

SIR GRAHAM BALFOUR



SCHOOL

POSITIVE BEHAVIOUR POLICY

CHANGE CONTROL

Date	Issue	Details of change
<i>17/05/04</i>	<i>1.0</i>	<i>Initial document</i>
<i>Sept 2006</i>	<i>1.a</i>	<i>Major rewrite</i>
<i>27/09/06</i>	<i>2.0</i>	<i>Issue etc. update following Governor approval</i>
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AUTHORISATION

Approved at Full Governors' meeting 29th June 2009.

Signed:

Chair of Governors

Date:

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INTRODUCTION

An unacceptable level of disruption to learning during lessons was reported in a staff survey and echoed by students in the Head's weekly discussion groups in early 2006. It was felt that – in spite of rising exam standards - “Behaviour for Learning” needed to be introduced in order to strengthen the current behaviour management strategies.

AIMS

We want all students to behave well at Sir Graham Balfour School because we know it is essential for effective learning. We also want it because we believe every child matters. We believe in responsible citizenship and consideration for others. Good behaviour is essential for a community in which these values operate. We also know that students require models of good behaviour from which to learn. Whilst other students and parents contribute to this, school staff, and particularly the teachers, have the most profound impact on demonstrating models of good behaviour. How we relate to one another and how we speak to students are primary learning experiences for our young people. If we are rude or sarcastic, that is what we will have modelled back. The highest standards of professional behaviour, of courtesy and mutual respect should ensure positive behaviour in our students.

The success of Behaviour for Learning (B4L) depends upon its consistent implementation by all members of staff. More experienced colleagues make life more difficult for others if they fail to use B4L and apply the consequences of students' choices. Students will exploit our inconsistencies if we fail to act in unison.

We must remember the purpose of this new system outlined on the following pages: it is designed to allow effective learning and teaching to take place by reducing low level disruption in the classroom. It is for the good of all students. It may appear to some, however, that it is aimed at nothing more than punishment and they may become alienated. So it is essential that we are seen to punish the offence – the choice – rather than the person. We must use much more praise than reprimand.

If everyone has an ‘emotional bank’ then, according to research, we must make seven positive credits before we can make one negative withdrawal. This means students will only accept criticism from someone who has significantly praised them in the past.

Teachers must not depend on B4L as the solution to all behaviour problems: the vast majority will be managed by a wide and constantly developing range of Peter Hook type strategies. These are published weekly in the Staff Bulletin as a constant reminder of best practice behaviour management.

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KEY ELEMENTS

B4L REWARDS SYSTEM

- Instant verbal praise to continue. Still our most powerful tool!
- All rewards to have a House Point tariff so they can attract raffle tickets for a termly Rewards Draw (one for each year in KS3 and KS4) – dates for draws to be calendared and to take place during Year Assemblies. Prizes can be won by any student with just one House Point but the most valuable prizes are limited to a draw for students with a high House Point total.
- House Points (worth 1 “raffle” ticket) are given by any member of staff, House Awards (worth 3) are issued by the House Head, Faculty Awards are (worth 3) issued by the Head of Faculty and Head Teacher’s Awards (worth 10) by members of the Leadership Group. All these rewards are written/stuck/stamped into the student’s planner and are given as generously as possible.
- Praise Postcards, worth 5 House Points, are logged on SIMS.net and posted home weekly. All subject teachers and House Tutors give at least 1 weekly for each Key Stage to students who simply continue to be well behaved, hard working and cooperative; they are the silent majority who are rarely commended. Praise postcards are also awarded for work of continued good quality.
- Students with no Behaviour Consequences (BCs) are awarded one House Point for each week by the House Tutor and for each half term a Praise Postcard by the House Head.
- Attendance Awards based on one full term are awarded by House Heads (worth 5 House Points); one full year worth 25 House Points. These are generated electronically and the certificate is created by the Rewards Team for distribution in Assembly.
- House Point certificates are issued at House Assemblies. House Point totals are published regularly on the plasma screen by the Rewards Team.
- Celebration Evenings awards need, largely, to reflect the House Point total issued; this means Heads of Faculty monitor the totals carefully so that the annual selection of awardees’ names is not only an easier task but also seems more fair.

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- Monitoring: SIMS.net is used to track all the above rewards which are an essential part of a student's Achievement & Behaviour Report. Teachers' generosity is also monitored by SIMS.net. Although the Assistant Head (Student Support) oversees B4L, Heads of Department/Faculty/House and the link Leadership Group colleague are all responsible for monitoring rewards and sanctions.
- The Governors' Student & Community group will receive termly reports from the Assistant Head (Student Support), as will Full Governors annually.

B4L CONSEQUENCES (for low level disruption in classrooms)

A wide range of behaviour management strategies, largely based on Peter Hook, the behaviour management consultant, MUST have been used before these consequences can begin to be implemented e.g.

