors Middle school has an agreed approach to behaviour management which is reviewed annually.

What behaviour do we expect from pupils?

- A good start to the day by being punctual, correctly dressed and by bringing appropriate equipment – supported through our T4 & P4 system.
- Courtesy which will be shown in how we speak and behave towards each other.
"...every child can enjoy their rights." (Unicef, Rights of a child - article 4).
- A caring attitude to others and a respect for their feelings, opinions and belongings. "Freedom of thought, belief and religion" (Unicef, Rights of a child - article 14)
- A good atmosphere for learning where disrupting others is not tolerated – supported through our L4 system.

5. What strategies do we use to promote and sustain good behaviour?

In order to provide a clear statement of the behaviour expected in each classroom, the key principles and values are reviewed in September each year. As a school our expectations of behaviour are reflected in our home school agreement. **Note:** good practice would encourage a consistent approach to implementation of rules across year groups. These expectations **must** be displayed in every classroom via the L4, T4 and P4 posters. As well as the aforementioned posters, all classrooms must acknowledge and celebrate the 12 school values.

West Moors Middle School Reward System

Positive reinforcement of good behaviour is achieved through use of our reward system.

This policy encourages the following approaches to rewarding positive behaviour

- Informal words of praise and encouragement.
- Positive comments on work both verbal and written.
- Displaying children's work.
- Applause and praise for nominated work within our Growth Assembly.
- Awarding of Lizard & Dojo Points as appropriate.
- Awarding Pupil Points (to be recorded on SIMS) for significant academic achievements or milestones in learning.
- Awarding of certificates in assemblies.
- Awarding of Dojo / Lizard certificates when 25, 50, 100 or 200 Points are gained (Bronze, Silver, Gold and Platinum awards).

At West Moors Middle School we seek at all times to **plan strategies which maximise positive behaviour in our interactions with pupils** – a proactive rather than a reactive approach.

Above all, we seek to **create for all pupils a sense of belonging to the school. We believe that** pupils who feel committed to West Moors Middle School are more likely to care about their place in it and want to do their best, both in their learning and in their relationships. We seek to achieve this through encouraging involvement in extra-curricular activities and through whole-school structures and events, such as competitions, assemblies, WOW days, fund-raising and the School Council.

“Every child has the right to say what they think in all matters affecting them...” (Unicef, Rights of a child - article 12)

We also recognise that **good behaviour is more likely in well planned lessons where objectives challenge pupils appropriately, engaging them in learning** and where there is a climate for learning in which teachers encourage success and promote safety. With this in mind it is important that teachers promote a positive attitude to learning acting as enthusiastic role models, inviting involvement and cooperation at all times.

The following principles are also considered central to our promotion of good behaviour:

- All staff recognise that pupils' ability to use well-developed social skills will ensure that they are increasingly able to engage successfully with their classmates. Therefore, all adults in school model the highest possible standards when interacting with others and explicitly teach good manners.
- Teachers plan where pupils will sit in our classes. In every lesson pupils are directed where to sit by the teacher. All visiting teachers are informed that pupils have set seats.
- Routines for entering and leaving classes are in place, in order to establish a calm learning environment whereby equipment is stored safely and appropriately.

Interventions and behaviour support

In order to support pupils who may have difficulties relating to their behaviour, there are a number of resources that may help to improve behaviour and encourage positive problem solving. These include:

- Close professional relationship with Tutor
- Cause of Concern Interventions
- ELSA
- CAMHS Support
- Close liaison with all outside agencies.
- Continued professional development
- PSP – Pastoral Support Plans put in place for pupils at risk of exclusion.

The Nurture Room – Hive

For some vulnerable children, it is essential that they have a calm start and finish to the school day. For these children we operate a 'meet and greet' system where the children enter the school building immediately on arrival when they are greeted by a teaching assistant. Similarly at the end of the day the children meet with the teaching assistant before dismissal. In most instances this takes place on a one to one basis. West Moors Middle School offers a caring environment and the Hive offered an environment where issues can be discussed in a calm environment and pupils can be prepared for their day.

