

BEHAVIOUR POLICY

1 Introduction

It is important that every school has a Behaviour Policy which will reflect the school's recognition of the duty of care placed on LEA's by the Children Act, the duty of care of teachers set out in the School Teachers' Pay and Conditions Document, their duty to act in loco parentis, and the responsibilities placed on the Headteacher and staff to take a lead in defining the aims of the school in relation to standards and behaviour, and to ensure the agreed standards are consistently applied throughout the school.

At Finham Park the framework for such a policy has long existed. Governors, staff, parents and students have addressed at various times:

The Aims of the School

The School Ethos

Rights and Responsibilities of students and staff

Basic rules for both students and staff

A Behaviour for Learning Policy

The creation of a Bullying Policy

Policy on Child Abuse

A framework for Care and Support

Systems for Rewarding Achievement

Links with Parents

Documentation exists covering all of these areas and much of it is the basis of what follows in this policy.

2 Key features of Finham Park's approach to Behaviour Management

As policy has developed in recent years certain key features have emerged and have been positively encouraged by all of Governors, staff, parents and students:

(i) Policy will always reflect the view expressed in the Aims of the School that, "Finham Park School will be a caring community in which:

- every individual is held in high esteem;
- there is a businesslike and purposeful atmosphere which is conducive to each individual achieving as high a standard as is possible in all areas of the curriculum;
- sensitivity, tolerance, self discipline, respect and goodwill towards others are encouraged in all and are exemplified in the day to day life of the school;
- there is access to equal opportunities for all;
- there is a sense of pride in what can be achieved together"

[Relevant extracts from the Aims of the School]

(ii) Policy will always reflect an approach in which Governors, staff, parents and students work together: guidelines on behaviour policy can never be mutually exclusive to anyone of these groups. Mechanisms exist whereby each can and does contribute to policy development:

- (a) For Governors via their termly full meetings and also particularly via their Committees .
- (b) For Staff via their various consultative groups;
- (c) For Parents via the Annual Parents' Meeting, consultation evenings and one to one contacts;
- (d) For Students via School Council and its system of year group and tutor group representatives.

(iii) Policy on Behaviour cannot be divorced from policy on the Curriculum and its delivery nor from policy on overall school management. We aim at an integrated whole school approach.

3 The Aims of the Behaviour Policy

1 To encourage a whole school approach to behaviour and discipline in order to create the most effective conditions for teaching and learning, foster appropriate rather than inappropriate behaviour and to protect the environment.

2 To manage student behaviour as effectively as possible in order:

- (i) to develop students' ability to exercise self control;
- (ii) to encourage students' to take responsibility for and be accountable for their own actions;
- (iii) to raise their awareness that actions and choices have consequences;
- (iv) to provide them with opportunities to develop and demonstrate positive abilities and attitudes.

3 To promote mutual respect amongst members of the school community in order to foster an awareness that people can only live and work together effectively where this exists.

4 To promote firm action against all forms of bullying in order to ensure the happiness, safety and general well being of all members of the school community.

5 To encourage the maintenance of the school's good record on attendance and to discourage truancy.

6 To foster a shared sense of community in order to demonstrate that negotiation and consultation are a necessary part of managing behaviour and resolving conflict.

7 To assist and support staff in identifying challenging behaviour which may be an indication that something is wrong at home which warrants further investigation.

8 To ensure that school and home work together to encourage appropriate behaviour.

9 To keep to a minimum the occasions when it is necessary to exclude students from school.

10 To ensure that the decent majority of students are protected from the consequences of the antisocial behaviour of a minority.

11 To ensure that at all times staff feel supported in their efforts to maintain high standards of behaviour.

12 To ensure that the school maintains its reputation and good name in the local community and beyond.

4 Documentation relating to Behaviour and Ethos development.

There has been a steady development of policy in the important areas of behaviour and ethos over a number of years. A feature of this development is that it involved all partners in the school community: Governors set out their beliefs in what was then called the Code of Conduct; the Head and staff set out their expectations in a paper on School Ethos; and students, working through their

School Council and its consultative machinery, developed a statement of Rights and Responsibilities in the School Community. At the same time the School developed its concept of the Form Tutor as the key influence on and coordinator of all areas of a student's development at Finham Park. Papers which are the product of these policy developments are printed as appendices:

- APPENDIX 1 : The Governors' Statement to Parents
- APPENDIX 2 : School Ethos
- APPENDIX 3 : Rights and Responsibilities in the Finham Park Community
- APPENDIX 4 : The Aims and Role of the Form Tutor

5 The Behaviour for Learning objectives and the School Rules

Finham operates a Behaviour For Learning system which incorporates Discipline For Learning and Achievement For Learning for Years 7-11. A similar system which operates for the Sixth Form is also summarised in this staff guide.