- establish a positive tone from the word go by supervising students' entry to classroom, preferably with a smile
- by establishing a set routine for their entry, based on classroom procedures (books, planner, equipment out on table > bags in bag park > coats on pegs > return to table to begin the starter activity written on the whiteboard)
- while working, answer name to teacher calling register
- by sticking to a seating plan which is displayed on classroom wall for cover teachers also to follow
- by planning lessons carefully so the pace is brisk and different abilities are catered for
- by displaying the learning objectives and referring to them during the lesson too so students know where the teaching is taking them
- above all, by praising and rewarding as often as possible and..
- by forging warm but mutually respectful relationships

However, if a student is off task they must be allowed time to get back to on task behaviour by using simple strategies like the following. (B4L behaviour consequences, known as BCs, should NOT be used at an early stage.) Try these initially:

- meaningful look at misbehaving student
- standing near to student
- tapping student's table
- warning quietly of their behaviour choices and the consequences
- warning audibly of choices and consequence
- thanking them for responding to the above
- moving away from them to allow "space" for improved behaviour
- praising them ASAP for doing something right/well.

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B4L CONSEQUENCE CHART (student name and consequence code to be written on whiteboard)

Behaviour Consequence 1: A verbal reprimand for a first offence eg for persistently choosing to talk, to distract/disrupt others, to not concentrate/try/work, to be disrespectful/rude, to move out of place, to be late. BC1s must be noted by the member of staff on the daily Consequences Record for data and tracking purposes, as well as the whiteboard. Seeing their name against BC1 will prevent most students from continuing to disrupt.

Behaviour Consequence 2: A second verbal reprimand for a further example of the above, possibly accompanied by a change of seat, to prevent the student moving on to BC3. BC2s to be noted on the daily Consequences Record, as well as the whiteboard. Seeing their name against BC1 and also BC2 usually prevents the remaining few from continuing to disrupt.

Behaviour Consequence 3: An hour's detention for a third offence as above. Subject detentions to be organised on current basis by Faculty Heads; House Time offences by House Heads. BC3s to be noted on the daily Consequences Record. NB Autistic students on the SEN Register to be withdrawn by TA just before this stage and taken to Time Out area or to show their card to teacher and move to Time Out area to be picked up by SEN staff.

Behaviour Consequence 4: Referral to the Head of Faculty/House Head for a fourth offence as above (based on current Faculty Referral Timetable system): student to incur an hour's detention and also be put in another classroom for this. This is the Head of Faculty's opportunity for preventing the next, most severe sanction. (NB After monitoring a student who persistently reaches the 1st four Consequences, it may be that the Head of Faculty will decide to refer a student to the Unit in that subject area, as now, or put the student on Subject Report.) BC4s to be noted on the daily Consequences Record.

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Behaviour Consequence 5: Emergency Referral to the Leadership Group by the Head of Faculty/ House Head for a fifth offence as above: a responsible person to be sent to the appropriate Leadership Group colleague on duty. The student will be escorted by that member of Leadership Group to the Withdrawal Room (Room 85). This must be for a 5th offence and is likely therefore to be rare. BC5s to be noted on the daily Consequences Record; they will also be recorded by the Withdrawal Room Manager who will inform parents by phone straightaway, if not by letter.

IMMEDIATE USE OF BC3, BC4 OR BC5

Teachers/Teaching Assistants (on cover) must use their professional judgement to decide whether an offence warrants the immediate use of BC3 or BC4. ONLY COLLEAGUES ON EMERGENCY REFERRAL CAN DECIDE WHETHER AN OFFENCE WARRANTS AN IMMEDIATE BC5 but this is likely to be for swearing at a member of staff or the kind of misbehaviour that would once have triggered a fixed term exclusion.

Remember:

- Consequences cannot be cancelled – unless they were a mistake – nor bargained for.
- The Behaviour Consequence Chart should ultimately prevent all students being sent to the corridor for “time out” as a BC1 or BC2 would now be used instead. If “time out” is considered absolutely unavoidable, it should not exceed 3 minutes.
- BC1 & BC2 are clearly written on the whiteboard so students can see where their behaviour is leading and, hopefully, choose to draw back from the next stage. Students do realise how uncongenial a full day in the Withdrawal Room actually is.
- Students have the new Rewards system and the Behaviour Consequence chart explained to them in assemblies in the first week of the New Year. They are reminded regularly in House Time and by B4L notices in all classrooms, also by the letter sent to parents. Details of B4L are described in brief in all students’ Planners.
- All BC5 students are interviewed by the House Head regarding their recent poor choice of behaviour in order to help them learn from it and to prevent further BC5s. They are required to reflect on what has

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happened and sign a contract. If there are several (maximum of 5) BC5s they and their parents will be interviewed by the Assistant Head (Student Support); a Pastoral Support Plan will follow.