What do we define as unacceptable behaviour?

- Low level disruption (L4)
- Swearing at adults or children.
- Refusal to follow instructions – Defiance

This includes: continued inappropriate school uniform and incomplete work/homework

- Continued disruption during lessons (L4)
- Physical aggression.
- Stealing property from the school or individuals.
- Bullying (see Anti-Bullying Policy).
- Race and equality issues.
- Bringing dangerous or inappropriate items to school.

Race and equality

We accept racism to mean any type of abuse which is inspired by prejudice based on culture, race or belief. West Moors Middle School will actively investigate any issue raised regarding race and equality as and when it occurs. We actively seek means of raising an awareness of this issue with children and adults connected with the school.

*“The Convention applies to everyone: whatever their ethnicity, gender, religion, abilities, whatever they think or say, whatever type of family they come from.”
(Unicef, Rights of a child - article 2)*

School Uniform

At West Moors Middle School we believe that school uniform should be worn correctly at all times. Those pupils who do not wear appropriate uniform to school will be asked to rectify this situation as soon as possible in line with the school uniform expectations. These are published in the school prospectus and on the school website. The school have implemented a 'T4' protocol to raise standards of appearance.



Homework

West Moors Middle School expects homework to be completed regularly and to a high standard. Subject teachers keep a record of homework that is completed and where a pattern of poor completion of homework occurs, either in one subject area or across several areas a pupil's parents/guardians will be contacted. At such a time it might be agreed that incomplete work needs to be 'caught up' within the pupil's own time. Pupil's homework will be monitored through pupil planners.

What happens at break/lunchtime?

At break pupils may eat snacks in the hall and then play outside safely and appropriately.

At lunchtime we employ lunchtime supervisors, one of whom is supervisor in charge. Pupils are actively encouraged to play cooperatively with equipment provided by the school or to bring in their own suitable equipment.

"Every child has the right to meet with other children and to join groups and organisations..."

(Unicef, Rights of a child - article 15)

"Every child has the right to relax, play..." (Unicef, Rights of a child - article 31)

Some areas of our school site are used for particular activities during the lunch hour such as ball games, whilst other areas are out of bounds for pupils. Pupils are kept up to date with any changes in these arrangements.

Lunch Supervisors are responsible for the safety and welfare of the children at this time and are expected to deal with low level incidents of unacceptable behaviour. For more serious incidents, they are asked to refer the matter to the SLT