The following is a brief summary of the main points. For more detail staff should refer to Behaviour For Learning Staff Book revised for 2004/2005.

Rules

1. Arrive on time, with the correct equipment
2. Listen in silence
3. Keep hands, feet, comments and objects to yourself
4. Do as you are told, when you are told
5. Put up your hand to speak

Exclusion

1. Verbally, or physically, abuse staff
2. Fight
3. Possess, or use, alcohol or drugs in school
4. Bring a weapon onto the school site

All will involve exclusion from school and a meeting with parents if pupil is to return to school

The object of the system is to educate students there are consequences for each of their actions but they do have the opportunity to choose what those consequences will be at each stage.

Finham Park School, Behaviour for Learning

AROUND THE SCHOOL

There are NO WARNINGS for misbehaviour around the school

Examples of Consequence 3 offences Around the School Site

Consequence 3 (C3) is given for:-

- Running or shouting in school
- Misbehaviour in the Dining Room
- Dropping litter
- Smoking
- Out of Bounds
- Health & Safety Problems
- Swearing and use of inappropriate language.

Consequences

When a student misbehaves for the first time in a lesson he/she is given:-

Consequence one:

- This is a verbal warning. At the earliest opportunity, the student's name is written on the classroom board along with the Consequence Level
- The Consequence one (C1) is recorded on TEAM
- Continued disruption and the student receives:-

Consequence two:

- This is a verbal warning.
- Change the Consequence Level on the classroom board
- The Consequence two (C2) is recorded on TEAM

· Continued disruption and the student receives a:-

Consequence three:

- Member of staff tells the student clearly that they have a Consequence three (C3) and, again, Consequence Level is written on the classroom board. The Consequence three (C3) is recorded on TEAM, or a form (blue for in the classroom or green for around the school) is completed by that member of staff, giving the reason/s the Consequence/s given. The Consequence 3 form is put in the appropriate tray, in the staffroom. Staff must make sure name and form of student is clearly written and the C3 is signed by that member of staff.

Continued disruption / misbehaviour and the student receives a:

Consequence four:

- A Consequence four (C4) is recorded on TEAM, or by completing the red form as soon as possible and placed in the appropriate tray in the Staff Room

- Some C4's will be inevitable but the issuing of Consequence 4 should be a relatively rare occurrence. Staff should seek to remain in control of the situation. Every effort should be made to use professional skills to prevent the situation escalating to C4 Level. Staff who are unsure about the handling of such situations should talk it through with their Department Head or a senior member of staff. A willingness to do so is seen as strength - not a weakness

- When a student is given a Consequence 4 the member of staff on call should be sent for to remove the student from the lesson. Provided that the student will not be taught by that teacher during the same day, then the student will return to lessons at the start of the next period.

- The student will spend a period in isolation before returning to class

- A "Never/Never" will result in immediate exclusion from the school after the incident.

Has been investigated and a meeting held with parents before the child is allowed to return to school

6 Key Issues

(a) Consistency and Coherence

It is essential that approaches to behaviour management are consistent across the school. Students must not encounter radically different approaches by teachers to similar issues in different departments and year teams. To help achieve this consistency across the school the Behaviour for Learning system has been developed.

(b) Equal Opportunities

“Equal Opportunities are an essential and intrinsic part of the school’s ethos. We strive to create a community in which individuals and cultures are valued equally and in which students can develop to the maximum of their personal potential - - - - We aim to organise our community in ways which positively assert people’s rights to equality of opportunity.”

[Extract from the School’s Policy Statement on Equal Opportunities]

The Implementation Strategy for the Policy contains the following:

“A framework must be developed for eliminating racism, sexism and unfair discrimination or disadvantage arising from discrimination, special educational need, sexual orientation or any other similar reason.”

“All staff are responsible for transmitting school policy. There must be no ambiguity in the way the school reacts to prejudice and it is essential no-one turns a blind eye to it. Teachers have a responsibility to recognise and deal with any incidents they encounter in or outside the classroom.”

Advice and guidance on encountering prejudice is being developed by the School’s Equal Opportunities Group. This will be published as an appendix to the School’s Equal Opportunities Policy.

