



Behaviour Management Policy

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NORTHGATE SCHOOL ARTS COLLEGE

Behaviour Management Policy

Ethos

At Northgate School Arts College Academy Trust the staff, pupils, parents/carers and governors work together to establish and maintain a safe and secure working environment for all. The whole school community encourages good behaviour in a positive way within an environment of focused work, commitment and responsibility. For this to be effective it is important that the promotion of self-respect and respect for others, are at the forefront of the expectations of behaviour within the school.

This policy forms an integral part of our school ethos and has the full understanding of the whole school community and is supported by effective and relevant communication at all levels. The policy acknowledges and upholds the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN)

Aims

- To promote acceptable, positive behaviour that encompasses a respect and tolerance of others.
- To develop self-discipline,
- To develop the ability to learn independently and work co-operatively.
- To develop a caring attitude for others, the building and the environment.
- To provide a safe, calm and caring learning environment and community for all.
- To provide a creative and flexible curriculum that stimulates learning and encourages engagement and participation.
- To promote equality of opportunity, promoting the eradication of prejudice and discrimination.
- To acknowledge that everyone has a contribution to make within the school and wider community.
- To provide pupils with the support and guidance they need within well defined boundaries to develop the ability to value the feelings, rights, property and privacy of others.
- To seek a close working partnership with parent/carers, using agreed and consistent approaches, to acknowledge the value of families and school working in harmony.

To achieve this:

Staff should be:

- Punctual
- Polite
- Prepared
- Positive
- Honest
- Consistent
- Approachable
- Empathetic
- Professional

And aware of:

- Different learning styles
- Gifted and talented pupils
- Their own inconsistencies
- The need to celebrate achievement (e.g. display work)
- Pupils' individual/specific needs
- The value of realistic praise
- The need to create a well ordered pleasant working environment for all
- Personal needs i.e. Family/home life

Pupils should be: On time
 Honest
 Polite
 Prepared to learn
 On task/focused
 Ready to listen

And aware of: The needs of others
 The need to accept responsibility for their own actions
 The schools own 'Code of Conduct'

To promote teaching and learning the school will use:

- Rewards and celebrations of success to promote positive behaviour and good discipline.
- Shared, constant and consistent expectations of behaviour, which allow pupils to learn and teachers to teach.
- Identified, shared consistent sanctions to discourage inappropriate behaviour.
- Effective role-modelling of expected behaviour.
- The intervention of outside agencies to help identify and support positive pathways to changing behaviour.
- Managed use of a 'safe space' to allow pupils to access an alternative environment.

Roles and Responsibilities

- The Governing Body has the overall responsibility for monitoring the effectiveness of the Behaviour Policy. This will be supported by training and reports on data.
- The Head Teacher is responsible for ensuring that the policy is implemented throughout the school on a day to day basis by staff and pupils and for reporting back to governors.
- Staff, parents/carers and pupils have a collective responsibility to work to ensure that the stated aims are met.
- Parents/carers are responsible for encouraging their children to recognise the importance of education, learning and communication.
- To encourage parents/carers to take an active interest in the life of the school
- The Executive Head Teacher, and the Head of School in their absence, is responsible for the decision to exclude a pupil.

The school has a code of conduct which underpins the day to day life work at Northgate School Arts College. It reinforces and rewards positive behaviour whilst seeking to diminish negative and anti-social behaviour. In this context the following rewards and sanctions are used to enable pupils to identify positive, acceptable behaviour and modify inappropriate behaviour. To be effective, it is applied consistently across the whole school by all staff to ensure pupils feel that they are treated equally and with a commonality of approach.

Rewards

- Verbal, realistic positive praise/signed praise
- Written comments on work
- Stickers on work/clothing
- Marking of work
- Displaying pupils work
- Reward points
- Merit marks
- Comment in Home/School book
- Work shown in assembly
- Student of the week award
- Nomination for Head Teachers award
- Positive Postcards
- Certificates
- Phone calls home
- KS4 Reward Trip

And as appropriate

- Use of lunchtime pass
- Access to extra curricular activities

Sanctions

- Reduced reward points
- Non achievement of in-class target
- Private verbal rebuke
- Verbal rebuke
- Payback time notified
- Task repetition
- Comment in Home/School book by LSA's/Teachers
- Isolation within the classroom
- On-call/withdrawal from class
- Individual Behaviour Plan (IBP)
- Detention within the school day
- Detention outside the school day
- Contact with parents/letters home
- Emails/phone calls to parents/carers
- Visit from parents/home visits
- Fixed term exclusion

Sanctions must reflect a structured hierarchical response both in terms of the sanction used and the level of staff involved. All sanctions must be proportionate and must ensure that the health and welfare of pupils is not compromised. Wherever possible the sanction should match the offence. Therefore in discussion with the pupil:

- Check they understand what he/she is in trouble for by asking
- Establish he/she knows that the behaviour was unacceptable
- Explore the effect the behaviour has on others
- Examine strategies for avoiding the same situation in the future
- Problem solve
- Ensure pupils are aware that incidents will be shared with parents/carers
- Ensure the 'Code of Conduct' is clearly displayed in the classroom

Use of Detentions Outside School Hours

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable
- How parents are to be informed
- Whether suitable travel arrangements can be made by the parent for the pupil

Positive Handling

The school's approach to positive handling is detailed in the Positive Handling Policy.