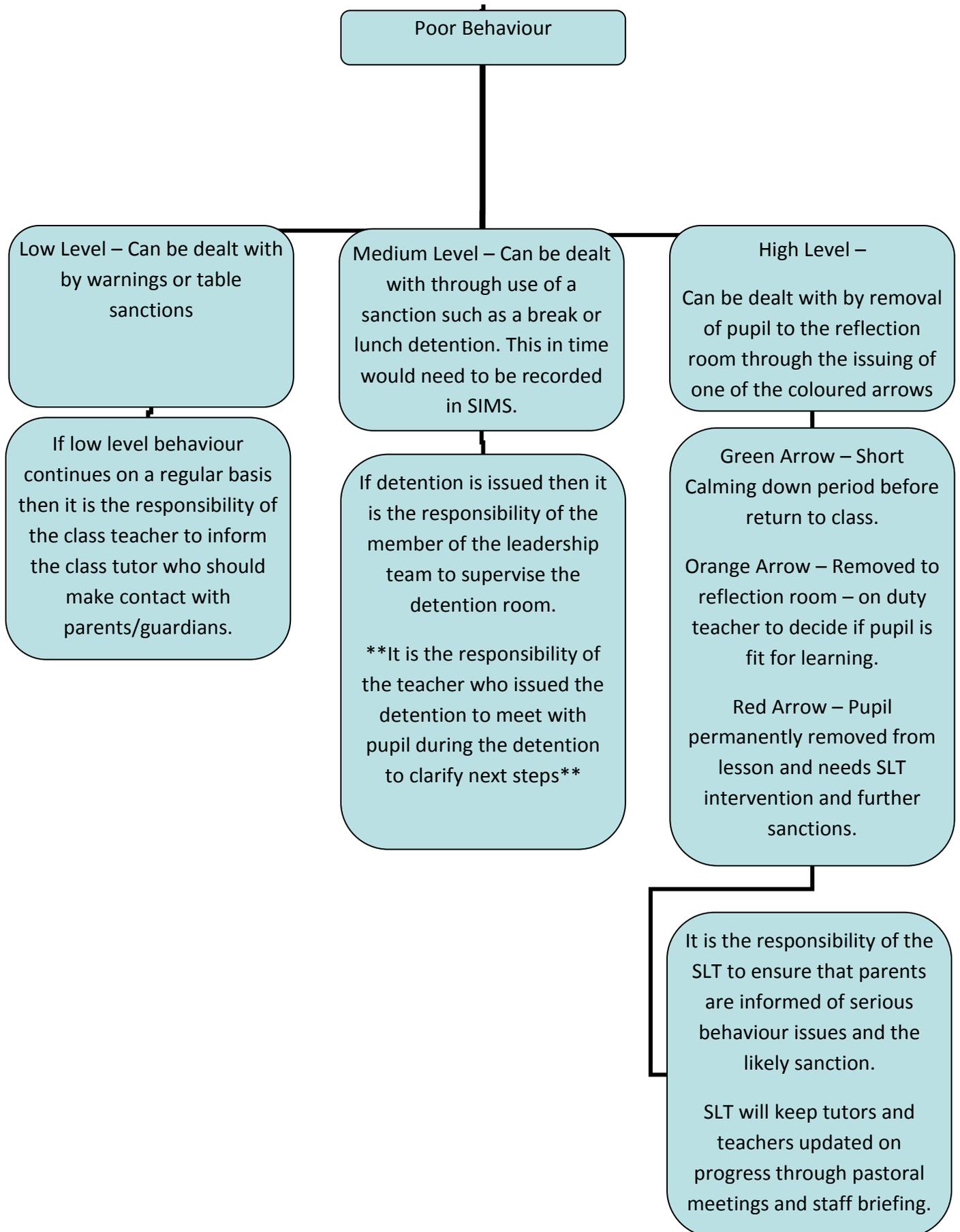
Wet lunchtimes require a carefully planned approach to supervision to ensure the continued good behaviour of all pupils. Key Stage 2 children are expected to go to rooms 5 or 6 to either complete work or watch our designated, appropriate films. Key Stage 3 pupils have a designated area within our *Chip & Pin* Computing suite.

The School's Sanction System

Staff must be clear of the hierarchical structure for referring pupils

Subject teachers must have responsibility and ownership of the management of behaviour in their lessons. However, if a teacher is concerned about a child's behaviour in their lesson which cannot be resolved immediately or is part of a longer term pattern of behaviour, they should discuss the matter in the first instance with the child's class teacher. If the nature of the behaviour difficulties has medium or long term implications, the SENCO should be involved.

Where matters are more serious, the SLT should be informed and it is likely that the parents will be contacted.



As a school, we acknowledge that an excellent standard of behaviour cannot always be achieved. Therefore we accept that sanctions will sometimes be appropriate.

The essential principles underpinning the sanctions are as follows:

- **No physical punishment is acceptable at any time.**
- **The sanction will take into account the type and degree of misbehaviour.**
- **The sanction will be fair and appropriate to the individual pupil needs.**

Appropriate sanctions may include the following:

- Asking the child to explain their behaviour and the impact of it – this may be best managed after a lesson and with another member of staff present at which time a child may be asked to apologise. **Note:** Staff should think carefully about the appropriateness of dealing with issues regarding poor behaviour during teaching time and in front of a group of pupils – Pupil Reflection sheets can be used for this type of sanction.