(c) Bullying

The Governors, staff, students and parents have determined to take all possible action to eliminate bullying from the school. A Bullying Policy exists and is regularly drawn to the attention of all parties. The policy is regularly reviewed and redrafted to take into account expertise and observation of all interested parties.

(d) Child Abuse

The School has clear policies on Child Abuse. These are attached as Appendix 6.

(e) Mutual Support for Teachers

It is axiomatic that a successful approach to behaviour management will only be possible where teachers are clear about what is expected of them and provide mutual support to one another. On this issue staff really must work as a team sharing experiences and seeking to advise and help one another.

(f) The School Environment

Governors, staff and students have determined to focus on care of the Environment. The School's Environment Code is printed as Appendix 7.

(g) Behaviour Management and the Curriculum

Behaviour management is an integral part of the Curriculum which takes every opportunity to teach appropriate and relevant social skills to all students. Although this may be overtly tackled through the PSE and Tutorial Programme and in assemblies it is also the province of every teacher in every classroom.

In addition to the PSE/Tutorial Programme there are at least three ways in which the Curriculum can clearly support behaviour policy:

- (i) by ensuring that social and inter-personal skills are exemplified, practised and developed within the classroom;
- (ii) by encouraging negotiative styles of teaching and learning which reinforce the School's view that mutual respect must underlie all civilised inter-relationships;
- (iii) by including content which teaches about our knowledge and experience of human behaviour - e.g. motivation of "character" in English, "blame" in History, bankruptcy/wealth in Maths, social consequences of a variety of decisions in Geography.

(h) Professional Development

The School recognises its responsibility to provide regular planned in-service training on behaviour management strategies for staff.

7 Encouraging and Ensuring Good Behaviour

(a) Countering Inappropriate Behaviour

The School sets this aspect of its work in the context of its Internal Support System.

(i) The importance of involving Parents

The School's Prospectus sets out clearly the School's approach to behaviour problems. It stresses that parents will always be informed about and involved in the school's approach to any significant difficulties, and invites parents to take the initiative in contacting the school when they have concerns.

Parents are assured that the School will take a firm but caring line with those who misbehave.

The Prospectus also lists for parents the kinds of sanctions which may be used:

withdrawal of privileges;
being 'on report';
extra work;
detention (24 hours notice to parents is normally given);
withdrawal from lessons and supervision by senior staff;
and, most seriously, exclusion.

The Governors take a keen and supportive interest in these matters and are always informed about cases of serious misbehaviour.

(ii) The approach expected to Behaviour for Learning

It is important to clarify basic procedures and ground rules.

1 There is an obligation on all staff to know those they teach as well as possible and to keep themselves up to date by regular consultations with Tutors and Year Heads. All staff must recognise their obligation to assist form tutors in having the fullest possible knowledge of their tutees. Generally it has been found to be helpful to identify 5 categories of youngsters with special problems - those with serious learning difficulties; those who find it difficult to organise themselves; school phobics; those with poor social skills; and those who are alienated and disruptive. This may be an oversimplification and it is never helpful to label students permanently but it does emphasise the fact that students have varying problems which may require differing but equally professional responses from us.

2 "In considering staff expectations of students the idea of mutual respect and recognition of needs is central. A teacher gains respect by being a good teacher and a caring adult, being intolerant of low standards but dealing with problems justly and fairly at all times, both in and out of the classroom

3 Inside the classroom standards of work and behaviour should be in accord with departmental policy and the schools BfL policy.

Important Notes to Staff

No Consequences may be missed. A student must begin at Consequence 1 and work through the steps to Consequence 4.

All staff must write each Consequence on the board. This gives the student space to think and prevents them from thinking that the member of staff has jumped a Consequence.

Consequences should never be given to a whole class.

There should be at least three times more praise as there are Consequences in every Classroom

Behaviour outside of the classroom is expected to be very good. Any student breaking the rules anywhere on the school site will be given a Consequence three (C3 green form). Staff are asked to record on TEAM, or complete the green referral form, stating the time and place of the offence.

Staff eating and drinking – Staff only eat and drink in the dining rooms, staff room, or in offices. Staff do not eat or drink in the corridors, or in the classrooms at any time. Staff on duty should also not eat or drink during that time. This includes the staff on duty in Isolation.

Consequence 3 and Consequence 4 forms will be available in the staff room. Staff are asked to record on TEAM, or complete the appropriate paperbase form when access is denied.