Use of Safe Spaces/Time Out Rooms

At times when a pupil becomes very agitated or distressed it is appropriate to give them a safe environment in which to calm down or to work away from others until they feel able to rejoin their normal lessons. The use of a safe space or time out room is not a sanction for poor behavior and must not be used as such. Staff must:

- Ensure the health and safety of pupils at all times being aware of any requirements in relation to safeguarding and pupil welfare
- Ensure that a pupil is kept in a safe space/time out room for the minimum amount of time necessary to calm them down or settle them so that they can return to lessons
- All use of safe spaces and time out rooms must be recorded as soon as possible on Behaviour Watch

Searching/Reasonable Force and Confiscation

The school follows the requirements and advice contained in **Behaviour and Discipline in Schools** (Department for Education February 2014)

Line of Support

Support for Staff

- All staff should follow the guidelines within this policy and every attempt should be made to manage behaviour within the classroom.
- Where there is no progress the matter should be taken to the Line Manager or Parent Support Advisor who will deal with the issue in a more formal way.
- Staff should follow the procedures as outlined before consulting with parents/carers and after notifying the Executive Head Teacher/Head of School.
- If there remains cause for concern the Executive Head Teacher/Head of School will contact outside agencies/issue warnings of exclusion/inform parents and/or the Education Entitlement Service
- Staff will have the right and opportunity to have 'time out' after bad incidents with pupils.
- SLT will ensure staff have the opportunity to share experiences with Senior Leadership Team and all staff concerning incidents with pupils.
- Bridge building time will be allocated.
- Staff will be supported by the 'on call' system.
- New members of staff will be allocated a mentor (*See induction Policy*).

In extreme circumstances where immediate help is required then staff should activate support and assistance from another member of staff, ensuring the safety of all concerned.

All incidents and all use of a safe space must be logged. (The school uses 'BehaviourWatch'.)

Allegations Against Members of Staff

All allegations against a member of staff will be fully and thoroughly investigated in accordance with "The Allegations of Abuse Against Staff" Policy.

- The school will offer specialist external support and counseling for staff who may be adversely affected as a result of a significant behaviour incident or allegation
- Incidents of malicious accusations by pupils against members of staff shall be referred to the governors behaviour committee who shall investigate the incident and decide on appropriate disciplinary actions to be taken having regard to the circumstances and the needs of the pupil

Support for Pupils

- Pupils should expect praise and rewards for good behaviour to enable them to identify what is expected of them in school.
- Pupils should experience regular reinforcement of expected behaviour. The code of conduct should be used to prompt appropriate behaviour.
- Pupils should be encouraged to communicate difficulties to a member of staff as soon as possible to ensure the necessary support is put in place.
- Pupils should experience consistency in the approach to behaviour management at all times.
- Pupils should be given adequate time and opportunity to explain the circumstances leading up to and surrounding an incident.
- Pupils should experience a hierarchical response in terms of rewards and sanctions used.

Support for Parents

- Parents should be encouraged to communicate difficulties to the school as soon as possible to ensure prompt action and support for the pupils.
- Parents should be made aware that communication with the staff that teaches their child is welcomed and that staff are happy and willing to share their strategies in dealing with behaviour to help consistency of approach.
- Communication should be **regular** with both **positive** and **negative** issues raised.
- Early contact with parents/carers will be made should a change in behaviour occur
- Contact can include phone calls / texts / emails.
- Parent Support Advisor can support individual / groups of parents
- Parents/carers can access the Parent Forum for support

Consultation

- All parents will receive a copy of the Behaviour Policy via the School Prospectus.
- Any changes will be notified
- Consultation opportunities for parents/carers, pupils and staff will be available at Parents Evening, Statutory Reviews and by appointment as required
- Selected courses are available for parents/carers via the parent forum
- To have a home/school contract signed by parents/carers, staff and pupils.

Resources

- The positive behaviour management strategies will be supported by a dedicated budget.
- The school will ensure all staff receive training in behaviour management strategies to all new staff (*Team Teach*).

Monitoring and Reviewing

- All reward points will be monitored and evaluated by the class teacher.
- Collection of points/merits for trips will be tariffed by an appointed member of staff through the Head Teacher.
- Visual allocation of merits/points should be made available to classes if appropriate.
- The rewards and sanctions system will be reviewed annually in staff meetings and discussion minuted.
- The policy should be reviewed as designated by the Governing Body.
- A regular audit of behaviour must be completed to assess effectiveness.

Success Criteria

The following indicators will be issued to measure the success of this policy:

- Raised standards in teaching and learning
- A calm, orderly school with confident pupils and staff
- Fewer incidents of unacceptable behaviour logged
- Reduced number of 'fixed term' exclusions

Links

This policy is directly linked to:

- Exclusion Policy
- Positive Handling Policy
- Anti-bullying Policy
- Allegations of abuse against staff policy

This Statement was drawn up following a model policy which was written in conjunction with the relevant teaching associations.

Governors, Staff, Parents' Forum and pupils had direct input into its development of this policy.