“Every child has the right to privacy.” (Unicef, Rights of a child - article 16)

- Expecting a child to work independently within the classroom. **Note:** it is NOT acceptable to ask a child to stand or work outside of the classroom alone at any time unless in removing a child from a room prevents further escalation of incidents in which case the SLT will have been called for (see procedures for removing pupils from lessons).
- A sanction befitting the behaviour, such as cleaning off graffiti or picking up litter.
- Losing morning or lunchtime break.
- The removal of privileges and responsibilities.

Appendix 1 – Responding to low level disruption – provides staff with additional guidance

For more serious offences or persistent poor behaviour likely sanctions may include:

- Being withdrawn from class using agreed procedures.
- Contact the parents to seek a meeting with them.
- Being put on report, which is a log to monitor behaviour during the school day.
- Put on **Twilight Detention** for which a letter will be sent home.

In cases of serious and persistent misbehaviour (for example, verbal abuse or threats to a member of staff, physical assault on a member of staff, a serious unprovoked assault on another pupil), **the following course of action may follow.**

- a. Excluding pupils from lessons, when they will be supervised by a member of staff.**
Subject teachers will be asked to provide work. Pupils will also miss break and lunch times. The length of internal isolation will be determined by the school’s Senior Leaders and communicated with parents.
- b. Temporary (fixed term) exclusion.**
On rare occasions it is necessary to use the serious sanction of a fixed term exclusion. Pupils at risk of exclusion should have completed a Personal Support Plan (PSP) (See

appendix 5) and will – where necessary – have been given access to an

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appropriate range of support agencies and resources. The school will take reasonable steps to set work for pupils. This should include providing work that is accessible and achievable by pupils outside of school. (Exclusion from schools and pupil referral units in England. Para 28)

Upon their return to school pupils will be required to attend a ‘reintegration meeting’ with a member of the SLT, and their parents.

c. Permanent exclusion.

This is the school ultimate sanction. Parents will be fully involved in this process. Pupils face permanent exclusion when their behaviour constitutes a serious breach of school rules and/or is considered a significant threat to the health and safety of others. (See exclusions policy and guidance for further information)

When there is serious concern about a child’s behaviour, West Moors Middle School works in partnership with Dorset LA Behaviour Support Service and where appropriate ensures that our school SENCO is a part of this process.

Procedure for removing a pupil from a lesson

If a teacher feels that it is appropriate that a child is immediately withdrawn from their classroom, a message is sent to the school office requesting immediately support from a member of SLT. This sanction will be used in circumstances where the child’s behaviour causes risk of harm to others or prevents others from learning.

The teacher is required to issue a sanction arrow indicating the severity of the behaviour within the class and suggested next step.

Pupils should be sent to the reflection room so that there is suitable supervision and support.

(Unicef, Rights of a child - article 28)

Procedure for dealing with a pupil who leaves a lesson without permission

If a child leaves the classroom (e.g. in temper) with or without consent, the teacher should send a message to the school office for support from a member of SLT. SLT will locate the pupil and inform the member of staff regarding the course of action being taken. Leaving the lesson without consent should be usually considered a Red Arrow sanction unless there are other circumstances to consider.

What can pupils expect from adults in the school?

- To share clear and consistent rules which are enforced with fairness and understanding.
- To have the opportunity to talk and be listened to. Children should feel that what they say is important and valuable.

- To be taught by staff who are excellent role models who demonstrate a polite and courteous manner at all times when respond to each other and the children.
- To work alongside caring and responsible people who they can turn to in times of difficulty and distress.
- To be kept safe and protected from bullying and any types of abuse.
"...ensure that children are protected from all forms of violence..." (Unicef, Rights of a child - article 19)
- To have access to advice on appropriate behaviour and counselling to support improved conduct.

Partnership with parents and carers

At West Moors Middle School we believe that our school and children's home work in partnership. We aim to share the responsibility of discipline and feel that the best way forward is to develop strategies together to ensure continuity of expectation. To this end we publish on the school website an appropriate version of this policy after the policy is reviewed and approved by governors. Copies of the policy can also be requested by contacting the school office. We ask parents to support us in putting this policy into practice and encourage them to regularly review our expectations. *(Unicef, Rights of a child – article 18)*

Recording interventions

All evidence of poor behaviour and any interventions are recorded and stored on SIMS. These records are kept for the duration of the pupil's time at West Moors Middle School so that a clear picture of events and our response is available for discussion with parents and support agencies at any time.