The trays for completed forms will also be in the staff room – Blue/Green trays for C3 (blue for C3's given in the classroom and green for given around the school). The red tray is for C4's.

These will be processed every day at 3.30pm Monday to Thursday and 3.15pm Friday, by the Behaviour For Learning Administrator.

Students will constantly need to be reminded of these rules. They must be on display in every classroom and referred to in all lessons.

(b) Rewarding Achievement

Any behaviour policy should include a system for the consistent use of rewards. This system should be developed to encourage appropriate behaviour.

The use of a rewards system should increase the motivation of the pupils, as positive achievement is recognised, as well as increasing the motivation of staff. Pupils are encouraged towards appropriate behaviour and negative behaviour may be modified.

Achievement For Learning

Recognising pupil achievement and effort is vital in a successful school such as Finham Park.

There should be at least three times more praise as there are consequences in every classroom.

Finham Park School is committed to promoting a positive ethos through praising those who choose to follow the rules. This can be achieved by:-

- Saying “well done”
- Writing positive comments on work
- Using stickers and stamps
- Using House Points
- Informing the Tutors/HOY
- Displaying work on Achievement Information Boards
- Sending positive notes home
- Ringing home to congratulate success
- Certificates
- The awarding of House Points for attendance and punctuality
- Termly House Assemblies recognising achievement
- Termly “Reward” Assemblies

The House System

The House System introduced in September 2003 is a very important part of the process.

There are 4 Houses with 2 Tutor Groups in each year combining to form a House.

All Sixth Form students have been allocated a House.

House Captains – one male and one female – will be elected by each house from the Sixth Form students. Assistants will also be elected from Year 10 and 11. In addition ‘Captains’ will be elected in each area of Sport, Expressive arts, Charity/fundraising and Community.

The house names agreed after consultation with all staff and students reflect the Specialist School status in Mathematics and Computing.

Aims of the House System:

- To build a team spirit during the first year in the school when much of the teaching occurs in tutor groups
- To engender an element of healthy competition as teaching groups are increasingly by sets and less by tutor groups as students move up the school
- To make effective use of older student as role models
- To build a spirit of co-operation across age groups

The Reward System

The aims of the system are to:

- Motivate individuals
- Motivate groups
- Aid the development of a learning culture in the classroom
- Develop a school culture where success is valued and rewarded

Rewarding achievement is a very important means of motivating students and also of informing parents of their youngster's achievements.

The House Points system will form the cornerstone for the whole school. However, letters home to parents and the use of Achievement Certificates to acknowledge significant achievements should continue.

The aim of the points system is to accentuate the positive while engendering a feeling within the student community that it is 'cool' and the accepted norm to:

- conform to the school's agreed code of conduct
- value the environment in which we all work
- take part in extra-curricular activities
- attend regularly
- be punctual
- wear the school dress code
- work to their full potential

To achieve this the system must be:

- valued by ALL staff and students
- applied consistently
- include a differentiated system of tariffs

HOUSE POINT TARIFF

POINTS

Achievement

5

Caring

5

Community Service

5

Continuous Improvement

5

Contribution to the School

5

Excellent Homework

5

Extra Curricular Activities

5

Good Behaviour

5

Homework Achievement

5

Homework on time

5

Misc – give details

5

ROA – Achievement

20

Effort

20

Progress

20

Sports Achievement

5

Team Work

5

Punctuality

40

1 point each for am & pm registration 1 point per lesson

Attendance

40

1 point each for am & pm registration 1 point per lesson

Collection of House Points is through the TEAM programme on all teacher laptops.

Teaching Staff are urged to consistently use House Points as a means of recognising pupil achievement and effort.

Points awarded will be collated on both an individual student basis, as well as for the whole House.

When a pupil has achieved agreed totals of House Points, this will be recognised through:-

- Certificates
- Letters home
- Rewards
- Assemblies

Letters Home

Standard letters to be sent home to parents acknowledging achievement.

Departments should look to make use of standard letters as well as pastoral teams.

Achievement Certificates/Records of Achievement

Achievement certificates can be awarded to students of all years by subject departments and year teams to recognise sustained effort as well as good or outstanding work.

Compiling a RoA will begin in the lower school and be timetabled into tutorial programmes to enable students to build a file of their achievements from school and out of school activities.

Achievement Certificates (RoA's) should be given for academic success in Years 9, 10 and 11.

It is important to value all kinds of achievement, including out of school activities as well as school based experience. In school recognition should be given to the importance of achievement in extra curricular activities as well as to academic success within the subject curriculum.