THE WITHDRAWAL ROOM:

- The Withdrawal Room Supervisor sets work for KS3 from a bank of work (set by each Faculty); KS4 students are set work by the colleague issuing the BC5 but a bank of work is used in the very 1st instance.
- Students sent to the Withdrawal Room stay and work there in silence for the equivalent of a full day; they are escorted to the toilet by a colleague; a sandwich and drink can be ordered for lunch but is delivered and consumed in the Withdrawal Room; lunchtime is marked by a change from set work to, for instance, word searches/drawing/reading magazines. At this point the Supervisor takes a lunch break and a colleague takes over. BC5 students who are sent in, for instance, Period 6 will complete Periods 1 to 5 the next day (or on the day of their return). It is vital that BC5 students are treated calmly and consistently by the Supervisor.
- Students who refuse to go to the Withdrawal Room will be excluded for one day. The main item on their readmission contract is to complete a full day in the Withdrawal Room.
- The Behaviour Consequences Record must be carried by every teacher and filled in during the lesson, then given to the Head of Faculty at the end of each day for reading/monitoring; it is then posted into the B4L Box in the Office and collected by the Withdrawal Room Supervisor for logging onto SIMS.net. The names of students regularly reaching BC1 or 2 across the day are tracked by the House Heads who put the student on detention and some form of report; if however BC1 or 2 is regularly issued to students in a particular subject (wherever that lesson might take place), the Head of Faculty issues the detention and puts the student on Subject Report. However, students exceeding an agreed "trigger point", based on an unacceptable accumulated combination of BC1 and BC2s in one week – the number to be agreed by all the House Heads - spend a day in the Withdrawal Room.

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MONITORING

- The Achievement & Behaviour Report that results from BC1 to 5 is an excellent form of monitoring student behaviour and of consistent teacher application of B4L; it is also crucial evidence for parents, for PSPs (Pastoral Support Plan), for a new school, for governors and occasionally for Governors' Disciplinary Committee. Responsibility for monitoring students' Behaviour Consequences is as for the B4L Reward System. Success indicators are a reduction in a) fixed term exclusions, usually for persistent disruptive behaviour b) in detentions and c) in students having "Time Out" in corridors during lessons.
- Staff's use of the B4L system is also monitored by the Leadership Group. It might be that a colleague would benefit from the support of extra behaviour management training in their directed time; this decision would only be taken after very careful scrutiny of the colleagues' record and situation.

INCIDENT SLIPS (IS)

Where an incident occurs in or relating to lessons which does not lead to BC1 to 5, because it does not disrupt learning e.g. lack of homework, an incident slip should be filled in and passed to the Head of Faculty who will organise a detention of 30 minutes at lunch/after school or of one hour after school; for other misdemeanours the IS offers a range of sanctions depending on seriousness.

Where an incident occurs relating to House Time or free time an incident slip should be filled in and passed to the appropriate House Head.

Monitoring: incident slips are invaluable monitoring tools when building up a broad picture for a Behaviour Report on SIMS.net. Like the Behaviour Consequences Record, they are used to inform parents, a student's PSP, a new school and, if need be, to provide a body of evidence if a student appears before the Governors' Disciplinary Committee. Responsibility for monitoring students' Incident Slips is as for the BC system.

Incident slips are logged centrally and kept on the student's file (as well as BC1 to 5); they are especially useful for recording homework defaulters/corridor and other non-lesson misbehaviour such as bullying. Heads of Faculty/House Heads pass them to the Pastoral Office Admin for logging onto SIMS.net.

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Misbehaviour in the Withdrawal Room: students will be warned of this by the Supervisor only once; if they continue they will be removed, again by a colleague on Leadership Group Emergency Referral. If they continue to misbehave, an immediate fixed term exclusion will be issued by a Deputy or the Head. This may well trigger a 6 week Traffic Light Unit Programme of gradual reintegration into lessons. Several exclusions as a result of the above process will result in a transfer to an alternative education programme, outlined below.

Inclusion Unit Provision continues to provide personalised learning but has widened its umbrella of care over these 3 main areas:

- The Inclusion Unit for KS4 students on Work Based Learning (as now); also for KS3 students, whose behaviour has not allowed them to succeed in classrooms - in spite of B4L- and who will follow an Alternative Education Programme (ACE). If they improve during KS3, they will transfer to a Youth Award course; if they do not, they will continue to Work Based Learning at KS4.
- The Alternative Support Room (“Time Out”) for teaching all fragile/vulnerable students who need short/long term respite from the classroom. Autistic students who have reached BC3 must come here.
- The Learning Support Room for teaching all Learning Support students in small groups away from the classroom.

EVALUATION: by student questionnaire (a KS3 and a KS4 one), by parental questionnaire.

This questionnaire is devised by staff and delivered by an on line service called ‘Survey Monkey’. The results are then analysed and adjustments made where necessary.