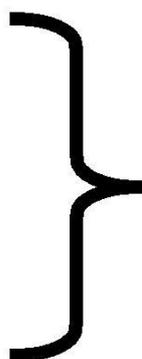
Concern Forms

SIMS Behaviour Logs

SLT Pastoral Log

Copies of school letters to parents

Letters from parents



These will be passed to receiving tutor/school on transition.

Note: during the school year, SLT keep a file of incidents in addition to that outlined above. Other records may also be held with the SENCO and/or Head teacher. Information within SIMS will be analysed termly to identify any patterns in behaviour which need to be addressed.

A Model Consistent Approach to Low Level Disruption**Action 1**

1. If a pupil disrupts the learning of others explain quietly but firmly what is wrong with the behaviour and ask the pupil to change the behaviour
2. Record the pupil's name on the board and tally mark underneath
3. Table sanctions should be used for pupils who historically have not responded in a positive manner to the tally warning system.

Action 2

1. If the same pupil disrupts the learning of others again explain quietly but firmly what is wrong with the behaviour and ask the pupil to change the behaviour
2. Record the pupil's name on the board with a second tally mark underneath
3. Table sanctions should be used for pupils who historically have not responded in a positive manner to the tally warning system.

Action 3

1. If the same pupil disrupts the learning of others again explain quietly but firmly that the pupil has not changed their behaviour and ask the pupil to take their work to the reflection room. Reflection room teacher to note time and then to continue to work on their PPA. If a green arrow is issued then after 10 mins ask to see the work and ask if the pupil is ready to return to their lesson, to behave appropriately and to apologise to their teacher. If the pupil is not ready to return, continue to monitor in the reflection room.
2. Oversee return of pupil when ready.

Action 4

1. After returning, if the same pupil disrupts the learning of others again explain quietly but firmly that the pupil has not changed their behaviour and ask the pupil to take their work to outside the SLT office. All classrooms should have a whole school timetable displayed so that it is easy to know whether to send pupils to SLT's office or classroom. You will need to check that the pupil has reached their destination if you do not have a TA working with you. This could be done by "borrowing" a TA from next door or sending another pupil to the front office.
2. SLT will then oversee work until the end of the lesson and return pupil to their teacher to apologise
3. SLT may apply further sanctions so that pupil is able to catch up all work missed in their own time.
4. SLT will involve tutor and may involve parents.

Next lesson please start process from the top for all pupils.

Our '4'

Principles

L4 Let everyone learn
Love challenge and practice
Leave negativity behind
Listen and respond to feedback



West Moors Middle School

WMMS – HIGH EXPECTATIONS TO DEVELOP INDEPENDENT LEARNERS



P4
– 2016 –
NO EXCUSES!
-Planner
-Pen
-Pencil
-Prepared (correct kit & equipment)



WMMS – HIGH EXPECTATIONS TO DEVELOP INDEPENDENT LEARNERS



T4
– 2016 –
NO EXCUSES!
-TOP BUTTON
-TIE
-TROUSERS (suitable)
-TRAINERS (only for PE & Playground)



Restraining a child

On occasion, it is necessary to restrain a child, for instance, if they are about to put themselves or someone else in danger. If this is the case, the following guidelines should be noted:

When should action be taken?

- In self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.

What is reasonable force?

- A force can only be regarded as reasonable if the circumstances warrant it.
- The degree of force must be in proportion to the seriousness of the incident and should always be the minimum needed to restrain the pupil.

How might I intervene?

- Always tell the pupil to stop misbehaving and what will happen if they do not.
- Physical intervention could take the form of:

Interposing between pupils

Blocking the way

Holding

Pushing or pulling

Leading a pupil by the hand or arm

Shepherding away with a hand in the centre of the back

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