Staff can now award a number of Achievement Certificates for the following extra curricular activities:

- Working for Charity
- Community Service
- Educational Visits/French Exchange
- Music
- Performance
- Residential Education
- School Responsibilities
- Sporting Achievement : individual
- Sporting Achievement : team

- Work Experience
- Youth Club
- Environmental Education Activities

Reward Assemblies

At the end of the each term an assembly will be held for each year group to recognise the achievements of students and share these achievements with parents and their peers.

(c) Support from Outside Agencies

Details of School Policy are contained in the paper Care and Support. Staff are referred to this.

(d) Record Keeping

It is policy that:

(i) A Record of Incidents is maintained covering:

- 1 any incident involving a student or a person who is employed at the school which results in personal injury to that person, or some other person or damage to property;
- 2 any loss of, theft of, or damage to, property;
- 3 any other incidents or matters of a serious nature.

Heads of Year are responsible for ensuring that such records are maintained.

(ii) A Discipline Record is maintained of all serious breaches of good behaviour and the counter measures taken with regard to particular students.

Such records will be maintained in the student file and are the responsibility of the Form Tutor and the Year Head.

Such records should also be regularly reviewed for emergent patterns of behaviour in relation to individuals or groups.

(iii) Positive Achievement is recorded in students' files as well as incidents involving negative behaviour. The Form Tutor's role in this is crucial.

(iv) Teachers keep their own personal record of minor incidents/behavioural 'blips' so that they are able to identify potentially worrying developments at an early stage and inform tutors.

(e) Attendance/Absence

Within "Care and Support" the following is stated:

Records of attendance/absence are recorded according to statutory regulations twice a day in Tutor Group Registers.

An agreed symbol for reason for absence is marked as relevant in the register (lists of these symbols are placed in each register and can be seen in the Staff Guide).

Finham has a high attendance rate but on occasions when a youngster is ill we ask parents to inform us either by note or telephone. When a student returns to school following absence we ask for a brief note of explanation.

The school shares an Education Welfare Officer (EWO) who is able to make home visits and answer any questions about attendance.

At the end of each term statutory statistics on absence are compiled and returned to the L.E.A.

These statistics include:

% of authorised and unauthorised absences;

% of students having unauthorised absences.

The School takes certain measures to counter poor attendance:

It is the responsibility of all staff to assist in this as it is only with everyone's vigilance that the School will be successful in ensuring good attendance. The following apply at all times:

Procedures for students leaving the school site

- 1 Students to obtain completed Exeat (T2) from teacher/Year Head.
- 2 Take the completed form to main office and hand over the detachable section. This will be retained in the office for future reference.
- 3 The student will retain the remainder of the form as proof of permission to be out of school.

Recording Absence

1 Tutors to ensure a letter is provided by the parents/guardian when a student returns after absence.

2 If a student fails to provide this letter within 5 school days this should be referred to the Year Head who will then contact parents.

3 In the event of a student being absent from school without informing the school of the reason the attendance clerk will contact parents.

4 A clerk is employed to:

(i) provide first day contact in the event of student absence;

(ii) follow up failure to provide written confirmation of absence when student returns.

The following will apply as and when needed - most usually in countering difficulties in the last two years of statutory schooling.

Procedures to counter truancy from lessons

1 Teachers to take a register, using the electronic registration system, at the beginning of each lesson.

2 Heads of Year will be given a list of students who are found to be absent having been present when the register was previously marked.

3 Teaching staff can help counter truancy, particularly internal truancy, if, when the electronic register shows a student present in the previous lesson, and now absent from their own lesson, they could inform Heads of Year as soon as is practical.

(f) Physical Restraint

The following is policy:

1 Physical restraint is only permissible in circumstances where staff are attempting to prevent a child from harming themselves or others, or to prevent serious damage to property, when verbal commands will not control the behaviour.

2 Restraint should involve the minimum force which is reasonable in the circumstances and should seek to avoid injuring the student.

3 In deciding whether to intervene physically in a situation, members of staff should not attempt to restrain a student if this is likely to put them at risk of injury which cannot be justified by the risk of the child injuring themselves or others.

4 Staff should always try to send for another member of staff to assist in dealing with any high risk situation and should seek to get children not involved in confrontation out of the room if this can be done safely.

5 Any member of staff who has to use physical restraint should ensure that the facts of the incident are recorded in the school's incident book. The facts should also be communicated to those with parental responsibility, and ideally before the student goes home.